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**STRENGTHENING WOMEN POLITICAL  
LEADERS IN SOUTH EAST ASIA**

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# **Trainer's Manual on Increasing Opportunities for Women within Politics and Political Parties**



*National Democratic Institute for International Affairs (NDI)*







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## **About the National Democratic Institute for International Affairs (NDI)**

The National Democratic Institute for International Affairs (NDI) is a non-profit organization working to strengthen and expand democracy worldwide. Calling on a global network of volunteer experts, NDI provides practical assistance to civic and political leaders advancing democratic values, practices and institutions. NDI works with democrats in every region of the world to build political and civic organizations, safeguard elections, and promote citizen participation, openness and accountability in government.

Democracy depends on legislatures that represent citizens and oversee the executive, independent judiciaries that safeguard the rule of law, political parties that are open and accountable, and elections in which voters freely choose their representatives in government. Acting as a catalyst for democratic development, NDI bolsters the institutions and processes that allow democracy to flourish.

***Build Political and Civic Organizations:*** NDI helps build the stable, broad-based and well-organized institutions that form the foundation of a strong civic culture. Democracy depends on these mediating institutions—the voice of an informed citizenry, which link citizens to their government and to one another by providing avenues for participation in public policy.

***Safeguard Elections:*** NDI promotes open and democratic elections. Political parties and governments have asked NDI to study electoral codes and to recommend improvements. The Institute also provides technical assistance for political parties and civic groups to conduct voter education campaigns and to organize election monitoring programs. NDI is a world leader in election monitoring, having organized international delegations to monitor elections in dozens of countries, helping to ensure that polling results reflect the will of the people.

***Promote Openness and Accountability:*** NDI responds to requests from leaders of government, parliament, political parties and civic groups seeking advice on matters from legislative procedures to constituent service to the balance of civil-military relations in a democracy. NDI works to build legislatures and local governments that are professional, accountable, open and responsive to their citizens.

International cooperation is key to promoting democracy effectively and efficiently. It also conveys a deeper message to new and emerging democracies that while autocracies are inherently isolated and fearful of the outside world, democracies can count on international allies and an active support system. Headquartered in Washington D.C., with field offices in every region of the world, NDI complements the skills of its staff by enlisting volunteer experts from around the world, many of whom are veterans of democratic struggles in their own countries and share valuable perspectives on democratic development.

The Institute has been engaged in democratic development in South East Asia for several years. On a regional basis, political parties, elected officials and civil society actors have engaged with NDI in political party finance and election monitoring efforts.

In February of 2005, NDI initiated this new program entitled “Strengthening Women Political Leaders in South East Asia” with activities in Indonesia, Malaysia and the Autonomous Region of Muslim Mindanao (ARMM) in the southern Philippines. For the countries engaged in this program, NDI has also had country-specific responses to calls for assistance.

In Malaysia in 2005, NDI began a series of political party workshops to address issues of internal party reform. In ARMM, NDI has engaged police and citizens in a community policing effort since 2003. Previous work in the Philippines focused on election monitoring,

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starting as much as 10 years ago. In Indonesia, NDI has been working with civil society groups, political parties and parliamentarians since 1997 on programs as varied as election monitoring, legislative strengthening, women's caucus development, candidate training, NGO management training and security sector reform.

Funding for NDI's activities in the region have come from a variety of government and business sources, including but not limited to: the United States Agency for International Development, the World Bank, the National Endowment for Democracy, the Liz Claiborne Foundation, the United Nations Development Programme and the Citigroup Foundation.

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- *Nominating for Change: Strengthening Women's Position in Political Parties*, A Training of Trainers Manual, NDI Indonesia, 2003.
- *Increasing Women's Political Participation in Guyana* Trainers Manual: Candidate Skills, NDI Guyana, 2004.
- *Women's Candidate Training Program* Training Manual, NDI Nepal, 2004.
- *Political Party Training: Train the Trainers Syllabus and Material*, NDI Afghanistan, 2004.
- *Women Can Do It! Tear Down the Pyramids Part II*, Stability Pact Gender Task Force and the Norwegian Labour Party Women.
- *Workshop on Conflict Resolution – Participant Workbook*, prepared by Judy Kent & Anne Touwen, International Federation of University of Women, 2001.

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- Philippines: PDP Laban, Lakas-NU-CMD, Abanse Pinay Party List, Akbayan Party List, Liberal Party and Anak Mindanao Party List.

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## ***Program Introduction***

*Tens of thousands of talented women stand ready to use their professional expertise in public life; at the same time, they are dramatically under-represented in positions of political leadership around the world.* **Madeleine K. Albright, NDI Chairperson**

Women bring a different perspective, a critical perspective, to politics. The meaningful inclusion of women is integral to vibrant democratic development. In recognition of this fact, NDI developed a program entitled “Supporting Women Political Leaders in Muslim South East Asia” which seeks to increase women’s political participation in Indonesia, Malaysia and the Autonomous Region of Muslim Mindanao (ARMM). This 12-month project aims to enhance the capacity of women candidates to campaign for office and to strengthen the ability of women to serve as party leaders and as elected officials. The Institute is also working with political party activists to develop sustainable local capacity to train women party members, candidates, and elected officials.

NDI launched this program by organizing a four-day regional workshop in Indonesia in late June 2005. The workshop brought together women from the leading parties from each of the participating countries to collaborate with regional and international experts and trainers. Subsequently, NDI has program activities tailored to the specific political needs and interests of women in each location while encouraging participants to leverage experiences and best practices shared through the newly formed regional network. To further consolidate the regional network of women leaders and promote the sustainability of future party trainings, the program will conclude with a second regional conference on “lessons learned” from training programs in each country.

Delegates from **Malaysia** are focused on leadership trainings for women inside their parties as they seek greater influence in party development and consolidation efforts. In **Indonesia**, training participants are conducting trainings both to address enhanced women’s leadership inside their parties as well as in the electoral process; across Indonesia, the second half of 2005 marks the first time that citizens are directly electing their mayors and governors. In **ARMM**, training participants are drawing upon political party (or party list) and civil society networks to further women’s engagement in the August 2005 regional election as well as looking ahead to local elections in 2007. The goal of the program is to train 600 women in each country on topics such as Leadership Skills, Public Speaking, Negotiation Skills, and Running a Successful Campaign while sensitizing them to the particular challenges that women face in the political arena and strategies to address them.

This project builds on the Global Action Plan (GAP) that was adopted in December 2003 at an NDI-sponsored conference in Washington, DC by an international working-group of women political party leaders from 27 countries. Because women’s roles in democratic processes are vital to the reform, renewal, and modernization of political parties and governance, this working group was convened to identify international best practices for increasing opportunities for women in political parties around the globe. The GAP encourages political parties to take genuine reform steps to increase women’s leadership opportunities. Through their participation in this program, women party activists will be in a better position to take advantage of these opportunities.

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# How to Use This Training Manual

## **HOW THE MANUAL IS ORGANIZED**

Each module starts off with the objectives for the training session and a list of materials that the trainer needs to obtain before the training session.

### **OBJECTIVES**

- ▶ Objectives of the training session are stated.

### **MATERIALS**

- ▶ Materials needed for the training session are listed.

## **TRAINING SESSION TOPICS: Headings and Sections**

Each module has notes and handouts for the trainer to use in the facilitation of each training session.

- ▶ The trainer's notes are organized by module.
- ▶ Material to share with the participants is contained below major topic headings and sub-topic headings.

### **MAJOR TOPIC HEADINGS**

- ▶ Each major topic of the training session is identified as a heading within the trainer's notes. Example:

#### **INTRODUCTION: WHY MEDIA TRAINING?**

### **Sub-Topic Headings**

- ▶ Sub-topics are also easily identified as a heading within the modules. Example:

#### **Basics of a Media Program**

### **TRAINER'S GUIDE**

- ▶ Information for the trainer to lead the discussion or lead the participants through the various activities is provided under this sub-heading.

### **NOTE TO TRAINER**

- ▶ Additional important information, related to the topic at hand, is noted for the trainer under this sub-heading.

### **ACTIVITY**

- ▶ The activity relevant to the topic being discussed is identified and instructions are listed for the trainer.
- ▶ Any handouts or materials, which are required for the activity, are noted.

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## **HANDOUTS**

- ▶ Handouts are found at the end of each training module as listed following the module heading in the Table of Contents.
- ▶ If possible, photocopy the handouts before the training session and distribute to participants at the appropriate time in the session. In most cases it is better to distribute handouts at the end of a session.

## **ADDITIONAL BACKGROUND MATERIAL**

- ▶ Additional background materials are available in a separate binder.
- ▶ While it isn't necessary to copy and distribute this information to participants, as a trainer, it would be useful for you to become familiar with it.

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# WORKSHOP GUIDELINES

## SELECTION OF MATERIALS AND LENGTH OF WORKSHOP

- ▶ There are more activities and materials in this training manual than can be covered in a short workshop. As a trainer, you should select which modules and activities you will include in your agenda based on the objectives you have defined for the training. An effective introductory training can be delivered in 6 to 8 hours. It is advisable to deliver the training in a one day session, or if necessary, to divide it into two 3 or 4 hour sessions over the course of two days. Keep in mind that if participants are coming from other cities and villages, it will be more difficult for them to find lodging and for them to be away from home for longer periods of time.

## IDEAL NUMBER OF PARTICIPANTS

- ▶ Because of the participatory nature of the training, the ideal number of participants is 15-20. Larger numbers will make it difficult to deliver the sessions in the time indicated and will not allow each individual to participate fully.

## SETTING UP THE TRAINING ROOM

- ▶ Ideally, the room should be large enough to have participants sit in a circle with space around to break into small groups.
- ▶ There should be adequate wall space to post flipcharts as they are completed. For example, the “Ground Rules” flipchart (see below) should remain on the wall during the entire duration of the workshop.
- ▶ Whiteboards with dry-erase markers are very useful if available.

## REGISTRATION FORM

- ▶ A sample participant registration form can be found in the appendix.
- ▶ Photocopy the registration form and distribute a copy to each of the participants for them to fill out at the beginning of the training. Alternately, list the information you would like participants to include on a whiteboard or flipchart and have them write out the answers on a blank sheet of paper.
- ▶ The purpose of the information is to assist the trainer in getting to know the participants and to help establish networks of individuals for future events.

## GROUND RULES

- ▶ The handout *Ground Rules for Training* is included in the appendix.
- ▶ Review this handout with participants at the beginning of the training. Seek their approval on the rules and ask if, as a group, they have any they would like to add. It is advisable to post the ground rules on the wall of the training room.

## EVALUATIONS

- ▶ Participants should be asked to complete an evaluation (see sample in the appendix) at the end of each day of training.
- ▶ In addition, it is recommended that the trainer periodically test participants for how they are retaining information by using quizzes and games. There are some examples of how to do so under the heading “Facilitator Tests” in the Training Tips and Facilitation Skills section of this manual.

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## **Sample Opening Session**

### **OBJECTIVES**

- ▶ Participants and facilitator(s) learn more about each other's backgrounds and expectations for the workshop
- ▶ Orientation to workshop objectives, agenda, and format
- ▶ Clarifying ground rules for the workshop
- ▶ Explanation of the evaluation process

### **MATERIALS REQUIRED FOR THE WORKSHOP**

- ✓ Copies of registration and evaluation forms
- ✓ Attendance sheet for each day
- ✓ Copies of the agenda
- ✓ Copies of any handouts
- ✓ Notepads and pens for participants
- ✓ Flip chart and markers
- ✓ Whiteboard or chalkboard and chalk if available
- ✓ 1" width masking tape to hang completed flip chart pages
- ✓ Glue stick

### **REGISTRATION**

- Have participants fill out a registration form before the workshop begins.
- Collect forms.

### **INTRODUCTIONS**

- Introduction of trainer
- Have participants introduce themselves (name, place of residence, political party, position within party if applicable) and say one thing that they want to learn/take away from this workshop. Record their expectations on flipcharts and keep posted throughout the workshop. If you record these comments on flipchart paper, participants will see that you've heard them and that you respect their knowledge and their hopes for the workshop.

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## WORKSHOP AGENDA AND OBJECTIVES

### **TRAINER'S GUIDE: Introduction of the Workshop Agenda, Objectives, Format, and Logistics**

- Distribute the workshop agenda and go over it briefly.
- Review the workshop objectives. You should prepare a flipchart with the workshop objectives in advance of the training and keep it on the wall throughout the entire training so that participants can refer back to it.
- Refer back to the expectations that participants had of the workshop (from their introductions) and talk about how these can be met and what goals are not possible in this particular workshop.
- You should also give them some background on the “Supporting Women Political Leaders in Muslim South East Asia” program of which you are a part.
- Explain that the process used will, for the most part, be participatory, drawing upon participants’ experiences and knowledge.
- ‘Workshop’ methods will be employed. That is, participants will be required to do most of the work.
- Encourage participants to be active.
- Acknowledge and thank anyone in the room who helped with the workshop planning and organization.
- Go over any other logistics related to the workshop. Especially in residential situations – when people are meeting in places overnight and far from home – participants not used to the situation will be preoccupied with questions about meals, telephones, and sleeping arrangements. Clarifying these logistics helps reduce anxiety and avoid any misunderstandings.

## WORKSHOP GROUND RULES

### **TRAINER'S GUIDE: Introduction of the Ground rules**

*(See sample ground rules in the appendix.)*

Post the workshop ground rules:

- Prepare a flipchart with the workshop ground rules in advance of the training and hang it in the room so that participants can refer back to it.
- Review the workshop ground rules. Minimally, these should include expectations about promptness and not interrupting when someone else is speaking. It is also advisable to ask all participants to turn off their cell phones for the duration of the workshop.
- Ask participants if they can agree to respect these ground rules. Ask if anyone has any suggested additions or changes to the rules but do not add to or change the rules unless there is a consensus within the group to do so.
- Record any additions or changes on the flipchart.

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## **Sample Closing Session**

### **OBJECTIVES**

- ▶ Evaluate the workshop and consider improvements for future trainings
- ▶ Congratulate and recognize participants for their efforts

### **MATERIALS**

- ✓ Copies of evaluation forms
- ✓ Certificates completed with the names of each of the participants

### **EVALUATION**

- Hand-out written evaluation and have the participants take 5 to 10 minutes to complete them and return them to you.
- After the written evaluations have been completed proceed to the next activity.

### **ACTIVITY: *Heart, Hands, and Feet Evaluation***

- Gather participants in a circle.
- Tell them that you would like them to consider and share the answers to the three following questions:
  - “Head”: the most important two or three things they learned in the workshop.
  - “Heart”: the most important two or three things the workshop made them feel.
  - “Feet”: the most important two or three things the workshop made them want to do.
- Starting with the first question, go around the circle and have each person share their answers.
- Summarize the answers on a flipchart.

### **CERTIFICATE AWARD CEREMONY**

- If possible, in advance of the workshop, print out certificates for each of the participants. Be sure to write their names on the certificates in advance.
- It would also be a good idea to invite someone from within the party leadership to attend this last part of the workshop.
- Ask the party leader to share a few words of encouragement and congratulations with the participants.
- Then invite each participant to come to the front of the room to receive her certificate from the party leader. Be sure to applaud each individual for her efforts and participation.



## CHECKLIST FOR EFFECTIVE WORKSHOP DESIGN

- ✓ Have a planning committee of participants and party leaders to help in the design
- ✓ Take into account what you know about the participants
- ✓ Visit the training site and take the physical space into account in the design
- ✓ Take into account the organizational and broader social context for the event
- ✓ Be clear about what kind of events /actions have come before and will follow this session
- ✓ Anticipate potential problems and how they might be handled
- ✓ Have clear, stated objectives that follow a clear path
- ✓ Have a clear, written agenda which fits the time available
- ✓ Have a mix of activities that encourage participation and take into account the background of the participants
- ✓ Keep in mind how people learn and design the training to maximize learning
- ✓ Know how people will be broken down into groups and how the groups will report back
- ✓ Plan for breaks, energizers, humor
- ✓ Build in evaluation during and after the event
- ✓ Identify clear responsibilities for follow-up
- ✓ Review your plan and cut it down: you probably have too much

## WHAT TO ASK YOURSELF WHEN PLANNING FOR A WORKSHOP

<b>AGENDA</b>	<ul style="list-style-type: none"> <li>✓ What are the objectives of the training?</li> <li>✓ How long will the training be?</li> <li>✓ What subjects will it cover?</li> </ul>
<b>PARTICIPANTS</b>	<ul style="list-style-type: none"> <li>✓ Who is the target audience?</li> <li>✓ How many people will participate in the training? How many is “too many”?</li> <li>✓ What is the level of education of the trainees?</li> <li>✓ What languages do they speak most comfortably?</li> <li>✓ What is their level of understanding of the topics to be covered in the training?</li> </ul>
<b>LOGISTICS AND ORGANIZATION</b>	<ul style="list-style-type: none"> <li>✓ What needs to be done in order to prepare for the training and by when should each task be completed?</li> <li>✓ What supplies will be needed for the training?</li> <li>✓ What materials will need to be photocopied?</li> <li>✓ Where will the training be held? Is this location available during the proposed dates of the training? Is this a convenient, central, and safe location?</li> <li>✓ If it is a multi-day training, have you made housing arrangements for all of the participants?</li> <li>✓ How will participants get to and from the training?</li> </ul>
<b>MEDIA</b>	<ul style="list-style-type: none"> <li>✓ Will the media be informed of the event?</li> <li>✓ Is there someone from the party who can help prepare a press release?</li> <li>✓ Is there someone who can take photographs at the training for use in press coverage?</li> </ul>
<b>COORDINATION WITH THE PARTY</b>	<ul style="list-style-type: none"> <li>✓ Is the party aware that you will be holding the training?</li> <li>✓ Have you informed the party of any expenses related to the training for which you will need coverage?</li> <li>✓ Have you invited someone from the party leadership to attend the closing ceremony of the training or to speak during one of the sessions?</li> </ul>

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## SELECTING WORKSHOP ACTIVITIES

### A Checklist for Selecting Appropriate Activities

*Consider:*

- ✓ Local context
- ✓ Number of participants
- ✓ Who the participants are (cultural background, level of formal education, sector, social class, religious background, traditions)
- ✓ Comfort level: will participants feel comfortable doing the activity at this stage of the workshop?
- ✓ Objectives
- ✓ Design: at what point in the workshop should you do this activity?
- ✓ The time of day (effect on energy level, concentration)
- ✓ The time you have available
- ✓ Language: level and literacy
- ✓ Space and logistics
- ✓ Materials and technology available/required
- ✓ Participant experience in relation to the theme of the activity

## PREPARING FOR A TRAINING SESSION

***For a successful training session, here are some basic tips:***

- ✓ BE PREPARED!
- ✓ Confirm that equipment and space are available at least a week in advance.
- ✓ Take enough time to familiarize yourself with the training materials *before* the session and duplicate any handouts.
- ✓ Arrive early with all of the necessary materials - 30 minutes before the workshop registration is set to begin.
- ✓ Allow everyone an opportunity to introduce themselves and to speak and contribute ideas.
- ✓ Do not allow anyone to dominate the discussion.
- ✓ Listen carefully to what each individual has to say. Sum up the answers and, if possible, sum up any consensus in the group.
- ✓ Use participant experiences to explain new ideas and keep your sessions active. Do not lecture the participants.
- ✓ Use examples from your own experiences to explain new ideas.
- ✓ Maintain eye contact with the participants and treat them with respect.
- ✓ Use humour in your presentation and be energetic and enthusiastic.
- ✓ Give participants an opportunity to ask questions.
- ✓ Use the “KISS” principle: *Keep it Short and Simple*
- ✓ Demonstrate good time management skills.
- ✓ Be flexible with regard to participants’ needs.

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## HOW ADULTS LEARN

Hear only	= understand and retain 20% of material
See only	= understand and retain 30%
Hear and See	= understand and retain 50%
Hear, See and Talk	= understand and retain 70%
Hear, See, Talk and Do	= understand and retain 90% of material

### WHAT DOESN'T WORK

Rote learning and lecturing do not work, particularly with adults because the brain resists meaningless stimuli. With adults, the brain is already processing a great deal of information and if the context of that information does not provide a reason for it to be retained, then it won't be. That is, adults come to a training with a full set of opinions, values, biases and predispositions.

### ACTIVITY: CHANGE EXERCISE

Have participants pair off, back to back. Instruct them to each change two things about the way they look, turn around and have each other identify what has changed. Repeat the exercise telling them to change increasing numbers of things each time: 4, 6, 10... at about this point the group will rebel. Some will laugh, others will get angry, but they will be distinctly uncomfortable. Debrief the experience with the group, noting that this exercise illustrates how adults experience change: uncomfortable. Adults crave comfort. Training is about change. So effective training involves working with adults within their realm of currently-held beliefs and helping them to fit new concepts and skills into those pre-existing sets of values.

Adults have less time for learning.  
Adults are far less likely to see themselves as learners or students.  
The pressures of daily life limit adults' attention spans and ability to focus.  
An adult's **willingness** to learn is not connected to his **ability** to learn.

### WHAT DOES WORK

The best trainers approach adult learners recognizing the following:

1. Adults have accumulated a wealth of **life experience and personal knowledge**. They need to connect learning to this base of information.
2. Adults are **autonomous and self-directed**. They need to be actively involved in their own learning.
3. Adults are **goal-oriented**. They need to connect learning to their own goals.
4. Adults are **relevancy-oriented**. They must see a reason for learning something.
5. Adults are **practical**. The lessons must be useful to them.
6. Adults require **respect** to perform their best.<sup>1</sup>

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<sup>1</sup> Stephen Lieb, "Principles of Adult Learning," 1991

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## HOW TRAINERS COMMUNICATE<sup>2</sup>

Trainers communicate in three ways:

- Non-verbal** – body language, including eye contact, facial expressions, posture, gestures, appearance and presentation materials
- Para-verbal** – the vocal aspects of our communication, including tone of voice, pace, accent, inflection, pitch and modulation
- Verbal** – the words we use

### ACTIVITY:

When teaching others to train, post the above headings on a flipchart and ask the group to guess, “what percentage of the information participants retain comes from each of the categories listed?”

### ANSWER:

Non-verbal 55%; Para-verbal 38%; Verbal 7%

That means, 93% of the information people retain comes from what they see and the tone of the voice they hear, not the words we use!

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<sup>2</sup> Albert Mehrabian, “Silent Messages”

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## LEARNING STYLES

**Visual learners** process new information best when it is in the form of pictures or graphics, or mapped or drawn out in some form of structure.

**Auditory learners** process new information best when they heard it spoken or expressed aloud.

**Tactile/Kinesthetic learners** process new information best by actually doing or engaging in the activity.

### ACTIVITY: LEARNING ASSESSMENT

Do the Exercise below, either alone or when teaching others to train. Consider its implications for us as trainers of adults.

## WHAT'S YOUR LEARNING STYLE?

By Marcia L. Connor

Learning styles refer to the ways you prefer to approach new information. Each of us learns and processes information in our own special ways, though we share some learning patterns, preferences and approaches. Knowing your own style can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the questionnaire on the following page to assess your preferred learning style. Begin by considering the theme in Column 1. Of the three responses in Columns 2-4, circle the one that best characterizes you. Answer as honestly as possible, with the description that applies to you right now. **Read each of the descriptions carefully.** If none is a perfect fit, circle the one that is closest to what your answer would be.

When you are finished, count the number of circled items and write your total at the bottom of each column. Then, turn to the final page and transfer your totals to that page for an assessment of your primary and secondary learning styles.

## LEARNING STYLES ASSESSMENT

Column 1	Column 2	Column 3	Column 4
<b>1. CONCENTRATING</b>	Does seeing untidiness or movement distract you? Do you notice things in your visual field that other people don't?	Are you distracted by sounds or noises? Do you prefer to manage the amount and the type of noise around you?	Are you distracted by activity around you? Do you shut out conversations and go inside yourself?
<b>2. VISUALIZING</b>	Do you see vivid, detailed pictures in your thoughts?	Do you think in sounds and voices?	Do the images you see in your thoughts involve movement?
<b>3. TALKING</b>	Do you dislike listening for a long time? Do you often use words such as see, picture and imagine?	Do you enjoy listening or long conversations? Do you often use words such as say, hear, tune and think?	Do you like to gesture and use expressive movements? Do you often use words such as feel, touch and hold?
<b>4. CONTACTING PEOPLE</b>	Do you prefer direct, face-to-face, personal meetings?	Do you prefer to the telephone for intense conversations?	Do you prefer to talk while engaging in an activity, rather than just sitting?
<b>5. MEETING SOMEONE AGAIN</b>	Do you forget names but remember faces? Can you usually remember where you met someone?	Do you tend to remember peoples' names? Can you usually remember what you talked about?	Do you tend to remember what you did together? Can you almost feel your time together?
<b>6. RELAXING</b>	Do you prefer to watch TV, see a play, go to a movie?	Do you prefer to listen to the radio, play music, read, talk with a friend?	Do you prefer to play sports, knit, build something with your hands?
<b>7. READING</b>	Do you like descriptive scenes? Do you pause to imagine the action?	Do you enjoy the dialogue most? Can you "hear" the characters talk?	Do you prefer action stories? Or maybe don't even enjoy reading for pleasure?
<b>8. SPELLING</b>	Do you try to see the word in your mind? Do you imagine what it would look like on paper?	Do you use a phonetic approach to sound out the word? Do you hear it in your thoughts or say it aloud?	Do you write down the word to find out if it feels right? Maybe run your finger over it or type it out?
<b>9. DOING SOMETHING NEW AT WORK</b>	Do you like to see demonstrations, diagrams, and flow charts? Do you seek out pictures or illustrations?	Do you find verbal and written instructions helpful? Do you like talking it over? Do you ask a colleague?	Do you prefer to jump right in and try it? Do you keep trying? Do you try different ways?
<b>10. PUTTING SOMETHING TOGETHER</b>	Do you look at the picture and then, maybe, read the directions?	Do you like reading or talking with someone about it? Do you find yourself talking aloud as you work?	Do you usually ignore the directions and figure it out as you go along?
<b>11. INTERPRETING THE MOOD OF OTHERS</b>	Do you primarily look at facial expressions?	Do you listen to the tone of voice?	Do you watch for body language?
<b>12. TEACHING OTHERS</b>	Do you prefer to show people how to do something?	Do you prefer to tell people how to do something? Write it out, perhaps?	Do you demonstrate how it's done? Ask them to try it?
<b>TOTALS</b>			

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## LEARNING STYLES ASSESSMENT

**Total from Column 2:** \_\_\_\_\_ **Visual**  
**Total from Column 3:** \_\_\_\_\_ **Auditory**  
**Total from Column 4:** \_\_\_\_\_ **Tactile/Kinesthetic**

The column with the highest total represents your primary learning style and the way you approach new information. The column with the second-most choices is your secondary style.

**Your Primary Learning Style:** \_\_\_\_\_

**Your Secondary Learning Style:** \_\_\_\_\_

**Visual learners** process new information best when it is in the form of pictures or graphics, or mapped or drawn out in some form of structure.

**Auditory learners** process new information best when they heard it spoken or expressed aloud.

**Tactile/kinesthetic learners** process new information best by actually doing or engaging in the activity.

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## DEVELOPING FACILITATION SKILLS

The most effective trainers are those who adopt the role of a facilitator.

***A facilitator encourages the active involvement and interaction of participants by:***

- ✓ Using group discussions – both large group and small break-out groups
- ✓ Asking probing questions
- ✓ Having participants share experiences
- ✓ Respecting the knowledge and experience of the participants
- ✓ Acknowledging and drawing upon differences within the group
- ✓ Constructively addressing conflict and discomfort
- ✓ Providing relevant examples and additional information
- ✓ Summarizing what's been accomplished at strategic points during the workshop

### FACILITATOR DO'S AND DON'TS

A facilitator is different from the typical leader or chairperson. The difference is in how they use their role. The leader/chairperson decides what and how things will be done, tells people they are out of order, etc. The facilitator asks, suggests, reminds, keeps track of the main agenda and sees if people are ready to move on to the next step/decision. Generally the facilitator is there to see that all participants feel they are having a say and are listened to and accepted. She attempts to stay very neutral. A facilitator tries to provide enough structure so that everything on the agenda gets covered.

### FOLLOWING ARE A NUMBER OF POINTS A FACILITATOR SHOULD KEEP IN MIND:

***Keep participants on the topic:***

- Let participants know when the discussion has drifted – usually they will quickly return to the topic at hand.
- Every now and then, remind participants of the topic under discussion. “Isn't this what we were discussing?”

***Summarize what participants have said:***

- In particular summarize what the less active participants have said.
- Relate what one person says to others' ideas.
- Accept parts of ideas and ask if the person could develop the idea more.
- Let people know when someone has been cut off and ask them to finish what they were saying.

***Let people know feelings are OK:***

- Summarize feelings as well as content.

***State the problem in a constructive way so people can work on it:***

- State the problem like a problem, not like someone is at fault.

- 
- Give problems and questions to the group, not answers.
  - Clear up what decision (if any) the group needs to make so people don't waste their time on other things.

***Suggest ways to solve the problem:***

- Let participants know when it is time to move on to the next problem or agenda item.
- Try to break up big problems into workable pieces and deal with each separately.

***Summarize what has been decided:***

- Be sure to restate a decision after it has been made by the group.

**THINGS FACILITATORS SHOULD AVOID:**

In no way will a facilitator be effective if she does not remain neutral. She should not become a key participant in what's happening nor try to manipulate the group by using the facilitator's role to get one's own personal agenda on the table.

***The facilitator should specifically avoid:***

- Criticizing the ideas or values of others.
- Forcing one's own ideas on the group by using your facilitator role.
- Making decisions for other participants without asking for their agreement.
- Saying a lot or getting too involved in discussions when you are the facilitator – this will distract you and could get the whole group off track.

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## BASIC FACILITATION SKILLS: *PARAPHRASING*

*Paraphrasing* is a fundamental listening skill.

<b>WHY:</b>	<b>HOW:</b>
<ul style="list-style-type: none"><li>• <i>Paraphrasing</i> has both a calming and a clarifying effect. It reassures the participant that her ideas are worth listening to. And it provides the participant with a chance to hear how her ideas are being heard by others.</li><li>• <i>Paraphrasing</i> is especially useful on occasions when a participant's statements are confusing. The paraphrase will help the participant measure how well her ideas are getting across.</li></ul>	<ul style="list-style-type: none"><li>• Use your own words to say what you think the participant said.</li><li>• If the participant's statement is one or two sentences, use roughly the same number of words when you paraphrase it. If the participant's statement is many sentences long, summarize it.</li><li>• Preface your paraphrase with an opening such as, "It sounds like what you are saying is...." or "This is what I'm hearing you say..." or "Let me see if I understand you..."</li><li>• When you have completed the paraphrase, observe the participant's reaction. Say something like, "Did I get it right?" Verbally or non-verbally, she will indicate whether or not she feels understood. If not, keep asking for clarification until you understand what she meant.</li></ul>

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## BASIC FACILITATION SKILLS: *ENCOURAGING*

***Encouraging*** is the art of creating an opening for people to participate without putting any single individual on the spot.

<b>WHY:</b>	<b>HOW:</b>
<ul style="list-style-type: none"><li>• With a little encouragement, a participant who isn't engaging or doesn't appear to be interested often discovers an aspect of the topic that holds some meaning for them.</li><li>• <i>Encouraging</i> is especially helpful during the early stage of a discussion while participants are still warming up.</li></ul>	<ul style="list-style-type: none"><li>• Here are some examples of the technique of <i>encouraging</i>:<ul style="list-style-type: none"><li>• "Who else has an idea?"</li><li>• "Does anyone have a story you are willing to share?"</li><li>• "What was discussed in group 2?"</li></ul></li></ul>

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## BASIC FACILITATION SKILLS: *BRAINSTORMING*

**Brainstorming** is a way of generating lots of creative ideas in a short period of time. Introduce the topic, set a time limit for the activity, and then welcome participants to call out ideas as they come up with them.

<b>DOs</b>	<b>DON'Ts</b>
Do acknowledge that all ideas are worthwhile, even silly and seemingly impossible ones.	<i>Do not interrupt.</i>
Do encourage people to take turns.	<i>Do not say, "We've already got that idea."</i>
Do move around to create a lively feeling.	<i>Do not judge or evaluate an idea. Write it down and keep going.</i>
Do say: "Let's see if I've got it right so far..." if a person's ideas are hard to follow.	<i>Do not favour the more outspoken participants.</i>
Do repeat the purpose often. For example, "Who else can describe some of the ways to use the media as a tool in your campaign?"	<i>Do not use non-verbal gestures that signal disapproval such as frowns or raised eyebrows.</i>
Do start a new flipchart page before the previous one is full.	<i>Do not give up the first time the group seems stuck.</i>
Do give a warning that the end of the brainstorming session is approaching.	<i>Do not start the process without clearly setting the time limit.</i>

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## BASIC FACILITATION SKILLS: *GO-AROUNDS*

### Facilitating a Go-Around

A “**Go-Around**” is when all participants are given a chance to share their thoughts on a particular topic by going around the circle until each person has spoken.

1. *Have participants pull their chairs together to form a circle.* It is important in a go-around that every participant can see every other participant’s face.
2. *Give an overview of the topic to be addressed.* Example: “In a moment we’ll each have a chance to give our reactions to the presentation we just heard.”
3. *Explain the process.* Example: “We’ll go clockwise from whoever speaks first. While someone is talking, no one may interrupt. When you’re through speaking, say ‘pass’ or ‘I’m done.’”
4. *Give participants an idea of how much time to take.* Example 1: “This will work best if each of you spends about a minute sharing your reactions.”

### Recommended Uses for a Go-Around

1. *Warming up a newly formed group.* New groups usually need a more structured activity because the safety level is low.
2. *Structuring a complex discussion.* During an open discussion, there are often several sub-conversations going on simultaneously. A structured go-around acknowledges this fact, and allows each person’s pet topic to become the focus of group attention for a brief period of time.
3. *Making room for quiet participants.* A go-around supports those who have trouble breaking into conversations.
4. *Giving initial reactions to a controversial topic.* When a topic provokes anxiety, many people turn inward; they rehearse thoughts to themselves to try to find the ‘right way’ to say something risky. A go-around gives everyone time to collect their thoughts.
5. *Closing a workshop.* This gives each participant a final chance to express thoughts and feelings that might otherwise not be spoken – at least, not in front of everyone.

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## BASIC FACILITATION SKILLS: *WORKING IN SMALL GROUPS*

### Facilitating Work in Small Groups

1. *Give a one-sentence overview of the purpose of the next task.* Example: “Now we’re going to discuss our reactions to the presentation.”
2. *Tell the participants how to find partners for their small groups.* Examples: “Turn to the person next to you,” or “Find two people you don’t know very well.”
3. *Wait until everyone has formed their small groups before giving further instructions. After everyone has settled down, clarify the task at hand.* State the topic people will be discussing, then state the expected outcome. Example: “Our speaker claimed that women have a more difficult time advancing in political parties than men. Do you agree? What has your experience been? Each group should come up with two or three examples from your own lives.”
4. *Tell people how much time has been allotted for this activity. As the process unfolds, announce the time remaining.* Example: “Three more minutes!” When the time is almost up, give a final warning. Say, “Just a few more seconds.”
5. *Reconvene the large group by asking for a representative from each group to share their thoughts.*

### Recommended Uses

1. *Breaking the ice – making it feel safer to participate.* People feel less reluctant in small groups; it seems less public.
2. *Keeping the energy up.* It’s physically energizing to get out of a chair and move around. Furthermore, working in small groups allows everyone to talk. Active involvement energizes people.
3. *Deepening everyone’s understanding of a topic.* In small groups, each person has more time to explore and develop ideas.
4. *Exploring different aspects of an issue quickly.* Small groups can work on several components of a single problem simultaneously. In other words, you can assign a different question or problem to each group.
5. *Building relationships.* Small groups provide more opportunity for people to get to know each other personally.
6. *Greater commitment to the outcome.* Small groups support more participation. More participation means more opportunity to influence the outcome. When the outcome incorporates *everyone’s* thinking, participants are more likely to feel committed to its implementation. This is what is meant by “ownership” of the outcome.

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## BASIC FACILITATION SKILLS: *FISHBOWL*

### WHY:

- Fishbowl, a guided group discussion technique, is used where group dynamics are important because it will allow for a richer discussion of any given topic.
- Fishbowl will help in focusing the discussion about complex issues.
- Fishbowls are especially beneficial for multicultural discussions.
- Fishbowl allows the facilitator/other participants to see what misconceptions the participants in the inner circle have and address them later.
- Fishbowl is a safe forum and it allows the group to handle this together because there is always a post discussion analysis.
- Participants in the outside circle of a fishbowl can observe how specific individuals question, respond to, and make meaning of a text, which can model small-group literature circle discussions.
- Fishbowls allow participants to practice group discussion skills.
- Fishbowls also teach observation, listening, and community-building skills.
- Fishbowls provide participants with the opportunity to identify small-group discussions habits in an effort to improve upon them.
- Fishbowls provide a space and time for you to offer interpretations, connections, questions, and opinions that have not come up in previous class discussions or that have not been explored to your satisfaction.

### HOW:

- A small group of typically 5-7 participants (with or without the facilitator) voluntarily/ selected with purpose by facilitator arrange themselves in a circle in the center of the room and do discussion. The rest of the participants in the outer circle will watch, take notes, and later pose questions and give comments about what they observed. Don't forget to set the time limit for discussion in the inner circle.
- It will be better if there are some ground rules for the participants in the inner circle before starting the discussion to ensure that group members practice particular discussion skills such as taking turns, building upon a previous person's comments, and asking questions to extend thinking.
- It will be better if the open question/topic/problem posed is planned.
- The success of fishbowls depends on shared responsibility for:
  - √ directing the discussion;
  - √ keeping comments short, relevant and well documented;
  - √ drawing everyone into the discussion; and
  - √ allowing time for a summary.

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## **BASIC FACILITATION SKILLS: *CONSULT CIRCLE***

### **WHY:**

- Consult circle allows all the participants to speak.
- Many ideas can be collected.
- Keep the people move.

### **HOW:**

- Set up chairs in circle and in pairs forming inner and outer circle. The participants who sit in the inner circle act as the client who seeks for advices, each face to face with the participants who sit in the outer circle who act as the consultant who give advices.
- There should be as many seats as there are participants and they should be evenly divided between the two circles. For example, if there are 10 participants, there should be five chairs in each circle. If there are an odd number of participants, for example, 11 people, you can assign two people to work together as a consultant “team”.

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## GROUP DYNAMICS: STAGES OF TEAM BUILDING

A group of participants in a training adheres to the rules of groups or team building found in any setting. Understanding those dynamics helps a facilitator or trainer to manage the overall training group as well as the small groups within a training.

Team building goes through the following stages:

**FORMING:** Transition stage, characterized by movement from individual to team member status. This is a period of confusion, testing behavior, and dependence on a team leader for direction. The analogy is that of someone at the edge of pool, dipping in their toe to test the waters. They are testing and anxiety.

**STORMING:** Conflict stage, characterized by infighting, defensiveness, and competition. Team members respond emotionally to and resist task demands. At this stage our imaginary swimmer has now left in the pool, is thrashing about, splashing water everywhere, feeling very, awkward, and cries out: "I think I will sink!"

**NORMING:** Cohesion stage, characterized by an acceptance of team norms and roles. Team members work to achieve harmony. Our swimmer is now learning her strokes: the rhythm, style and method. She is involved in the "how to's" and is developing smooth strokes.

**PERFORMING:** Work stage, characterized by maximum work accomplishment, high-level problem solving and decision-making, as well as personal insight and constructive self-change. The imaginary swimmer has now become part of a synchronized swimming team – it is beautiful because they are working together.

As a facilitator it's important to know that there is one more stage in team building, known as "adjoining", which marks the closure of one group and the beginning of the next:

**ADJOINING:** Know when to stop/regroup/change group configuration for new or different project.

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## OTHER TIPS ON FACILITATING ACTIVITIES

### 1. Introduction: explaining the activity

- **Give the background to the activity and its objective.** We usually begin by explaining to participants why we are asking them to do an activity. In these opening remarks we sometimes include a little history or background if appropriate, or we try to address any fears. For example, in the introduction to a role-play activity, we emphasize that there are no acting awards given and that for those who don't want to take a leading role there are smaller parts available.
- **Explain the guidelines, the task, and the time available.** Participants need to know exactly what they are being asked to do. We often write the task on a flipchart so everyone can see it. Check with the group to make sure participants understand the task and are willing to engage in it. Leave time for questions.
- **Hand out materials and tell people how to divide into groups and where to go.** If there are handouts or other materials, these need to be identified. If the activity requires it, divide people into small groups. Groups should be assigned to ensure a mix of different experiences, to encourage people to mix, or to take advantage of existing relationships. Be clear about where each group will work.

#### *Ideas for dividing people into groups:*

- ✓ *Number off by the number of groups you need.* If you want to form four small groups, participants would number off from one to four. All of the "ones" will be in a group, all of the "twos" in another and so forth.
- ✓ *By symbols.* Prepare pieces of paper with as many different symbols as you need groups. If you want to form four groups of five people, you might have five each of symbols like triangles, squares, circles and rectangles. Each person picks or is given a symbol and finds others with the same symbols.
- ✓ *Self-selection.* When you want people to divide into groups according to their interest in a particular topic or theme, you can post the topics in different places on the walls in the room. Ask participants to "vote with their feet" by going to the topic that most interests them. If there are too many people for any given topic, you can ask for volunteers to switch to a different one until you have the right balance.
- ✓ *Pre-formed groups.* Sometimes you need to have a particular mix of people for specific purposes, so you list the group members and where they will be working. Preparing the list in advance can save time.
- ✓ *Homogenous groups.* Group all participants who belong to the same party, the same religion, the same village, etc. In other words, every person in a group shares something in common.

### 2. Preparing the activity

When participants are working at something – preparing a role-play or discussing ideas – we, as facilitators, usually do not participate in the activity because our presence can distract the group from its work. In these situations the role of the facilitator is to be a resource person, to clarify instructions, and to help out any group having difficulties. We also have to watch the clock.

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### 3. Presenting and discussing the activity

Small groups report back to the larger group. For the sake of managing time, it's important to decide what needs to be shared from the small group discussions and how.

#### *Ways of reporting back from small groups:*

- **Different questions from each group.** Each group reports back on a different question.
- **Only one question reported back.** Groups report back on only one of the questions discussed (the key question).
- **Gallery review.** Each group posts its material and participants walk around this instant gallery to see what others have done. A representative of each group should remain with that group's work to help answer questions from other participants. You can also leave space in the group's flipcharts for comments or questions from other participants.
- **A common format.** About fifteen or twenty minutes before the end of the small group discussion period, you ask each group to focus on its report back and synthesis of the discussion. You can provide a sample format:

The main points we discussed were (no more than 3):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

We concluded that: \_\_\_\_\_

We recommend that: \_\_\_\_\_

One of the most interesting/exciting points we discussed and would like to share is:

\_\_\_\_\_

- **No report back.** Sometimes, due to time constraints or the nature of the discussion, it is not possible or necessary to hear back from the small groups – although this does not happen very often.
- **Pulling out the experience.** After small groups return to the plenary, the next step involves asking questions about the small group work that will make sure participants describe the experience and identify patterns. A question for this step might be: "What are your key insights?"
- **Looking for patterns/analysis.** After all the reports have been completed, you can ask a number of questions about what's been reported. What are the similarities and the differences? What are the key concerns that are shared? What issues should we focus our discussion on now?
- **Add new content or theory.** After the analysis of participant experience, we can introduce new content or theory, either through brief facilitator presentations or a handout.
- **Synthesis.** The final step in any activity is the summary or synthesis of the most important points that emerged in the discussion. Participants and facilitators can work together to name key issues in summary form.

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## TIPS ON GIVING FEEDBACK

- **Ask permission:** It may be useful to first ask the person if she is comfortable receiving feedback from you.
- **Talk in the first person:** Statements such as “I felt...” or “When I heard you say...” communicate personal responsibility for responses. They do not claim, nor should they, to speak for others.
- **Be specific:** Statements such as “When you said this, I...” or “Your idea about ...” focus on the particular action or statement. Avoid comments such as “You keep...” or “You always...”.
- **Be timely:** Be sure to provide feedback as a positive or negative behavior takes place. If you wait to provide the feedback, the person may not remember the details of what took place.
- **Challenge the idea or action, not the person:** Don’t be judgmental. It doesn’t help to draw attention to the pitch of someone’s voice or stutter. Stick to actions or behaviors that a person can change and improve.
- **Combine recognition of what worked with a challenge to improve:** Few people are so thick-skinned that they do not need acknowledgement of their achievements. Providing this recognition helps situate suggestions and challenges in a context of effort and accomplishment. It helps a person hear the spirit of positive criticism.
- **Ask questions to clarify or probe reasons:** Ask questions such as “What did you take into account when you decided...?” or “What did you mean when you said...?”
- **Acknowledge how you connect to a problem:** Because people can learn as much from what goes badly as from what goes well, it helps to show how you have also experienced a similar problem.
- **Where possible, make suggestions for alternative approaches:** Questions such as “Have you considered...” or “What would happen if we tried...” open a range of possible different responses. The use of “we” suggests that the issue and its solution are of interest to the whole group. Different options make it clear that there is not just one other (and therefore better) way to do it.
- **Use the “sandwich principle”:** When giving feedback or encouraging others to give feedback, consider the “sandwich principle”. Like in a sandwich that has two slices of bread with filling in the middle - give feedback by starting with a positive comment about what they did well, following with a recommendation or suggestion about how they might improve and ending with another positive comment. Studies show that receiving feedback in this way makes the suggestion easier to hear. Example: “Your warm, relaxed smile during the opening of your speech made me feel connected to you right from the beginning. Next time, it would help me to better follow your message if you spoke louder and more slowly. And it really worked well when you used numbers to remind us about your three key points at the conclusion.”

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## **TIPS ON “TESTING” PARTICIPANTS TO VERIFY THAT THEY ARE LEARNING**

In any skills training workshop, facilitators use different ways to see if participants are grasping the content. Here are some ideas for how this can be done in a structured way. Generally, “tests” of this kind are done at least once a day so that any gaps can be addressed quickly. They also give participants a sense of accomplishment as they see how much they have learned.

### **“Pick a Card” (Individual/Group)**

- Make up a set of cards (at least one per participant) with key concepts (1-3 words) on each card.
- Have the participants sit in a circle.
- Hold the set of cards facedown and ask a participant to select one.
- The participant should then give their definition of the concept on the card they selected.
- If they cannot give a correct answer, ask other participants to help.
- Continue around the circle until each participant has had an opportunity to select a card.

### **“Tic-Tac-Toe” (Team)**

- Prepare nine large note cards with one question based on material that has been covered on each card.
- Draw a large “tic-tac-toe” diagram on flipchart paper (see picture below).
- Stick prepared notes with the written part face-down on tic-tac-toe diagram (one per “square”).
- Divide participants into two teams: one team is “X” and one is “O”.
- Have them stand in their teams in front of the diagram.
- Starting with one team, ask them to choose which square they want to “win”. Take the note off the diagram and ask them the question. They can discuss before answering.
- If they answer correctly, they can put their letter on the square (“X” or “O”). If they can’t answer correctly, return the question to its square. (The same or another team can try to answer it later.)
- Continue until one team manages to get 3 horizontal, vertical or diagonal squares in a row with their letter (the “winner”).

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<i>Before</i>		
One card face down	One card face down	One card face down
One card face down	One card face down	One card face down
One card face down	One card face down	One card face down

<i>After</i>		
X	X	O
O	X	O
O	O	X

*(The "X" team is the winner)*

**“Broken Sentences” (Individual or Group)**

- Cut flipchart paper into long strips (at least 2 per participant). On each strip, write a sentence or phrase from the material covered. Cut each strip into two pieces, with part of the sentence or phrase on each piece. Shuffle these well.
- Give each participant 2 (or more) strips.
- Have participants circulate and have them find the missing part of their sentence/phrase.
- *Alternative:* make identical sets of “broken sentences” and give each participant or small groups of participants a whole set.
- Have each participant/group complete their sentences/phrases.

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## TIPS ON MANAGING TIME

- **Don't plan more activities for a day than you have time for.**
- **Mark times to begin and end activities on the agenda.** This provides a guide for where you should be when. When an activity takes more or less time, you can make adjustments as you go.
- **Negotiate timing at the beginning of the workshop.** One of the starting points of the day is confirming times for breaks, meals and ending. It's important to stick to times negotiated with participants.
- **Cut from the middle, not from the beginning or end.** Introductions and establishing the objectives and guidelines of the workshop are important. Evaluation and closure is also an essential part of the agenda. If activities are running longer than anticipated, consider changing the process to less time-consuming methods.
- **Cut the amount of data generated and processed.** If you are behind time, simplify small group tasks or limit the amount of small group discussion that gets reported to the large group.
- **Negotiate shifts in plans with the participants.** Explain what the implications of any changes are so participants can indicate how they feel about these changes.
- **Negotiate when unanticipated issues arise.** Often an activity generates important discussion, conflict or discomfort that a facilitator cannot anticipate. When that happens the facilitator can share the responsibility for timing with the group, making a comment such as, "We have spent 15 minutes on this now and it seems we are not finished. Are people agreed that this is important to pursue? If so, we'll have to cut back on the time for presentations."

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# MODULE 1

## WOMEN AND POLITICS

### OBJECTIVES

- ▶ To clarify the difference between gender and sex and highlight the fact that almost any job can be done equally well by men or women
- ▶ To identify barriers to women's participation in politics and within political parties
- ▶ To develop strategies to overcome these barriers and increase opportunities for women in politics generally and within political parties specifically
- ▶ To increase participants' knowledge of specific issues, structures and processes relevant to those seeking nomination as candidates or party leaders.
- ▶ To consider how women politicians can support themselves emotionally

### MATERIALS

- ✓ Copies of the handouts
- ✓ Meta cards in two colors
- ✓ Tape and/or a glue sticks
- ✓ Flipchart paper
- ✓ Markers

## UNDERSTANDING GENDER

### ACTIVITY: RIDDLE

- Share the following riddle with participants: "A father and his son were traveling in a car when they had a terrible accident. The father was not badly hurt but the son was in critical condition. The father was sent to one hospital while the son was sent to another. When the son arrived, the surgeon looked down at him and said "I can't operate on this man. He is my son."
- Ask the participants what the relationship is between the surgeon and the son.
- After everyone has had a chance to guess, reveal the answer: the surgeon was his MOTHER!
- If no one thought of this answer, ask why that might be. Use this riddle to point out that all of us have perceptions that shape our ideas about what men and women do in our society.

### ACTIVITY: GENDER AND SEX: EXPLORING THE DIFFERENCE

- Prepare three flipcharts, one entitled "Men", one entitled "Women" and one entitled "Either". Hang the "Men" and "Women" flipcharts on the wall. Divide the group into two smaller groups. One group will brainstorm what men do in our society while the

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- other will think of activities that women do. Give each group a stack of Meta cards making sure to give each group a different color.
- Each group will write down activities on Meta cards and post them on the appropriate flipchart.
  - Give each group about 10 minutes then invite everyone back to the larger group. Hang up the “Either” flipchart. Read each card from the “Women” flipchart out loud and ask the participants whether or not this job can also be done by men. For example, cleaning the house is something that both women AND men can do. If the job can be done by either a woman or a man, move the card to the “Either” flipchart.
  - Repeat the process for the “men’s roles”.
  - Initiate a discussion on any cards left behind - those that are done only by men or only by women. Then discuss the cards that represent biological differences between the sexes (giving birth to children, for example).
  - Post the following definitions of gender and sex (prepare these flipcharts in advance):
    - Gender: Gender refers to women’s and men’s roles and responsibilities that are socially determined. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organised not because of our biological differences. People are born female or male, but learn to be girls and boys who grow into women and men. They are taught the ‘appropriate’ behaviour and attitudes, roles and activities, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles.
    - Sex: Sex is the property or quality by which organisms are classified as female or male on the basis of their reproductive organs and functions.
  - Distribute the handout on *The Difference between Gender and Sex* and read over it with the participants. Administer the *Gender Quiz* to be sure that participants understand the difference between the two concepts. Read each question out loud and ask for volunteers to provide the answer. If you have more time, you can ask each participant to take five minutes to complete the quiz individually and then go over the answers as a group.
  - Questions for Discussion: Does this exercise tell us anything about a woman’s ability to participate in politics? Does politics belong in the “sex” or the “gender” category?

### **Facilitator’s Note: GENDER AND SEX: EXPLORING THE DIFFERENCE**

- Encourage the participants to discuss openly. Instruct them that they should write only activities and not personality traits or professions (e.g. instead of Teacher they should write teaching).
- If participants have not written some biological differences between men and women, add these cards yourself (e.g. women give birth to children, women breastfeed, men impregnate women).
- When discussing activities that can be done by either men or women, emphasize that participants should not confine themselves to their own society/surrounding. Moreover, even if a particular activity is not done by any man or any woman anywhere in the world, ask participants “If the training and opportunity were provided, would it be physically possible?”

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## BARRIER IDENTIFICATION

### ACTIVITY: IDENTIFYING BARRIERS

Use this activity to identify general barriers to women's participation in politics.

- Distribute two meta cards (of two different colors) and a marker to each participant.
- Ask participants to write one thing that they feel is a barrier to their participation in politics on one colored card. They should all be instructed to use the same color. For example, "barriers" should be written on the blue cards. Then they should write one thing they feel supports their participation on the other colored card. Tell participants they have about 5 minutes.
- Prepare one flipchart paper marked "Barriers" and another flipchart paper marked "Supports".
- As participants complete their cards, have them post them using glue sticks or tape on the relevant flipchart.
- Once all results are posted, review results and move cards that have similar points together.
- Ask:
  - Are there a lot of similarities in participants' experiences?
  - What are the differences? Where do these come from?
  - Are any key barriers missing? Are there any other things that support their participation?

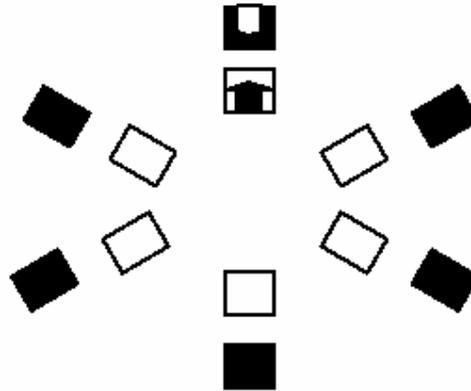
### ACTIVITY: IDENTIFYING WAYS FORWARD

- Have participants take seats randomly in the Consult Circle chairs (see below for a diagram) – they should all have paper and pens. Explain that those sitting in the inner circle will be acting as "consultants" and those sitting in the outer circle will be those seeking advice. Assign one of the barriers identified in the exercise above to each Consult Circle.
- Start the Consult Circle: each participant in the outer circle should seek advice on their assigned issue from the "consultant" they are facing. They should write down the advice offered.
- After two minutes, stop the Consult Circles and ask those in the outer circles to move one seat to their right. They should seek advice from their new "consultant" on the same issue.
- Continue the process -- stopping the Consult Circles and having participants in outer circles rotate one seat to the right – until participants in the outer circle seats have sought advice from all the "consultants" in the inner circle seats.
- Now reverse the roles – participants who were consultants will now be seeking advice. Assign each of the new "questioners" a new barrier to investigate and repeat the process.
- Have participants return to one large circle. Ask participants to share what kinds of advice they received and write these on flipcharts (one for each issue). Do participants feel they can use the strategies suggested? Which are particularly useful?

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## Trainer's Guide: CONSULT CIRCLES

- ✓ Set up chairs for the Consult Circle as follows. The black squares represent chairs in the outer circle and are facing in (for those seeking advice). The white squares represent chairs in the inner circle and are facing out (for those acting as “consultants”). Make two circles. There should be as many seats as there are participants and they should be evenly divided between the two circles. For example, if there are 10 participants, there should be five chairs in each circle. If there are an odd number of participants, for example, 11 people, you can assign two people to work together as a consultant “team”.



- ✓ The Consult Circle is an exercise that most participants find energizing. However, do not let each round of consulting go longer than 5 minutes. Move people more quickly if it seem like their discussions are moving off topic.

## ACTIVITY: SWOT ANALYSIS

Use this activity to identify barriers that women face within your own political party.

- In advance of the workshop, prepare four flipcharts labeled Strengths, Weaknesses, Opportunities, and Threats, respectively.
- Distribute the *Key Points/Example of a SWOT Analysis* and *SWOT Analysis Framework* handouts and review. Explain that Strengths and Weaknesses are primarily *internal* (to the person or the organization) and therefore there is greater potential to change or influence these elements. Opportunities and Threats, on the other hand, are primarily *external* and so, while we can have strategies to deal with these aspects, it less likely that we can change them.
- Divide participants into a few smaller groups. Give each group a sheet of flipchart paper and markers.
- Ask each group to do a SWOT analysis on the situation that women face within your party.
- Once groups are finished, post all the results on walls.
- Ask participants to go around and make a check mark next to whatever they feel are the three key strengths and weaknesses from any of the posted results. They should also make a check mark beside whatever they feel are the three key opportunities and threats from any of the posted results. In the end, each woman should have put a total of three check marks next to statements from each of the categories (and not three check marks per category per group).

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- Tabulate: add the number of check marks beside the Strengths and write the top 3 (those that have the most checks) on the prepared flipchart. Do the same for Weaknesses, Opportunities and Threats.
  - Have participants return to their small groups and give each group one of the top-scoring items. If there are more items than groups, divide them evenly.
  - Instruct each group to identify what strategy they would use to (depending on what topic(s) they were assigned):
    - increase or exploit the Strength
    - decrease or limit the negative impact of the Weakness
    - take advantage of the Opportunity
    - decrease or limit the negative impact of the Threat
  - *Debrief:* What have participants learned about their party through this exercise?

## THE IMPORTANCE OF INVOLVING WOMEN IN POLITICAL PARTIES

### ACTIVITY: WOMEN IN POLITICS: TRUE OR FALSE?

- Often the male-dominated leadership of political parties will need convincing that it is important to increase opportunities for women within the party. The best way to convince them is to provide carefully thought out reasons that appeal to their interests such as winning elections, passing party legislation, and gaining supporters.
- Distribute and review the *Women's Contributions to Political Parties* handout with participants.
- Test their understanding of this topic by administering the following True or False quiz. Go around the room and try to ask each woman a question.
- **WHICH OF THESE STATEMENTS ARE TRUE AND WHICH ARE FALSE?**
  - Including women in party business will increase access to women voters. (True)
  - A party platform that addresses issues particularly of interest to women will be able to convert women as supporters and more easily deliver their vote. (True)
  - Men will tell women how to vote and therefore it is not important for parties to include women in party business. (False)
  - Women are a natural link to young voters. (True)
  - Women can't understand politics and therefore should not become party members. (False)
  - To succeed, parties must have a strategy to recruit women candidates. (True)
  - A party that ignores 50% of potential voters will suffer. (True)
  - Women can contribute significantly as organizers in all aspects of a campaign. (True)
  - The only ways a party will benefit from women's involvement is by having them cook for events and keep headquarters clean. (False)
  - Because only about 30% of women may be registered to vote, it's not worthwhile to target them as supporters. (False)
  - Because women may face challenges as voters, parties must develop strategies to help women voters feel secure on Election Day. (True)
  - Women party members will accept and enthusiastically support a party's platform even if they don't contribute to its development. (False)
  - If a woman is enthusiastic about a party's platform, she may influence the men and voting age children within her home. (True)

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- Because only 17% of the seats in the National Assembly are reserved for women, it will not be worthwhile for the parties to recruit women candidates. (False)
  - Men and women can achieve more for their party by working together. (True)
  - Women in high profile party positions will attract other women. (True)

## **PREPARING WOMEN TO SEEK NOMINATIONS**

### **ACTIVITY: DEVELOPING STRATEGIES TO PREPARE WOMEN TO SEEK**

#### **NOMINATIONS**

- In advance of the workshop, determine if your party has written guidelines for selecting candidates. If so, get a copy of the guidelines and familiarize yourself with them. If not, try to determine the general trends by talking to several party leaders. Ask the following questions:
  - *How does our party shortlist candidates?*
  - *Is the process different for women and men?*
  - *If you have one, what is the role of the women's wing in the selection process?*
  - *How do candidates get chosen from the shortlist?*
  - *What is the best way for candidates to approach the party for the ticket?*
  - *At what level of the party are decisions made?*
  - *Is there a different process for direct elections and for reserved seats?*
- In advance of the workshop, invite a relevant resource person to present information in this session. A woman who has had the experience of being elected from within your party would be appropriate for this purpose.
- Introduce the resource person and explain why s/he was chosen for this session.
- Presentation by the resource person. (10-15 minutes)
- Facilitate a Question and Answer period. (15-20 minutes)
- Suggested questions:
  - *How did you find out about the ticketing/nomination process?*
  - *Were you active in the party before you received the ticket/nomination?*
  - *What steps did you take to get your name on the ticket/list and whom did you involve in the process?*
  - *What suggestions do you have for other women looking to get ticketed/nominated?*
- Summarize the session. (5 minutes)
- Hand out "Tips for Organizing a Successful Nomination Campaign" and "Tips for Advancing in Your Political Party" and lead a brief discussion on these topics.

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## PREPARING WOMEN EMOTIONALLY

### ACTIVITY: HANDLING PERSONAL CRITICISMS AND ATTACKS

- Distribute the handout on *Handling Personal Criticism and Attacks* and give participants a few minutes to read it.
- Point out that by putting ourselves in a public position (as a candidate or as party activists) we will be more vulnerable to criticism and even attacks that may affect our confidence and mental state. Because of this phenomenon, we should take particular care to be psychologically prepared with personal strategies to cope. The handout has some suggestions on how to handle these situations. Are these strategies that participants feel they can use? What are their experiences handling these situations?
- Do a go-around and ask: What do you feel is your most difficult psychological barrier as you think about becoming a candidate or a party leader? Remember that a go-around encourages everyone to really listen to each other and provides everyone with the opportunity to speak in turn.

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## THE DIFFERENCE BETWEEN GENDER AND SEX

SEX	GENDER
Biologically determined	Socially constructed
All men and all women are similar. All women are one category. All men are a different category.	There are differences between individual men; there are differences between individual women
Change is not possible	Changes over time, varies between cultures, economic classes, ages, religions, etc.
Ascribed	Acquired

### *Gender Quiz*

**For each question, identify whether the difference between men and women is based on sex (biological) or on gender (a difference constructed by society).**

1. Women give birth to babies, men don't.
2. Little girls are gentle, little boys are tough.
3. Boys do better in science and maths; girls do better in art and literature.
4. Amongst agricultural workers, women are paid only 40-60 percent of the male wage.
5. Women can breastfeed babies, men can bottle-feed babies.
6. In ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not.
7. Men's voices change at puberty, women's do not.
8. In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.
9. According to UN statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 percent of the world's income.
10. According to statistics from the Inter-Parliamentary Union, only 15 percent of parliamentarians worldwide are women despite the fact that women represent roughly 50 percent of the population.

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## KEY POINTS AND EXAMPLE OF A SWOT ANALYSIS

**SWOT analysis** is a general technique that can be applied to any number of different situations and activities. It is particularly appropriate to the early stages of strategic planning. Performing a SWOT analysis involves brainstorming and recording strengths, weaknesses, opportunities and threats concerning a task, individual, or organization. The analysis takes into account both internal resources and capabilities (strengths and weaknesses) and ones that are external to the organization (opportunities and threats).

### **Why use the tool?**

SWOT analysis is a very effective way of identifying your strengths and weaknesses, and examining the opportunities and threats you face. Carrying out an analysis using the SWOT framework will help you to focus your activities into areas where you are strong and where the greatest opportunities lie.

### **How to use the tool:**

To carry out a SWOT analysis, write down answers to the following questions (or similar ones):

#### **Strengths:**

- What are your advantages?
- What do you do well?
- What do other people see as your strengths?

Consider this from your own point of view and from the point of view of the people you deal with. Don't be modest – be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!

#### **Weaknesses:**

- What could you improve?
- What do you do badly?
- What should you avoid?

Again, consider this from an internal and external basis – do other people seem to perceive weaknesses that you do not see? Are your competitors doing any better than you? It is best to be realistic now and face any unpleasant truths as soon as possible.

#### **Opportunities:**

- Where are the good opportunities facing you?
- What are the interesting trends you are aware of?

Useful opportunities can come from things such as:

- Changes in government policy
- Changes in social patterns and population profiles
- Local events

#### **Threats**

- What obstacles do you face?
- What is your competition doing?

Carrying out this analysis will often be illuminating – both in terms of pointing out what needs to be done and in putting problems into perspective. You can also apply SWOT analysis to your competitors – this may produce some interesting insights!

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**Example:**

A new small business might carry out the following SWOT analysis:

**Strengths:**

- We are able to respond very quickly to customers.
- We are able to give really good customer care as we don't have a lot them yet.
- Our leader has a strong reputation in the community.

**Weaknesses:**

- Our company is new and has not developed a strong reputation yet.
- We have a small staff and most of them don't have a lot of experience.
- We are not making a lot of money yet.

**Opportunities:**

- Our business sector is expanding with many future opportunities for success.
- Our local council wants to encourage local businesses by giving them contracts.
- The government is considering offering tax exemptions to small companies like ours.

**Threats:**

- Technology may change this market beyond our ability to adapt.
- If a larger, more established competitor starts offering the same services, we may not have any business.

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## SWOT ANALYSIS FRAMEWORK

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

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## CHOOSING TO GET INVOLVED IN POLITICS: IMPACT ON THE FAMILY

Expect your family life to be severely disrupted. When you are involved in politics, the personal becomes political. Nothing in your life - or in your family member's lives - will be private or sacred anymore. The best way to manage this issue is to be prepared.

You moved into the limelight the minute you decided to seek a leadership role within your party or put your name on the ballot for elected office. Make no mistake: your family is going to be closely involved. Talk it through with each family member individually, and then together as a group. Be realistic about the changes that will take place in your household.

Speak to another woman who has served in party leadership or been elected locally, provincially or nationally, and explore the dynamics of political life. If you have children, consider having them talk to the children of another party leader or elected person to discuss the changes which took place in their lives. Accept that changes will occur. These changes cannot all be positive.

Let each person in your family decide to what extent they wish to be involved. Establish guidelines and make sure they are clearly understood and respected by your fellow political activists and campaign team.

As a candidate or party leader, all aspects of your life have suddenly become public property! Live your personal life as if the details will show up in the morning paper. Therefore, the visibility of your partner and your children requires careful planning. If visible, your partner may be seen as supportive of your political activity or as "the one really holding the power." If invisible, people will question the partner's support of you. Does your partner know something about you that they don't? These scenarios can be handled effectively if you are prepared.

If you are a mother, expect both sincere and malicious concern about the welfare of your children. This concern may be expressed both by your friends and the general public. Invisible children can be perceived as neglected children. Visible children can generate an undue amount of concern about "exploitation."

If you are single, there may be curiosity about that too. All of these aspects can affect your morale negatively and should be considered before you make a decision to get involved in politics.

If you think about the impact of politics on your family ahead of time, discuss it with them, and plan for it, the difficulties you will face will be easier to manage. You'll also be more likely to enjoy their support throughout your involvement.

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## WOMEN'S CONTRIBUTIONS TO POLITICAL PARTIES

1. Including women in party leadership will increase access to women voters. To succeed, parties must have a strategy to recruit women as party members and candidates.
2. A party platform that addresses issues of particular interest to women will be able to convert women as supporters and more easily deliver their vote.
3. Women as candidates or party spokespersons often receive more media interest than men because they are considered a novelty.
4. A party that ignores 50% of its potential voters (women) will suffer.
5. Women can contribute significantly as organizers for all aspects of a campaign.
6. Women party members will accept and enthusiastically support a party's platform if they contribute to its development.
7. If a woman is highly enthusiastic about a party's platform, she may influence the men and voting age children within her home.
8. Women in high profile party positions will attract other women.
9. Men and women can achieve exceptionally more for their party by working together.

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## TIPS FOR ORGANIZING A SUCCESSFUL NOMINATION CAMPAIGN

1. Understand that campaign activities that will take up a lot of your time.
2. Be prepared for changes in the people who are helping you – including those you regard as friends.
3. Approach everyone whether or not they know anything about you, the position you are seeking or the issues you are promoting.
4. Be prepared for the question of gender to be considered important.
5. Don't be discouraged if you hear good things about your opponent. These comments are often a result of his/her own self-promotion. Use this same strategy for yourself.
6. Know that you will be criticized – this aspect of campaigning cannot be avoided and is something you must face to reach your goal.
7. Don't fool yourself that you will win because you deserve it. You will win by implementing the best campaign based on messages that appeal to the majority of voters.
8. If you get the nomination, invite everybody to your celebration. Even if you don't get the nomination, this is the time to show your gratitude to everyone who contributed to your campaign. Even if you can't celebrate victory, you can celebrate hard work and say "thank you".

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## TIPS FOR ADVANCING IN YOUR POLITICAL PARTY

- Meet and get to know your local political party leaders. Make sure that they know you and your name. Tell them what your political ambitions are. Make sure they know that you support the party, and that you encourage others to support the party too.
- Identify men in your political party who are supportive of your goals. Seek these men out and develop good working relationships with them.
- You have to be - and be seen to be - more active, more honest, more sincere and more hardworking than any male elected representative or party activist. Other men AND women find it easy to criticize women in politics. Therefore, you have to work hard to prove yourself capable and win the trust of others.
- Never engage in any activities that might be seen as dishonest.
- Never misuse any public or party funds for your own or your relatives' personal gain.
- Never accept gifts, money or special favors that you will be expected to return someday through your influence as a party leader or elected official.
- Make an extra effort to show that you are a service-oriented politician, not interested in serving yourself, but others.
- Get involved in your political party's local women's association, if there is one. The members of your party's women's wing can provide you with organized support when you need to pressure the party. You can also gain leadership experience by working within a Women's Wing. Keep in mind that the party realizes the value of women who are organized at election time.
- Be involved in one of your political party's committees whether at the national, provincial, or local level. Often these committee meetings do not take a great deal of time. You can work your way up within the party to higher-level committees in the future. Be an active member of the committee. Make friends. Volunteer to take on responsibilities and demonstrate your hard work. Gain support and experience.
- Lots of women!
- Let your party and your voters know what you are doing and what work you have accomplished in your community. This is important in order to demonstrate your accountability. It is also important in order to promote yourself and get credit for your efforts. Don't rely on someone else to promote your achievements; but if they do, it's an added advantage
- If there is not a women's organization in your political party, start one. Begin by networking and meeting with women in your party.
- Encourage more women to become involved in your political party and help them gain seats on various committees. Be a mentor. Work to build a movement – involve
- Don't limit yourself to the activities of the women's organization of your political party: get involved in the main body of the party. (Keep in mind that the real power lies within the party structure where men occupy important party positions.)

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## HANDLING PERSONAL ATTACKS AND CRITICISMS

When they come our way, we all need to be able to recognize personal criticism and attacks and know how to deal with them effectively.

### ***Recognizing personal criticism and attacks***

The first step is to be able to recognize personal criticism and attacks for what they are and know the difference between them and constructive criticism. Personal criticism is any comment about a person's performance that has the underlying motive of undermining their sense of well-being, and an attack is a more vicious continuation of the same process. It occurs when a person attempts to undermine someone in the eyes of other people. This behavior can involve talking behind their back or 'organizing' other people against them.

### **Here are two examples:**

- 1) "My bearer always forgets to bring me my newspaper. He is an idiot and wouldn't remember even if I told him a hundred times!" While it may be true that the bearer forgets the newspaper, is it really true or helpful to note that he is an idiot?
- 2) "I don't think our party should give you the nomination because you are a man. Everyone knows that men are corrupt and greedy". This feedback was not intended to help the individual improve but to hurt and undermine him. This statement is a personal attack.

There are many factors to take into account when considering how to handle personal criticism and attacks. To begin, we have to be sure that we are really being attacked. Our own feelings of not being good enough can sometimes lead us to believe we are being attacked when we are not. We must be on our guard not to invent negative motives on the part of the other person.

Often we are being attacked because we have taken initiative. Political parties tend to be very hierarchical and people do not like it if other people 'step out of line', even if the behavior is in the best interest of the party. People find change difficult, particularly if that change involves challenging power structures. Hence, building close, dependable relationships to call upon during times of challenge and difficulty is important.

Handling attacks elegantly and well

Once we are able to recognize that we are being attacked, we need to handle the situation effectively, especially if we are to maintain our credibility with other people.

The key points we need to remember are:

### ***Stay relaxed and confident***

If we are to handle someone who is criticizing or attacking us, we need to be relaxed and confident in how much we value ourselves and our leadership. We may need to listen to the other person for some time while making sure that we do not get defensive.

### ***Pay full attention, ask questions and listen with complete respect***

The basic approach to handling attacks elegantly and well is to use the skill of listening. Our job is to ask appropriate questions and pay sufficient attention to the other person to see if there is anything we need to change, and also what we need to get the person who is attacking us to stop. Examples: "Can you help me understand why you feel that way?" or

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“What concerns you most about my action?” or “Correct me if I’m wrong, but what you seem to be concerned about is...”

***Develop an appropriate viewpoint***

It is possible to view most personal attacks as requests for help. People are either trying to make sure that everything goes well - in which case our job is to appreciate them and help them do it even more effectively - or they are indicating what they are unhappy about. This expression of displeasure might take the form of complaining about and blaming others. In this case, our job is to work to understand their underlying concern and, if we decide to do so, to help them address that concern. It is important to adopt an attitude of ‘not taking it personally’.

***Admit it if we have made a mistake***

Where it is clear we have made a mistake, we should admit to it and apologize. For many people, apologizing is considered a sign of weakness when it is really a sign of great strength. People are always going to make mistakes; indeed, making mistakes is how people learn and improve.

***Tell the person to stop it***

Occasionally, we are faced with completely irrational attacks that are personal and hurtful. For these attacks a different approach is needed. In these circumstances we need to understand that the other person has decided to attack us regardless of what is right or wrong. We can then communicate that we require the attacks to stop immediately and refuse to engage in any further conversation, correspondence or explanation until this happens.

This approach is not a rejection of the person but a rejection of the behavior. Sometimes it is not possible to have a rational conversation with another person because s/he is so ‘caught’ in an attacking pattern. In these circumstances the appropriate response is to withdraw until the person has decided to stop.

***Organize allies to support us***

Some attacks are so destructive that anything we do or say will be used against us. Under these circumstances it can be helpful to think with our allies about how they can step in to stop such attacks. This response will require them to act with great confidence and skill on our behalf.

**NOTE:** Sometimes in politics, responding publicly to personal attacks can simply give the attacks and the attackers more profile. In other words, sometimes we make the strategic decision not to respond because the “story” then just goes away. This is more likely to be the case during a public campaign or another situation that is likely to attract media attention than during day to day interactions with people.

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# WHY WOMEN, WHAT POLITICS<sup>‡</sup>

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## Why should women be involved in politics?

(Adapted from *PILIPINA Issue Paper #4*)

Women have a vital contribution to make to the fundamental task of reshaping politics. Teresita Quintos-Deles gives four reasons why all issues must be reclaimed as women's issues:

1. Women experience each issue differently; all stages of life – birth, childhood, puberty, marriage, separation and aging – hold a different set of experiences for women.
2. Women have different priorities because traditionally they have been charged with caring for children (and tend to think long term); traditionally the environment was the household (hence the link between caring for children and caring for the earth); and they have been allowed greater emotional integrity than men have.
3. Women are part of each and every sector, frequently serving as support mechanism.
4. Women have a source of alternative solutions to problems.

In the Philippines, the following were observed:

- In traditional politics women have a low image and status. The “old boys” system, for instance, further marginalizes them. Women in political dynasties are used for political ends. Cases of pre-arranged marriages to forge political alliances are not unheard of.
- Indigenous customs are observed to have been corrupted by some groups and individuals to further vested interests. The once-revered traditions have been effectively reduced into instruments of patronage-politics. Indigenous women felt it essential to recapture the original meaning of these practices because they are a source of cultural identity.
- It was further observed that the electoral system introduced by American colonialists led to an erosion of the indigenous system of choosing leaders. It is necessary, therefore, to apply the criteria of indigenous systems such as courage, wisdom and among others, to the electoral process.

## What kind of politics do women want to be involved in?

- In the series of consultations conducted by PILIPINA (a national women's organization) in mid 1993 under its project Vote for Women Issues and Empowerment (VOTE-WISE) which laid down the groundwork for the formation of the first women party list ABANSE! Pinay, there was a ringing affirmation of politics as the “exercise of power for the common good”.
- Politics was felt to encompass all aspects of public governance, including resource management, funds budgeting, service delivery and conflict management. Politics was alternately viewed as service to the community, a vehicle for bringing about socio-economic reforms, a means to change, and – from the Muslim women participants – a form of *ibadah* or worship, meaning the person who exercises her right to vote has a

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<sup>‡</sup> Presented at the *Strengthening Women Political Leaders in Southeast Asia Training*, June 22-26, 2005 - Alila Hotel, Jakarta, Indonesia.

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responsibility both to the person she elected to office, to the future constituency of that person and most of all, to Allah.

- Politics provides a venue to select people who will serve; politics is power to manage limited resources of the barangay or the smallest unit of government; politics is running government to help people run their lives. And one Pope said “politics is the greatest of all apostolates.”
- “To vote” comes from the Indo-European “ewgwh” which means to speak solemnly or to vow. The latter is root of the Latin “votum” meaning solemn wish, a vow or a promise; and the Greek “euche” meaning vow or prayer. “Election” comes from the Latin “electus” meaning to gather in prayer as a community.
- According to Sally Helgesen, “As outsider to the mainstream public sphere, women have a fresh perspective and, therefore, the potential to emerge as an extraordinary valuable resource. Their traditional realm of experience has been the private sphere, in which values of interconnectedness and relationship has always held primary importance.
- Since these values are increasingly perceived as the principles by which our universe operates, women’s leadership will be key in finding new solutions to the problems that the world will face in the years ahead.”

### **Transformative Politics**

In other words, women want politics that is transformative. According to the Center for Asia-Pacific Women in Politics (CAPWIP), the women of Asia-Pacific region want politics that is transformed because...

- It uses power to create change, to develop people and to build communities;
- It is non-hierarchical and participatory in their structures and processes;
- It accords priority to the disadvantage sectors, such as the poor grassroots women in rural and urban areas and indigenous women
- It is development-oriented, issue based and gender responsive;
- It seeks economic, social and political equality between sexes and among sectors.

**The cause of democracy and political transformation “is something one must nourish all one’s life, if it is to remain alive and strong” and the struggle for its achievement requires our working together not “half-heartedly” but “heart and soul”. - Aung San Suo Kyi**

**THANK YOU.**

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# ISLAM AND WOMEN'S LEADERSHIP<sup>§</sup>

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## 1. Gender Equality in Islam

### ▪ Equality in Creation

“Glory to God, Who created in pairs all things that the earth produces, as well as their own (human) kind and (other) things of which they have no knowledge” **(Surah Ya-Sin:36)**

“O mankind! Be conscious of your Sustainer, who has created you out of one living entity (nafs), and out of it created its mate, and out of the two spread abroad a multitude of men and women. And remain conscious of God, in whose name you demand your rights from one another, and of these ties of kinship. Verily, God is ever Watchful over you!” **(Surah An-Nisa':1)**

“The believers men and women are protectors, one of another; they enjoin what is just, and forbid what is evil; they observe regular prayers, pay *zakat* and obey Allah and his Messenger.

On them will Allah pour His mercy, for Allah is Exalted in Power, Wise. **(Surah Taubah:73)**

And their Lord hath accepted of them, and answered them:

“Never will I suffer to be lost the work of any of you, be he male or female: Ye are members, one of another; Those who have left their homes, or been driven out therefrom, or suffered harm in My Cause, or fought or been slain, - verily, I will blot out from them their iniquities, and admit them into Gardens with rivers flowing beneath; - A reward from the presence of God, and from His presence is the best of rewards **(Surah Al-Imran :195)**

### ▪ Equality in Responsibilities

“Whoever works righteousness, man or woman, and has Faith, verily to him will We give a new Life, a life that is good and pure and We will bestow on such their reward according to the best of their actions” **(Surah An-Nahl:97)**

“If any do deeds of righteousness, - be they male or female – and have faith, they will enter Heaven, and not the least injustice will be done to them” **(Surah An-Nisa:124)**

“For Muslim men and Muslim women, ---  
For believing men and believing women,  
For devout men and devout women,  
For true men and true women,

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<sup>§</sup> Presented at the *Strengthening Women Political Leaders in Southeast Asia Training*, June 22-26, 2005 - Alila Hotel, Jakarta, Indonesia.

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For men and women who are patient and constant,  
For men and women who humble themselves,  
For men and women who give in charity,  
For men and women who fast (and deny themselves),  
For men and women who engage much in God's praise,--  
For them God prepared forgiveness and great reward  
**(Surah Al-Mu'minun:35)**

## **2. Islam and Women's Leadership**

(Adapted from Sisters in Islam Training Manual)

There is no clear nass in the textual sources allowing or disallowing women to be leaders or to be appointed as judges. The current views on these two issues are juristic interpretations of several textual sources

### **Citation of Women in the Qur'an**

- 1) Hawa, wife of Adam (as) (in Surah al-Baqarah 2:35, Surah An-Nisa' 4:1, Surah Al-A'raf 7:19-23)
- 2) Maryam, mother of Isa (as) (in Surah Al-Imran 3:36-37, Surah Maryam 19-16-34, Surah Al-Tahrim 66:12)
- 3) Hannah, woman of Imran and Mother of Maryam (in Surah Al-Imran 3:35)
- 4) Asiya, adoptive mother of Musa (as) and wife of Pharoah (in Surah Al-Qasas 28:9, Surah Al Tahrim 66:11)
- 5) Umm Musa, the birth mother of Musa (as) (in Surah Ta Ha 20:38-40, Surah Al-Qasas 28:7 & 10-13)
- 6) Balqis, Queen of Sheba (in Surah Al-Naml 27:23-44)

The Qur'an classifies Maryam as "one of the qanitin" (Surah 66:12) using the masculine plural form of the word that indicates one devout to Allah. There is no reason not to use the feminine plural form (qanitat) – except to emphasize that the significance of Maryam's example is for all who believe, whether male or female. Her virtue was not confined by gender.

Umm Musa received wahy, that is divine communication from Allah (Surah 28:7). Thus it demonstrates explicitly that women too have been recipients of wahy.

Balqis, Queen of Sheba, ruled over a nation. The Qur'an never uses any term, subtle or direct, that implies that this position was inappropriate for her, or any other woman. On the contrary, the Qur'anic story of Balqis celebrates both for political and religious practices. Balqis's qualities as a good leader were not measured by gender but by:

- i) her capacity to fulfill the requirements of the office;
- ii) her political skills;
- iii) the purity of her faith;
- iv) her independent judgment.

### **Citation of Women in Muslim History**

There are many historical instances where the Prophet (saw) and the Companions consulted women. These are some examples of the participation of women throughout history that do not support the view that women are incapable of becoming leaders.

During the time of the Prophet (saw) and the rightly-guided Caliphs:

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- 1) It is well-established historical fact that the Prophet consulted Salma (ra) on the occasion of the treaty of Hudaibiya. One of the terms of the treaty was that the Muslims would not proceed to Mecca for the performance of the Umrah in that year. However, the companions were reluctant to set aside their ihram which they were wearing for the purpose of Umrah. Salma (ra) advised the Prophet to set the example in making the sacrifice and setting aside the ihram. The companions followed suit.
  - 1) Umar, one of the rightly-guided Caliphs, was corrected by a woman on the value of the mahr (*mas kahwin*) when he wanted to fix the mahr lower. Umar had to acknowledge her opinion as correct.
  - 2) Aishah (ra) has been known to have corrected Abu Hurairah in respect of traditions which were in conflict with the Qur'an. She was consulted on her knowledge of the Sunnah by the believers. Imam Zarkashi (born in 745 Hijrah), one of the greatest scholars of the Shafi'i school in his time, devoted a book a book dedicated to Aishah's particular contribution in this field, entitled "Collection of Aishah's Corrections to the Statements of the Companions" (*Al-'irada fi ma istadrakathu A'isha'ala al-sahaba*).
  - 3) When the Qur'an was first compiled, it was entrusted to the custody of Hafsa (ra), daughter of Umar al-Khattab and wife of the Prophet. She remained the trustee from the time of Abu Bakar's caliphate until the reign of Uthman. The compilation was taken from her copies made and distributed to various cities for the correction of compilations there.
  - 4) In Sunan Abu Dawud, it is reported that the Prophet (saw) appointed Umm Waraqah to be the imam to lead the prayers of her household, while the muezzin was an elderly man. This hadith is said to have a stronger isnad (chain of transmission) than another contradictory hadith, reported in Sunan ibn Majah, that a woman cannot be imam when there are men in the congregation.

During the Abbasid period, the Fatimid period and the period of Muslim rule in India:

- 1) During the Abbasid period, many women wielded great influence in state affairs. Zubaydah, wife of Caliph Harun al-Rashid, a very intelligent woman, used to advise her husband on political and administrative affairs.
- 2) Women in the high circles of that early period achieved distinction and exercised influence in state affairs. These women included al-Khayzuran, al-Mahdi's wife and al-Rashid's mother, 'Ulayyah, daughter of al-Mahdi, Zubaydah, al-Rashid's wife and al-Amin's mother; and Buran, al-Ma'mun's wife.
- 3) Hurrah Malukah Arwa' bint Ahmad headed the administration of the province of Yemen on behalf of the Fatimid Caliphs of Egypt. Three of the Fatimid Caliphs, Mustansir, Must'ali and Amir, reposed faith in her and gave her free hand to govern the Yemen. She was held in high esteem by all three. The last of the three Caliphs, Amir, even appointed her Hujjah (the highest religious office under the Fatimid hierarchy). It speaks volumes for the ability of Hurrah Malukah (malukah literary means ruler or empress) that she won the distinction of being a governor of a province as well as rising to the office of Hujjah. After the assassination of Amir it was she who successfully took charge of the Fatimid Da'wah (mission) and became ruler of the Yemen.
- 4) . In India, stories of such outstanding Muslim women as Raziyah Sultana, Chand Bibi and Nurjahan are well known. The ability of these outstanding women to govern and administer has been recognized by all historians and the courage of these women, who came to the fore despite severe restrictions and strong prejudices in society, and their extraordinary talents has won them many plaudits.

Wassalaam and Thank You.

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# CONSTRUCTION OF QUR'ANIC INJUNCTIONS AND HADITH INTO SHARI'AH LAWS OR MUSLIM JURISPRUDENCE\*\*

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## Some Basic Arguments

- 1) Muslims are not monolithic/homogenous in their understanding and practice of Islam
- 2) The human rights situation in self-proclaimed Islamic states is more conditioned by culture and traditions than by its purported 'Islamicity'
- 3) Islam is compatible with social justice and international standards of human rights (both civil and political rights as well as economic, social and cultural rights)
- 4) Strategies for reform call for a paradigm shift in the study and application of Islamic/Muslim Jurisprudence

## Important Terms and Concepts

**Shari'a** is the totality of God's law as revealed to the Prophet Mohammad; on the other, "in its popular usage it indicates the religion of Islam, God's true religion as it embodies revelation in praxis (Sachedina, 1999a:15). It is also what Khalid Mas'ud calls "the roadmap" to social justice

**Fiqh**, however, is not a part of revelation (wahy); it is that part of religious science whose aim is to discern and extract shari'a legal rules from the Qur'an (revelations) and Sunna (traditions of Prophet Muhammad). Strictly speaking, fiqh is a legal science with its own distinct body of legal theories and methodology as developed by fugaha (jurists) over the course of centuries and in dialogue with other branches of religious and non-religious sciences.

In other words, it is the shari'a that is sacred and eternal, not fiqh, which is a human science and changing. It is essential to stress this distinction, since fiqh is often mistakenly equated with shari'a, not only in popular Muslim discourses but also in specialist and political discourses, and often with an ideological intent.

## Types of Interpreting the Qur'an and Hadith

1. Traditionalist and Literalist
2. Historical and Contextual reading and analysis or Holistic reading
3. Feminist reading

According to Amina Wadud, no method of Qur'anic exegesis is fully objective. Each exegete makes some subjective choices. Some details of their interpretations reflect their subjective choices and not necessarily the intent of the text. Yet, often, no distinction is made between text and interpretation.

### 1. Traditionalist and Literalist

Exclusively written by males, which means that men and men's experiences were included and women and women's experiences were either excluded or interpreted through the male

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\*\* Presented at the *Strengthening Women Political Leaders in Southeast Asia Training*, June 22-26, 2005 - Alila Hotel, Jakarta, Indonesia.

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vision, perspective, desire, or needs of woman. In the final analysis, the creation of the basic paradigms through which we examine and discuss the Qur'an and Qur'anic interpretation were generated without the participation and firsthand representation of women. Their voicelessness during critical periods of development in Qur'anic interpretation has not gone unnoticed, but it has been mistakenly equated with voicelessness in text itself.

Example:

Surah An-Nisa (4:3)

*'If ye fear that ye shall not be able to deal justly with the orphans, marry women of your choice, two, or three or four; but if you fear that ye shall not be able to deal justly (with them), then only one... that will be more suitable, to prevent you from doing injustice.'*

Surah An Nisa 4:129

*'You are never able to be fair and just as between women, even if it is your ardent desire...'*

It is very clear here that polygamy is not a right, but a restriction and a responsibility to ensure that justice be done to orphans. The letter and spirit of the verse on polygamy were revealed following the tragedy of the battle of Uhud and it was concerned with the overriding welfare and protection of women and children following the death of dozens of Muslim men in the still formative Muslim community of Medina.

In the present-day practice, however, rarely is polygamy a question of caring of orphans. In fact, many are unaware that the verse makes any reference to orphans at all

## **2. Historical and Contextual reading and analysis or Holistic reading**

During the time of Prophet Muhammad (610-632 AD), social justice was at the heart of all human and social endeavors. It was after the death of the Prophet, where the human agency in the application of laws became basically and dominantly male centric in their discourse. While the male voice has not necessarily translated into misogynistic interpretations and practices, it has caused the perspectives of females to remain largely of secondary salience in Islamic legal discourse (Moosa, 2004).

“the religious authorities have exercised and arrogated to themselves a “pontifical monopoly” over Islamic law using MPL to make women believe that their status is religiously ordained. These inequalities have resulted in an unresolved dichotomy between their roles as citizens of a nation and as Members of a religious community” (Moosa,2004).

This inequality results from the different interpretations of Islamic law by the legal scholars as reflected in the different Mad'habs (Schools of Thought/ Jurisprudence) in Islam, as well as from the different doctrinal tendencies of scholars namely: traditionalist, Islamist and modernist.

Moosa says “In many countries local version of Islam often differ widely from doctrinal Islam. Often local customs and practices are thought to be Islamic, while they are in fact not. Sometimes what Islam (the religion) says and what Muslims (the believers) actually do are two totally different matters.

While all Muslims agree that Islam aspires to equality between the sexes, sociological facts tell a different story. Women are excluded from positions of power within Islam, are subject to specific religious requirements and have to contend with the classical jurists notion of extended family within a patriarchal system.”

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The importance of Qur'anic text is its transcendence of time and its expression of eternal values. As such, the context of Muslim communities has not yet risen to the level of the text. It was not the text which restricted women, but the interpretations of that text which have come to be held in greater importance than the text itself (Wadud, 1999).

Framework for analyzing Muslim Laws (Adapted from Ziba Mir-Hosseini 1998)

- I. Interpretation of Islamic texts, as sources of authority and justification for a particular stand or ideology;
- II. The level of local/national political ideologies, rhetorics, and debates, with their local historical particularities;
- III. The level of lived experiences for any given individual or local community ( Ziba Mir-Hosseini 1998)

### **Points for Reflection**

Moosa would like to encourage those women and men – especially the younger generations – who simply follow what has “always” been thought and taught on the position of women in Islam to take position themselves within this debate. Women have to challenge religion not necessarily as it is written down, but rather as it is explained by local religious leaders”.

We all remain accountable for our own actions as “leaders” in our own right and in our own time”. For Moosa, “the most important step in this whole process is to remember that self-reform must precede any reform (Qur’an 2:44) and that God intended religion to be a mercy and not a burden (Qur’an 5:90; 2:185). While the divine blueprint of the Qur’an will remain immutable, reform (and ijthad) will of necessity change from one time and context to another”.

Lastly, she mentions that” Women must also approach the depth of their own souls and become the theologians of their own lives. God provided us with a “plain Qur’an” (Qur’an 15:1) – a “manifest light” (Qur’an 4:174) wherewith God guides “all who seek... and leadeth them out of darkness... unto the light...” (Qur’an 5:17).

Wassalaam and Thank You.

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## MODULE 2

# DEMOCRACY AND POLITICAL PARTIES

“Politics is about who gets what, when, and how.” – Harold Lasswell

### OBJECTIVES

- ▶ To understand the basic principles of democracy
- ▶ To understand the roles that political parties play in healthy democracies
- ▶ To consider how political parties can be reformed to be more representative through increasing leadership opportunities for women

### MATERIALS

- ✓ Copies of the handouts
- ✓ Flipchart paper
- ✓ Markers

**NOTE:** If you don't feel you have enough background in this topic, consider inviting someone else, either from within your party, a local think tank, or university to give a brief presentation. Be sure that the individual you invite is well-versed on the issues and is a good presenter. Go over a detailed list of topics that you would like the guest speaker to cover well in advance of the training so he or she knows what to expect and can prepare accordingly. But remember, you don't need to be an “expert” to facilitate a discussion about democracy and political parties.

### ACTIVITY: GROUP DISCUSSIONS ON DEMOCRACY

- Ask the participants the following questions to provoke a discussion on the basic principles of democracy. If the participants do not know the answers, provide the answers yourself.
- **What is the definition of democracy?**  
*Possible Answers:*
  - People expressing their free choice about what government they want through a system of free and fair elections on a regular basis
  - The opportunity to change leadership or to remove people from government in a peaceful way
  - A system in which people get to decide who represents them and which policies these people promote
- **A famous phrase is “government of the people, for the people, and by the people.” What does that phrase mean?**  
*Possible Answers:*

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- This means the government is made up of representatives selected by citizens and must work to address the people's wishes;
  - This means the government in a democratic system is elected by voters and subsequently, the government must work towards solving the needs and problems of its citizens.
  - **How are decisions made in a democracy?**  
*Possible Answers:*
    - Majority rules – in other words, whatever position is supported by the majority of people wins.
    - Compromises are made to arrive at decisions that are acceptable to the majority of people

## WHAT IS A POLITICAL PARTY?

- Ask participants to provide answers to the question “What is a political party?”  
*Possible Answers:*
  - An organization whose members have similar aims and beliefs. A political party tries to get its members elected to the government of a country in order to influence the country's policies. To achieve this goal, it participates in elections.
  - Parties are the legal institutions for the accumulation and redistribution of power, resources and opportunities. They promote and prioritize values. They advocate and implement partial interests. They formulate development strategies, goals and policies. They must set priorities.
  - Parties are the primary avenue through which large numbers of citizens can engage in the political process between elections. Within a party, members can run for office, select candidates and determine policy.

## POLITICAL PARTIES AND GENDER

### ACTIVITY: WHO DOES WHAT WITHIN THE PARTY?

- In advance of the workshop, prepare a flipchart with the following columns and headings: “Mostly Men, Mostly Women, Both Equally”. See the handout on *Who Does What within the Party* for the list of tasks.
- Distribute the handout and read the list out loud one activity at a time and ask participants which category it belongs in: Mostly Men, Mostly Women, or Both Equally”.
- When all activities have been categorized, lead a discussion on what this exercise tells us about women within political parties. The general message we receive is that women are welcome to vote, to follow the party leaders and to work voluntarily for political parties. However, they do not often decide on crucial matters or share power on equal footing with men.
- Distribute the *Checklist of the Main Criteria for the Truly Women/Gender Equality Friendly Party* and review with participants.

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- Ask participants to consider whether their party meets these criteria or if there is still a need for reform on these issues.
  - Remind participants that your party has made a public commitment to increase opportunities for women within the party by signing the Global Action Plan. They each have a responsibility for ensuring that their party keeps this commitment. Remind them that the more prepared they are to assume positions of leadership and the more they demonstrate these leadership skills, the more likely it will be that their party will become more inclusive of women.

### **ACTIVITY: EVALUATING THE STATUS OF WOMEN'S PARTICIPATION IN YOUR PARTY**

Particularly useful as a follow-up activity to this training module, distribute the handout "*Taking Stock: Evaluating the Status of Women's Participation in your Party*" and discuss how you might conduct the data collection and 7-step plan outlined.

### **ACTIVITY: MECHANISMS TO INCREASE WOMEN'S PARTICIPATION IN YOUR PARTY**

Distribute and review the hand-out *Increasing Women's Political Participation: Mechanisms for Political Parties*. Discuss the steps you might take within your party; what mechanisms are already in place? Are there new ones that might increase women's participation? How could you advocate for those new mechanisms? Develop a strategic plan.

### **ACTIVITY: WOMEN'S POLITICAL PARTICIPATION ORGANIZATIONS**

Consider the work done in Northern Ireland, the US and Indonesia, shown in handout *Women's Political Participation Organizations*. Discuss if similar efforts would be appropriate in your country.

## **WHAT IS THE ROLE OF A WOMEN'S WING WITHIN THE PARTY?**

- Explain to the group that many parties establish Women's Wings as a means of addressing women's issues within the party. Note that in some cases, Women's Wings are actually used to marginalize women, to put them in "their place", and to prevent them from posing a challenge to the male-dominated leadership.
- Remind participants that we are largely responsible for the success of our women's wing.

### **ACTIVITY: WHAT CAN A WOMEN'S WING DO TO STRENGTHEN THE ROLE OF WOMEN?**

- Lead a brainstorming session on activities that a women's wing can carry out in order to strengthen the role of women within the party.
- Possible answers include the following:
  - ❖ Gathering the most important gender directives of international governmental organisations, non-governmental organisations, and the Government (CEDAW, UN Beijing Plan for Action, Global Action Plan, Constitution, etc.) so that these documents are readily available and so

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that party activists are aware of the commitments that their party and their country have made.

- ❖ Gathering positive examples of gender equality policies and organizational models from other parties both in-country and internationally.
- ❖ Getting support from and sharing experiences with women from other parties both in-country and internationally.
- ❖ Identifying the strongest male/female supporters and potential collaborators within the party.
- ❖ Organizing training courses for the female party activists and sympathetic male activists.
- ❖ Establish a permanent training unit within the Women's Wing with an experienced full-time trainer.
- ❖ Drafting of a party gender equality policy statement and gender equality related statute articles and articles on quota regulations within the party.
- ❖ Organising an informal brainstorming meeting with the strongest party male and female leaders to define the party's gender equality strategy.
- ❖ Identifying, training, fundraising for, and supporting women candidates.
- ❖ Lobbying party leaders on the many policy issues that affect women differently from men, like employment issues, health care and war.

## **HOW CAN A WOMEN'S WING BE STRUCTURED?**

- Explain to the group that there are many different ways to organize a Women's Wing. Distribute the handout *Possible Choices in Organizational Rules and Relations between the Party and the Women's Wing* and review with participants.
- Ask the participants to describe how their women's wing is organized and, after thinking through other options, if there are changes they would propose to improve upon this structure.

## WHO DOES WHAT WITHIN THE PARTY?

<b>WHO</b>	<b>MOSTLY MEN</b>	<b>MOSTLY WOMEN</b>	<b>BOTH EQUALLY</b>
<i>Writes the party manifesto/platform?</i>			
<i>Formulates party electoral promises?</i>			
<i>Leads the party?</i>			
<i>Represents the party to the public and the media?</i>			
<i>Represents the party abroad?</i>			
<i>Is trained within the party?</i>			
<i>Raises the money for the party?</i>			
<i>Decides how party funds are used?</i>			
<i>Decides about the promotion of party activists into leadership positions?</i>			
<i>Carries the main burden of volunteer work between elections?</i>			
<i>Carries the burden of volunteer work in electoral campaigns?</i>			
<i>Gets the party tickets/nominations in elections?</i>			
<i>Decides who gets party nominations for elections?</i>			
<i>Stays loyal when the party loses power?</i>			

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## **CHECKLIST OF THE MAIN CRITERIA FOR THE TRULY WOMEN/GENDER EQUALITY FRIENDLY PARTY**

- ❖ Gender equality is defined as one of the basic party values.
- ❖ Specific gender equality policies are defined in the party program and mentioned between elections.
- ❖ Party has an autonomous, active mechanism (for example: women's wing) promoting gender equality.
- ❖ Party women/gender equality organisation has the right to freely open party and public discussions on gender equality issues.
- ❖ Special provisions (targets, quotas, special recruitment actions and training for women) are in place and respected in order to ensure equal political representation of men and women in all elected and appointed bodies at all levels.
- ❖ The party serves as a link between NGO initiatives on women's issues, parliament, and the government.
- ❖ The party has fair provisions for the financing of the needs of the party gender equality mechanism (such as a women's wing).

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## TAKING STOCK: EVALUATING THE STATUS OF WOMEN'S PARTICIPATION IN YOUR PARTY

Are you satisfied with the level of women's participation in your party? The following survey lists a few questions that might be useful in assessing the current status of women's participation in your party, and will help identify opportunities for increasing their participation.

1. What is your party's estimated membership? What is the estimated membership of women?
2. How many delegates, in total, attended your last party congress? How many were women?
3. How many people sit on your party's executive committee (senior-level leadership body)? How many are women?
4. How many people sit on the Central committee (mid-level leadership body)? How many are women?
5. How many people sit on the party's branch committees? How many are women?
6. Does your party have policy and finance committees? If yes, how many women sit on these committees?
7. How many candidates did your party run in the last election? How many were women?
8. Does your party have a women's committee at the central level? At the branch level?
9. If yes, what is the relationship between the women's committees and decision making structures?

If, based upon the answers to this survey, you feel that your party could benefit from additional measures to increase women's participation, the information below can help you and your fellow activists begin to think more strategically about increasing women's participation. Increasing women's participation does not happen by accident; often the biggest obstacle to getting more women involved is simply the lack of a sound and targeted strategy to do so.

1. **Determine what increasing women's participation means in the context of your political party. What is the goal?** The goal should be specific, achievable, and measurable. For example, the goal could be achieving 50 percent women's representation in all party structures, or instituting a quota for women candidates within the party.
2. **Identify the obstacles to reaching this goal.** Be as specific as possible. While there are general obstacles that women face in every country, there are also certain obstacles that may be unique to your political party. What is preventing women from demonstrating their political power in your party?
3. **Identify the Opportunities.** What opportunities exist for increasing women's participation in the party? If a general congress is coming up, this could be an opportunity to mobilize women's branches and other allies to propose and support a change in party by-laws to guarantee women seats at the decision making table. Are elections on the horizon? Voter registration could be an

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opportunity to begin to mobilize women in the party, and bring more women into the party's base with a message that appeals to them.

4. **Establish a Time-Line.** Establish a realistic time-line for reaching your goal, based on existing opportunities. For example, if your goal is to propose a change in party by-laws in the upcoming party congress, work backwards from the date of the congress to establish how much time you'll have to implement your strategy. A realistic timeline will help focus your energies, and will keep activists engaged throughout the campaign.
5. **Develop a Strategy.** Taking into account existing obstacles and opportunities, as well as the time-frame you are working in, develop a targeted strategy to reach your goal for increasing women's participation. If your goal, for example, is increasing women's representation on official party structures, the voter registration period could be a good opportunity to activate your women's branches, bring more women into the base of the party, and demonstrate the political power of women in the party through membership drives, fundraising and similar initiatives – thus demonstrating why women should have a seat at the decision-making table.
6. **Identify your allies.** Chances are that you may have more support than you realize, particularly from party leaders who are interested in attracting more voters to the party. Remember that it is in the self-interest of the party to reach out to women, who comprise half of the electorate. Look for support outside the party as well, at organizations and institutions that may be affiliated with your party and can play an important role in helping to further your agenda.
7. **Implement the Strategy.** Once you've developed a sound strategy and have established buy-in from party leaders and allies, mobilize your party cadres to implement it. Be creative, compelling, consistent, determined – and patient. There are sure to be some disappointments along the way, but learn from your mistakes, and improve on them in the future.

**Increasing women's participation in political life is a long-term process, one that requires the active involvement of both women *and* men. Good Luck, and Good Organizing!**

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## **INCREASING WOMEN'S PARTICIPATION MECHANISM FOR POLITICAL PARTIES**

### ***Women's Group/Wing***

One of the primary methods for engaging women in political parties is the creation of a women's group or wing within the party. While the creation of such a group is welcome in any context, the shape and structure will determine its overall impact. For a women's branch to be effective, it should:

- Have autonomy from the central party and be free to conduct its activities within the broad structure of the party, though not under the direct control of the leadership. The group should be allowed to raise issues of concern to women, even if it makes male leaders uncomfortable.
- Be given due recognition by the leadership and other party units. The group should have representatives on the ruling body of the party and be allocated prominent time slots at party congresses.
- Have a separate budget that, once negotiated with the leadership, can be spent on priorities determined by the group.
- Allow women who are not central party members to participate. Sometimes prominent women in a polarized society wish to make a contribution to a party's policy without being a party member. It is preferable if members of the women's branch are also members of the party, but the option should exist.

### ***Quotas***

The term "quota" most often refers to a provision in the electoral system that guarantees a minimum number of seats in the legislature for women. These quotas can be effective in increasing gender balance where there is little willingness to address existing inequalities. Internal party quotas, however, can be more far-reaching where the political will does exist; quotas within parties are more effective at increasing women's participation in the party's affairs at local, provincial and national levels. Parties are often quite vocal in pressing for electoral quotas, but fail to address the imbalance within their own structures. Internal quotas can be applied in the following situations:

- Candidate lists for local and national elections.
- Positions on the ruling executive and officer board.
- Officer positions in party branches.
- Delegates to conventions and congresses.

### ***Staffing***

As with any party activity, staffing is often the difference between success and failure. Parties who hire a women's officer or director of women's participation have greater success in creating an effective women's wing and organizing activities to increase women's participation in the party.

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### **Events**

A range of activities, such as conferences on topics that are of particular interest to women, can attract the attention of women interested in political activism. Encouraging nonparty members' participation enables a party to identify prospective members and issues that mobilize them. Awareness campaigns on health and social issues or campaigns for reform legislation that engage citizens are more likely to lead to greater participation than an event or campaign organized along partisan lines.

Parties often appoint women in each branch to engage in outreach. This can involve organizing coffee mornings, discussion circles or other activities. A coordinated effort at the local and national levels has proven most effective in making parties more open to women and breaking down barriers to participation.

### **Mentoring**

There are several examples of senior women who have mentored other women emerging as party candidates and leaders. It is not unusual for women MPs to be given special responsibility for particular provinces or constituencies in order to cultivate women's participation.

Women MPs often begin by building a women's network to be eventually incorporated into the women's wing of the party. Through the network, women build profiles on civic issues outside of the party. This adds to their prospects upon becoming party members.

### **Finances**

One of the greatest barriers to women's participation in politics—particularly as candidates—is the lack of independent resources. Traditional corporate networking by male politicians makes it difficult for women to compete in the fundraising stakes. Apart from the separate budget allocations to the women's wing of a party, there are other finance-related initiatives that can be undertaken:

- Reduced membership fees for women members.
- Financial rebates to party branches that show an increase in women members.
- Additional funds for the campaigns of women candidates.
- Special funds for training women officers and candidates.
- Scholarships and study missions designed specifically for women.

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## **POSSIBLE CHOICES IN ORGANIZATIONAL RULES AND RELATIONS BETWEEN THE PARTY AND THE WOMEN'S WING**

- 1. PARTY PROGRAM – WOMEN'S/GENDER EQUALITY PROGRAM**
  - Party values and general political orientations are also the framework for the Party's women's group.
  - General women's group's program is approved and accepted by the highest party program policy body.
  - The Women's party organization sets its own program priorities and works for their acceptance as party majority priorities.
  - When the executive party bodies do not accept proposals from the women's group, this group has the right and respective party executive bodies have the duty to organize a general party discussion on the women's organisation priority/policy/action/campaign proposals.
  
- 2. MEMBERSHIP IN THE WOMEN'S WING**
  - Automatic – all women party members are women's wing members.
  - Membership in the party women's wing is a free choice for each female party member.
  - Membership in the party women's wing is a free choice for each female AND male party member.
  - Women can join the women's wing - either as full members or as auxiliary members - without necessarily also joining the party.
  
- 3. ORGANISATIONAL CHOICES**
  - Territorial principle – following party organisation (organized at national, provincial/state, and district levels).
  - Project/specific issues based model of organisation.
  - Combination of both principles.
  
- 4. DECISION MAKING PRINCIPLES**
  - High level of centralisation, strong hierarchy – majority decides what all the members of the group should do.
  - High level of decentralisation, a lot of space for local and individual initiative, joint work only of the branches and individual members of the women's party organisation who are interested in the issue at hand.
  - Decisions or parts of decisions are taken on consensus – where a longer discussion is required and dissenting points of view are considered until everyone is comfortable with the final, negotiated outcome.
  
- 5. WHO ELECTS THE WOMEN'S WING LEADER?**
  - The leader of the women's group is proposed by party leadership, elected by all party members at the general meeting of the party local branch.
  - The leader of the women's group is proposed and elected only by the members of this organisation.

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## **6. PERSONAL CONNECTIONS BETWEEN WOMEN'S WING AND KEY PARTY POWER STRUCTURES**

- Women's organisation leader is a member of the party's central committee, automatically, through her position.
- Women's organisation leadership has a direct working relationship with party parliamentary group and party-nominated ministers and other highly positioned party-nominated provincial officials.
- Women's organisation delegates at least one representative to the party programmatic boards/committees.
- Women's group delegates at least one member to the party electoral boards on all levels.
- Women's group delegates one representative to the party finances monitoring board.

## **7. FINANCING OF THE WOMEN'S WING**

Its budget consists of: office space costs, communication costs, meeting costs, travelling costs, training costs, activities, campaigns, projects costs, women's electoral campaigns costs, etc.

- Fair sharing of all party facilities and technical staff.
- Fair sharing of the party members' fees.
- Fair share of the party state-provided funding.
- Fairness in spending party electoral funds on male and female candidates.
- Private donations.

## **8. PUBLIC VISIBILITY AND MEDIA STRATEGY OF THE WOMEN'S GROUP**

- Presence at all relevant regular party press conferences.
- Presence at the party parliamentary group/ local council group press conferences on gender equality issues.
- Development of special media contacts for the party women's organisation.
- Special party women's group's press conferences/releases/media campaigns.
- Visible women's group presence in public party events and information bulletins.
- Special party women's group logo, leaflets, posters, web page, publications, section in party newspaper.

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## WOMEN'S POLITICAL PARTICIPATION ORGANIZATIONS

In many societies, women face more obstacles to participating in politics than men do. Traditionally patriarchal societies tend to subject women to more public scrutiny than men, holding them to a different (and often stricter) standard of conduct. In addition, many societies see women's place as in the home—leaving them less time to pursue any career, much less one in politics. As a corollary, fewer women have money to contribute to political campaigns, limiting the amount of money women can raise from potentially their strongest supporters.

Yet women in several countries have managed to organize powerful political networks to overcome these obstacles. Here are some examples.

### **Northern Ireland Women's Coalition (NIWC)**

[www.niwc.org](http://www.niwc.org)

Since 1996, the Northern Ireland Women's Coalition has helped women in Northern Ireland win an increasing amount of political power. By running candidates under its own banner and also promoting women's activism in other political parties, NIWC has been able to bring women's perspectives to bear on the issues facing Northern Ireland.

The Northern Ireland Women's Coalition was started in response to the failure of the established political parties to include women in the peace talks; out of 80 candidates who were nominated, only one was a woman. That day, several women decided to take matters into their own hands. In four weeks they created their own political party, ran in elections, and came in ninth place—which gave them two seats at the negotiating table. The women were instrumental in writing the peace plan because they had less political baggage, more autonomy, and no allegiance to military wings.

Two years later, in 1998, NIWC became a major national party. It ran eight women candidates, and two were elected to the national legislature. These women ran grassroots, personal campaigns focused on domestic issues, women's issues and social policy—a stark and welcome contrast to many of the other major parties, whose nationalist rhetoric focused more on borders and violence. The women targeted their “persuadables”: young women who were largely urban and educated. Over the past four years, NIWC has launched an initiative to expand its base by reaching out to rural women.

Since its founding, NIWC's ranks have swelled from its original 12 founders to over 700 dues-paying members.

### **Emily's List**

[www.emilyslist.org](http://www.emilyslist.org)

In 1985, women asked America's Democratic Party to officially endorse more women as political candidates. When the party's leadership was reluctant, the women started their own organization—Emily's List. Emily's List has increased women's participation in American elections by raising money for women candidates, providing

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campaign training to candidates and political programs to female members of Congress.

Emily's List is the largest political action committee in the United States, with over 73,000 members. In 2002, these members contributed nearly \$9.7 million to pro-choice women candidates and another \$23 million to the Emily's List operation and program. In addition to directly supporting women's candidates, Emily's List does extensive research on women's issues in America.

### **Women's Political Caucus of Indonesia (Kaukus Perempuan Politik Indonesia -KPPI)**

The Political Women's Caucus of Indonesia (KPPI) is a multi-party, voluntary organization of women in leadership positions in all the major parties of the country. Different from a caucus of publicly elected members – as in a legislature or parliament - this grouping is a gathering of women focused on political parties. Formed in August 2000, with assistance from NDI, KPPI has made significant gains in increasing women's effective engagement in politics, both in elections and in political leadership.

The Caucus's mission has been to increase women's involvement in Indonesian politics and strengthen the movement for women's rights and participation both at the central and regional levels. Together with a network of women's NGOs, KPPI fought for and achieved a quota in the election law governing the 2004 legislative elections recommending that parties put forward 30% women candidates. While not all parties met this goal, it is agreed that more women were nominated – and also elected – in this process, in part due to the quota and also due to training that KPPI and others provided many of the candidates contesting the elections. Another achievement of the quota was the public discussion it fostered about the need to increase women's participation in electoral politics.

KPPI is still a young, growing organization. In 2005, KPPI had partners in 22 provinces as well as partners in five cities and 20 districts. The focus of the 2005-2008 KPPI leadership is on fundraising and membership expansion, skills building amongst members, development of a database of all women nominated in 2004 (over 45,000 women) and advocacy on issues of concern to women across Indonesia.

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## LESSONS LEARNED IN CROSS-PARTY EFFORTS TO PROMOTE EQUAL POLITICAL REPRESENTATION OF MEN AND WOMEN

- Everything begins with one leading party. The first to initiate the changes. If it prefers its leading position to the success of the whole project, it will lose both – the lead and the project.
- The role of the national gender equality machinery such as the National Commission on the Status of Women (NCSW) could be crucial. It could block or bring in the support of allies from the ruling party.
- There is a danger of competition between the women's groups from the strong parties on this issue. The only ones who profit from such competition are those opposed to the project. If this happens all women lose.
- Cross –party cooperation is crucial, but there are limits which party women cannot cross if they want to stay strong within their own parties. It is important for party women's organisations to have initiative and to help each party leadership define its gender equality policy in political representation as an issue of national consensus.
- Success is more likely with the active support of women's NGOs.
- In many countries, women's NGOs were the ones to initiate the process for the political empowerment of women. When it is time for the women in the parties to do their part, they feel pushed aside and try to do it on their own. The rivalry for the public visibility and success in this issue between the women in NGOs and the women in political parties leads to the failure or the smaller outcome of the project.
- International support is a great asset but it can never replace national women's joined strategy and action. It can also cause more damage than good, if the international actors do not let the national women's coalition lead the project.
- The success of the project depends heavily on the support of the media. One way to ensure support from the media is to incorporate it as a partner in the project. It is imperative to prepare a media strategy and to retain strong allies in the most popular media outlets. Search for the support of the editors – the journalists will follow.
- The foes of the real changes in the gender power balance within the parties and in the nations will try to use the best possible weapon to stop your project: they will get visible women to speak out publicly against your coalition proposals. They will try to split your project coalition asking for your loyalty to the party. Publicly unveil their tactics! Keep your project coalition together, strengthen your mutual trust, and intensify the informal information flow within your coalition. Challenge your foes to justify why it is better to have only male politicians.
- Remember: the success of your project coalition for the equal representation of women and men in politics depends on:
  1. The broad and smooth organisation of the work of this project coalition (different political party women's organisations, NGOs, researchers, governmental and parliamentary gender equality machineries, media supporters, etc.)
  2. On your lobbying capabilities and skills of turning foes into supporters.

On your determination to complete the project even if you have to sacrifice a bit of your party or your NGO group fame and visibility.

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## Party List System in the Philippines<sup>††</sup>

Yasmin Busran-Lao  
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### **The Party List System Act of 1995, R.A. 7941 (1995)**

■ The Law paved the way for women to be represented in the House of Representatives without being part of a mainstream political party. This Act allocates 50 seats or 20% of 250 seats in the House of Representatives for party list representatives from marginalized sectors such as peasant communities, urban poor, farmers, fishers and women. Every 2% of total party list votes entitle a party to a seat in the House, with each party allowed a maximum of three seats. Aside from women Party List groups that fielded women representatives, other women representatives may come from other Party List groups with both women and men representatives.

■ In the 1998 elections, Abanse! Pinay as a women's party made it to the House of Representatives, and the 2004 election has brought in another women's party, Gabriela

■ The Party List System may have opened the doors for women, but women will have to create and improve their capacity to sustain their involvement in electoral politics. Bringing women to the halls of legislature also requires education of the electorate, which means budget that should cover campaigns across the country.

■ Women constituents should likewise demand from women officials their share in enhancing women's situation, not only because they themselves are women, but also because they had presented an action agenda on women's concerns.

( Marlea Hernandez, 2004)

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<sup>††</sup> Presented at *Strengthening Women Political Leaders in Southeast Asia*, June 22-26, 2005 - Alila Hotel, Jakarta, Indonesia

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# A Situationer on Women's Political Participation in the Autonomous Region in Muslim Mindanao (ARMM)<sup>‡‡</sup>

Yasmin Busran-Lao  
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## I. Historical Background

- Sultanate: feudal and patriarchal
- Colonial Times (Spanish and American):  
Moro resistance against colonialism in defense of religion and homeland (political subordination, economic marginalization and usurpation of natural wealth/resources and the undermining of religious/cultural identity and integrity).
- Philippine Republic
  - Continuing resistance against imposed alien systems/way of life or what is called cultural genocide and the continuous usurpation of ancestral domain. This was done through the assimilation and integration programs of the government.
  - The minority-majority dichotomy became more pronounced.

## II. CONTEMPORARY SITUATION/ REALITIES OF PHILIPPINE POLITICS

Source of political power: the political system is based on wealthy political dynasties, with politics as a means to gain more wealth. It is elite – and male-dominated with no clear party system, no real opposition and no true basis for coalition-building. Candidates often rely on personality, popularity, charisma and the personal touch rather than capability. They lack platforms and agenda. The “clan” delivers the votes and supplies the machinery, with big business often providing support.

Conduct of elections: massive fraud, use of the 3 G's (guns, goons and gold – violence and vote-buying), candidate junking, use of “nuisance” candidates, flying and ghost voters, manipulation of illiterates' votes, ballot snatching and switching, inefficient counting and canvassing, and pressure and threats against teachers to compel them to rig or manipulate election results. Voting is often based on practicality and immediate gain; and voters lack awareness concerning their rights and responsibilities.

Manner of governance: empty or broken promises, absentee and “long distance” officials, premium placed on seniority and gender (male) rather than capability, projects and programs not based on or responsive to basic needs, government resources and public office used for personal gain, and the lack of accountability mechanisms between officials and constituency.

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<sup>‡‡</sup> Presented at *Strengthening Women Political Leaders in Southeast Asia*, June 22-26, 2005 - Alila Hotel, Jakarta, Indonesia

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## A. National Situation

### 1. Data on Women's Political Situation

Women in Government (as of 2004)

#### LEGISLATIVE

- Senate of the Philippines - of the total of 22 seats only 3 or 14% are women
- House of Representatives - of the total of 230 only 42 or 18% are women
- City and Municipal Council - of the total of 12,665 only 2,198 or 17% are women
- Provincial Board Members - of the total of 727 seats only 120 or 17% are women.

#### EXECUTIVE

- Cabinet Secretaries - of the total of 23 appointees only 7 or 20% are women
- Provincial Governors - of the total of 79 elected only 15 or 19% are women
- City and Municipal Mayors - of the total of 1,635 elected only 132 or 8% are women
- (City Mayors) - of the total of 113 elected only 19 or 17% are women
- (Municipal Mayors) - of the total of 1,522 elected only 113 or 7.4% are women

#### JUDICIARY

- Supreme Court - of the total of 14 appointed only 4 or 29% are women
- Court of Appeals - of the total of 51 appointed only 10 or 20% are women
- Sandiganbayan - of the total of 15 appointed only 3 or 20% are women
- Incumbent Judges - of the total of 1,514 appointed only 287 or (as of 2000) 19% are women

- TOTAL - of the 16,975 elected and appointed high positions in government only 2,821 or 17% are women

### 2. Affirmative Action or Laws on women's political participation

- \* The Party List System Act of 1995, R.A. 7941 (1995)
- \* Absentee Voting Law, R.A. 9189 (2003)

### 3. Affirmative Action for Women in Government

- \* Anti-Sexual Harassment Act, R.A. 7877 (1995)
- \* Solo Parents Welfare Act of 2000, R.A. 8972
- \* Declaration of December 4-10 as National Human Rights Consciousness Week, R.A. 9201 (2003)
- \* Amendments of the National Health Insurance Program and Philippine Health Insurance Corporation, R.A. 9241 (2004)
- \* Anti-Violence against Women and Their Children Act, R.A. 9262 (2004)
- \* Career Advancement Program for Women in Government Service (CAPWINGS)

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## B. ARMM Regional Situation

### 1. The Organic Act( RA 6734 as amended by RA 9054)

- An offshoot of the 1996 Final Peace Agreement between the Government of the Republic of the Philippines (GRP) and the Moro National Liberation Front (MNLF) not consistent with the letter and spirit of the peace agreements because it does not reflect in toto the 1996 Final Peace Agreement.“
- Despite its autonomous provisions, RA 6734 in 1989 meant the ARMM to be a puppet of the national government. In 1991, RA 9054 made sure it will remain so.
- The Moro Islamic Liberation Front (MILF), a break away group of the MNLF, rejected the autonomy and has consistently boycotted the elections. It continuously fights for independence and is currently having peace talks with the government
- The Moro congressmen "did not really get their act together," especially in pushing for the provisions in the peace agreement to be included in RA 9054, and in seeing that these provisions would not be watered down.
- A former Congressman confessed, "I know I will always feel guilty for being part of the Congress that approved RA 9054 and I shall never get over the experience of legislating (this) law in a Congress that did not seem to really understand the root causes of the problems in Mindanao and the importance of the peace agreement."
- THE BANGSAMORO STRUGGLE FOR SELF- DETERMINATION STILL GOES ON UNBROKEN THREAD OF IMPOVERISHMENT POVERTY

#### Other Human Development Indicators:

- Residents' average lifespan of 56 years
- 11% elementary cohort survival rate among elementary school children
- 96% dependent on national government subsidies to support its fiscal requirements
- The lowest among the regions in terms of budget allocation
- Contributes less than 1% to total GDP
- Since the signing of the '96 Agreement, ARMM has seen 2 all-out wars resulting in 1 Million IDPs or internal refugees

### 2. Statistics on women's political participation in the ARMM

#### LEGISLATIVE

Regional Legislative Assembly - of the total of 27 seats only 4 or 14.8% are occupied by women

#### EXECUTIVE

Mayors and Vice-Mayors - of the total of 99 elected only 22 or 22.2% are women

City and Municipal Councils - of the total of 545 elected only 80 or 14.6% are women

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### **III. OBSTACLES TO WOMEN'S PARTICIPATION IN ELECTORAL POLITICS**

1. Coming Out to Vote
2. Becoming Candidates

For women in the ARMM, they also have to contend with the following:

3. Patriarchal system and clannish relations with accompanying conflicts
4. Protracted Armed Conflict
5. Extreme poverty (dehumanizing poverty)

#### **CONCLUSION:**

- \* Women in politics is not a widely held concern in the Philippines.
- \*“ Politics” is a household term but to put women in power and decision-making is a different matter.
- \* Politics is also seen as field for the privileged.

### **IV. CHALLENGES/ WHAT NEEDS TO BE DONE IN THE ARMM**

Governance-Autonomy

- Exercise and maximize the powers and functions of the ARMM.
- Enhance Local Revenue Base
- Strengthening ARMM local presence in the component territories.
- Strengthening Local Government
- Connecting the Region
- Supporting the Peace Process

#### **THE CAUCUS ON MUSLIM MINDANAO AFFAIRS (COMMA)**

- Civil Society Formation
- Upholding the Bangsamoro Right to Self-Determination in Muslim Mindanao through the promotion of
  - Democratization and the Rule of Law
  - Peace Promotion and Good Governance
  - Institutional Reform and Reengineering
  - Social And Economic Development
  - National Empowerment
- In partnership with the NGO and PO community particularly the organized sectors
- With individual membership

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## MODULE 3 LEADERSHIP SKILLS

### OBJECTIVES

- ▶ To develop self-awareness and self-confidence
- ▶ To develop strategies for self-empowerment
- ▶ To learn the difference between assertiveness and aggressiveness
- ▶ To develop strategies to increase leadership capacities

### MATERIALS

- ✓ Copies of the handouts
- ✓ Flipchart paper
- ✓ Markers
- ✓ Copies of role plays
- ✓ Sheets of paper

## Leadership Skills Module

### TRAINER'S GUIDE: Introduction of *Leadership Skills* Module

When introducing the program and the *Leadership Skills* Module, note the following:

- Encourage participants to be active.
- The course is designed to increase the leadership skills of **each** participant.
- This session is a basic introduction to leadership skills that cannot be taught in a day. However, participants will learn what they need to *know* and *do* to develop the skills to improve their communities and their lives.
- Note that it will not be hard to be a more effective community leader or political worker and almost impossible to do worse!
- Leadership is not just about being the person at the top – the one elected, the one making speeches, the one taking decisions. Leadership is also shown by a person who motivates and enables others to participate to the best of their ability.

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## SELF CONFIDENCE

### **ACTIVITY: *Measuring Self Confidence***

- Distribute the *Self-Confidence Quiz*. (Do not distribute the Score Analysis yet.)
- Have participants complete these individually (5-10 minutes).
- Distribute the Score Analysis. How did they do? (Most people find they do better than they thought they would.)
- *Debrief*: Did they learn anything new about themselves from the quiz?
- Provide definitions for esteem (to place a high value on, to respect, to prize, to regard well) and self-esteem (self-worth, self-image).
- Distribute the handout on *Ten Ways to Build Your Self Esteem* and review with the participants

## THINKING AND TALKING ABOUT EMPOWERMENT

- Write the following definitions on flipcharts in advance of the workshop.
- Go over the definitions with participants before beginning the following activity.

### **Empower**

- to give someone official authority or the freedom to do something
- to invest with power
- to equip or supply with an ability; enable

### **Empowering**

- something that is empowering makes you more confident and makes you feel that you are in control of your life

## MEASURING LEVELS OF EMPOWERMENT

### **ACTIVITY: *Measuring Control in Your Life Exercise***

- Ask each participant to close her eyes and think about how much power or control she exercises over her own life.
- Tell her to mark herself out of 10. Total control or full power = 10 out of 10; no power, no control = 0 out of 10. Explain that most will be somewhere in between these two extremes.
- Divide the participants into groups of two to three individuals.
- Have each participant share the reasons for her score with this smaller group.
- Keep in mind that it may be uncomfortable for participants to share such personal information with others. Breaking the group into smaller groups should make sharing this information easier to do.

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### **ACTIVITY: *Measuring Levels of Empowerment Exercise***

- Distribute the handout on *Measuring Levels of Empowerment* and read each of the headings aloud. Ask the participants to think about how much empowerment she has in each area and record a mark out of 10.
- *10 = complete. 0 = none at all.*
  - Decisions (big and small) in the home
  - Equality with men in the household
  - Setting goals for self (planning and carrying out plans for life)
  - Ability to represent self and stand up for self
  - Influence over what goes on in community
  - Influence over what goes on in country
  - Education (knowing things)
  - Skills (knowing how to do things)
  - Problem-solving experience
  - Self-confidence
  - Self-reliance (ability to look after self)
  - Resources and access to resources (what sources of support are available and how to get access)
- Have each participant take turns sharing what she was thinking and feeling during this exercise.

## **STRATEGIES FOR SELF-EMPOWERMENT**

### **ACTIVITY: *Strategies for Self-Empowerment Exercise***

- Ask each woman to select the five areas where she had the lowest marks from the previous exercise (*Measuring Levels of Empowerment*) and think of self-empowerment strategies for herself.
- Have the women share and discuss their areas and strategies with a partner, then with the group.

### **ACTIVITY: *Assertiveness Survey***

- Distribute the handout that includes the *Assertiveness Survey* and *Typical Characteristics of Non-Assertive, Aggressive, and Assertive Behaviour* and review with participants.
- Write the following definitions of “assertiveness” on a flipchart (in advance of the training session) and share it with the participants.
  - Acting in your own best interest.
  - Standing up for legitimate rights.
  - Expressing views directly and openly.
  - Taking care of self and making good choices for self while taking others into account.
  - Assertiveness does NOT mean aggressiveness.
- Read the *Survey* aloud.
- Tell participants to write *yes* or *no* if the statement definitely applies or doesn't apply to them, or leave a blank if they are not sure.
- After finishing the survey, facilitate a discussion. Participants can explain why they answered the way they did.

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## **TRAINER'S GUIDE: *Assertiveness Survey***

- The goal of the assertiveness survey is for participants to see patterns in their behavior and to identify strengths and weaknesses in their leadership skills and to start to think about how to address them.

## **ACTIVITY: *Assertiveness Role Plays***

- Organize participants into small groups and give a different role-play situation to each group. Have the role-play handouts photocopied and divided up.

### *Example:*

1. You have told your family that you intend to take part in the upcoming government elections. They believe you will be wasting your time; that politics is a nasty business; that politicians, especially women politicians can't get anything done, much less change the situation. Respond to the negative arguments.

- Give the group two minutes to decide who will play which role and set up the role-play.
- After each role-play, discuss how the woman leader or potential woman leader handled the situation. What could she or should she have done differently?
- Were group members eager to volunteer for the leading role or did they try to push others forward?

## **FIVE-STEP EMPOWERMENT PROGRAM**

- Share the following five steps of an Empowerment Program with the participants. Be sure to write these on a flipchart in advance of the workshop.
  - Identify and state the problem.
  - Make a commitment to change.
  - Collect information about self and problem area.
  - Come up with a plan.
  - Work the plan.
- Have participants commit to addressing three of their "problem" areas, identified in the *Assertiveness Survey* exercise.

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## LEADERS & LEADERSHIP

### ACTIVITY: Small Group Discussions

- Divide participants into groups of three or four.
- Have each small group identify one person whom they consider a 'good' leader.
- **NOTE TO TRAINER:** The group does not have to agree on one person. Any one member of the group can propose a name of a leader, either living or dead.
- Ask the groups to think about and answer the following questions:
  - Why is/was that person a good leader?
  - What leadership responsibilities does/did the person have?
  - Why did the person take on the responsibility of leadership?
  - What personal and other difficulties did the person face?
  - How did the person overcome the difficulties?
  - What leadership skills does/did the person have?
  - What leadership skills does/did the person not have?
  - Did life in the community improve as a result of the person's leadership? If yes, how? If no, why not?
- Have each small group report on their discussions and their conclusions about leaders and leadership.
- How many women leaders came up? Were most of the identified leaders men? If so, why might this be?

## WOMEN & LEADERSHIP: Home, Work and Community

### ACTIVITY: Panel Discussion

- Invite one or two women who hold leadership positions within the party or in Parliament to speak to the group.
- Facilitate a panel discussion where each person discusses the steps she took in becoming a leader. For example:
  - How she became involved in party work
  - What leadership positions she has had and how she got them
  - How she got nominated; how did she run her campaign; how she got elected
  - What strategies she uses or knows about for being elected and for being an effective leader
- Have the group come up with questions they wish to ask the panelists ahead of time. After each panelist has presented, suggest that participants ask specific questions, along the following lines:
  - Her family situation and the situation in the community and society in general
  - Her political background
  - Her education and training
  - Challenges with respect to her family, community, party, government or council, departments, ministries, among men, among women
  - Her motivations, thinking and feelings
  - Her future aspirations, for self and for other women
- Allow each panelist 5 to 10 minutes to speak.

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- After the women have made their presentations, invite questions from the audience on women and leadership – specific and general.
  - After the panelists have left, discuss how each of the women presented herself, how she came across – pay attention to image, assertiveness, what was positive and what was not.

## STRATEGIES FOR BUILDING LEADERSHIP CAPACITY

- Distribute copies of the *Strategies for Building Leadership Capacity* handout and review with participants.
- Go around the circle and assign each of the points to a different participant. Have each participant read her point out loud and explain how this strategy can develop leadership capacity. For example by asking for and using constructive feedback, we can understand our weaknesses and work to improve on them.
- Ask why it would be important for leaders to develop leadership skills among others who are not yet leaders.
- Compare answers and discussion with the handout *Ten Rules of Leadership*. Ask if it triggers any further ideas.

## VISIONING WOMEN IN LEADERSHIP

- Have each participant close her eyes and imagine her community led by women. Slowly read the following questions aloud leaving long pauses between each question for participants to really think about each one:
  - What projects and programs would you implement?
  - What strategies would you use to overcome any difficulties?
  - What would this women-led community look like in 10 years?
  - How would it be different from the current male-led community? Would it be more or less peaceful? Would government priorities be the same or different?
- After a few minutes, ask the group to open their eyes and have the women take turns describing their vision of the community in the large group or organize the participants into small groups to do the presentations

### **ACTIVITY: *Realizing the Leadership Potential in All of Us***

- Give each participant a piece of paper and have her write her name at the top.
- Participants should then pass their sheet to the person on their right.
- Ask participants to write one message about the person whose sheet they have that they feel would help that woman feels more confident and better about herself. This message can be something simple or something more personal and thoughtful: something they appreciate about the other person, a strength, or an ability. For example: “Fatima is a charismatic public speaker who can get people excited about her message”.
- Once they have finished, participants should again pass the sheet they have to the person on their right, and write another message in the “booklet” they have just received.

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- This process should continue, until each participant has written a message in all the other participants' sheets. (I.e., until each participant receives their own sheet back.
  - Have participants read (to themselves) the messages others have written to them.
  - Debrief, allowing at least 10 minutes. Ask participants if there was anything that surprised them. Any strengths or attributes that they didn't think they had? How does it feel to get these messages? Are there any that they want to share with others? How does this exercise make them feel about their ability to be leaders?

**ACTIVITY: *Making It to the Top: Preparing for the Next Promotion***

- Using the hand out *Making it to the Top: Preparing for the Next Promotion* discuss the key elements of being ready for higher levels of leadership.
- Discuss in pairs or small groups, long term leadership goals.
- Have participants use the message box exercise to begin to develop a personal message for leadership.

**ACTIVITY: *Managing People***

Discuss the 20-60-20 Theory outlined in the handout *Managing People*. What implications does it have for political parties? For campaigns?

**ACTIVITY: *How Groups Form & How People Function within an Organization***

Consider using this set of 8 pages with a group that has explored a number of issues about leadership before. These materials review in more detail how leading others is not simply a "natural" skill but one that is learned, practiced and requires significant effort. (This material is a more "advanced" review of that shared in the section at the beginning of this manual on "How Groups Form" that reviews the four stages of group development: forming, norming, storming and performing.)

- Using the materials, have the group review the four stages of organizational development and discuss a shared experience of groups at the four stages: perhaps in a party branch, campaign team or women's organization. Open up discussion to include leadership that doesn't address the needs of a particular stage. What happens if leaders don't recognize and enable these various stages to take place?
- Divide participants into three groups and have them each take one of the styles reviewed in the hand-out "How Decisions Are Made": autocratic, bureaucratic, consensus. Have them discuss each style and report back to the group when it is appropriate and/or inappropriate to use that style in their current organization, campaign or party. Which styles are they most comfortable using? Which style do they appreciate most in other leaders? Why?
- Review the materials on "The Leaders Role in Maximizing the Skills and Talents of the Team". Have the group self-identify their behavioral style. Then divide the group into those behavioral styles to discuss which leaders – and how – best met the needs of their behavioral style. If time, have the groups re-form with mixed behavioral styles. Have them share with each other what they need from leaders to meet their different styles.

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## SELF-CONFIDENCE QUIZ

Score yourself the following points for each question:

Always = 5 points

Often = 4 points

Sometimes = 3 points

Rarely = 2 points

Never = 1 points

1. \_\_\_\_\_ I like to take risks.
2. \_\_\_\_\_ I accept challenges willingly.
3. \_\_\_\_\_ I don't let fear stop me from doing what I want to do.
4. \_\_\_\_\_ Learning something new is exciting.
5. \_\_\_\_\_ I have a set of realistic written goals.
6. \_\_\_\_\_ I feel OK with making mistakes.
7. \_\_\_\_\_ I set my own values and don't allow others to sway me.
8. \_\_\_\_\_ I am willing to accept the consequences of my own behavior.
9. \_\_\_\_\_ I follow my intuition when making decisions.
10. \_\_\_\_\_ I manage my money so I have some left over for enjoyment and some for savings.
11. \_\_\_\_\_ My stuff is organized.
12. \_\_\_\_\_ I balance my time between work, and family, and take some time for fun just for me.
13. \_\_\_\_\_ I have good posture.
14. \_\_\_\_\_ I take time to exercise and eat properly.
15. \_\_\_\_\_ I have a wardrobe of clothes that I feel great wearing.
16. \_\_\_\_\_ I spend some time each day in quiet reflection.
17. \_\_\_\_\_ I have a spiritual outlet.
18. \_\_\_\_\_ I usually feel happy.
19. \_\_\_\_\_ I have interests of my own and take time to pursue them.
20. \_\_\_\_\_ I have a group of friends I enjoy being with.
21. \_\_\_\_\_ I enjoy meeting new people.

\_\_\_\_\_ **Add Up Your Total Score**

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### Score Analysis for Self-Confidence Quiz

**98-105** = Super Human Self-Confidence. Share what you have learned with others.

**77-97** = High Self-Confidence. You are on the right track.

**1-76** = Average Self-Confidence. With some courage you can grow in confidence.

**43-58** = Low Self-Confidence. Spending time on improvement will be very beneficial.

**21-42** = Danger Zone. Very low self-confidence.

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## TEN WAYS TO BUILD YOUR SELF-ESTEEM

*The following list consists of ten steps to take that will help you to raise your self-esteem. Using these methods will help you take control of the way you feel about yourself. Your greatest victory will come in knowing that it's not the way others perceive you, but rather it's the way you perceive yourself that makes all the difference.*

**Step Number One:** Remember that without risk, there is no progress. If you never try anything new, you will never know your potential or discover new things about yourself.

**Step Number Two:** Outline your personal goals. List exactly what it is you want to do with your life. This can be updated and changed on a frequent basis as changes take place in your life.

**Step Number Three:** Imagine your goals are already achieved. Most of us rarely accomplish all the goals we've set. But visualizing the goal can help make the dream become a reality.

**Step Number Four:** Remind yourself of your successes. Start a "victory wall" of accomplishments. Whether it was a photograph of a special time or an award we received, it builds our esteem to showcase and remember our triumphs and achievements.

**Step Number Five:** Work on projects that will result in success. Sometimes we choose projects that are doomed to fail because they are too big, too difficult, or somehow impossible. Set yourself up to succeed by taking on something that is achievable as every success will add to your self-esteem and help you meet the next, bigger challenge.

**Step Number Six:** Don't give up! Sometimes we make mistakes, or become embarrassed or confused in front of other people. So what? It happens to everyone. Everyone fails at something at some point in their lives. This does not make you a failure or mean that you will fail again the next time. The best thing to do is to persevere and try, try again.

**Step Number Seven:** You may need to renegotiate some broken agreements. If the past is stopping you from doing some of the things that you would like to do, you may need to come to terms with a problem before moving ahead. Remember to adjust your outlook. Sometimes things don't work out as we would like. We can't control other people or events, but by learning to change our outlook, the outcome of any situation may turn out better than we had imagined.

**Step Number Eight:** Seek out supportive people. Surround yourself with positive people who support you, compliment you, and make you feel good about yourself. Don't forget to support others and congratulate them on their accomplishments too. Whether it is your child or someone else's, a friend who needs encouragement, or someone you admire, by building morale in others it is an important boost for you as well.

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**Step Number Nine:** Attack your self-destructive beliefs – the ones that damage your self-esteem and prevent you from being happy with yourself. Thoughts like and “People are out to get me” and “I’ll never be able to speak in public” are self-destructive. Identify the unrealistic “drivers” that motivate you and be realistic about what you can achieve. For example, the ***drive to be perfect*** pushes you to perform at unrealistically high levels in everything you do, makes you feel like anything short of perfection is unacceptable. The ***drive to please others*** leads you to seek approval from others and to put your own happiness last. The ***drive to try hard*** makes you taken on more responsibilities than anyone can possibly handle without concern for your own physical and emotional limits. Give yourself permission to fail and to be less than perfect. In other words, give yourself permission to be normal!

**Step Number Ten:** Remember what Eleanor Roosevelt said, “No one can make you feel inferior without your consent.” You need to become your own best friend and biggest fan. When someone says something negative or discouraging about you, try to look at the remark in a different light. If there is a grain of truth in the remark, take the advice it conveys. And try to look past the criticism to understand why the person would offer it.

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## MEASURING LEVELS OF EMPOWERMENT

*Measure the level of empowerment that you have in the following areas:*

***out of 10 marks: 10 = complete; 0 = none at all***

- Your body (including family size and childbearing time) \_\_\_\_\_
- Decisions (big and small) in the home \_\_\_\_\_
- Equality with men in the household \_\_\_\_\_
- Setting goals for self (planning and carrying out plans for life) \_\_\_\_\_
- Ability to represent self and stand up for self \_\_\_\_\_
- Influence over what goes on in community \_\_\_\_\_
- Influence over what goes on in country \_\_\_\_\_
- Education (knowing things) \_\_\_\_\_
- Skills (knowing how to do things) \_\_\_\_\_
- Problem-solving experience \_\_\_\_\_
- Self-confidence (confidence in self) \_\_\_\_\_
- Self-reliance (ability to look after self) \_\_\_\_\_
- Resources and Access to Resources \_\_\_\_\_

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## TYPICAL CHARACTERISTICS OF NON-ASSERTIVE, AGGRESSIVE, AND ASSERTIVE BEHAVIOUR

	<b><i>NON-ASSERTIVE</i></b>	<b><i>AGGRESSIVE</i></b>	<b><i>ASSERTIVE</i></b>
Characteristics of the behaviour	Lets others make decisions for her. Doesn't express feelings, ideas, wants; runs away or gives-in in conflict; uses apologetic words, is indirect (hoping someone will guess what she wants), begs, is hesitant, has downcast eyes	Is inappropriately honest, puts others down, ignores rights of others, dominates, chooses for others, attacks and blames, is sarcastic, loud, makes demands	Is appropriately honest, expresses wants and feelings directly, chooses for herself, evaluates and acts, exercises her personal rights and respects others, listens, makes direct eye contact, has firm and warm voice
Reasons for the behaviour	To avoid conflict and unpleasant, risky situations	To express hostility and anger, to achieve goals (in the short run at least)	To achieve goals, to have positive feelings about herself
The person's feelings about self that accompany behaviour	Low self-confidence and low self-esteem, hurt, anxious, powerless, possibly resentful and angry	High or low self-esteem, hostile, superior, defensive, frustrated, bitter, tense	Self-respect, confident, powerful, relaxed
Feelings of others when person engages in behaviour	Guilty, angry, disrespectful, irritated, frustrated, superior	Hurt, humiliated, defensive, angry	Respectful, respected, threatened (occasionally)

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## ASSERTIVENESS SURVEY

1. When I go to a meeting, I never say anything.
2. I never go to meetings because I think people won't pay attention to me.
3. When I am unhappy about the way a project is going, I speak to those in charge.
4. When I buy something that turns out to be bad, I try to get my money back.
5. I often start conversations with people I don't know.
6. I don't allow people to take advantage of me.
7. I usually keep my feelings to myself.
8. I have no problem saying what I think.
9. I don't ask questions because I am afraid people might think they're stupid.
10. I don't have any problem standing up to people in authority.
11. I tend to be timid and weak when dealing with men who have power.
12. If a friend or someone I interact with behaved badly, I would speak to him/her.
13. I spend a lot of time and effort getting people to like me.
14. I find it hard to say 'no'.

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## ASSERTIVENESS ROLE PLAYS

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1. You have told your family that you intend to take part in the upcoming government elections. They believe you will be wasting your time; that politics is a nasty business; that politicians, especially women politicians can't get anything done, much less change the situation. Respond to the negative arguments.

2. You win a seat in the local elections. All the men in your family were against you trying. Your father, your brothers and your husband are still coming up with one argument after another, trying to put you down – even after you have won the position. Respond to them.

3. Your brother-in-law is a contractor. He wants you to use your position in government to help him get the contract to build a new school in the community. You know he is dishonest and corrupt. The matter of the contract comes up at the next meeting of your government. What do you say? What do you do? What do you say to your husband and his family?

4. The elected government leader has directed that the street on which he lives be fixed with council money. The street on which you live is in far worse condition. So are many other streets in your community. What do you say? What do you do?

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5. You have been asked to act as secretary at council meetings. You don't know how to write minutes and you are not sure what else you have to do. What do you say? What do you do?

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6. There are only two women on the council. One is a young woman. The men are always passing remarks about her in her presence and behind her back. You are the older one – both in terms of age and in length of service on the council. How will you go about dealing with this matter?

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## STRATEGIES FOR BUILDING LEADERSHIP CAPACITY

### *Developing Your Leadership Skills*

- ✓ Ask for and use constructive feedback
- ✓ Evaluate yourself regularly and honestly
- ✓ Seek out new roles and new challenges
- ✓ Start practicing leadership skills in your family
- ✓ Join community organizations and volunteer for committee work
- ✓ Never pass up training opportunities
- ✓ Remember that “to teach is to learn twice”
- ✓ Work with and learn from strong, skilled, and upright leaders
- ✓ Set personal leadership development goals and work on them

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## TEN RULES OF LEADERSHIP

### 1. Character and Integrity

Women are typically given high marks for character. It is important that that advance is maintained.

The public's positive view of women's character is an advantage to parties and to government. Women can seek and attain a role of "front" people for citizens to project a positive image and message of success, achievement, patience and call for personal responsibility.

Character and Integrity are demonstrated by key qualities:

- Be as good as your word
- Actions must match your word
- Loyalty runs deep. Be true to subordinates, constituents, or colleagues and most will return in kind. Be disloyal and that too will be repaid in kind.
- Create a safe environment for people to work and participate. Public gossip or complaints about others gives permission to others to do the same. It also creates distrust.

### 2. Create Vision

People serve and participate because they believe in the result. Citizens will find time to take on extra responsibilities if they believe in the direction leader's lead. But if ask to take on new responsibilities or tasks for the sake of a "job" or project – most people will find it difficult to see why their time is not better spent making life better for their families versus taking time away from their family obligations.

Values are the connection between your vision and the public. Make sure citizens can see those values. Citizens will fight for what they believe in. Citizens will fight to defend what they create. They create election outcomes; build on what they've created.

### 3. Keep the Vision in Sight for Everyone

Clearly, it is a great challenge to keep everyone on track once a coalition has been build. Different personalities and personal agendas can cloud the original vision. It is the leader who helps keep everyone mindful of the original goal. Debate over how to implement the vision is positive and should be encouraged. It's how everyone can take ownership of the vision. Flexibility on how to get the work accomplished allows for changes in participants and external factors. But the debate and the need to be flexible should not be allowed to obfuscate the original goal or vision.

The original vision is a tool to keep everyone focused. The original goal should be used to keep everyone working together when there is a natural tendency to fight over specifics. Too often, the debate over the specifics will divide participants into

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factions. A leader uses the vision to keep everyone together. "A house divided will fall". Abraham Lincoln

#### **4. Build New Leaders**

There is a school of leadership that promotes the idea that a leader has all the power and the subordinates are simply order-takers. Another school of leadership, one long practiced by women out of necessity and now the style of leadership promoted among modern corporate leaders says that power given to others provides greater power to the leader.

As a leader, it your job to mentor new leaders. The vision will never be complete until there are many individuals with the ability to lead at every level of a project.

Leadership through encouragement rather than criticism is more successful.

Leadership that focuses on problem solving rather than placement of blame or the award of credit will be more successful.

Leadership is responsible for the placement of talent in the capacities best suited to each individual's skills and personalities.

#### **5. Encourage Disagreement**

Too often, leaders prefer to have "yes" people around them. Individuals who will go along, without question, to everything suggested or recommended by the leader. To allow others to argue among themselves or to allow others to challenge ideas provides an environment in which the most creative ideas are generated and give people authority to think constructively about the tasks or tactics necessary to achieve the vision.

The leader must keep people focused on the overall goal when the debate becomes unproductive.

The leader must set the tone to insure that the debate is over principles not personalities. The leader protects the group from an "us versus them" debate or a discussion on "who is right and who is wrong".

#### **6. Take Responsibility for the Final Decision**

To be open to other's ideas, to be open and encourage discussion and debate are critical elements of leadership. Another critical element is the ability to make the final decision and to assume final responsibility for the decision.

A decision is better than no decision or a decision that is thrust upon the circumstance because research and debate never ended.

A leader assumes the final responsibility for the decision regardless of outcome. A leader shares credit in a successful result. A leader accepts blame, solely, in the event of an unsuccessful result.

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## **7. Stay Away from Personal Disputes among Colleagues and Subordinates**

A leader who has all parties focused on the vision can allow room for people within the organization to disagree and to simply not like one another. But leadership that has the character and integrity to provide respect to all members of the organization, creates the vision for all to see and agree to, and maintains an environment where principles, not personalities, are the issues of debate, need not participate or become involved in personal arguments or problems.

## **8. Have A Plan -- But Be Flexible and Adapt to Change**

People will participate based on the vision. The work will be accomplished when there is a plan to implement the vision. "If you can't write it down, it can't be done". The discipline of the planning process accomplishes several goals:

- It allows everyone to buy into the process. Agree or disagree with the final decision, participants know that their voices were heard.
- It provides the opportunity for major opportunities, challenges, and potential obstacles to be considered.
- It puts into writing the time, personnel, and finances needed to complete the task.

A leader creates a plan that states the objectives as well as the details so the plan can remain flexible when circumstances change.

A leader permits personal flexibility to change based on circumstances. In some circumstances, a good leader must be prepared to step back and let others lead, other times a good leader has to be part of the "work crew" to motivate people forward.

## **9. Be Able to Communicate Clearly, Succinctly, and Articulately**

"All readers are not leaders, but all leaders are readers." Harry S. Truman

The ability to communicate is grounded in literature. Leaders broaden their view of human nature, their sense of what will work now and in the future because of their knowledge of history, their ability to write clearly and with language that makes comprehension easy because of the literature they read.

Well-developed communications skills are indispensable to a leader. The best ideas and vision in the world are of no help if a leader can't get them across to the people who will be carrying them out.

Instructions to participants or subordinates and reports to superiors should be as clear, direct, and concise as possible.

Where possible, make communications articulate with memorable words and phrases.

Develop good habits of concentration and memory to focus on the task at hand.

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Listen carefully as others debate and challenge ideas and programs. In doing so, a leader is provided insight to the subtext of an individual's arguments and sentiments. It also provides keen insight into how best to communicate with each individual.

Communications should motivate as well as instruct.

## **10. Use All Available Tools and Technology**

Make tools and technology available to those you ask to complete the task.

Unfortunately, war is the best test of new technology for communications. Even the origins of the Internet are based on the military needs during the Cold War. Throughout history, the military commander who willingly used the newest communications technology and ensured that his lieutenants had access to it as well emerged the victor. Leaders have to know and understand communications tools and make them work for success. Just as important, leaders must provide the right tools to complete assignments delegated.

Leaders adapt to the times rather than expect the times to adapt to them.

Leaders must understand available resources and create the plan to accommodate those resources.

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## **MAKING IT TO THE TOP PREPARING FOR THE NEXT PROMOTION**

From elected positions – in political parties or in public office - women leaders have the best opportunity to accomplish the goals most important to them and their communities. They also have the best advantage to prepare for the next opportunity to be appointed or elected to a higher office.

### **1. Create a Personal Mission**

Just as an organization has a mission, so to must each individual leader.

- What do you want people to remember you for?
- What would be the headline of your life story?
- How do you balance your personal and professional life?
- How do you remain true to your personal self while working with the political system?
- What are the values or standards you will never cross?
- What are the areas where compromise is personally allowable?

### **2. Create a Personal Message**

What is the answer to the question: “why are you in politics”, or “what can government do for me”, or “why should I trust politicians”, “or “why should I vote for you”?

Use the message box below as a tool (focusing on values you and your opponents represent as well as what you will actually say) evaluating yourself in comparison to those who would oppose you.

<b>My Strengths</b>	<b>Opponent’s Strengths</b>
<b>My defense of opponent’s criticisms</b>	<b>How I will characterize my opponent’s weaknesses</b>

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### **3. Become a Leader Not a Manager**

- A leader has vision and inspires others to follow.
- A leader focuses on strategy and gives power to others to carry out tactics.
- A leader acts, a manager reacts.
- A manager focuses on tasks and gives assignments to individuals.

### **4. Create Leaders of those Around Yourself**

Give those around you the training and support to become leaders. Make sure those around you become stakeholders in your vision. Give authority to others to act. Making someone responsible for tasks without the authority to make critical decisions is a formula for disaster. Historically, leaders who hold power to themselves have been forced to protect that power while leaders who expand their power base by giving it to those around them have made history.

### **5. Create Leadership Opportunities Where None Exist**

Create a special caucus or committee providing opportunities for titles and leadership. Host special events to provide opportunities for exposure, experience, and capacity building. Host public meetings and forums for citizens to testify before your committee or caucus. This allows people to see women in positions of leadership along with the caring and concern shown by conducting such meetings. Host leadership trainings in local communities for businesswomen, homemakers, and working women that focus on job skills and economic development.

### **6. Become an Expert**

Become recognized for a particular issue. Become the expert on that issue and let the media and your colleagues know that you're the expert on that issue. Write publicly about your issue. Try to select issues that break stereotype, i.e., rather than choosing the issue of domestic violence, try fighting crime or economic development. Write a regular column on the issue for your local paper.

### **7. Expand Your Base**

Get to know more people and let them get to know you. Create a personal advisory committee that meets on a regular basis, i.e., once a week, twice a month, twice a year. Keep widening that circle of advisors. Include local business owners, law enforcement officials, and local government officials. Reach to the next generation and start them working with you early. Create volunteer activities for people to participate either in your office or on programs that you create in your local area.

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## 8. Create Personal Events that become Your Signature Events

Select something you care about -- children, education, economic development, assisting the poor – create an event that takes place annually, which draws members of the community to assist in making strides in solving this problem.

- Collecting gifts at the holidays for low-income families.
- A clothing drive to help needy families.
- A reading day at schools to emphasize the value of reading; or a book collection for the local school or library.

Build an organization of volunteers who come together each year to run the event. As the years go by, the organization will expand.

## 9. Prepare for New Opportunities

- As women, paying our dues does not guarantee that we'll be chosen when the next promotion is open. We have to make sure we've laid the foundation for ourselves. Having a personal mission, message, and strategy are the keys to this foundation.
- Build your visibility as much as your reputation for hard work.
- Keep track of the favors you've given.
- Remember the votes you've provided on tough issues – be careful not to give away your vote, negotiate for something in return.
- Be careful not to become indispensable in your current role.
- Raise money for yourself and others. Money is power – be sure you earn your fair share.
- Build coalitions of support – bring together diverse groups in support of common interests.

## 10. Let People Know that You Have Higher Aspirations

- Ambition is not a dirty word. Women often shrink from their own goals because appearing too ambitious made seem unfeminine. It's okay to let people know that you're preparing for larger goals.
- Get special training when necessary.
- Take on the tough assignments.
- Sit in the key meetings.

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## MANAGING PEOPLE

Key to change is how leaders manage the most important resource available: people. In moving public policy or expanding the inclusion of women, it's necessary to build large coalitions of groups, individuals, and organizations. To do so successfully is to understand the dynamic of how to manage the motivations of people within an organization.

First and foremost is to broaden the decision making process by guiding managers to become leaders and workers to become managers. In other words, the entire dynamic of traditional relationships is changed. The level of responsibility is increased.

New personnel management theory accepts the premise that a group of people will divide itself into one of those three categories.

### The 20-60-20 Theory

#### The Top 20 Percent

The first 20 percent are leaders. They are self motivated and can see the problems within an organization. They work to solve the problems, but typically do so behind the scenes or in totally clandestine methods because they have not been given permission to be leaders. They are viewed by their peers with some fear, because others are concerned the top 20 percent will be fired or reprimanded if discovered. As a consequence, despite their leadership, others do not follow their lead because they fear retribution rather than reward for the initiative.

The top 20 percent perform over 50 percent of the work. For leadership, it is difficult to first recognize the difference between the top 20 and the bottom 20 percent. The top 20 will be "in your face" about the things they see wrong or will question process and procedures if they appear frivolous or unproductive. The goal for leadership is to identify, reward, and encourage the top 20 percent.

#### The Bottom 20 Percent

These individuals, too, are leaders of sort. They complain, refuse to change, and place obstacles to avoid change. This is why it can be difficult at first glance to distinguish between the top and bottom 20 percent, because each is challenging authority. The key difference is the bottom 20 percent are refusing to be part of the solution while the top 20 percent are demanding change.

A good leader must be able to distinguish between the top and bottom 20 percent of an organization. In doing so, it is necessary to promote and create positive models of the top 20 percent while finding the right place and way to use the energies of the bottom 20 percent.

In all case studies researched, it was necessary for leadership to identify and find a comfortable "out" for these groups of employees as part of the change process.

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## **The Middle 60 Percent**

This group of individuals is the difference between 50 percent productivity and 80 percent-plus productivity. Based on how leadership treats the top 20 percent, this middle group will gravitate to the top or bottom 20 percent. If they sink to the bottom because leadership has not properly pulled people into the development of change, productivity will remain at the 50 percent produced by the top group. However, at some point the best become discouraged and move on.

If the middle group sees leadership supporting, celebrating and rewarding the behavior of the top group, then they, of course, will move in that direction - increasing by 30 percent or more the overall productivity of the organization.

Companies and organizations that successfully implemented change and a new attitude for service, leadership, and productivity have done so by creating the opportunity for all parties to participate in the development of the exact change. Simply, the concepts for change came from the bottom up as well as the top down.

Once the change was implemented, constant monitoring continued to ensure that the behaviors of change were rewarded, all parties were empowered to point out counterproductive behaviors, the top 20 percent were continuously recognized and rewarded, and those who were part of the immovable bottom 20 percent were treated with respect as they were moved out of the system.

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## HOW GROUPS FORM & HOW PEOPLE FUNCTION WITHIN AN ORGANIZATION

How organizations form and function is a well-defined science. How to lead people in the achievement of maximum performance in an organization is an abstract art.

The Typical Way Groups Form	The Way Groups Should Form
<p><b><u>How Are we Going to get the Job Done?</u></b> The group tries to determine its mission and agrees how responsibilities will be divided.</p>	<p><b><u>Who Am I in this Group?</u></b> In this phase, individuals are dealing with their identity and place in the work group. Where several work groups are involved, this question also exists for inter-group relationship. How will we work within this team.</p>
<p><b><u>What Are We Going To Do?</u></b> Here the group tries to divide tasks - but the individuals or teams are still protecting their turf or power base.</p>	<p><b><u>Who Am I with Others in this Group?</u></b> This stage deals with the relationships in the group. Questions regarding authority, creation of relationships, skill comparisons, and existing affections are dealt with in this stage.</p>
<p><b><u>Who Am I with Others in this Group?</u></b> Now the group begins to see who is working with whom and how these relationships will work in the process of getting the job done.</p>	<p><b><u>What Are We Going To Do?</u></b> Once the personal and individual relationships have been identified, the group concerns itself with describing its task or mission.</p>
<p><b><u>Who Am I in this Group?</u></b> Now this process deals with assigning individual responsibilities without ever addressing the individual or team needs as part of the organization.</p>	<p><b><u>How Are we Going to get the Job Done?</u></b> With the mission clearly stated, understood, and agreed upon, the group channels efforts to organize itself and its energies to address the work task itself This includes the assignment of certain responsibilities, the development of action plans, and establishment of ground rules for how the group members will function as a team.</p>

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## STAGES OF ORGANIZATIONAL DEVELOPMENT

### **Stage One: The Formation of the Organization**

#### **Key question asked by individual group members:**

Who am I within this group and this work?

#### **What the group does and experiences in this stage.**

- ✓ Individuals decide for themselves whether or not to join this group.
- ✓ Orient themselves personally and interpersonally.
- ✓ Gather impressions and data about similarity and differences in personalities, ideas and goals.
- ✓ Discussions of serious topics or feelings are avoided.

#### **Issues that arise as part of this stage:**

**Inclusion:**

- Do I want to become part of this group and, if so, how?
- Where do I fit in?
- What might I contribute to this group?

**Control:**

- How much will I talk, expose my opinions, take a stand?
- How will I acquire a sense of control in this situation?
- How much control will I have in this group?

**Affection:**

- How distant or close do I want to become with this group and the people in it?
- Will I be accepted as a person?
- Will my knowledge, skill, talent be accepted?

#### **How does a leader facilitate this stage?**

- ✓ Provides structural interaction.
- ✓ Provides a high-task, low-relationship style or leadership.
- ✓ Makes expectations clear.
- ✓ Creates an atmosphere of positive, confident attitudes.
- ✓ Makes the environment safe for everyone to be accepted.

### **Stage Two: Internal Discontent**

#### **Key question asked by individual group members:**

Who am I with you?

#### **What the group does and experiences in this stage:**

- Figures out how to handle conflict.

- 
- Explores the hidden agendas of the group or the individual members.
  - Defines roles and responsibilities.
  - Competes for power.

### **Issues that arise as part of this stage:**

#### ***Intimacy:***

- Can we trust one another?
- Who will be in alliance with whom?
- What impact will those relationships have on the work of the group?
- How will those relationships affect my position in the group?

#### ***Power. Control. Influence:***

- Who will control what we do?
- How much influence do I want?
- How much influence will I have?
- Who will have what power?

### **How does a leader facilitate this stage?**

- ✓ Manages group conflict while accomplishing the work.
- ✓ Provides a high-task/high-relationship style of leadership.
- ✓ Negotiates roles and responsibilities among group members.
- ✓ Confronts dysfunctional behaviors.
- ✓ Verbalizes what seems to be happening in the group.

## ***Stage Three: The Creation of a Normalized Relationship***

### **Key question asked by individual group members:**

What are we going to do?

### **What the group does and experiences in this stage.**

- ✓ Individuals work with others to accomplish the task.
- ✓ Rules for operating are articulated and enforced.
- ✓ People listen to one another.
- ✓ Differences in people and approaches are considered positive.

### **Issues that arise as part of this stage:**

- Interdependence:***
- What are our task goals?
  - Can individual goals and group goals be complementary?
  - How can we use one another's strengths?

- Decision making:***
- How will decisions be made?
  - How will power be used?
  - What is my part in decision making?

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### **How does a leader facilitate this stage?**

- ✓ Facilitates the articulation of normal group working relationships.
- ✓ Provides a high-relationship/low-task style of leadership
- ✓ Provides support for group activities.
- ✓ Monitors whether the group is operating by the norms established.
- ✓ Provides feedback.

## **Stage Four: Achieving Maximum Performance**

### **Key question asked by individual group members:**

How are we going to get it done?

### **What the group does and experiences in this stage.**

- ✓ Sets procedures for accomplishing the work
- ✓ Produces work through productivity and problem solving.
- ✓ Time lines and specific tasks and procedures identified.
- ✓ People accomplish personal responsibilities, their group responsibilities, and contribute to the overall success of the group.

### **Issues that arise as part of this stage:**

#### ***Procedures:*** • Who has which responsibility?

- What specific actions are to be taken?
- What resources/ support can we expect?

#### ***Specifics:*** • How will we accomplish our goals?

- How/what/when/where/how is work going to be completed?

### **How does a leader facilitate this stage?**

- ✓ Keeps turning responsibility and authority for the work over to the group.
- ✓ Provides a low-task/low-relationship style of leadership.
- ✓ Fosters celebration as goals are reached.  
Focuses on maintaining the group.

## HOW DECISIONS ARE MADE: AT ANY GIVEN TIME IN A CAMPAIGN, ALL THREE STYLES WILL BE USED

Decision Making Style	Characteristics	Strengths	Weaknesses	Abuses
<p><b>Autocratic</b> Best used when the campaign manager must make ultimate decisions in specific situations. <i>(Should be used carefully)</i></p>	<p>Highly centralized Tight control Staff less motivated</p>	<p>Quick decisions Routine decisions Someone to blame</p>	<p>Heavy reliance on a single leader No commitment from rest of staff Breeds sabotage of effort Staff has no ownership in outcome</p>	<p>Undercuts talent Doesn't grow new leaders Commitment of staff uncertain</p>
<p><b>Bureaucratic</b> It keeps day-to-day operations running based on the decisions made in the Plan. <i>(Too much bureaucracy can burden the campaign)</i></p>	<p>Clear chain of command System of checks &amp; balances Set levels of responsibility</p>	<p>Predictability Chain of command Comfortable</p>	<p>Slows decision making process Hard to find one person responsible for outcome Suppresses creativity Creates an "it will get done tomorrow" attitude.</p>	<p>Can lose track of work Miscommunication Abdication of responsibility</p>
<p><b>Consensus</b> Best in Plan Development <i>(Gives everyone ownership of key principles.)</i></p>	<p>Highly decentralized Makes good decisions People are the happiest and most engaged</p>	<p>Highly creative People are committed Good idea generation</p>	<p>S-L-O-W No stars Trust becomes an issue</p>	<p>Tyranny of consensus Everyone involved Decisions by default because no decisions are made.</p>

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## THE LEADERS ROLE IN MAXIMIZING THE SKILLS AND TALENTS OF THE TEAM

**There are three key reasons why a leader doesn't assign any line responsibilities for herself or himself:**

1. The Leader never has to worry about finding work; work will find her.
2. The Leader has to be free to maintain the vision and to be prepared to speak of that vision so others will follow.
3. The Leader must spend time understanding where each member of her team falls in the classification of a professional personality type and a behavioral style.

Again, behavioral science has made it easier for organizations to understand how people interact. Knowing the personality categories and which behaviour style team member falls into makes it easier for a leader to build trust, motivate, and negotiate problems.

### **Personality Classifications:**

#### **1. People who need to build strong personal relationships within the team**

- ✓ These individuals are people-oriented.
- ✓ They make great fund-raising managers, volunteer coordinators, and press secretaries.
- ✓ They rely on their personality to accomplish their jobs.
- ✓ Need to be liked and generally prefer a work environment in which people like each other.
- ✓ They are generally good listeners but filter all conversation on a personal level.
- ✓ Don't like conflict or dissention.
- ✓ High energy.

#### **How a leader motivates a people-person.**

- Take the time to get more personal.
- Be open, warm and friendly.
- Give assignments or cover subject using words that communicate the emotional nature of the job such as, "This will be a lot of fun" or "We have to worry about how this decision will move the voter".

#### **2. People who are action-oriented**

- ✓ These are people who want to get things done.
- ✓ Very task-oriented people.
- ✓ They make great project managers for specific events.
- ✓ Need little information, have little patience for long discussions. Not great in long meetings.
- ✓ They make fast decisions and can stick to them.
- ✓ Sometimes will have a short attention span if the project begins to slow.
- ✓ May not be the best detail-oriented individual.

- 
- ✓ High energy

**How a leader motivates an action-person.**

- Be the battery charger for the energy.
- Keep them energized and upbeat about their responsibilities.

**3. People who have to have all the facts before taking action.**

- These are deliberate people who are not necessarily well designed for campaigns.
- Want to research every aspect of a topic or issue before taking action.
- They are a great balance in a campaign. They also can slow things down.
- They make great research directors and targeting specialists..
- They waste little time on the interpersonal relationships and want solid, well-reasoned arguments.

**How a leader motivates a person who just wants the facts.**

- Approach this individual with solid information.
- Give concrete reasons why a job needs to be completed.
- Set parameters for how much information is required; otherwise, this individual will dig too deep.
- Don't waste their time.

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## BEHAVIORAL CLASSIFICATIONS

Within the dynamics of a team, people will demonstrate four general categories of behaviour.

### 1. The individual who has a positive approach

- ✓ These individuals show solidarity for the group and the project.
- ✓ They will help provide agreement.
- ✓ They will help a leader provide a tension release for the entire group.

### 2. The individual who takes on the responsibility of the problem solver

- ✓ These individuals will offer suggestions.
- ✓ They will have opinions on how to get things done.
- ✓ They will provide information to help bring the group together.

### 3. The individual who questions everything

- ✓ These individuals ask for information.
- ✓ This person asks other's opinions.
- ✓ They also will ask for suggestions.

### 4. The individual who is negative

- ✓ These individuals show disagreement with the group, the project, and the decisions.
- ✓ These individuals show tension.
- ✓ They demonstrate great antagonism toward the group as a whole and individuals within it.

**KEY POINT:** A leader recognizes that every group will have some of every type of personality and behavioral group. The leader who can shape the organization to maximize each personality in the group will achieve great success. The leader who uses the behavioral qualities of the individuals within the group to balance the positive aspect of the first three categories against the negative individual will find they have fewer conflicts and distractions.

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## LEADERSHIP SURVEY

Please complete the following inventory of your leadership skills. There are 50 questions. Circle the number that best represents how you behave on a scale of 1 to 10 (1=never and 10=always). There are no right or wrong answers. Please be candid in your assessment. When you have finished the inventory, review your answers. Where are your leadership skills strong? What areas could you improve? You can keep your answers private, or you can discuss them with a friend or mentor.

### Section I: Mission and Values

1. I have a clear sense of my purpose and mission in life.

Never Always  
1 2 3 4 5 6 7 8 9 10

2. I have identified the character traits and personal values that are most important to me.

Never Always  
1 2 3 4 5 6 7 8 9 10

3. I work to embody those character traits and demonstrate those personal values in everyday life.

Never Always  
1 2 3 4 5 6 7 8 9 10

4. I have clear goals: personal, professional, organizational, spiritual.

Never Always  
1 2 3 4 5 6 7 8 9 10

5. I have written down my goals, set a timeframe for each goal, and outlined the necessary steps to achieve them.

Never Always  
1 2 3 4 5 6 7 8 9 10

### Section II: Personal Mastery Skills

6. I conduct all aspects of my life with integrity.

Never Always  
1 2 3 4 5 6 7 8 9 10

7. I learn from my mistakes.

Never Always  
1 2 3 4 5 6 7 8 9 10

8. I naturally see possibilities of successful outcomes.

Never Always  
1 2 3 4 5 6 7 8 9 10

9. I have a positive attitude and believe that I, and others, can accomplish our goals.

Never Always  
1 2 3 4 5 6 7 8 9 10

10. I continually work towards and achieve results.

Never Always  
1 2 3 4 5 6 7 8 9 10

- 
11. I continually look for ways to do things better.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
12. I am clear, focused and consistent in what I set out to do.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
13. I am comfortable acknowledging my own mistakes and apologizing when I have hurt others.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
14. I respond and adapt flexibly to changing circumstances.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
15. I maintain balance, clarity and poise in difficult situations.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
16. I face and resolve problems promptly and effectively, rather than letting them build.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
17. I exercise good, sound judgment in making decisions.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
18. I manage my time well, displaying good judgment in establishing personal priorities.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
19. I am positive and encouraging of other people.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10

**Section III: Communication Skills**

20. I am authentic – I share my thoughts, opinions and feelings openly and honestly.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
21. I communicate clearly and directly, in a manner that is easy for others to hear and understand.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
22. I am effective in enrolling positive support from others for my ideas and initiatives.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
23. I am a persuasive, articulate and inspiring speaker.  
*Never* *Always*  
 1 2 3 4 5 6 7 8 9 10
24. People tend to come to me for guidance, input or support because their interactions with me are usually helpful.



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*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

38. I help keep us focused on what is most important for our shared success.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

39. I inspire others with my positive energy and attitude.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

40. I create and foster a climate of open and honest communication.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

### **Section V: Organizational Skills**

41. I persuasively and effectively communicate the purpose and mission of my organization.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

42. I maintain a larger perspective of what is best for the whole group.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

43. I am effective in creating partnerships and alliances that move the work forward.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

44. My actions are based on a useful understanding of organizational dynamics.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

45. I play a strong and useful role in defining innovative and effective strategies.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

46. I play a strong and useful role in developing clear and effective plans and programs.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

47. I play a strong and useful role in establishing and maintaining accountability for performance standards within my organization.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

48. I have an informed and useful understanding of finances, and the financial implications of my actions and choices.

*Never*                      *Always*  
1 2 3 4 5 6 7 8 9 10

49. What is my greatest strength as a leader? Why?

50. What is my greatest weakness as a leader? Why?

# THE COMMUNICATIONS STYLE SURVEY

## INSTRUCTION

For each of the twelve situations on the next page there are four possible responses. Assign each response a numerical value of 6, 4, 3, or 1. Record your responses on the Response Record in the box that matches your most likely response, 1 for your least likely response, etc. Fill in all boxes, even if the situation or response does not seem to fit you. Do not duplicate any numbers in the same question.

There are no right or wrong responses. Simply choose according to your initial reaction for the most accurate results.

Numerical values:

- 6 – most like you
- 4 – next most like you
- 3 – next most like you
- 1 – least like you

## RESPONSE RECORD

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1. When I'm at my best, I'm likely to be described as:
  - A. Imaginative, optimistic & independent
  - B. Understanding, charming & persuasive
  - C. Confident, assertive & results-oriented
  - D. Organized, objective & logical
2. I respond best to people in charge who:
  - A. Show appreciation for me
  - B. Expect me to be active and get results
  - C. Encourage creativity
  - D. Are consistent and clear with me about what they expect
3. I perform best at home or work when I:
  - A. Have enough time and information to do a thorough job
  - B. Have several things going at the same time
  - C. Have fun with and feel appreciated by the people involved
  - D. Have a new idea and complete freedom to develop it
4. When I am pressured to get something done, I tend to:
  - A. Get the job done as fast as possible
  - B. Use a logical, organized approach
  - C. Look inward for a creative solution
  - D. Get excited and express my feelings
5. When I must explain something important to family, friends or co-workers, I tend to:
  - A. Let them know how I feel & watch their reaction
  - B. Explain it simply in as few words as possible
  - C. Emphasize why the information is important & present it in a creative, interesting way
  - D. Present it in a logical, orderly way, covering all the important facts
6. When making an important decision, I'm generally concerned with:
  - A. Quickly choosing the most practical solution
  - B. Allowing the solution to surface from within me
  - C. Collecting enough information to determine the most correct solution
  - D. Finding the solution that will be most pleasing to myself and others

7. When I use the telephone I:
  - A. Avoid making calls, especially to people I don't know
  - B. Enjoy long, chatty phone calls with family, friends or maybe even strangers
  - C. Get right to the point & finish quickly
  - D. Think of it as a tool to save myself time and energy
8. I like to spend time with people who are:
  - A. Friendly, loyal, appreciative, and fun
  - B. Quick, energetic, realistic & candid
  - C. Creative, independent, idealistic & intuitive
  - D. Serious, dependable, accurate & prompt
9. I like to use my free time:
  - A. Researching & completing something I've planned to do
  - B. Being physically active
  - C. Having fun with friends
  - D. Totally involved in a new project or book
10. When someone gives me important instructions, I prefer to hear:
  - A. Short directions so I can begin immediately
  - B. Detailed instructions so I can get all the facts and develop a sensible plan
  - C. The overall concept and why I am involved
  - D. How the person giving the instructions feels about the problem and what I can do to help
11. When I'm frustrated, I tend to:
  - A. Express myself emotionally
  - B. Confront the problem immediately
  - C. Find a whole new way to go
  - D. Analyze the problem & plan how to solve it
12. When I'm under a lot of stress, those close to me might describe me as:
  - A. Domineering, distrustful and hyperactive
  - B. Impractical, overly optimistic and unwilling to face problems
  - C. Unemotional, too serious and over-controlled
  - D. Emotional, manipulative and overly concerned with other people's business

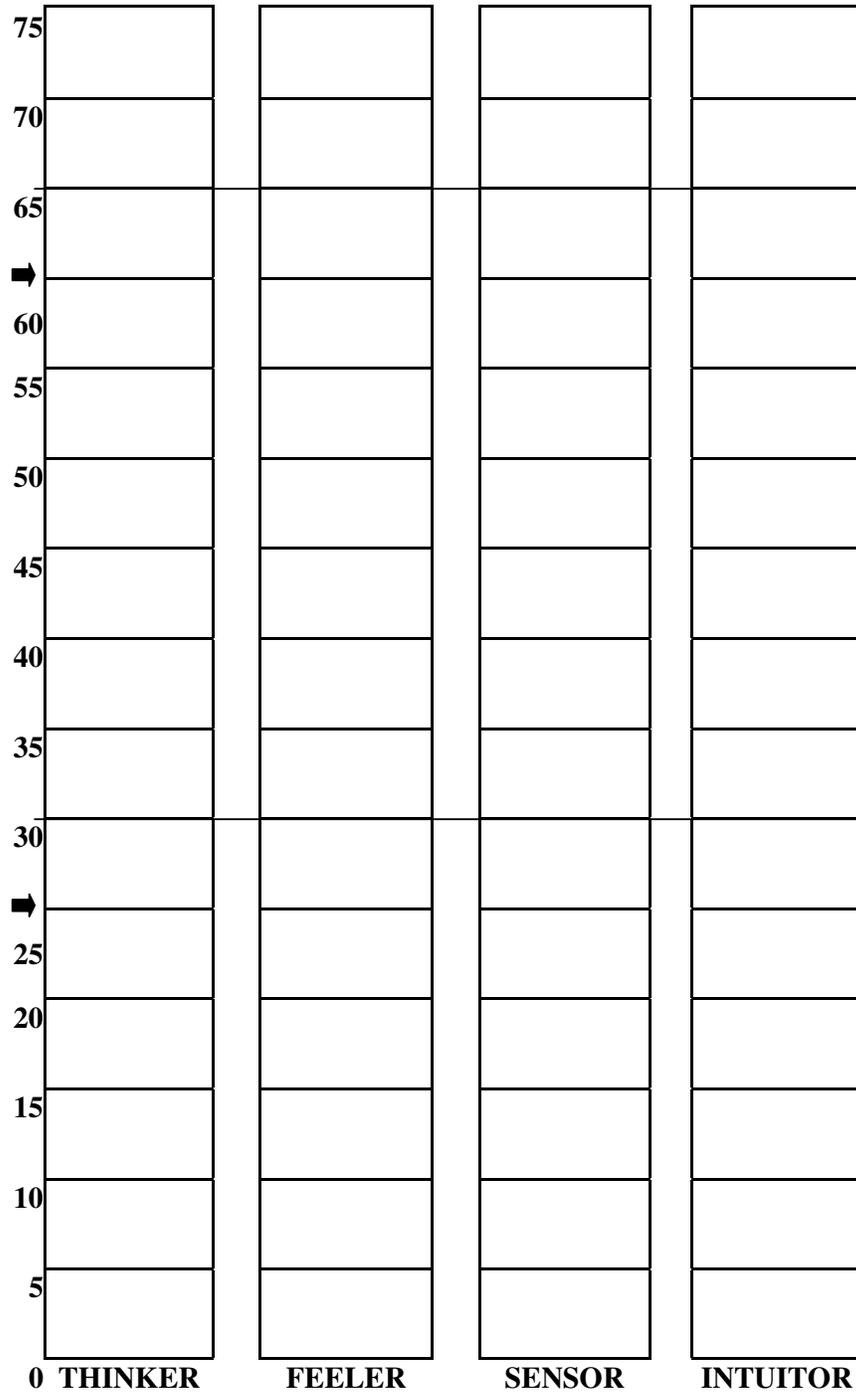


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## STYLE GRAPH

Use the scores from the Score Card to complete the graph. Your total Score for the THINKER Style will be shaded in the column marked THINKER on the graph, forming a vertical bar. Complete the other three columns in the same way to form a pictorial representation of your operating style.

### GRAPH YOUR STYLE



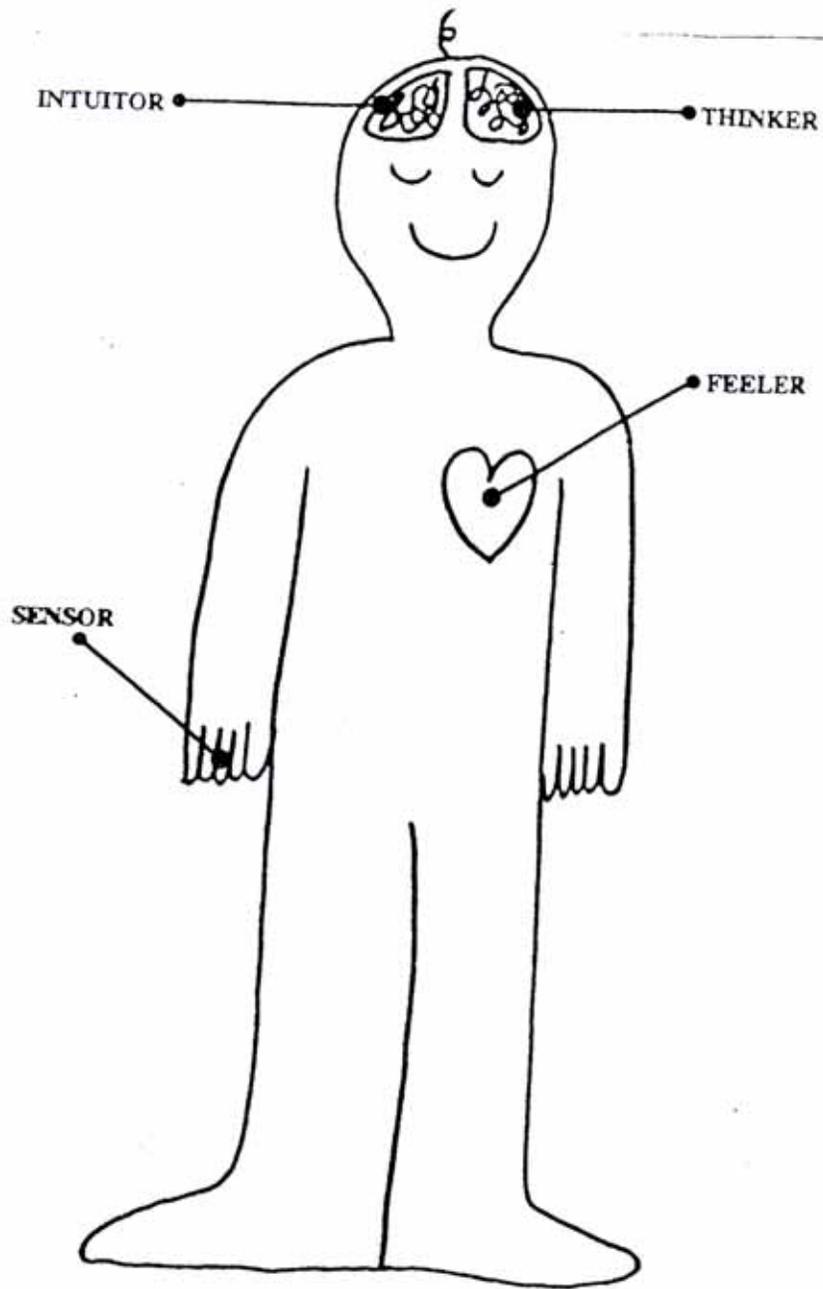
## OPERATING STYLE CHARACTERISTICS

	<b>Thinker</b>	<b>Feeler</b>	<b>Sensor</b>	<b>Intuitior</b>
<b>Primary Style</b>	Gathers data through the left brain channel	Picks up feelings through emotional antenna	Senses stimuli in immediate environment	Gains insight through the subconscious right brain
<b>Normal Condition</b>	<p>Logical</p> <p>Analytical</p> <p>Planner</p> <p>Organized</p> <p>Fact Oriented</p> <p>Deliberate</p> <p>Orderly</p> <p>Rational</p>	<p>Emotional</p> <p>Focuses on feelings</p> <p>Concern for others</p> <p>Friendly</p> <p>Warm</p> <p>Charmer</p> <p>Loyal</p> <p>Sensitive to others needs</p>	<p>Active</p> <p>Results oriented</p> <p>Confident</p> <p>Competitive</p> <p>Here &amp; now oriented</p> <p>Does several things at once</p> <p>Candid</p> <p>Assertive</p>	<p>Creative</p> <p>Imaginative</p> <p>Inner vision</p> <p>Conceptual</p> <p>Asks “why” questions</p> <p>Innovative</p> <p>Idealistic</p> <p>Intellectually tenacious</p> <p>Independent</p> <p>Psychic potential</p>
<b>Non Verbal</b>	<ul style="list-style-type: none"> <li>▪ Has a serious facial expression</li> <li>▪ Dresses neatly &amp; conservatively</li> <li>▪ Briefcase contains business files, supporting documents, calculator &amp; calendar neatly arranged</li> <li>▪ Values beginning on time and remaining on schedule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facial expression accurately reflects emotional mood</li> <li>▪ Dresses informally according to mood, wearing favorite sentimental items</li> <li>▪ Briefcase contains essential business information as well as personal items such as photographs and food</li> <li>▪ Time schedule less important than meaningful interactions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Physically assertive and dominant</li> <li>▪ Dresses appropriate to the task, ranging from casual to formal</li> <li>▪ Briefcase stuffed with office files, magazines, and hobby information</li> <li>▪ Impatient with schedules that hamper “do it now” philosophy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sits on the fringe of group activity</li> <li>▪ Dresses in interesting or unusual attire</li> <li>▪ Briefcase contains unusual items representing diverse interests, files of unfinished work and leading-edge literature</li> <li>▪ Time schedules are ignored when involved in a new interest</li> </ul>

	<b>Thinker</b>	<b>Feeler</b>	<b>Sensor</b>	<b>Intuitior</b>
<b>Under Pressure</b>	Overly serious Emotions hidden Indecisive Inflexible Broods Over-controls Withdraws Judgmental Perfectionist	Over-personalizes blames Vindictive Moody Volatile Impulsive Manipulative Sustains conflict Gossips	Brusque Short sighted Combative Hyperactive Distrustful Inconsiderate Compulsive Impatient	Aloof Removed from reality Lack of completion Ignores conflict Impractical Dogmatic Overlooks detail Overly optimistic
<b>Making Decisions</b>	<ul style="list-style-type: none"> <li>Gathers factual data</li> <li>Follows logical, analytical process</li> <li>Makes deliberate choices based on specific criteria</li> <li>Resists being hurried</li> <li>Values making the correct choice</li> </ul>	<ul style="list-style-type: none"> <li>Assesses feelings of self and others</li> <li>Determines how alternatives affect others</li> <li>Asks opinion of key people</li> <li>Decides based on most harmonious effect</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges the problem</li> <li>Conducts brief, rapid investigation of facts</li> <li>Assigns high priority to problem</li> <li>Begins action immediately</li> <li>Concerned with immediate results</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to obtain a complete picture of the problem</li> <li>Brainstorms alternatives automatically</li> <li>Weights alternatives based on long</li> <li>Arrives at a solution through inner vision</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Presents historical background</li> <li>Relies on logical, factual information</li> <li>Uses a calm, unemotional delivery</li> <li>Written communication is structured, thorough, containing supporting information in the form of lists, charts, and figures</li> </ul>	<ul style="list-style-type: none"> <li>Creates an informal, friendly climate</li> <li>Mixes social dialogue with business discussion</li> <li>Introduces humor to release tension</li> </ul>	<ul style="list-style-type: none"> <li>Confronts issues directly, concisely, with candor</li> <li>Speaks with confidence</li> <li>Uses real, concrete examples</li> <li>Writing characterized by brief memos</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in global conceptual terms</li> <li>Explains concepts using a wide variety of examples</li> <li>Uses analogies to create mental pictures</li> <li>Creates interest through the use of visual images in written correspondence</li> </ul>

## STYLE CHARACTERISTICS

Style	Typical Behaviour	Strengths	Behaviour Under Stress
<b>Thinker</b>	The Thinker receives and processes information through the analytic, left brain channel. Thinkers have a deliberate, orderly approach to life and are concerned with reason, principles, logic, and meaning. Being correct or having the right answer is a strong value. Thinkers like to collect and analyze information before making a decision. Time is viewed as a logical progression from the past through the present to the future.	Thinkers are able to organize and plan. They can remain calm and manage conflict in emotionally charged situations. Thinkers arrive at logical conclusions, and make objective decisions based upon relevant data.	When the Thinker is under pressure, the facial expression tends to become very serious, giving the impression that there is no feeling or concern for others. Decision making appears very slow, due to exaggerated need for data collection and analysis. Behavior towards others becomes judgmental and over-controlling. There is a tendency to set perfectionist standards which no one, including the Thinker can possibly measure.
<b>Feeler</b>	The Feeler receives and processes information through the emotional channel. The Feeler is concerned about relationships with people, objects or events. Choices are made based on what "feels" right. Feelers are friendly, warm, charming, and loyal. They have a good sense of humor and enjoy being the center of attention. The emotions of a Feeler are easily observed in their facial expressions. Time is important to Feelers in terms of meaningful memories.	Feelers create a friendly, harmonious climate. Their warmth is contagious, and others like to be around them. They have strong loyalty and contribute toward high morale. Feelers use their sense of humor to diffuse emotionally charged situations.	Under pressure Feelers tend to release their emotions in an explosive manner and later regret their behavior. They enjoy gossip and maintain the local "grapevine". In an effort to please others they tend to agree and withhold their true opinions. As a result, they often feel used and unappreciated. Feelers tend to take comments personally and may have a need to "get even". They have pronounced mood swings which affect others in their environment.
<b>Sensor</b>	The Sensor receives & processes information through the channel of five senses. They react immediately to what is happening in the environment. They are highly active and are generally involved in a variety of tasks. Current information and events are important to the Sensor and the goal is to act on a problem now. Sensors have a need to interact physically with their environment. They enjoy activities that stimulate the five senses. Sensors value competition and practically. The most important time is Now.	Sensors take timely action. They like to win and encourage competition. Sensors can accomplish many tasks at a time and are able to make quick decisions. The high energy and action orientation of a Sensor creates momentum.	When under pressure, Sensors may ignore the feelings or needs of others. Their brusque and combative behavior often results in damaged rapport. They frequently take action without considering long term effects. They may not trust others enough to delegate, believing that they must do everything themselves. In an effort to Do It Now, they become compulsives and waste time in scattered behavior that will have to be redone later.
<b>Intuitior</b>	The Intuitior receives & processes information through the creative right brain channel. Information is instantly developed into a whole concept. Decisions are made based on inner vision. Intuitiors can see future possibilities and potentials not apparent to others. Intuitiors are enthusiastic idea generators. They constantly look for new ways to solve problems and they inspire others with creative solutions. They frequently spend time alone with their inner fantasies. Time is viewed in terms of future potential.	Intuitiors provide fresh perspective and valuable "hunches". They are able to see the future impact of current decisions. Their risk taking, independent nature makes them excellent entrepreneurs. Their connection to the Unconscious level can provide a balance between the known, material world and the unknown, spiritual world.	When Intuitiors are under pressure they may be seen by others as aloof and out of touch with reality. They are said "march to the beat of a different drummer." Time schedules, details and completion of projects often become unimportant, when the Intuitior is interested in a new idea. In conflict situations, they often retreat to their inner world, avoiding confrontation. Ideas generated under stress can be impractical.



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# MODULE 4

## ADVOCACY AND POLITICAL NEGOTIATION SKILLS

### OBJECTIVES

- ▶ To learn political negotiation and advocacy skills
- ▶ To develop strategies to create or strengthen party and community networks for information and support.

### MATERIALS

- ✓ Copies of the handouts
- ✓ Flipchart paper
- ✓ Markers

### TRAINERS NOTE

*Politics is about solving problems. To solve problems in a democratic manner, you must have the majority behind you. To achieve good solutions you need allies, both inside and outside the party. This module is about how to get people in the system “on your side”. If you are to succeed, you must do a lot of groundwork. You must know your issue well and the others must feel that your solutions to the problem are right for them.*

### WHAT IS CONFLICT?

#### SOURCES OF CONFLICT

Conflicts have various sources, such as: material goods, principles, territory, communication, policies, process and/or personalities. We can categorize them as *instrumental conflicts*, *conflicts of interest*, and *personal/relational conflicts*. *Instrumental conflicts* concern goals, means, procedures and structures. *Conflicts of interest* concern the distribution of means such as money, time, staff, and space, or concern factors that are important for the distribution of these means, such as importance, ownership, competence and expertise. *Personal conflicts* are about questions of identity and self-image, and important aspects in relationships. *Relational conflicts* may center on loyalty, breach of confidence, lack of respect, or betrayal of friendship. It is important to define the source of the conflict before deciding how to resolve it. Resolving is not always easy. Parties can sabotage efforts and cause conflict to escalate. Analyzing conflict is an important step before deciding on the strategy for resolving the conflict.

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## ACTIVITY: SOURCES OF CONFLICT

Take a few minutes to identify common causes or sources of conflict in your organization/community. Check any of the following common examples that are relevant, in addition to listing others:

- Short-term pressures versus long-term goals
- Differing perceptions, values, cultural norms
- Ambiguous jurisdictions; lack of clarity; competition for limited resources
- Needs such as power, status, ego, recognition, self-worth
- Parochial and regional attitudes
- Change - some not wanting to let go of the old; others moving too quickly.
- Other Sources
- \_\_\_\_\_
- \_\_\_\_\_

Share the sources of conflict with others to determine what are perceived as the most common causes of conflict in your organization. Discuss whom the conflict is between, i.e., are there groups, which commonly have conflict with one another?

### ***Methods of Resolving Conflict***

The hand out *Basic Methods for Resolving Conflict* describes the five most commonly used methods for resolving conflict and when each method is appropriate, or inappropriate to use. Different situations require different methods. The usefulness of each method depends on context, issue, goals trying to achieve, and the relationship between parties. However, collaboration is preferred, if possible, because this results in a win for both or all parties.

## ACTIVITY: WHICH METHODS?

Have you used any of these methods in working through conflict in your organization/community? Review conflicts you have experienced and decide if any of these methods would assist you in resolving the conflict.

Now, as a group, select a conflict that you will use as an example as we work through information, skills and techniques on resolving conflict.

## ACTIVITY: DESCRIBING A SAMPLE CONFLICT

- What is the Conflict?
- What is the cause of the conflict?
- What have you done to date to resolve the conflict? (see hand out )
- What is the result or outcome of what has been done to date?

## ACTIVITY: EVOLUTION OF A CONFLICT & CONFLICT RESOLUTION CONTINUUM

Understanding the conflict resolution continuum can assist individuals in understanding how important it is to address a conflict early – rather than letting it escalate. The evolution of a conflict usually starts with a difference of opinion. Open expression and discussion of differing opinions at that time can often diffuse the conflict. If the conflict is left unattended, the conflict builds, factions may be formed, positions may become entrenched, and it becomes very difficult for the parties to resolve the conflict without external help. See the handouts.

Addressing conflict early allows the individuals involved in the conflict to control the outcome, and their own destiny. **Negotiation** offers most control over the conflict and the outcome because the parties work together to resolve the conflict. If the parties cannot work together

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to resolve the conflict, they may use **mediation**, i.e., a neutral third party who helps the conflicting parties. The mediator does not resolve the conflict but guides the parties to develop their own solution(s). If mediation does not work, **arbitration** becomes the next option, i.e., an arbitrator is appointed to decide the outcome, thus taking the decision out of the hands of the conflicting parties. If arbitration does not work, the final process for resolving the conflict is **adjudication**, or the justice system, in which a judge or jury decides the outcome. The importance of addressing a conflict early cannot be overemphasized. Early action ensures more control and involvement by the parties affected by the conflict.

## **TRAINER'S GUIDE: NEGOTIATION SKILLS**

Negotiation consists of discussions between two or more parties around specific issues for the purpose of reaching a mutually satisfactory agreement. Everyone is a negotiator. It is an everyday occurrence. Life is an endless series of interactions that require negotiation. You are confronted daily with countless situations in which you are called upon to negotiate, to reach an agreement, or to resolve a conflict or difference of opinion (e.g., negotiate bedtime with children; holiday or vacation destination with family and/or friends). The issue is not whether you negotiate, but rather how effective you are. Negotiation is a skill that can be improved with practice. Traditionally, negotiation has been seen as adversarial or confrontational, e.g., talk tough and see how much you can get. This negative attitude to negotiation is deeply embedded in many cultures. Most books and courses on negotiation focus on the adversarial relationship modeled after corporate takeover and hostile mergers of companies.

This workshop is about win-win - not battles, wars, opponents and win-lose. Successful negotiators do not try to 'win at all costs'. Win-win negotiation is an approach to negotiating that stresses common interests and goals. By working together parties can seek creative solutions and reach decisions in which all parties can win.

The rest outlines four basis skills for becoming an effective negotiator, including:

1. Understanding Yourself;
2. Defining Outcomes;
3. Understanding and Defining Positions; and,
4. Framing and Reframing.

## **UNDERSTANDING YOURSELF**

### **ACTIVITY: UNDERSTANDING YOURSELF**

Probably the most important skill for an effective negotiator is a clear understanding of oneself. With a particular conflict in mind, answer the following questions about yourself as honestly as you can and prepare a brief paragraph describing yourself in a negotiation. Select a partner and tell them.

- What are my strengths? Limitations?
- Am I a good listener?
- Where am I psychologically vulnerable? Emotionally vulnerable?
- What are my prejudices and biases?
- What kind of climate do I create in negotiations?
- How do I define "fair"?
- What are my needs during negotiation?

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## DEFINING OUTCOMES

Another key skill for effective negotiating is understanding your own 'bottom line', i.e., least acceptable outcome for you.

### ACTIVITY: DEFINING OUTCOMES

Using your sample conflict (or another example, if appropriate), determine your best outcome and your least acceptable outcome. You may wish to speculate on the same questions from the other party's point of view.

My Best Outcome	My Least Acceptable Outcome
Other Party's Best Outcome	Other Party's Least Acceptable Outcome

## UNDERSTANDING AND DEFINING POSITIONS

### TRAINER'S GUIDE: REVIEW THE FOLLOWING CONCEPTS WITH PARTICIPANTS

A key technique in negotiation is understanding the difference between positions and interests, thus going beyond position to determine the underlying interests. A *position* is an option that one party is committed to as a solution to the conflict. An *interest* is the concerns, needs, and/or desires underlying the conflict, i.e., why the conflict is being raised. For example, the Board has made a decision not to circulate minutes of meetings to members. This has resulted in anger and feelings of secrecy and lack of trust.

	Board	Members
Position	No circulation of minutes to members	Board must circulate minutes or appear to be hiding something
Interests	Retain confidentiality on certain issues	To know what is happening in their organization

Using interests rather than positions, the resolution was very simple. The Board circulated the minutes, with any sensitive or confidential issues being handled "in Camera". The minutes just contained two motions that the Board went in camera and came out of camera.

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### ACTIVITY: POSITION & INTERESTS

Using your sample conflict, identify the positions and interests of both parties of the conflict. Put a chart as follows on a flipchart for them to use in outlining those differences.

	Mine	Theirs
Position		
Interests		

Then explore the following questions together:

- ***Why are these positions different?***
- ***Is there common ground around interests?***
- ***Are there potential win-win solutions?***

### ACTIVITY: DISCUSSION OR BRAINSTORM ON MOVING FROM POSITIONS TO INTERESTS

Follow up the activity with a discussion of how to move from positions to interests. Unfortunately most people tend to form their positions early. The longer a conflict goes unresolved, the more entrenched are the positions. In order to change peoples' focus from the position they support to their underlying interests there are many suggested techniques.

In the discussion, the group may wish to brainstorm was to do so, including those outline below:

- Be vocal about your desire to find a solution that benefits all parties.
- Be clear about your own needs and interests, rather than your position.
- Discuss how important the solution is to the party. Use this discussion to identify problems and interests hidden behind stated positions.
- Do not answer stated positions by giving your own position. This will often result in two intractable positions that cannot be discussed.
- Reframe the problem so that you can emphasize compatibility of interests or a possibility of reaching some gain.
- Offer several different positions to consider than may respond to the interests of all parties.
- Emphasize that all options deserve further examination in order to see how they satisfy the interests of parties.

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## FRAMING AND REFRAMING

### TRAINER'S GUIDE: FRAMING AND REFRAMING (STATING AND RESTATING ISSUES)

Review the concept of Framing and Reframing with participants using the following. This concept is the base concept for understanding the Partisan Perceptions material outlined in the advanced component later in this module.

Many conflicts result from lack of clarity around the issue. An important skill is being able to frame or state issues so all can understand and agree to work together to find a common solution.

Framing is a skill that needs practice. Often when trying to frame an issue with accuracy as people see it and without bias, several attempts are made until parties agree with the description. The following present some guidelines for effective framing:

- 1) Always frame using neutral language. Use objective and blame free language. For example, "We are here discussing the failure of party A to pay their membership" (blaming). "Let us begin our discussions about nonpayment of membership dues" (neutral and factual).
- 2) Move participants from positions to interests
- 3) Defuse hostilities
- 4) Try to clarify the issue from a neutral, third party perspective
- 5) Deal with one issue at a time
- 6) Get agreement that both parties want to resolve the issue
- 7) Be short and concise
- 8) Frame, don't solve

Once the issue has been framed to the satisfaction of both parties, in a clear and neutral manner, resolution becomes much easier. As discussion progresses and opinions and positions change, it is appropriate to reframe the issue in order to ensure everyone continues to focus on the same points.

### ACTIVITY: FRAMING AND REFRAMING ISSUES

Using your sample conflict, ask participants to identify the key points they think should be included in a framing of the issue. Discuss in pairs.

## WHAT IS NEGOTIATION?

### ACTIVITY: UNDERSTANDING KEY NEGOTIATION CONCEPTS

- Lead the participants in a brief discussion of the key concepts related to negotiation. Share the definitions for "process", "ethics", and "negotiation" with the participants and ask questions to clarify these definitions such as those listed below. Be sure to prepare flipcharts with these definitions in advance.
- **Process** – the series of steps or actions used in doing something or bringing about a desired result. When you examine 'process' you look at how something was done.
- **Ethics** – good/bad conduct, moral/immoral behaviour, right and wrong, acceptable/unacceptable, legitimate and not – within the culture and outside the culture.
  - Examples of discussion questions:
    - What things are you prepared to do and not to do?
    - Are there situations where telling lies can be justified?
    - Can keeping family or party secrets ever be wrong?

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- Should self, family, party, religion, ethnicity or country ever come first? If this choice is what others are making, what is right or wrong for me and my group?
  - Is putting self, family, party, religion, ethnicity or country last, 'right and proper' or wrongheaded and foolish?
- **Negotiation** – a negotiation is any communication in which you are attempting to achieve the approval, agreement or action of someone else.

### **TRAINER'S GUIDE: Beginning Formal Negotiation Skills Training Work**

- Distribute the following three handouts: *Before Negotiation*; *During Negotiation*; and *Three Negotiation Situations* and review with participants.
- Talk the group through each of the steps.
- Note the following additional points as you are reviewing and discussing each of the 3 handouts with the participants.

### **Before Negotiation**

- This handout emphasizes the importance of doing a great deal of research, analysis and preparation before entering the actual negotiation.
- **'Decide'**: Prior to committing to any negotiation, think through the elements and the environment in which you would be negotiating to determine whether negotiating is your best option.
- **'Prepare'**: Once you have decided to go ahead with negotiation, a great deal of advance preparations is necessary.
- **'Set up monitoring, evaluating and follow-up arrangements'**: It is important to have a person or small group that is perceived to be neutral and can monitor progress and the big picture. This person/group can provide periodic reports to the negotiating teams and should help keep the process going.
- **'Negotiate the negotiations'**: It is crucial that you establish very clear guidelines with the other part(ies) to the negotiations about how the negotiations are going to take place.

### **During Negotiation**

- Focus on the issues and do not get distracted by the various personalities in the negotiation.
- Trust is crucial among the parties to the negotiation. You will never close a deal with a party that you do not trust.
- Building a relationship with the other part(ies), where feasible, enables trust to develop. Take time away from the negotiating table to get to know the members of the other team(s). And remember, your relationships with the other part(ies) may also be important after the negotiation. This is especially the case in politics, so keeping these relationships positive, whenever possible, should be a goal in every negotiation.
- Actively listen to the other part(ies). Repeat back to them what you think you heard.
- Focus on interests and where you have common ground with the other part(ies) to the negotiation. In your preparation, you thought about what you really wanted to get out of the negotiation; also consider the interests behind those 'wants'. Try to learn from the other part(ies) what their interests are. One way of doing that is by asking a lot of questions such as 'why'.
- In many cases, if you look below the surface, the interests of both parties can be met. A very basic example: *You are negotiating with another party over a shipment of oranges; you both want the oranges, believe your reasons are more important than*

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*the other party's reasons and neither party is going to give in. Through the negotiations, your negotiating team begins to ask 'why' the other party wants the oranges; the other party's interest in the oranges is to make juice. Your interest in the orange is to use the peel for chutney. Both of these interests are compatible and you are able to make a deal.*

- In making your point and putting forth solutions, use objective criteria. In order to convince the other part(ies) about the strength of your argument, you need to back it up with rational points; quite often that means backing up your argument with facts, not just a statement that you are right and they are wrong.

### **Three Common Negotiation Situations**

- We find ourselves in negotiations every day. Buying goods at the market – a negotiation between you and the vendor; trying to get a phone line at your home – a negotiation between you and the telephone company; asking your school age son or daughter to do their homework – a negotiation between you and your child; setting up a meeting with your fellow party activists – a negotiation between you and people in your party, etc. are all examples of daily negotiation situations.
- The three negotiation situations described in the handout are some of the more common formal negotiations that take place.
- As you think about taking a leadership role in your community and within your party, it is important to recognize that most of your efforts will involve negotiations at some level. Learning negotiation skills will be very useful to you in any role you choose to take whether it is, for example, as an active member of your community who wants to get involved in local issues, as a member of your local council or your party's central committee.

### **Trainer's Guide: INTERMEDIATE FORMAL NEGOTIATION SKILLS TRAINING**

- The following materials take participants to a deeper understanding of the elements at work in negotiations and the steps to take to approach negotiations strategically.
- Learning negotiations skills requires repeat practice. Use these materials with women who have participated in some preliminary negotiations training to help reinforce their negotiating skills

### **Trainer's Guide: UNDERSTANDING MEDIATION**

Review the handouts in advance of the session and highlight key elements you'd like to address with participants. Discussion could be general, after a session on negotiation, or you could design a full workshop if mediation is a common feature of negotiation in your party or community.

### **ACTIVITY: EXPLORING MEDIATION**

Using the handouts *Mediation*, hold a discussion of the specific issues surrounding mediation. Questions could include:

- How is the role of a mediator different from that of being a primary party of the negotiation?
- What skills must a mediator possess?
- How do we build confidence in a mediator from amongst the parties to the conflict?

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## NEGOTIATION EXERCISES

### TRAINER'S GUIDE TO NEGOTIATION EXERCISES

- Facilitate the exercise.
- Adjust the time given as you see fit.
- Afterwards, lead a discussion of the negotiation. Be sure to involve participants in actively reviewing their negotiation strategies.
- Ensure that the role-play is considered against the points outlined in the *Before Negotiation* and *During Negotiation* handouts.
- See the exercise and the 'after-exercise' discussion as developing participants' negotiation skills.
- Begin the discussion, following the role plays, by asking:
  - What each side got
  - What each side gave up
  - What each side got for what they gave up, and
  - What the whole community got

### ACTIVITY: *Negotiation Exercise I – Limited Opportunity*

1. Organize participants into two factions of the women's section of a party.
2. Tell them that the party wants the women's section to nominate one woman from the group to fill a reserved seat in Parliament.
3. Tell the groups that they have 15 minutes to negotiate which *one* woman from the group will be sent forward.
4. Evaluate the pre-negotiation preparation and negotiation skills put into practice during the exercise.

### PARTISAN PERCEPTIONS: ADVANCED LEVEL NEGOTIATIONS CONCEPT

With the next exercise, participants will explore the issues of Partisan Perceptions, a key stumbling block in negotiations when trying to influence the outcome of negotiations. Before doing the exercise below, review the following elements to focus on Partisan Perceptions. You may need to prepare some flipcharts to assist you with describing the concepts.

- Sometimes we face the problem of difficulty influencing others. Things don't go as we want, we don't want to overuse our authority to get others to do things and/or even with authority, other's don't seem to listen. The issue may be one of Partisan Perceptions.
- Partisan Perceptions are caused by negotiating participants having:
  - Access to different data
  - Paying attention to different data
  - Paying more attention to data that confirms existing perceptions and experiences
  - Rejecting or dismissing data that contradicts current assumptions.
- Human nature means that we interpret data differently; we surround ourselves with people who confirm our views and often dismiss ideas that don't reflect our own points of view.
- In negotiations, we need to learn to have better assumptions. Compare the following by posting it on a flipchart:

<b>Common Assumption</b>	<b>Better Assumption</b>
I see things as they are	We all have partisan perceptions. We see different data, interpret it differently and reach different conclusions
I know all I need to know	I need to be open to learning
How they see the situation in <u>their</u> problem	Understanding how we each see the situation is <u>our</u> problem

- Here are three key tools to improve our ability to influence by learning to focus on their perception of their choices through:
  - Currently-perceived Choice
  - Crafting a Yes-able Proposition
  - Role Reversal Exercise
  
- Currently-perceived Choice involves asking the following four questions to begin to enter the heads of our negotiating partner (note on flipchart):
  - Who are we trying to influence?
    - (i.e. the people at the table, their membership, their advisors...)
  - What do they think we are asking them to do?
    - is that what we are actually asking them to do?
  - How do they see the consequences of saying “yes”?
    - what are the negative and positive impacts for them in agreeing?
  - How do they see the consequences of saying “no”?
    - what are the negative and positive impacts for them in not agreeing?
  
- Another set of questions we can ask to help us consider their perceptions of their choices is that set of questions we call “Crafting a Yes-able Proposition”
  - What proposal would confront them with a choice they might accept?
  - Is YES:
    - A sufficient answer?
    - A realistic answer?
    - Operational?

### **ACTIVITY: Negotiation Exercise II – A Systematic Approach to Influence**

The Role Reversal Exercise brings the partisan perceptions approaches together to:

- Better understand the other’s perspective
- Experience how the same “facts” can be perceived differently from another’s point of view
- To better understand whether or not our own arguments sound persuasive

1. Ask participants to select a conflict scenario they are experiencing or have recently experienced. They can choose any context – personal or professional. But the case must be:

- real,
- where you are/were personally involved,
- one you are willing to share in some details with another person (confidentially),
- difficult for you to hand and non-trivial,
- included two parties (you and another person).

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2. Divide the group into teams of 2. (If you have one person remaining, assign them the task of observing one group.)

The teams need to then share their conflict stories with each other and decide which one they will use for the exercise. If you have enough time, you could consider doing one and then repeating the exercise with the second conflict story.

The person who's conflict story is being used in each team becomes the Presenter and her team mate becomes the Helper.

3. Follow the **Role Reversal Process** below:

Step 1: Helper interviews Presenter about the conflict.

Step 2: Presenter becomes the Absent Party (other person in real-life conflict).  
Helper interviews Absent Party.

Step 3: Helper then becomes Presenter.  
Presenter negotiates with Absent Party.

Step 4: Helper and Presenter resume their own identities and discuss the exercise.

(Note: For the exercise, you may find that setting up three chairs for each team – each marked, Helper, Presenter, Absent Party – may assist in this exercise. In steps 2 and 3 only one person is changing roles at a time.)

For example: in a real-life conflict between a daughter (Fatima) and her father (Mohammad) about how much time she spends at home when she returns from her job/school overseas would look like this:

Step 1: Helper interviews Fatima about the conflict she has with her father, Mohammad.

Step 2: Fatima pretends to be her father, Mohammad, and is interviewed again by her Helper.

Step 3: Helper now pretends to be Fatima. The helper (pretending to be Fatima) now interviews Mohammad (played by real-life Fatima).

Step 4: Helper and Fatima become themselves again and discuss.

### **ACTIVITY: Negotiation Exercise III – ROLE PLAY Addressing Current Conflicts**

In groups of four or five, select a conflict to work together on.

**Step One** : Describe the conflict and the circumstances surrounding it (5 min)

**Step Two** : Determine if you want to undertake negotiation (two parties) or mediation (with a neutral third party) (2 min)

**Step Three** : Select roles for working through the conflict, e.g., mediator, party A, party B (3 min)

**Step Four** : Sole play the conflict and attempt to reach an agreeable conclusion (20 min).

**Step Five** : Evaluate the group's role play using the following checklist. (15 min)

Use the handout *Evaluation of Role Play of Conflict Resolution* to evaluate the activity.

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## ADVOCACY

### **ACTIVITY: *Evaluating Levels of Support and Developing Strategies to Persuade Others***

- Divide participants into groups of four to five people each.
- Ask each group to come up with a policy that they would like to include in the party's platform. Examples: Requiring that 30% of all party tickets go to women; requiring that there be at least two women on the party's central committee; etc.
- Ask each group to fill out a *Levels of Support* form for their policy.
- Each group should also complete a *Strategies to Persuade Others* form.
- After giving each group 15 minutes to fill out the two forms, ask each group to nominate a representative to go over their policy, evaluation, and strategies.

## NETWORKING AND RESOURCE MOBILISATION

- Spend some time going over the meanings of: *network*, *networking* and *resource mobilization*. Be sure to write these definitions on a flipchart in advance of the workshop.
  - Network:** a group of people who exchange information, contacts and experience for professional or social purposes.
  - Networking:** establishing a network; communicating with other people to exchange information, establish new links, etc.
  - Resource Mobilization:** organize all your resources (human, financial, community and other) for service or action
- Note that networking is about building alliance and relationships. It involves giving first. Networking is building an alliance of personal relationships for the purpose of helping each other professionally, personally or politically.
- Have each participant list all the groups she belongs to or has connections with – in and out of her community. Examples: Women's Wing, political party, apartment tenants association.
- Ask the participants to share and see whether each person can think of other groups to add to her list.
- Lead a discussion on networking to include the following questions:
  - What resources does each of these groups have or have access to?
  - What can each person do to maintain her network of contacts?
  - What can she get out of her network?
  - What can she offer to people in her network?
  - How do businessmen and professionals 'network'?
  - How do religious organizations (with low income members) mobilize resources?
  - What are the connections between networking and leadership?

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### **ACTIVITY: *Asset Mapping***

- Lead a discussion about assets that women have personally and in the community.
- Distribute the *Asset-Mapping handout* and ask participants to complete the exercise.
- Below are some examples to assist participants in the activity.

#### **Personal assets:**

##### **Examples:**

- Partner or spouse
- Children (teen or adult)
- Extended family to assist with childcare
- Influential friends
- Mentors

#### **Assets women have in the community:**

##### **Examples:**

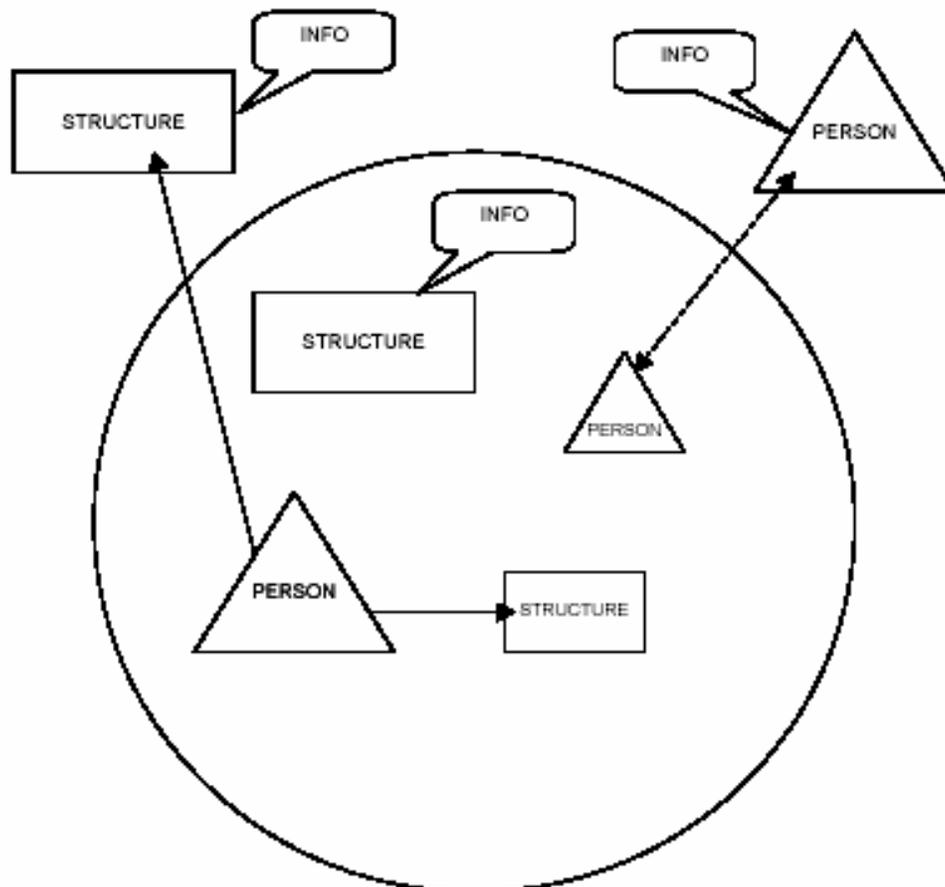
- Women's Wings
- Women's groups
- Libraries and resource centres
- Community elders and leaders
- NGOs concerned with women's and community issues
- Religious groups and organizations
- Constitutional provisions on women's equality
- Ministry responsible for women's affairs
- National Commission on the Status of Women
- Women who are elected to public service

**This is not a finite list and may vary from community to community.**

### **ACTIVITY: *Diagramming Networks Exercise***

- Explain the process of making a network diagram as follows:
  - The large circle is the *organization* (Example: political party). *People* are represented by triangles and *structures* (Example: *Women's Wing, Central Committee*) are represented by rectangles.
  - Starting within the circle, participants indicate all the key people and/or structures that exist within the organization.
  - Outside the circle, participants should indicate all the key people and/or structures that are or might be important as sources of information and support.
  - The size of the triangle or rectangle should reflect the importance (perceived or real) of the person or structure.
  - Lines can be drawn between people and/or structures to indicate existing relationships. A solid line indicates a strong positive relationship. A broken line indicates a weak or difficult relationship. No line indicates no relationship.
  - Within each shape, indicate what kind of information or support the person or structure has/can offer.

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- Once they have finished, participants write any strategies to fill information or support gaps underneath the diagram.
  - Hang up a sample of a networking diagram (see below) to give a better idea of how it works.
  - Divide participants into groups of no more than 5 per group. If possible, groups should be based on a common organization. Each group should have a very large piece of paper that they can draw their large circle on.
  - Tell participants that it is good to list all the people and structures on a piece of paper before beginning their diagram. Once they have the list, they can begin drawing each person or structure until the diagram is completed.
  - Once the groups are finished, each group presents in turn.
  - *Debrief:* Are the identified gaps very similar or different? Are the strategies presented realistic? Are there any individuals or structures that the group may have forgotten to add? What about non-governmental organizations? What about universities?



**SAMPLE NETWORKING DIAGRAM**



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## **COLLABORATING WITH OTHER POLITICAL PARTIES**

- Distribute the handout on *Lessons Learned in Cross-Party Efforts to Promote Equal Representation of Men and Women* and review with the participants.
- Lead a discussion on any efforts your party has made to collaborate with other parties on pro-women policies. Have these efforts succeeded or failed? On what sorts of issues do participants think there is a consensus? In other words, what are some of the issues that would be good candidates for a cross-party effort?

## **COLLABORATING WITH NON-GOVERNMENTAL ORGANIZATIONS**

- Remind participants that a vital and active society of people who care is essential to the development of our society. Non-Governmental Organisations (NGOs) can play an important role in this task. NGOs offer the opportunity to realise important social goals through the pursuit of common values. NGOs tend to be close to the problems and the people and can capture trends and issues that are difficult to discern from a political standpoint. Collaboration with NGOs, therefore, is essential to the conduct of political activity.

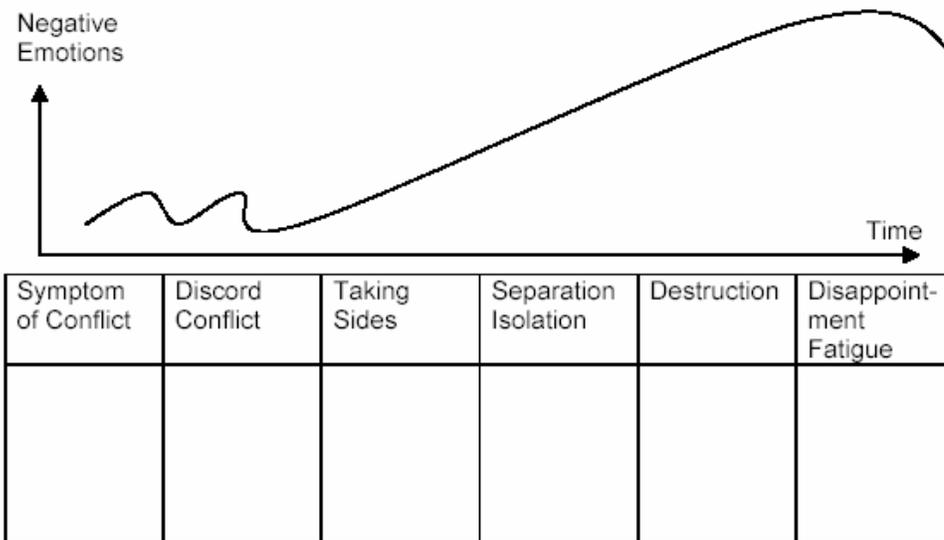
### **ACTIVITY: *Identifying NGO Resources***

- Lead participants in a brainstorming session on NGOs in their country/region that deal with women's issues. Be sure to identify the kind of work they do and where they operate.

## BASIC METHODS FOR RESOLVING CONFLICT

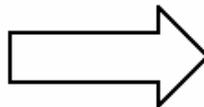
Methods	What Happens When Used:	Appropriate to Use When:	Inappropriate to Use When:
Power or Compete (FIGHT)	One's power, position or strength settles the conflict. I'm OK, you're not OK	When power comes with position of authority and this method has been agreed upon	Losers are powerless to express themselves; their concerns
Collaboration (FACE)	Mutual respect and agreement to work together to resolve results in I'm OK, You're OK	Time is available; parties committed to working together as we versus the problem, not we-they	Time, commitment and ability are not present
Compromise or Negotiation	Each party gives up something in order to meet midway, often leaving both parties dissatisfied we're both sort of OK	Both parties are better off with a compromise than attempting a win-lose stance	Solution becomes so watered down that commitment by both parties is doubtful
Denial, Avoidance (FLIGHT)	People just avoid a conflict by denying its existence I'm not OK; you're not OK	Conflict is relatively unimportant, timing is wrong, a cooling off period is needed	Conflict is important and will not disappear, but will continue to build
Accommodating, Smoothing Over (FREEZE)	Differences are played down and surface harmony is maintained. you're OK, I'm not OK	When preservation of the relationship is more important at the moment	If smoothing over leads to evading the issue when others are ready to deal with it

## EVOLUTION OF A CONFLICT



## CONFLICT RESOLUTION CONTINUUM

Individuals involved in the conflict have more control over outcome



Individuals involved in the conflict have less control

Negotiation	Mediation	Arbitration	Adjudication
discussion between two parties, working toward reaching agreement, without assistance	a voluntary process with an impartial third party helping disputing parties to reach a mutually beneficial agreement	using an independent third party to settle a dispute; third party determines a binding settlement	conflict is resolved using the justice system with judge &/or jury

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## MEDIATION

Mediation is the intervention of an acceptable and impartial third party in a dispute. The difference between negotiation (when the parties worked together to resolve the conflict) and mediation is a third party, the mediator, helps parties reach an agreement. Mediation brings people together to talk about their conflict and accept responsibility for finding a solution together.

### 1. Characteristics of Mediation

- Voluntary participation by all parties
- Face-to-face discussions
- Mediator is unbiased and does not have any decision making responsibility
- The mediator helps each party understand the issue and the other parties' perspective
- Each party has the same opportunities - to speak, to present facts and perceptions, to be heard
- All relevant information is shared
- The agreement is accepted by both parties, having been reached jointly

### 2. Role of the mediator

The mediator:

- Is an expert, who is helping people having a conflict to reduce their differences
- Listens to all opinions during the dispute
- Helps to clarify parties' statements and positions
- Is impartial
- Does not blame anyone, is neutral and objective
- Does not present his/her personal opinion
- Compiles all information in a way that lead to success, if possible
- Writes a mutually acceptable agreement that is specific, measurable, attainable, realistic and timed.

### 3. Mediator skills

A successful mediator has specific skills:

- **Active Listening:** using both verbal skills and non-verbal behaviour to express her attention to what is being said and showing that she understands the content.
- **Looking for facts:** have both parties describe the situation and ask open ended questions that do not contain any judgment nor criticism.
- **Identification of controversial points:** state the obvious points of controversy as well as underlying emotions or needs. It is often difficult for conflicting parties to say these points.
- **Be able to reframe controversial points** in such a way that the tension and blaming are reduced.
- **Facilitate the agreement** by assisting parties in identifying solutions to controversial points, and prioritize for action.

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## TIPS FOR MEDIATORS

1. Mediators should push each of the parties into the other parties' "shoes" so they may see what the situation looks like from other party's point of view
2. Sometimes it is important to slow down, in order to give one of the parties more time or to give time for the mediator to decide how best to continue.
3. It is very important to retain the confidence of both parties. Mediators should spend equal amount of time with each party and respond fairly to the concerns of each party.
4. The mediator may push someone a little if they are being unreasonable. However, rather than telling one party that something is unreasonable, the mediator should ask the party what they would consider a reasonable outcome and then ask if they think the other party would agree with such evaluation. This is called "reality control" and it helps to see whether the perception of all parties is realistic.
5. If a confidence is broken, an apology is essential and can help start building a new confidence. Sometimes it requires mutual apology, sometimes not.

## 4 TYPES OF DISPUTES

You could be asked as a mediator to act in various types of disputes. The following guide may help in deciding whether to accept the role of mediator. The following characteristics should be in place:

1. Both parties have an interest in resolving the matter.
2. Parties have certain common feeling of responsibility for their conflict.
3. Various solutions are possible.
4. Both parties agree to participate in the mediation
5. Parties are capable of effective communication at least at the minimal level so that they may exchange information.
6. Most mediators think that cases with the potential of serious violence are not suitable for mediation.

## CHECKLIST FOR THE MEDIATOR

- Did you summarize the positions and interests of each party?
- Did you encourage parties to put themselves in the other party's place?
- Did you request information on basic expectations, or needs and interests?
- Did you investigate the positions, requirements, assumptions, and goals?
- Did you discuss the significance/implications of not reaching agreement?
- Was there an individual meeting with the parties?
- Did you get both parties to focus on the future instead of the past?
- Did you propose methods for reaching agreement?
- Did you attempt to soften the hostile exchange of opinions?
- Did you protect all participants from abuse by others?
- Did you use humor?
- Did you identify areas where there was common ground between parties?
- Did you ensure all disputed issue was covered?
- Did you suggest that the meeting would be confidential?
- Did you prepare a final written agreement, signed by all parties?

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## BEFORE NEGOTIATION

### (1) DECIDE

- Examine your options:
  - Is it best to negotiate, or not?
  - What do you have to give up? What you are willing to give up?
  - What do you have that others want?
- What rules will be needed?
- Purpose and objectives of negotiations.
- Who are your supporters and opponents? Remember enemies of your enemies can be your friends and you can negotiate with them.
- Who has a stake in the outcome of the negotiation?
- Do you have any other options aside from negotiation?
- Do a SWOT+T analysis: list strengths, weaknesses, opportunities, threats and factor in time for each element. *Strengths* and *weaknesses* usually refer to the internal environment and *opportunities* and *threats* to the external environment.
- What is the cost of negotiating, of not negotiating? That is, if we do not come to an agreement, what is our best alternative?
- What kind of negotiation will it be? 'One-time' or 'ongoing', 'win/win' or 'win/lose'?

### (2) PREPARE

- Assemble a negotiation team.
- The team should be representative but able to agree amongst itself.
- Make sure you know what you can agree to and say on behalf of the team.
- Put mechanisms in place to keep members and others informed.
- Do a SWOT+T analysis for the other team to assess their strengths and weaknesses.
- Use the 'traffic lights' technique for listing issues, and noting *both teams'* and *the other sides'* positions on each issue (red = totally in disagreement; yellow = close; green = totally in agreement)
  - Allows you to have a sense of what the other side is thinking, and where the other side is likely to go
  - Allows you to know ahead of time what you are willing to give up and what you can ask for in exchange.
- Practice by doing role-play sessions to prepare for what might happen.

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### **(3) SET UP MONITORING, EVALUATING AND FOLLOW-UP ARRANGEMENTS**

- Someone or a small, independent group should monitor and evaluate the negotiation process on an on-going basis.
  - Are all the elements for negotiation in place?
  - Are the goals and objectives being met?
  - Are both parties sticking to the plan and the rules of engagement?
  - Are negotiations succeeding, failing or deadlocked?
  - If the negotiation is breaking down, should it be continued or ended?

### **(4) NEGOTIATE THE NEGOTIATIONS (HOW IS THE NEGOTIATION GOING TO BE STRUCTURED?)**

1. Assign one of the team to make contact with the other side to find out whether negotiations are possible.
2. Decide/propose the agenda.
3. Propose the order in which things are to be discussed. Don't leave the hardest things for the end. Make sure the most important issues for your team are early on the agenda.
6. Propose timing and venue(s) (my place, your place, rotation between the two or neutral space).
7. Propose guarantees that ensure that whatever is agreed to will be honoured.
8. Decide whether there will be a *mediator* or *facilitator*, who it should be, and what powers the mediator should have.
9. Decide what happens if things go wrong.
10. Finalize team leadership and team composition.
11. Make arrangements for the recording and verification of agreements reached during negotiations.
  - Take careful notes of every meeting using 5W and 1H method:
    - *Where* and *When* (date, starting and ending times) the meeting is held
    - *Who* was present
    - *Why* the meeting was held (purpose)
    - *What* was to be discussed or decided (agenda)
    - *What* was the outcome (decisions, including *when* and *where* the next meeting will take place, and *what* that agenda will be)
    - *How* the meeting was conducted (process and decision-making mechanisms)
12. Develop a plan of action in case negotiations fail.

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## DURING NEGOTIATION

1. Discuss problems, not people
  - People can be a problem, but in some cases, people are removed and the problem remains; focus on changing behaviours, not changing people.
  - Build relationships with members of the other negotiating team(s), where feasible.
2. Negotiate interests, not positions
  - Interests are the reasons behind why we take certain positions.
  - Try to determine the interest behind why the other part(ies) are taking that position. Ask “why”?
3. Use objective criteria
  - This element means making arguments rational in order that they appear objective. It is not enough just to be right. It is important to convince. In order to convince, arguments must appear ‘objective.’
  - Are there established criteria beyond your own beliefs that can justify your argument: legal, moral, past precedent, external facts, etc?
4. Look for alternatives, be creative
  - Sometimes the solution to a negotiation is easier to achieve than expected if we don't rely only on the way this issue has been resolved in the past. There are always new approaches to old problems.

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## THREE COMMON NEGOTIATION SITUATIONS

1. Negotiation between one group of people inside of a larger group, party, organization or institution and another group of people in the **same** group, party, organization or institution.

*Example:* council members negotiating with one another about a community issue

2. Negotiation between people from a particular group, party, organization or institution and people from **another** group, party, organization or institution.

*Example:* One party representative negotiating with someone from another party over proposed legislation in Parliament.

3. Negotiation between a group, party, organization or institution, within the legal system and a group **outside** the legal system (e.g. armed groups, terrorists, drug lords, gangs) or a group from **outside** the country (e.g., non-nationals engaged in arms smuggling).

*Example:* The government negotiating with hostage takers.

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## 10 POINTERS ON NEGOTIATION

If a negotiation is a test, this is the one-page cheat sheet you're allowed to bring with you. Thorough preparation and practice are the real keys to success. But a little memory jog when you're under pressure never hurt either. Below are some of the most powerful pointers we've discovered. Put them in your pocket.

**1. Your power lies in your walk-away alternatives.** Make sure that you have real, viable options that don't require an agreement:

- You'll be empowered to support your interests.
- Your confident attitude will compel others to listen to and meet your interests. They'll realize that they have to if they intend to obtain agreement.

**2. Do not disclose your walk-away alternatives.** When you remind others of the options you have should they not acceptably satisfy your needs, your commitment to negotiation falls into question, and the environment becomes hostile. This draws the attention away from underlying needs, and the climate becomes less conducive to the development of creative options.

**3. Figure out the walk-away alternatives of the other parties.** Knowing what options they have if no agreement is reached will help you construct options that are favorable relative to their specific negotiation. In other words, you'll be able to construct an agreement that improves on their alternatives and fair agreement without giving away too much.

**4. No offer is too high.** Any offer is valid provided you can present objective criteria that prove each term of the offer fills to some extent the underlying needs of all parties.

**5. Don't react emotionally.** When you encounter tactics intended to intimidate, rush, draw out discussions, or otherwise derail the focus from underlying needs and mutual gain, patiently react to the problem at hand: The discussion needs to be refocused. Draw attention back to substantive interests and options that fairly address those interests. Use personal attacks as a signal that it's time to reestablish everyone's commitment to a mutually beneficial outcome.

**6. Remember that all the needs presented are not of equal importance.** Focus time on building an understanding of which needs are most likely to influence the outcome. Strive to create options that satisfy those interests.

**7. Listen more than you talk.** As a listener, you are gathering information that can help you figure out which of the other side's needs must be met for an agreement to be considered acceptable, and to what degree those needs will have to be met. Listening gives you the advantage. The better your understanding, the more flexibility and creativity you'll have as you create options. Talking gives this advantage to the other side.

**8. Know the authority of each person in the room.** Make sure you know whether or not you are negotiating with someone empowered to make the final decision. If you aren't, make sure you present options in such a way that they meet the perceived needs of the negotiator and the other members of their organization.

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**9. Analyze concessions.** Look for patterns in the types of concessions made by the other parties, and be attentive to the messages sent by your concessions:

- Small concessions give the impression that the bottom line is not far off.
- Large concessions indicate that a lot more can still be conceded before the bottom line is reached.
- Rapid or large concessions undermine the credibility of the initial offer.
- All concessions teach the lesson that more concessions will be made. Never make concessions expecting that the other side will meet your terms on the next issue. On the contrary, they will expect more concessions. Remember: When the other side makes a concession on the terms of a specific issue, it is statistically certain that a second concession on the same issue can be secured.

**10. Never be bludgeoned into splitting the difference.** When an apparent impasse has been reached, splitting the difference is widely regarded as the ultimate fair solution. But the suggestion to split the difference is often used to induce guilt. Guilt is likely to lead to concessions on your part and maybe even concessions that lead to an outcome worse for you than splitting the difference. Additionally, splitting the difference rarely results in an outcome that surpasses anyone's expectations, and it does not ensure that the interests of all parties are satisfied.

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## EVALUATION OF ROLE PLAY OF CONFLICT RESOLUTION

	Went Well	Suggestions for Improvement
Clarity of conflict and facts surrounding conflict		
Understanding of the cause of the conflict		
Listening actively to each other		
Working toward finding common ground		
Wanting a win-win solution		
Communicating assertively		
Focusing on the future, not the past		
Satisfaction with the outcome and prepared to implement agreements		

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## EVALUATING LEVELS OF SUPPORT

<i>Attitudes and Behaviors</i>				
<i>Strongly Endorse</i>	<i>Leaning towards Support</i>	<i>Uncertain</i>	<i>Leaning towards Opposition</i>	<i>Strongly Oppose</i>
<i>Individuals and Groups</i>				

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## DEVELOPING STRATEGIES TO PERSUADE OTHERS

1. We want to persuade

\_\_\_\_\_

to \_\_\_\_\_

by \_\_\_\_\_

2. They would be persuaded or affected by the following actions/incidents (prioritize):

- a.
- b.
- c.
- d.
- e.

3. We could use our strengths and resources to persuade them in following ways:

- a.
- b.
- c.
- d.
- e.

4. The following would be the easiest and most effective approaches that our group could use:

**Easy to do**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Effective**

\_\_\_\_\_ Television interviews/news

\_\_\_\_\_ Radio news/Public Service Announcements

\_\_\_\_\_ Radio talk show

\_\_\_\_\_ Newspaper advertising

\_\_\_\_\_ Newspaper article

\_\_\_\_\_ Testimonial by \_\_\_\_\_

\_\_\_\_\_ saying \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Endorsement by \_\_\_\_\_

\_\_\_\_\_ saying \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Brochure (what must it say?)

\_\_\_\_\_ Flyer (what must it say?)

\_\_\_\_\_ Bargaining (what do we have to offer?)

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## ASSET MAPPING

### Personal Assets:

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### Community Assets:

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### Other Assets (business, etc.):

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## MODULE 5

# MESSAGE AND PLATFORM DEVELOPMENT

### OBJECTIVES

- ▶ To learn the importance of message and platform development and review techniques for developing a message
- ▶ To consider the party's platform and ways in which it does or does not address women and women's issues.
- ▶ To think through pro-women policies that the party might adopt to strengthen its outreach, appeal, and service to women.

### MATERIALS

- ✓ Copies of the handouts
- ✓ Flipchart paper
- ✓ Markers

### DEVELOPING MESSAGES

#### **ACTIVITY: *Developing clear messages for the public***

In order to demonstrate the importance of creating good, clear messages try the following activity.

- Have participants sit in a circle.
- Start by whispering a message about a candidate to the person to your right. Make sure this message is complicated and long. For example, "Merita Gidarjati is running for local council. She has served as your local councillor for the last two years and has demonstrated her interest in serving the people of Tanah Abang. If you vote for her, she will make sure that more schools and hospitals are built and that the local council provides better services to the poor." Write the message down so you don't forget it, but don't show it to anyone.
- Ask the women to pass this message on word-for-word by whispering it to the person to their right.
- When the message reaches the last woman in the circle, ask her to say it out loud.
- Tell the group what the original message was (usually it will be quite different).
- Try the activity again with a shorter message and have the participants repeat it three times. For example, "Noran Panalunsong: improving educational and economic opportunities for all villagers! Noran Panalunsong: improving educational and economic opportunities for all villagers! Noran Panalunsong: improving educational and economic opportunities for all villagers!"
- Discuss with participants what this activity reveals about how messages get passed. Ask the women the following questions:

- 
- Which message passed most clearly through the circle? Why?
  - What was wrong/right with the first message?
  - What does this activity teach us about creating campaign messages?
  - At the end of this training activity participants should understand the following two things about creating messages:
    - **Short is sweet.**
    - **Repeat, repeat, repeat your message!**

## COMMUNICATIONS MODELS

Prepare flipcharts using the following diagrams to illustrate the importance of understanding the nature of communications. Note with the Communications Model that there is a two-way relationship. “But” moving onto the second diagram, “In real life there is a lot of noise between us and our audience. There are literally thousands of messages every day and we are trying to help voters hear our message through all that noise.” The same is true in reverse – we’re trying to hear the voter’s response through all that noise, so if we don’t ask specific questions about what they care about and if they will support us, their message will not get through.

Consider using the following to illustrate this issue before moving onto the third diagram.

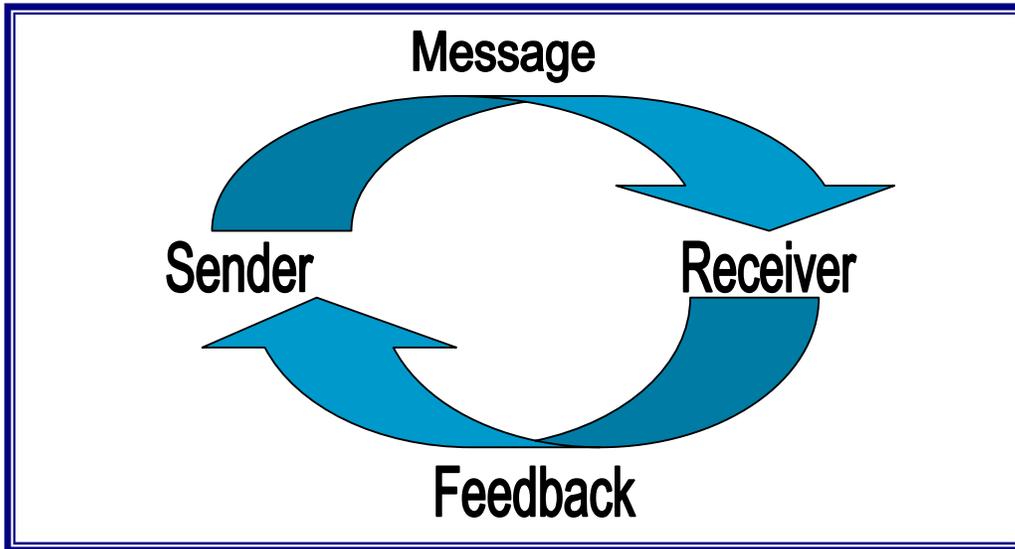
### ACTIVITY: “CATCHING THE MESSAGE”

Tell participants to write down one message they’ve heard today – any message – on a piece of paper. Then tell them to scrunch that piece of paper up into a ball. On the count of three, have them all throw their messages to you at the same time. Try to catch one and then read it aloud! Conclude by noting it’s like that with voters. Message development is all about trying to make sure our message is the one they catch. AND, if all the messages they’d written down had been the same, then you’d be sure the one that the voter caught was the one most important to you – that’s what message discipline is about; everyone from the same campaign or party should have the same message.

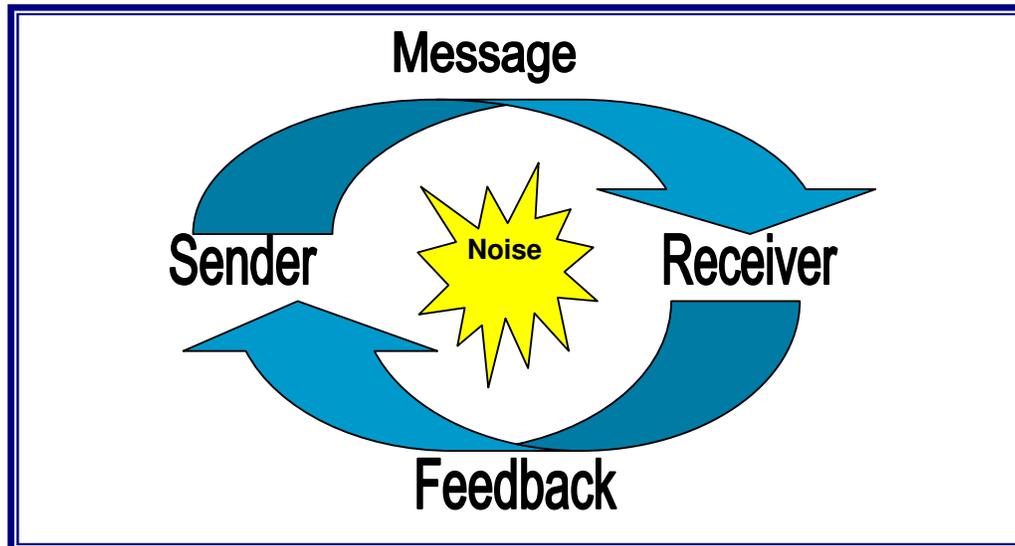
Then move onto the third diagram, Campaign Communications. Explain that in a campaign, we’re often not communicating or listening to messages directly. We work through the media and volunteers to convey our messages and to hear those messages back from voters. While we can’t control the media, we can control volunteers – that’s why training of volunteers on message discipline is so important. And not just to communicate our message clearly and consistently but to communicate voter responses with the same approach.

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## COMMUNICATIONS MODEL

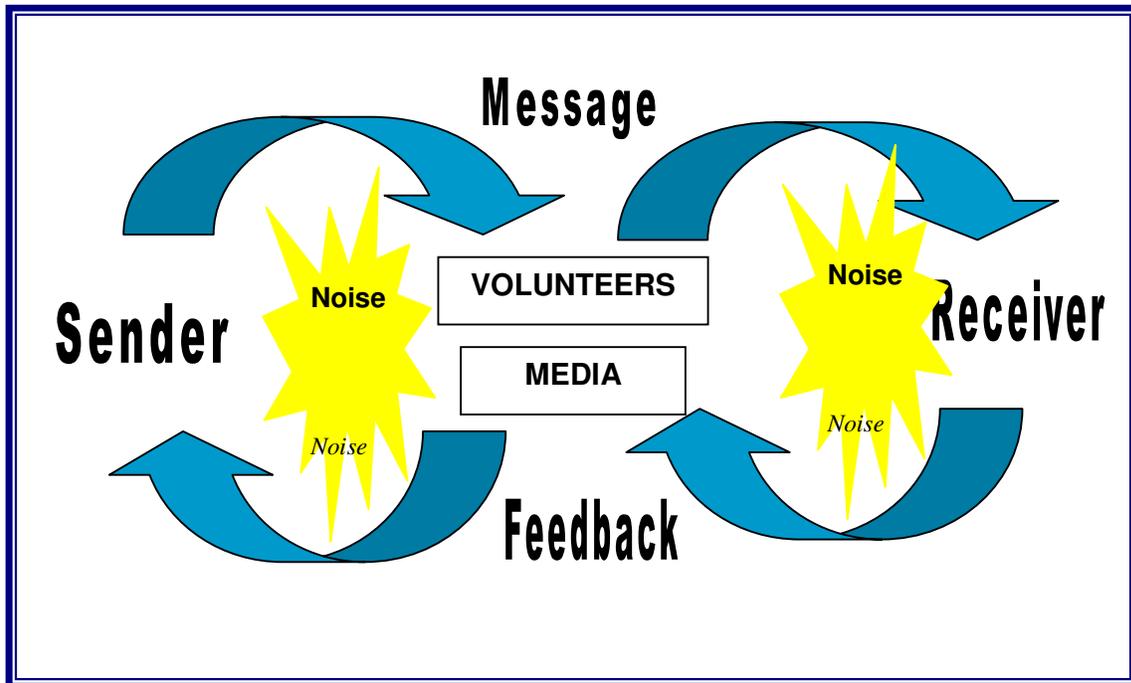


## REAL LIFE COMMUNICATIONS



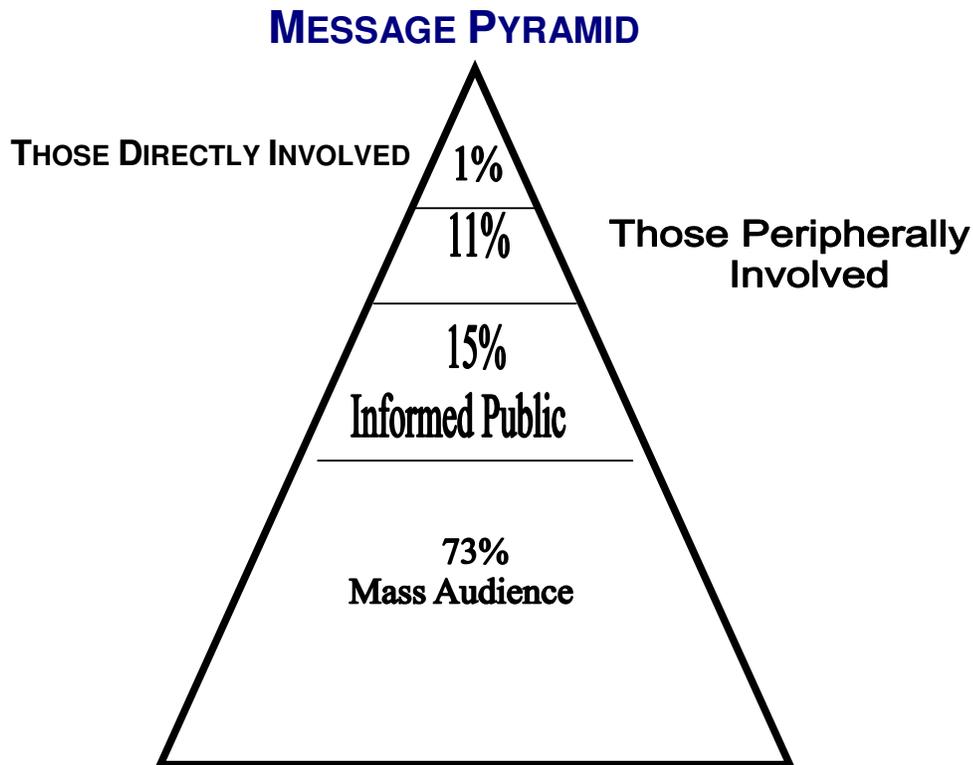
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## CAMPAIGN COMMUNICATIONS



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Prepare another flipchart using the following diagram:



Start with the diagram as a blank triangle and then ask participants to think about the audience for our messages, filling in the kinds of people with whom we're communicating starting from the top of the pyramid and working to the bottom. Use the following as your talking points in doing this Message Pyramid exercise.

**Those Directly Involved:**

"What percentage of the population do you think are directly engaged in politics as members of parties or elected officials?" Then fill in the top section with 1%, etc.

**Those Peripherally Involved:**

These 11% are the journalists, heads of civil society groups, academics et cetera who spend so much time telling all of us in the 1% what we're doing wrong. In turn, we spend a lot of our time worrying about and explaining positions to the 11%.

**Informed Public:**

These people are the ones who actually listen to the news, who read the headlines on the first pages of the newspaper before the sports or entertainment sections. Most people use the news headlines on TV to go get a snack before the next show, but the Informed Public actually follow the activities and reports of what we in the 1% are doing and saying.

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**Mass Audience:**

“What percentage is left? Look how large this last group is: 73%! That’s the vast majority of the public. If we’re so busy talking with the 11%, which is being reported to the 15%, what’s happened to this group?”

After completing the triangle, say, “So, in elections, where one person has one vote, who are the most important people in this triangle?” They will answer: “The 73%!” You can then respond, “Right! So let’s fix this triangle and get the most important people on top.” And invert the triangle. From then on, in this module, you can always refer to “the 73%” and everyone will focus back on using words that matter to the majority of people, and not just to politicians and journalists.

**ACTIVITY: USING EVERY DAY WORDS**

- Brainstorm with participants the primary issues of concern in their communities: the economy, education, health care, etc.
- Divide participants into a number of smaller groups and assign each group one of the primary issues. Ask them to discuss what every day words citizens use to describe or talk about the issue they have been assigned. Tell participants to imagine that they are at a gathering area in the village – what words are the women there using to describe the issues brainstormed above? For example, instead of saying “Income inequality is a major threat to poverty eradication in Indonesia” someone in the village is much more likely to say “How will poor people like me ever get ahead when all of the money is in the hands of a few landlords?”
- Report back to the large group.
- Remind participants that they should use every day words to keep their messages relevant to the lives of the “average” man and woman. Use these words to speak to their “hearts, stomachs, and pockets (wallets). Consider preparing a flipchart picture of a person with a large heart, a large stomach, and a large pocket!

**ACTIVITY: BASING MESSAGES ON LOCAL NEEDS**

- Provide participants with the following definition of a “message”. Write the definition on a flipchart in advance of the training. A campaign message tells the voters why the candidate is running and why the voters should chose them over the other candidates. A message is a simple statement that will be repeated over and over during the campaign to persuade voters.
- Go over the main requirements for an effective message:
  - *It must be short.*
  - *It must be truthful and credible*
  - *It must be important and persuasive*
  - *It must show contrast between you and your opponents.*
  - *It must be clear and speak to the hearts and minds of voters*
  - *It must be targeted at a specific group of voters*
  - *It must be repeated again and again*
- Go over the three points to message creation with the participants (see below).
- Read over the example.
- Divide the participants into two groups and assign each group one of the case studies. Read the two case studies out loud before giving each group 10 minutes to come up with their message based on the information.
- Come back together as a group and share messages.
- Let the groups provide feedback on each other’s messages.

- 1) **Identify the problems:** Talk to people (both women and men) throughout the village and identify their concerns.
- 2) **Develop solutions:** Think of ways to solve their problems.
- 3) **Create your message:** Think of a message that addresses the constituent's concerns and highlights your solutions and strengths.

**Here is an example:**

1. **Problem:** Many people in the village do not have enough money to buy clothes, rice, kerosene and other basic items.
2. **Solution:** Small income generating activities should be initiated to improve the economic status of the villagers.
3. **Message:** "T. Indrani: improving economic opportunities for all villagers."

**Case Study #1**

In Talayan Village there are many problems. The school building is falling down and only half of the village children attend school. The Basic Health Unit is closed most of the time, doctors are unavailable, and the medicines available are old and expired. The people in the village must travel far to get water and there are only a few hand pumps. Some citizens have attended local council meetings to see how these problems can be solved. The council has had many, many meetings to discuss the village problems but to date they have not taken any action.

**Case Study #2**

Satellite Town is a semi-urban area. Many houses have been built close together. The population is increasing rapidly because the town is located near a main road. There is a need to build a small road to link Satellite Town to the main road. The road project is now in the fourth year and the project has barely started. The Council members say that more money must be raised to complete the project. All of the project equipment has been purchased through contractors who are also council members. Several citizens have asked the council to show where the money has been spent, but it cannot account for the money because of poor record keeping. Some of the citizens have said that a few of the council members have gotten wealthier over the last few years.

**ACTIVITY: INTERMEDIATE LEVEL COMMUNICATIONS STRATEGY**

Review the following materials including an advanced level message development exercise using the Message Box.

- *Effective Communication* is a two-way effort. It is both talking and listening. Discuss as a group what is easier. Both are skills to be honed, although we take each for granted.
- *Message development* is the process of determining what it is we want to communicate. We are answering the question: What do we really want to say?
- *Our message* is:
  - What we care about
  - What we want to say, every time we have an opportunity
  - What we want people to remember
  - How we will connect with our audience (NOT educate them)

- How we will move people to our side
- How we will WIN
- Post on a flipchart the following *steps in communication planning*:
  1. Define Goals - Do we want to win? Raise an issue? What?
  2. Define target audience (see Campaigning module) – who are your support base? Your undecided/maybe voters?
  3. Develop a message statement
  4. Outline Delivery Tools
  5. Prepare for Negative Attacks
  6. Test your message and then,
  7. Stay “on message” – repeat, repeat, repeat
- In Developing a Message Statement, review the 6 elements of a message noted above and then remind participants that the message is the heart of your communications strategy. It is the vision that motivates our targeted voters and wins over the undecided voters (these concepts are reviewed in the Campaigning Module). Your message should:
  - Represent your values
  - Speak to people in language that means something in their everyday lives
  - Connected your vision with your target audience
- Our Communications Challenge: When we are seeking change – i.e. we are challenging for leadership positions - we must prove that we share the values of the voter, that we are a leader who trusts the voter and that the voter can trust us. If not, voters will re-elect the incumbent, even a bad incumbent, because change is not worth the risk.
- Post the following chart on a flipchart and discuss as a group how these issues are reflected in our message and communications strategy. Remember that behavioural science tells us that people are motivated by values. People also respond better to positive messages than negative ones.

People Want	People Don't Want
To be trusted.	Politicians who tell voters what they should want or what they should believe.
To be respected.	Politicians who are insincere or belittle them.
To be uplifted.	Politicians who talk only about what is wrong.
Leaders they can trust.	Politicians who say one thing and do another. Politicians who can't fulfill their promises.
Leaders who have a vision.	Politicians who can't share the hopes and dreams of the voters.
Leaders who they believe share their values.	Politicians who can't communicate in language that is relevant to the voter's immediate needs.

- To develop our message statement, we begin by considering our values. Brainstorm as a group or discuss in small groups and report back.
  - What are the values we represent?
  - What are the values we share with our target audience – supporters and undecideds?
- Next, have the group identify the direct benefits to supporters, i.e. if they vote for you, what will they get? How will their lives change in a very real way?
- Complete the message box exercise, using the hand-out *Message Box*, filling in each quadrant with the values we brainstormed before as well as the words we will use to communicate those values.
- Note that the message box exercise is a tool for us to plan for what we will say (the top two boxes) while thinking about what they might say, in order to contrast their accusations and self-promotion through our message as well. This exercise is done by all campaigns to strategize in building a core message statement, reflected in the top two boxes. (As a trainer, this exercise is not easy. But working through the process will help participants move to the next level of understanding the importance of message.)
- To really bring campaign or governing language alive for our target audience, we need to review the difference between “feature” and “benefit”. Note the following on a flipchart and review with participants. Ask for further examples from their daily lives of features vs. benefits. Explore how “laws” themselves don’t affect people’s lives (they are the feature) but the outcomes of laws do (benefits). Our messages need to highlight not the laws themselves, but their outcomes.

FEATURE	BENEFIT
VOLVO: Four-wheel disk brakes with ABS	A car that stops safely faster so that our children are secure
Tetley’s Tea: A multi-layered cloth bag with hundreds more perforations and a round shape to encourage centrifugal movement of the contents	Better tasting tea

- **Step 4:** Outline Delivery Tools
- Brainstorm as a group what are your delivery tools and who are the messengers.
- The Media Module can help here, but don’t forget other tools such as supporters, campaigners, civil society groups, newspapers, TV, posters, leaflets, meetings, events, door to door voter contact, etc.
- **Step 5:** Prepare for Negative Attacks
- We need to prepare for negative attacks by anticipating them, thinking about how we would run a campaign against ourselves – what are our vulnerabilities? – and planning what we will do and/or say to diffuse our opponents.
- The message box exercise helps us with this task.
- If attacked, stay on message. It can be really difficult to do, but this is our greatest defense.
- Post the following and discuss the implications of each:
  - Four Ways to Handle Negative Attacks
    - Deny

- 
- Admit with explanation
  - Admit and apologize
  - Admit, but say the opponent is worse
- Note that sometimes not saying anything in a response to an attack is the best strategy; sometimes continuing to respond gives your opponent greater coverage than if we just let the story “drop”.
  - **Steps 6 & 7:** Use your message with key groups of voters and then refine it if it doesn't meet your expectations of connecting with their values and persuading them to join with you. Repetition is key – memorize your message. Have everyone use it. And talk about ALL issues using that core message statement.

## **PARTY PLATFORMS AND MANIFESTOS**

### **ACTIVITY: UNDERSTANDING THE PARTY PLATFORM**

- In advance of the workshop, get a copy of your party's platform/manifesto and carefully review it.
- Before you present the party platform, ask the women the following questions:
  - *Why are you a member of our party?*
  - *What party values make you a member of this party?*
- Explain that all parties should have a platform. This platform, which should be adopted after a comprehensive democratic process, governs the work of the party, that is, the proposals to be promoted. The platform also represents the commitments the party has made to voters, particularly during election campaigns. It should outline what issues the party considers to be important, what solutions the party will implement to address these issues, and what priority each of the issues has.
- Summarize the main points of the party platform for the participants. Focus particularly on areas of the manifesto that concern women and women's issues.
- Ask the participants if they were surprised by anything that was included or not included in the platform. Are there pledges that are not being met?
- Remind participants that a party whose platform addresses the issues facing women voters and the people that they care for will have a greater chance of gaining the support of these women and thus be more successful in elections.
- Lead a discussion on other pro-women pledges that the group would like to see included in the manifesto and how women might go about getting support for these policies within the party.

### **ACTIVITY: DEVELOPING A POLICY PLATFORM**

- Share with participants that party platforms should be developed in a democratic fashion. The national level of the party should ask the provincial/state level for input on platform development. Then the state/provincial level should ask the district level for input and feed this back to the national level.
- Emphasize that a party that works with its provincial/state and district members to identify issues and develop proposals for solutions will have a strong platform that will address the real issues facing the people.
- Divide the group into two or three smaller groups.
- Distribute the handout on *Developing a Policy Platform* and review it with participants.
- Ask each group to take one of the pro-women policies that was discussed in the last activity and further develop it using the worksheet.

- 
- Give the groups 10-15 minutes to develop their policy.
  - Ask the groups to nominate one representative to share the details of their policy.
  - Lead the group in briefly discussing each policy and how likely it is that the party would adopt it.

**TRAINERS NOTE:** Information on how to advocate on behalf of a party policy or platform is included in Module 4: Advocacy and Political Negotiation.

## MESSAGE BOX

<b>What we say about ourselves – US on US</b>	<b>What we say about them – US on Them</b>
<b>What they will say about us – Them on US</b>	<b>What they will say about themselves – Them on Them</b>

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## DEVELOPING A POLICY PLATFORM WORKSHEET

### 1. Developing the issue

- What is the issue and why is it happening?
- What do our communities need to deal with the issue?
- What are our assumptions about the issue?
- What do we want to change? What is our long-term goal?
- What is our short-term objective?

### 2. Developing the strategy

- Who are our allies on this issue?
- Who are our opponents?
- What strategies are we going to use?
- Why are we going to do it?

### 3. Preparing for the results

- How will our strategy be received by others?
- How do we know if it's good enough?
- How can we assess our strategy?

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## MODULE 6

# EFFECTIVE USE OF THE MEDIA

### OBJECTIVES

- ▶ To develop strategies to gain access to the media
- ▶ To learn practical skills to use the media effectively
- ▶ To understand how to get media attention for your issues

### MATERIALS

- ✓ Copies of handouts
- ✓ Flipchart paper
- ✓ Markers

## WHY MEDIA TRAINING?

### ACTIVITY: GROUP DISCUSSION

- Lead a general discussion on the need for media training for potential women candidates and party leaders.
- Record responses on a flip chart.

### TRAINER'S GUIDE: *Why Media Training?*

#### Highlight the following points:

- ✓ ***To enable women to express themselves in the media.*** Women have a powerful voice. Unfortunately this voice has often been denied, ignored or suppressed. Sometimes women are uncomfortable making themselves heard. We need to understand how the media works and develop skills that will allow us to use it effectively.
- ✓ ***To understand what the media is and how we can use it most effectively.*** Because each of us views the media differently, it is important to explore different concepts of what media is.
- ✓ ***To build relationships with media professionals.*** For the most part men seem to control the media. In order to get women and women's issues on the agenda, it is critical to build relationships with media professionals. Understanding how media professionals do their jobs can help us to be better at providing them with the stories they need, in a format they can use, in time to meet their deadlines. By doing so, they can help us deliver our message to citizens.

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## WHAT IS MEDIA?

### ACTIVITY: GROUP DISCUSSION

- Ask participants to brainstorm definitions of media.
- Record contributions on a flip chart.
- Discuss definitions

### TRAINER'S GUIDE: *Definitions of Media*

#### Some general definitions:

- ✓ A means of effecting or conveying something.
- ✓ A means of transmission.
- ✓ A channel of communication.
- ✓ Publication or broadcast that carries advertising.
- ✓ A means of mass communication, such as newspapers, magazines, radio or TV.
- ✓ The group of journalists who make up the communications industry and profession.

## ESTABLISHING MEDIA RELATIONSHIPS

### ACTIVITY: Small Group Discussions

- Divide participants into smaller groups.
- Bearing in mind the definitions of media and the issues facing potential candidates for elected office and party leaders, have the groups discuss the following two questions:
  1. *As potential candidates and party leaders, why do we need to establish media relationships?*
  2. *How do we establish these relationships?*
- Discuss the issues in the larger group and flip chart the responses.

### TRAINER'S GUIDE: Small Group Discussions on *Discussing Media Relationships*

#### Some issues that might arise:

- ***Why a Media Relationship?***
  - People tend to vote for whom they know. Newer faces need the exposure that a media relationship will bring.
  - Getting gender on the agenda. Women candidates and party leaders can use the media to publicize issues that might otherwise be ignored.
  - The best person to deliver your message is you. The media will enable you to get your message out to a large number of people in a short period of time.
  - Media tend not to look for news so it makes sense to take news to the media practitioners.
- ***How do we establish this relationship?***
  - Ask. You might be surprised at how receptive journalists and talk show hosts are to requests for coverage.
  - Make a list of all the media in your district – their distribution, audiences, editors, journalists, publication/broadcast deadlines, interests, and formats (talk show,

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print, news, lengthy interviews). Be strategic about what stories you share with which media, keeping this information in mind. Plan to connect with a contact at each on a regular basis – mark it on a calendar.

- It is particularly useful to meet with the Editors of media outlets in your community. Once they are sympathetic to your issues, it is easier to obtain coverage.
- Make a point of getting to know media professionals who appear sympathetic to your issues and keeping them informed on a regular basis. Learn their deadlines, areas of interest, days when they have trouble finding news stories, etc.
- Ask the Media Relations person within your party for help and suggestions. Your party likely has already established relations with key journalists and media outlets. Take advantage of these pre-existing relationships.

## DEVELOPING A MEDIA STRATEGY

### ACTIVITY: EXERCISE

- Distribute the handout on *Developing a Media Strategy*.
- Ask participants to answer the following five key questions to help them develop their media strategy:
  1. *What is your goal?*
    - *What message are you trying to convey?*
    - *Who is your audience?*
    - *What is your desired effect?*
  2. *How will you achieve your goal?*
  3. *What do you want the media to tell the public about you and your team?*
  4. *What resources are available to you?*
  5. *Do you or people you know have media contacts?*
- Emphasize that the media is one of the most effective tools you can use to get your election or advocacy campaign message - *your platform and/or plan of action* - out to your voters.

### TRAINER'S GUIDE: *Developing a Media Strategy*

#### **Share the following tips for developing a media strategy:**

- ✓ **Get others involved.** Form a committee of people to work with you to develop your media campaign. Be as inclusive as you can be, allowing people to contribute to the work.
- ✓ **Determine your goals and objectives.** Have a clear understanding of what you want to accomplish before you start.
- ✓ **Create your campaign message.** Draft “talking points” that will answer basic questions about your issues. Make sure that everyone on your team is using the same “quotable” points. You want one simple, direct message.
- ✓ **Identify your target audience.** Who is the audience you want to reach and how do they think? Consider that a different approach will be necessary with each environment. For example, a target audience in remote communities might be community members at a village meeting. The approach and language you will use will be less formal than, for example, a press conference in an urban setting. If possible try to pre-test your campaign message with a sample group from your target audience.

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- ✓ **Identify media opportunities.** Analyze and assess the media outlets and opportunities available in your community. Which media will help you to reach your target audience? Remember to consider informal methods.
  - ✓ **List your resources.** These might include, but are not limited to budget, donations of material, the time and talents of involved individuals or related events that you can use to highlight your efforts.
  - ✓ **Remain flexible.** Revise your plans if circumstances or resources change, or if parts of your plan are not working. And stick with what *does* work!
  - ✓ **Avoid “envelope journalism.”** Don’t pay journalists to cover your story. If you have real news to share, they will be compelled to cover your story without you having to pay them to do so. No editor or journalist wants to miss a good story; they have an audience hungry for news and plenty of space to fill in their magazine, newspaper, radio show or television spot.

## Basics of a Media Strategy

### TRAINER’S GUIDE: *Developing a Media Strategy*

Share the following considerations with participants, as things to think about when developing a media strategy:

- ✓ Learn about the media available in your community, town and country. Read the paper, watch TV, if available, and listen to the radio.
- ✓ Discover reporters who may cover issues similar to yours and whether they are reporting on them positively or negatively. It is good to establish relationships with friendly people in the media. This targeting may mean that you gain a friend and possibly a champion in the media.
- ✓ A media campaign can influence public opinion, persuade opinion leaders and generate debate.
- ✓ Some communities are very isolated and have no access to the more common forms of media today. Other ways of communicating your message need to be considered such as: word of mouth and community meetings.
- ✓ Remember that media professionals need news. Often, there is one or two days of the week when it’s easier to get your story covered because it’s a “slow news” day. Regardless of whether there is a lot or a little happening in the community on any given day, journalists still have newspapers to fill. They will be more than happy if you help them do their jobs!

## THE MEDIA and HOW TO USE IT

### Introduction

We already have an idea of what the media is, what kind of issues and stories make the news and how to establish media relationships. In implementing our media strategy, we also need to consider the reach of these media and which media are most effective in our own particular communities. Regardless of which media you use, remember to repeat your campaign message over and over again and to use the **KISS Principle** as a guide.

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## ***KISS Principle***

Keep it **Short** and **Simple**

### **Formal Media**

#### **ACTIVITY: GROUP DISCUSSION**

- Brainstorm ways to target various media: print and electronic.

#### **TRAINER'S GUIDE: *Group Discussion on Formal Media***

Discussion should include:

#### **A. Formal Media**

##### **THE PRINT MEDIA**

###### **Newspaper**

**There are strategies related to newspapers, which you can include in your media campaigns. Consider the following:**

- ✓ **Write press releases.** Even though most newspapers are based in big cities like Islamabad, Karachi, and Lahore, stories about outlying areas, particularly when good pictures accompany them, are usually welcome. You should have already established some relationships with the media, and can use those contacts when you submit your press releases.
- ✓ **Write letters to the editor.** This section of the newspaper is widely read and it presents a wonderful opportunity to express yourself about issues of importance to you and your community. Even if your letter is not printed, writing the letter is a good way for you to organize your thoughts. If you are considering writing letters to the editor, remember they must be written immediately after the article on which you are commenting appears or the event or issue you are commenting on has occurred. Be as brief as possible, and if you have information to add to what was printed in the article you are commenting on, include it.
- ✓ **Advertise.** Depending on your budget, you can also pay for an advertisement in the newspaper.
- ✓ Remember that print media is about words and sometimes photographs. Their deadlines are often daily or weekly. Different newspapers target different audiences. Keep these factors in mind when targeting print media.

###### **Newsletters and Magazines**

***Consider the following ways to use newsletters when implementing your media strategy:***

- ✓ Many NGOs publish regular newsletters to keep their membership informed about activities and issues. If you know of NGOs that are interested in your issues, it may

- 
- be useful to establish relationships with them and ask them to print your articles where you address a common issue.
  - ✓ Consider starting your own newsletter if your budget will allow it.

## THE ELECTRONIC MEDIA

### Radio and Television

Electronic media has traditionally referred to television and radio but now also includes the Internet.

#### **To access the electronic media:**

- ✓ Use **press releases** to invite journalists to cover events.
- ✓ Send information to the producers of **talk show programs** and ask them to devote a show or a segment of a show to your issues. The research you have done to see what issues each show devotes time to, will help you target your letter appropriately.
- ✓ Write to producers of **other programs** that might be sympathetic to your cause. Provide background material and the names and contact information for resource people on the issue. Suggest that they do a show on your issue.
- ✓ There are many TV and radio shows that have **call in segments**. Use these segments to call in and get your issues on the agenda.
- ✓ Follow up on all contacts made with a phone call or letter.
- ✓ Radio is about sound and TV is about sound and pictures. Radio programs can be very immediate when covering news – they seek news all day long and often report on events minutes after they've taken place. As a result, they have a large appetite for "breaking news". TV, however, requires more time to cover a story, partly because they have to get video cameras out to the location and the video footage from the location to the studio. TV stories often only include a "sound bite" (a short statement or part of a statement) from politicians because they also need to allow time for the announcer and the journalist as well as the images/scenes. TV journalists also look for stories that include good images.

### The Internet

Become familiar with the Internet, as it is a very important means of spreading information. In recent years it has become a major method for communication and it can get your message out to a large number of people in a very efficient way and very quickly. Another possibility is to join "e-groups" with a wide distribution list such as [womenp@yahogroups.com](mailto:womenp@yahogroups.com). Not only can you learn more about what is going on in the community, you can advertise your own events. Also remember to collect people's email addresses (if they have accounts) when doing voter identification and outreach activities.

## B. Informal Media

In many areas of the country where access to formal media is limited we have to rely on other forms of media such as:

- ✓ **Word of Mouth.** Get your message out by telling community leaders, religious leaders, teachers, etc. Prominent people reach a large number of people in the community and their opinion is well respected.
- ✓ **Pamphlets, flyers and bulletins** are a good way to provide information on your organization or issues. Remember to make them clear, short and easy to read.
- ✓ **Loudspeakers** are often used to publicize events and meetings. It is important to be considerate as to the time of day that you use this method and to ensure that your message is being transmitted clearly through the speakers.

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- ✓ **Attending special events** that attract a lot of people on a particular day is an effective way to get your message out. Sporting and other community events provide a “captive” audience.
  - ✓ **Community meetings** are a good way to reach out to people in your community. They can take many forms including a village meeting or a religious gathering.
  - ✓ **Walk-about**s are another effective way of getting out and meeting community members and communicating your message directly to your constituents.

## WRITING PRESS RELEASES

### TRAINER’S GUIDE: *Preparing a Press Release*

- Distribute the handout on Preparing a Press Release, including the sample NDI press release and review with participants.
- Press releases should be sent to the media house in a timely manner before the event. Doing so will increase the likelihood of them being published and enhance your relationship with the agency.
- An effective press release should:
  - ✓ Be written in a standard form.
  - ✓ Be one page long and definitely no more than two.
  - ✓ Be printed on plain white paper, usually standard size business paper.
  - ✓ Be computer generated or typed.
  - ✓ Leave a margin of about 3.5 to 5 cm around the edges of the text. This allows the editor or reporter room to make notes in the margins.
  - ✓ Clearly state contact information. If you have personalized stationery, use it – this helps to identify your organization as the source of the press release. If your address is not on the paper you are using, type the complete address in the upper left-hand corner of the page. The name and phone number of the contact person should be included.
  - ✓ Start with a headline. The headline – title and subject of the press release should be written in ALL CAPITAL LETTERS.
  - ✓ Put the interesting part of the story near the beginning of the press release; often editors don’t read past the headline and first paragraph.
  - ✓ *Answer the following in the first paragraph:*
    - **Who** is the subject of the story? A person, group, event or activity;
    - **What** is happening that the media should know about;
    - **Where** the event is going to take place;
    - **When** it will take place – date, day of the week and specific time; and
    - **Why** is this so important? The reason should be compelling and specific
  - ✓ Include a quote from someone involved in your event/activity and describe clearly who that person is and why s/he is important.
  - ✓ Be brief and to the point.
  - ✓ Have the word “more” typed on the bottom of the first page if the release is longer than one page, and “end” at the bottom of the last page.
- Follow-up your press release with telephone calls, to make sure that it has been received. A follow up call also helps to build relationships with media personnel.
- Some media professionals - especially in local media that do not have the resources to send journalists to every event - are willing to print the press release almost exactly as it was written. Include a photograph, if relevant, and you’ve helped them to do their job. Meanwhile, they’ve helped you to communicate your message. Everyone wins!

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## DEVELOPING A MEDIA STRATEGY

➤ **Questions to ask yourself when developing a Media Strategy:**

1. What is your goal?
  - *What message are you trying to convey?*
  - *Who is your audience?*
  - *What is your desired effect*
2. How will you achieve your goal?
3. What do you want the media to tell the public about you and your team?
4. What resources are available to you?
5. Do you or people you know have media contacts?

### ***Tips for Developing Your Media Strategy***

- ✓ Get others involved
- ✓ Determine your goals and objectives
- ✓ Create your campaign message
- ✓ Identify your target audience
- ✓ Identify media opportunities
- ✓ List your resources
- ✓ Remain flexible
- ✓ Avoid “envelope journalism”

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## PREPARING A PRESS RELEASE

➤ ***An effective press release should:***

- ✓ Be written in a standard form.
- ✓ Be one page long and definitely no more than two.
- ✓ Be written on plain white paper, usually standard size business paper.
- ✓ Be computer generated or typed.
- ✓ Leave a margin of about 3.5 to 5 cm around the edges of the text.
- ✓ Clearly state contact information.
- ✓ Start with a headline, written in ALL CAPITAL LETTERS.
- ✓ Have the names of the people receiving it printed clearly on the release.
- ✓ Announce an issue of importance for which you want media attention.
- ✓ Be brief and to the point.
- ✓ Answer the following in the first paragraph:
  - **Who** is the subject of the story?
  - **What** is happening?
  - **Where** is the event going to take place?
  - **When** will the event take place?
  - **Why** is this so important?
- ✓ Be as accurate and specific as possible.
- ✓ Have the word “more” typed on the bottom of the first page (if the release is longer than one page), and “end”, the number – 30 – or the symbols ### at the centre bottom of the last page.

➤ ***Follow up the press release with telephone calls.***

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## SAMPLE PRESS RELEASE



# PRESS RELEASE

For Immediate Release: June 20, 2005

Contact: Merita Gidarjati at (021) 310-7154

### NDI TO HOLD REGIONAL WORKSHOP ON WOMEN'S POLITICAL PARTICIPATION

**Jakarta, Indonesia** — The National Democratic Institute for International Affairs (NDI) will hold a four-day regional workshop beginning on Wednesday, June 22nd to launch its initiative entitled “Strengthening Women’s Political Leadership in Muslim South East Asia”. This 12-month project is designed to encourage women’s political participation in Malaysia, Indonesia and the Autonomous Region of Muslim Mindanao (ARMM). It aims to enhance the capacity of women in the region to successfully campaign for office, to effectively serve as elected officials at the local levels, and to serve as leaders within their political parties. Project funding has been provided by the National Endowment for Democracy.

The opening session of the workshop is open to invitees only and will take place from 9:00am to 1:00pm at the Alila Hotel in Jakarta. It will feature remarks from Meutia Hatta, the Minister of Women’s Empowerment. Representatives from seven major Indonesian political parties will sign the Global Action Plan (GAP) developed in December 2003 by an international working-group of women party leaders from 27 countries including Indonesia. The GAP encourages parties to take steps to increase women’s leadership opportunities in recognition of the vital role they play in the reform, renewal, and modernization of political parties and governance. The opening session will also feature panel discussions on regional obstacles to women’s political participation and strategies to overcome them. Panelists will include political party leaders from Malaysia, Indonesian and ARMM as well as Prof. Bridget Welsh, a lecturer from Johns Hopkins (SAIS). Please see the attached list of panelists and the agenda for the opening session for more information.

During the training-of-trainers workshop that will begin after the opening session, thirty women selected by leading political parties from each country will collaborate with regional and international women trainers. With NDI’s support, participants will then undertake activities tailored to the specific political needs and interests of women in each of the three countries.

**Note:** the opening session on Wednesday, June 22<sup>nd</sup> and the four-day workshop that follows are by invitation only. Journalists interested in covering the opening session should contact Merita Gidarjati at the number listed above.

*NDI is a nonprofit organization working to strengthen and expand democracy worldwide. Calling on a global network of volunteer experts, NDI provides practical assistance to civic and political leaders advancing democratic values, practices and institutions. NDI works with democrats in every region of the world to build political and civic organizations, safeguard elections, and to promote citizen participation, openness and accountability in government.*

*NDI has worked in Indonesia for over 7 years. For more information, please visit our website at [www.ndi.org](http://www.ndi.org)*

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# MODULE 7

## PUBLIC SPEAKING

### OBJECTIVES

- ▶ To develop public speaking skills
- ▶ To reduce anxiety related to public speaking
- ▶ To practice giving and receiving constructive criticism (feedback)

### MATERIALS

- ✓ Copies of the handouts
- ✓ Flipchart Paper
- ✓ Markers

## Speeches and Presentations

### TRAINER'S GUIDE: *Preparing and Delivering a Speech*

- Provide a brief introduction to the art of public speaking. Provide a definition and some background information such as the following:
  - ✓ The act of public speaking could be defined as: “a talk or address, especially one delivered to an audience.” Yet, to many people, the notion of speaking in public has the effect of rendering one speechless. Some studies show that many view public speaking as their number one fear.
  - ✓ Yet so many professional and careers require us to address an audience of some kind and size at one time or another. For example, teachers, business people, and politicians all speak in public. Some circumstances may require a more formal delivery of information and may be more nerve-wracking than others that are more casual and generally presented to smaller audiences. What many people with a fear of public speaking do not realize is that whether at work, at home or at school, we all do speak in public on a daily basis at one level or another.
  - ✓ Remind participants that, sooner or later, we all are called upon to get up in front of a group of people and speak. This experience can be either harrowing or pleasant depending on our preparation.
  - ✓ Tell them that the following tips are designed to make public speaking less stressful.
- Distribute the handout on *Tips for Making an Effective Speech of Presentation and Elements of a Successful Speech* and review with participants. Ask what parts of speech-making do participants find most difficult; often it's the beginning and the end, not the rest. When practicing, focus on those elements.

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**ACTIVITY: Demonstrating Good and Bad Public Speaking Habits**

- Demonstrate a good introduction to a speech followed by a bad introduction.
  - ❑ Good example: Standing straight, making eye contact – introduce yourself loudly and clearly stating your name, where you are from, party and purpose for speaking (convincing the group why you should be nominated for a leadership position in the party).
  - ❑ Bad example: Wringing your hands, speaking softly, stuttering, and looking at the ground, start into a speech about why you should be nominated for a leadership position within the party.
- Ask a few participants to volunteer to demonstrate good and bad speaking habits. Pick different aspects of delivering good speeches and have women demonstrate good and bad habits.

**ACTIVITY: Confronting Our Public Speaking Fears and Moving Beyond Them**

- Go around the room and ask each participant to name the one thing that she fears most about speaking in public.
- Write a summarized version of each answer on a flipchart.
- If the same answer comes up again, put a check mark next to it each time it is mentioned.
- Once everyone has had a chance to acknowledge their fears, count up the number of times each answer was mentioned.
- Lead a brainstorming session on the top three fears and ways to reduce them.
- At the end of this session, distribute the handout on *How to Manage Your Fear and Speak with Confidence* and review it with the participants. Highlight any strategies that they did not consider.

**ACTIVITY: Practice Speech I**

- Explain that each participant will be presenting on an assigned topic from the material presented in previous sessions. For example, if your training program has covered topics such as “strategies for seeking party nominations”, “the qualities of a good leader”, and “the roles and responsibilities of local government” use these as topics for practice speeches.
- Give each participant a topic and inform them that:
  - They will have only five minutes to prepare their presentation, starting from when they receive their topic.
  - They will have only two minutes to make their presentation.
  - After each presentation, two participants will be called upon to give the presenter constructive feedback about their presentation. Pass out two copies of the *Presentation Feedback Form* to each participant and assign them two other people to whom they will provide feedback. Briefly review the form so participants understand what they should be looking and listening for during the speeches.
  - After giving the participants five minutes to prepare, start the presentations using a stopwatch or a watch with a second hand to time. The act of public speaking could be defined as: “a talk or address, especially one delivered to an audience.” Yet, to many people, the notion of speaking in public has the effect of rendering one speechless. Some studies show that many view public speaking as their number one fear.

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- Yet so many professional and careers require us to address an audience of some kind and size at one time or another. For example, teachers, business people, and politicians all speak in public. Some circumstances may require a more formal delivery of information and may be more nerve-wracking than others that are more casual and generally presented to smaller audiences. What many people with a fear of public speaking do not realize is that whether at work, at home or at school, we all do speak in public on a daily basis at one level or another.
  - Remind participants that, sooner or later, we all are called upon to get up in front of a group of people and speak. This experience can be either harrowing or pleasant depending on our preparation.
  - Tell them that the following tips are designed to make public speaking less stressful for them. Allow one to two minutes for feedback on each presentation divided between the two reviewers. Be sure that something positive is mentioned about each speech.
- *Debrief:* Were they able to reflect presentations from earlier sessions accurately? In other words, have they learned new things as a result of the training? Was it easy or hard to keep talking for two minutes? Were their presentations effective in terms of their speaking style?

#### **ACTIVITY: Practice Speech II**

- Use the handout XYZ to participants as an outline of this assignment. Allow them some preparation time and then seat the group in a U-shape. Under their chairs (prepare this in advance) tell them they will find a number – that number is the order in which they will speak. You will need to give participants enough feedback forms to allow one for each participant.
- Take turns having the participants give their one minute speech, but stop after each speech for the balance of participants to fill out their feedback form (handout used above).
- After a few minutes to write their feedback, ask the presenter to first share what she was happy with about her speech and what she would like to improve. Then have a few others offer the same, but using the “sandwich technique” (something positive, a way she might improve, another positive).
- Then move onto the next speaker.
- Finally, once all have made their speeches and heard feedback, have them make the same speech again but this time keeping in mind the feedback received. With this cycle of speeches, do not stop for feedback, but do have participants make notes on their feedback form of any marked improvements.
- Finally have participants share their feedback forms with each other to take home.

#### **ACTIVITY: Quiz on Body Language and Communication Styles**

- Prepare a flipchart with the following categories:
  - Words \_\_\_\_\_
  - Voice (tone, rhythm, volume, etc.) \_\_\_\_\_
  - Body language \_\_\_\_\_
- Ask each participant to take out a piece of paper and write these categories on the sheet. Ask participants to guess what percentage of a message is communicated using each one of these categories. The total should add up to 100 percent.
- Give participants a few minutes to think about it and write their answers.
- Ask a few volunteers to read their answers out loud and write them on the flipchart.
- Then provide the participants with the answers below:

- 7% of any message is communicated with words.
- 38% is relayed by voice (tone, accent, volume, rhythm).
- 55% is communicated by non-verbal body language.
- Explain to participants that there are two ways to communicate non-verbally:
  - 1. Body movements such as facial expressions, gestures, and posture.
  - 2. Spatial relationships – distance you put between yourself and the other person.
- Emphasize that it is important to understand the importance of non-verbal communication because over 50% of communication is received from body movements. Provide participants with an example by saying “I am very angry” very softly and gently using pleasant, happy facial expressions.
- Review the chart below on how many points an audience can remember. Note that it’s not that people remember less after they hear three points, it’s that they remember NO points. Remember to keep our points to a maximum of 3. Always.
- Ask participants how this information could be useful when speaking in public.

### EFFECTIVE COMMUNICATION: RULE OF 3\*



\*From Gary Orren’s work on “Persuasion”

#### TRAINER’S GUIDE: *Image and Presentation*

- Distribute the handout on *Image and Presentation* and review it with the participants.
- Emphasize that first impression are important. Lead a discussion on the difficult decisions Asian women politicians may face when choosing how to present themselves. For example, what message will it send if a woman politician goes out “bare-headed”? What about women politicians in a full head scarf? Are men as carefully scrutinized as women in terms of their appearance?

### Political Speeches

#### ACTIVITY: *Making a Political Speech*

- Distribute the handout on *Preparing an Effective Political Speech* and review with participants.

- 
- Divide the participants into smaller groups of 4 or 5 people each.
  - Ask each group to outline a speech to launch a political campaign.
  - Ask each group to choose one person from the group who will give a three minute presentation to the larger group.
  - Have the rest of the participants from each group role-play the voters and react to the presentations while they are going on.
  - Following each presentation critique the speeches as a group, using issues raised during the discussion on political speeches. Be sure to focus on what each participant did well. Other comments should start from how she might improve, not simply what she should improve.

## Interviews

### **TRAINER'S GUIDE: *Preparing for an Interview***

- Distribute the handout on *Preparing for an Interview* and review with participants. Note that most of the tips that apply to making a speech also apply to interviews.
- Review the handouts *The Anatomy of an Interview* and *Control the Interview: Bridging and Deflecting Techniques*. Note that if a questioner or reporter is developing the interview in a direction you do not want to go, these hand-outs will help you feel comfortable to bring the discussion back to your points. To successfully control your discussion, it is important to develop bridging or deflecting techniques to move logically from the question asked to the answer you want to give.

### **ACTIVITY: INTERVIEW PRACTICE**

- Organize participants into pairs.
- Each pair will conduct two interviews taking turns as the interviewee.
- Allow 3 minutes for each person to be interviewed.
- Discuss and critique the experience in the larger group.

### **ACTIVITY: PREPARING FOR “THE TOUGH QUESTION”**

- Have each participant write on a piece of paper the one question they are most afraid of being asked.
- Pair them up and have them share that question with their partner and discuss how they might each prepare to answer that question and/or what bridging techniques they'd be most comfortable using.
- If you have time, have the pair interview each other using that tough question.
- Discuss as a whole group whether what kinds of questions – personal, professional, technical, other – were what most of them feel are “the tough questions”. Discuss if personal questions are more often feared and used with women than with men and why.

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## ELEMENTS OF A SUCCESSFUL SPEECH

### **1. Be Enthusiastic**

*Feel privileged to be able to bring your message to this audience.*

### **2. Start With a Personal Surprise**

*Give something personal to your audience members, whether funny or serious, and they will give something back.*

### **3. Establish A Link Between You and the Audience**

*Be willing to listen to those people who you wish would listen to you.*

### **4. Build Emotion**

*The public doesn't care how much you know, until they first know how much you care.*

### **5. Point the New Direction**

*Channel the audience's emotion into a positive direction.*

### **6. Flatter the Audience**

*Praise the audience for being themselves; challenge them to be their best.*

### **7. Hit a High Point and Stop**

*Lead your audience up to the top of the mountain and leave them there.*

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## **TIPS**

### **FOR MAKING AN EFFECTIVE SPEECH OR PRESENTATION**

#### **Know Your Topic**

- If you can, choose a topic that you enjoy and know well. Your passion for the subject will come through in your delivery.
- The most important rule of public speaking is to become familiar and comfortable with what you are talking about – the subject of your presentation.

#### **Know Your Audience**

- Knowing who you will talk to can help you adjust what you will say. Consider their level of education, their interests, and their knowledge of your topic.

#### **Know the Program**

- Are you the only speaker? What is the order of appearance? Will you be the first or last speaker? Will there be a panel of speakers?
- Verify how long you will speak. It's always a good idea to time a speech so that you know you will fill your allotted time slot.
- Be aware of how much time will be allotted for questions and answers, if any.

#### **Prepare Your Speech**

- Know what you want to achieve as a result of your presentation. Define the core purpose of the speech. Do you want to...Persuade the audience? Educate them? Encourage them to take a specific action?
- You need to know exactly what you want your audience to remember from your speech. In 25 words or less write down what you want the audience to know. Once you know what that is, reduce it to three or four points and elaborate on just those points. Illustrate each point with at least one example that will create a picture in the minds of your audience. Too much information can be just as deadly as not enough while giving a speech.
- Outline the substance of your presentation using quotes, examples, facts and other interesting information.
- Write the opening or "attention getting" statement of your speech.
- Write the closing part of your speech. Aim for a strong finish. It should be a stirring statement in which you issue your call to action, make a declaration, refer to your opening comments and summarize your main goal.
- Don't write out the rest of your speech in full. Instead, write out the main points. If you write it out in full sentences, you will worry about using exactly the same words that you have on the paper when you are giving your speech. You want to sound confident, not rehearsed.
- In any good presentation, you will tell the audience what you are going to tell them (the opening), tell them (the body of the speech), and tell them what you told them (the closing).

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## Practice, but Not TOO Much

- Practice your entire speech before the presentation. Be thoroughly familiar with it, but do not memorize it. If you practice too much, it may show. In other words, it may appear to your audience as if you're doing this speech for the hundredth time, especially if you are! Practice with another person who can give you helpful comments. Practice in front of a mirror.

## Other Preparations

- Try to visit the venue before the event. Check the room and equipment.
- Decide what you will wear ahead of time. Make sure it's something you feel comfortable in and something that makes you feel confident. Deciding what you will wear ahead of time will make you less nervous the day of the speech.

## Relax

- If you are feeling nervous, use some relaxation techniques before you start. If you can find a place to be alone, jump up and down or stomp each foot really hard. This exercise will ground you and release tension. Shake your hands and clench and unclench your fists. This action will keep your hands from shaking too much. If trembling is really a problem, hold onto the podium while you speak. Stick out your tongue, open your eyes and mouth as wide as you can, then scrunch your face into a tight ball. This will relax the muscles of your entire face. Breathe deeply and make a small humming sound to warm up your voice.
- Drink water (not coffee, tea, milk, or fizzy drinks) and have more close by, dry the palms of your hands with tissue paper if they are sweaty, and you're ready.

## Deliver the Speech

- Observe proper protocol: recognize dignitaries at the beginning of your remarks.
- Do not read the speech – you want to be natural, enthusiastic and excited. Talk to your audience. Write an outline with key words or phrases on index cards that you can hold in the palm of your hand, and then practice giving the speech. Only look down at your notes every now and then when absolutely needed.
- Be precise; use simple words and short sentences. Avoid acronyms.
- Avoid the overuse of statistics. While important, statistics can be confusing. If there are important statistics, hand them out at the end of your presentation. Stories about real people are always more compelling than numbers.
- Maintain eye contact with the audience. This technique will help to hold their attention and emphasize main points. Make eye contact with one person at a time and hold it for about five seconds.

- 
- Use hand gestures to explain yourself and your points. Gesturing too much distracts the audience. Not gesturing at all makes you seem stiff and unnatural.
  - Stand up straight and stand still. Don't play with your hair or adjust your head scarf.
  - Use your nervousness to your advantage. Being nervous is normal. It gives us the adrenalin we need to focus on the immediate task. Try to channel this nervous energy into enthusiasm and excitement. Don't forget that the audience is there, usually, because they care about what you are saying and want to hear you say it. Find those individuals in the audience who are smiling and giving you positive feedback – they will help keep you confident.

### **Manage Questions**

- Take questions from the entire audience rather than a select few. Listen carefully and treat each question equally. Repeat all positive questions so that the audience can hear them. Do not become drawn into a “one on one” with any one questioner, or allow one questioner to dominate the audience. Respond as simply and directly as possible.
- Do not be afraid to say “I don't know”, and either promise to get back to them with information or invite them to contact you at a later date.

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# PUBLIC SPEAKING: HOW TO GIVE A BETTER SPEECH

by Mark Webster

Your palms are sweating. Your heart is racing. Your forehead is perspiring like Richard Nixon's during the 1960 Presidential Debate. No, it's not your honeymoon. Someone is announcing your name and it seems they want you to address the assembled crowd. Fear not. There are ways to prepare yourself for this moment and even channel your nervousness into energy. Public speaking is routinely listed as the number one fear of Americans. (Death, in one recent survey, polled a lowly seventh place.) Relax. You can prepare yourself with well-written remarks. However, words alone are not enough to ensure success. Delivery is key. Your speaking style will improve if you learn the following simple ways to give a better speech.

## **1. Understand That Stage Fright is Positive.**

A stage actor without butterflies is a play not worth seeing. Being nervous in a public speaking situation is normal, natural and even helpful. Adrenaline increases the human heart rate, pumps blood quicker and gets more oxygen to body tissue. This heightens mental activity and provides energy needed to perform super-human tasks. If a mother in Texas can lift a car to save her child, you can surely channel your adrenaline to impress the board of directors.

## **2. Control Your Nervousness.**

While nervous energy is positive, nerves and their accompanying behaviour are not. The negative side effects range from sweating profusely to having uncontrollably shaky hands. They invented handkerchiefs for the former and lecterns to grab onto for the latter. Use them when needed. If your throat is scratchy, clear it away from the microphone. Better yet, have an unwrapped cough drop in your pocket. To prevent dry mouth, use Chap Stick or Vaseline on your lips prior to speaking. Have a drink available if your voice breaks, remembering that ice water constricts the throat. Water at room temperature or warm beverages are better.

## **3. Use Your Voice as a Speaking Tool.**

The human voice is a wonderful instrument. Use yours to disseminate information in a manner pleasing to your audience. Listeners like enthusiasm and energy. Projecting it requires a varied delivery rate. Speak faster than in normal conversation. (People are convinced a faster talker is smarter.) However, slow down to emphasize points and articulate properly. Do not be afraid to stop talking. Regulated silence can be more powerful than words. Audiences prefer to hear low-pitched voices. They are more soothing, persuasive, and command more attention. If you are unsure of how you sound, tape yourself. Avoid sounding chirpy, shrill, nasal or whiny. If your pitch is too high, relax your throat and speak through your mouth. Lauren Bacall came to Hollywood high-pitched and changed her tone after her first screen test. Look at what happened to her.

## **4. Speak Up!**

There is nothing worse than a speech that cannot be heard. Practice on the microphone prior to speaking and remember to position it correctly. However, most problems in this area stem from human failure. Be careful to articulate clearly. Do not slur contractions or reverse sounds. In order to be heard, hold your head up and speak from the diaphragm. Open your mouth wider than normal. It is better to be loud than unheard.

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### **5. Dress for Success.**

It is in the first four minutes a speaker is either accepted or rejected by an audience. Data gathered by Wanda Vassallo, author of *Speaking with Confidence*, shows that 87 percent of us gather data by sight. Therefore, your appearance, gestures and eye contact are much more important than you might think. Dress comfortably and for confidence. Don't take new shoes or suits on their maiden voyage. Wear what you know looks good on you. Simple, solid colors are best. Formality should be at or a notch above that of the audience. Wear lighter fabrics than normal as public speaking raises body temperature. Avoid dangling jewelry and empty pockets of change, keys or other distractions.

### **6. Stand Tall and Use Gestures to Connect with Your Audience.**

Your posture is important. Public speakers should be larger than life and have stage presence. You are watched even before you speak, so pay attention to the introduction. While speaking, keep feet about a shoulder length apart. Do not lean on the lectern or clutch it for security; use it occasionally to rest your hands. Avoid such distracting habits as touching your hair or playing with a pen. Body language helps make a point. Use your whole body. A raised eyebrow or shrug of the shoulder gets across your view as effectively as a nod affirms or a shake of the head disagrees. Watch yourself in a mirror while practicing your speech to make sure your hands are complementing your words and not trying to conduct the an orchestra.

### **7. The Eyes Have It.**

The most vital connection between a speaker and an audience is eye contact. It brings listeners into the presentation while putting you in control. Look directly at one person for three to five seconds and then move on. Do not linger too long on one person or shift from person to person too quickly. Careful eye contact gives the impression that you are interested, projects confidence and authority, gives you feedback on how your audience is responding, and wins their support. Well-regulated facial expressions also set the mood of your speech and help the audience understand your line of thought.

### **8. Use Visual Aids with Caution.**

More speeches are hurt than helped by the intricacies of audio-visual aids. The best use of high tech visuals such as video is either before or after your remarks. Visuals can detract from your words and delivery style if they are not well planned. Flip charts are great for small groups. Have plenty of well-tested markers and remember not to turn your back on the audience. Objects, charts and graphs can be integrated into remarks, holding them up high and for a prolonged period of times so all audience members can grasp their connection to your point. They should then be put away.

### **9. Eat and Drink with Care.**

Avoid a big meal before speaking. If your remarks come after dinner, poke at your chicken. Our bodies need blood vessels for digestion, competing with the brain and depleting mental energy. Chocolate is also bad for your voice. Carbonation is off limits. Of course, the substance to be avoided at all cost is alcohol. It dulls the senses and loosens the tongue.

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## HOW TO MANAGE YOUR FEAR AND SPEAK WITH CONFIDENCE

Speaking or giving a talk publicly can be very nerve-wracking. If you find it hard to speak in front of a crowd then doing so may make you panicky, break out in a sweat or just extremely nervous. Everyone who has spoken in front of a group has experienced stage fright at one time or another. The good news is that once you begin your talk and warm to your subject, the stage fright usually goes away. To avoid nervousness and to speak confidently, you must be prepared.

1. Unless it can't be helped, always try to speak on a subject you know well and are comfortable talking about. The better you know the topic and the more information you have on it, the easier it will be for you to talk about it.
2. Prepare your speech well ahead of time. Write out exactly what you are going to say at the beginning and end of your speech and the main points of the body of the speech. The more prepared you are, the more confident you will feel about giving your speech.
3. Try to look at your audience as you talk to them. If you find it hard to look them in the eye, try looking just above their heads or at their foreheads/noses and be sure to move your eyes around the room, so that everyone feels like you are talking to them.
4. Try to stand with good posture because this will make you look confident even if you are not. Relax your shoulders and arms. Balance your weight between both feet, being careful not to rock back and forth.
5. Try to pace yourself and not talk too quickly, and remember to pause at moments when a pause is needed, so that you can catch your breath and get your thoughts together. Don't be afraid of being silent for a few moments to remember what you were going to say next; the audience will wait with excitement for your next point.
6. If you are really anxious about speaking publicly, try to build confidence one step at a time. Try speaking in front of smaller groups first and gradually increase the size of your audience.
7. Confidence can be gained through practice. Once you have practiced something and feel safe in the knowledge that you can do it, in this case – when you know what you are talking about - you will feel more confident about doing it. Practice your speech prior to your speaking engagement. Get someone you trust to listen to you and ask them to give you their opinion and any suggestions that may help you. Although it may sound stupid, practicing in front of a mirror is another good way. This helps you to see what you look like as you give your speech. You can get your posture right and see how your hand movements look to the audience.
8. Don't worry too much about it. Just relax and try to enjoy it. The more relaxed you are, the easier you will find it and the better you will appear to your audience.

## PRESENTATION FEEDBACK FORM

Use this guideline to assist in evaluating the presentation and style of a speaker. Rate each factor on a scale from 1 – 4. Be honest – receiving constructive criticism is the only way we can improve as speakers. But be sure to also compliment someone on things they do particularly well.

	1 Needs work	2 OK	3 Good	4 Outstanding
<b>Presentation Structure</b>				
Clear purpose				
Main points highlighted in opening				
Core purpose restated in closing				
Other Comments				
<b>Posture and Gestures</b>				
Stood still with good posture				
Used gestures comfortably and naturally				
Avoided playing with hair, adjusting head scarf, and fidgeting				
Other comments:				
<b>Eye Contact</b>				
Looked at eyes and noses				
Looked at everyone in the room				
Held eye contact for 5 seconds each				
Avoided looking at visuals or notes while speaking				
Other comments:				
<b>Other Suggestions:</b>				

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## PUBLIC SPEAKING ASSIGNMENT

### ASSIGNMENT :

The assignment is to plan, prepare and present a sixty second presentation.

### STRUCTURE OF PRESENTATION:

The structure of the presentation should be framed by **five main points**:

1. **Introduce yourself.**
2. Establish the need for your audience to listen to your presentation. State an opportunity, need or problem on which you will focus. This is the “**Why?**”
3. Build rapport with your audience by establishing your credibility. Why should we believe in you? Focus on your political **goals and credentials**.
4. Give us your **plan**. Focus on **three main goals**: e.g. What do you want to accomplish? How will you accomplish it? or What problems do you see? What solutions will you provide? and What is the benefit to your audience(constituents)?
5. End with a specific **request for action**. What do you want us (your audience) to do as a result of your presentation? e.g. vote for you, join your party, support your goals etc.

### PREPARATION GUIDELINES:

- ✓ Stick to the time: 60 seconds goes very quickly.
- ✓ Be clear and concise.
- ✓ Be direct: Get to the point.
- ✓ Be relevant: Are your points focused on the needs of your audience?
- ✓ Be realistic: Will you be able to meet their needs?
- ✓ Check your Language: Is it clear, concise, natural?
- ✓ Be Logical: Do your points follow one another?
- ✓ Put the Passion In: Do you believe in what you are saying? Will the audience believe you? Grab our attention in the very beginning and maintain it!

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## IMAGE AND PRESENTATION

Women candidates and political activists are subjected to a lot of scrutiny about their appearance (for mostly irrelevant reasons) by both their friends and strangers. Accept this as a reality and prepare yourself, even if it bothers you.

You will not get a second chance to make a first impression

First impressions are made quickly and a negative impression is difficult to overcome. In a split second, people will form opinions about you in terms of your economic and educational background, your social position, your experience, your trustworthiness, your moral character and your success at your current or previous work. Accept that your audience will form an impression of you based on their assumptions. Ensure that their assumptions give you an advantage.

The key is to develop sensitivity and awareness of the image you present. Wear what you must to have your audience accept you. The way to do this is to find the balance between comfort and creating an image that reflects your style of leadership. People can tell if someone feels uncomfortable or their appearance is unnatural.

### **Plan your wardrobe ahead of time**

Your clothes reflect you. Because of this, plan your wardrobe with the same diligence you give to your other political activities.

### **How and Why**

The colors you wear are very important. You want to wear colors that make you seem healthy and alive. Avoid colors that make you appear pale, show dark circles under your eyes or otherwise unhealthy. Colors are traditionally associated with different qualities. Black, dark gray, dark blue, dark green and deep red often mean “strong and dependable.” Think about the message you want to send. Use color to show yourself at your best.

### **Color for the media**

The color of your clothes is very important if you go on television. For example, if they use a dark backdrop and you are wearing dark clothing, you will not be very visible. Color comes out differently on television and video. Too many dark colors, black in particular, will affect visibility. Black, white and red will appear very stark to the camera. Pale colors, like pink clothing, will appear faded. Patterns such as checks or lines will also appear stark. But sometimes larger patterns can be effective although solid colors are usually better.

### **Accessories**

Accessories that are interesting and stylish can add to your appearance. Use them but sparingly. Dangling earrings and bangles can distract audience attention from what you want to say. You want the audience to pay attention to you, not your accessories.

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## ANALYZING & IMPROVING PRESENTATION WEAKNESSES

### CHECKLIST FOR ANALYZING WEAKNESSES

I never know what to do with my hands. It must be very irritating for the people I'm talking to.	<input type="checkbox"/>
When I'm talking, I suddenly become aware that everyone's listening to me – then my mind goes completely blank.	<input type="checkbox"/>
I haven't got a naturally loud voice and find it difficult to speak louder when I'm giving a talk.	<input type="checkbox"/>
When I'm nervous I tend to speak too quickly which can make it difficult for people to follow what I say.	<input type="checkbox"/>
I'm so keen to get to the end of what I have to say that I miss out important information.	<input type="checkbox"/>
I know I can appear aggressive when I'm talking about something I feel strongly about and this alienates my listeners.	<input type="checkbox"/>
I prefer to avoid eye contact with my listeners so it's difficult to establish a rapport with them. I like to read out my written speech word for word.	<input type="checkbox"/>
I find it difficult to relax in a formal setting and I make others nervous too	<input type="checkbox"/>
I'm apprehensive about the questions at the end of the talk- I'm always afraid I'll be asked something I can answer.	<input type="checkbox"/>
I'd rather not do it. I'm bound to make a fool of myself. Anyway, I haven't got anything interesting to say ... sorry.	<input type="checkbox"/>

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## WAYS OF IMPROVING WEAKNESSES

**I never know what to do with my hands. It must be very irritating for the people I'm talking to.**

**Ways of improving:**

- Make sure that you hold something in your hands – your cue cards or a pen.
- If you are at the meeting, sit with your hands loosely together on your knee.
- If nervousness is causing you to wave your hands about, take some slow deep breathes to calm yourself down before you start.

**When I'm talking, I suddenly become aware that everyone's listening to me – then my mind goes completely blank.**

**Ways of improving:**

- If you have prepared well, you will have all the main points written on cue cards with significant words written in capitals. A glance at the next one should bring you on to your next point immediately.
- Practice giving a talk to friends to get used to people watching you and listening to you.
- Take sip of water to buy yourself some time.

**I haven't got a naturally loud voice and find it difficult to speak louder when I'm giving a talk.**

**Ways of improving:**

- Practice is the answer here. Practice five minutes of your talk at time in a louder voice than usual and gradually increase the time, until you can talk for half an hour without it feeling strained.
- Find out if there's a microphone you could use.

**When I'm nervous I tend to speak too quickly which can make it difficult for people to follow what I say.**

**Ways of improving:**

- Use a tape recorder to hear how quickly you do speak. Practice speaking slower until you can hear the speed that you think is correct. Then practice speaking at that speed.
- Deliberately pause between each point you want to make.
- Consciously sit back in your chair (if at a meeting). It may help you to speak slower if you are more relaxed.

**I'm so keen to get to the end of what I have to say that I miss out important information.**

**Ways of improving:**

- Using cue cards and practicing beforehand will improve this weakness.

**I know I can appear aggressive when I'm talking about something I feel strongly about and this alienates my listeners.**

**Ways of improving:**

- A sign of aggression is using the hands forcefully and pointing. Hold your hands loosely on your lap, or hold something.
- Adopt an open body posture to give out a friendly image.
- Lower your natural voice tone and speak slower. It worked for Margaret Thatcher!

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**I prefer to avoid eye contact with my listeners so it's difficult to establish a rapport with them. I like to read out my written speech word for word.**

***Ways of improving:***

- Ask someone to observe where you look - is it above an audience or to the one participant's side or to the person who nods at what you say?
- Practice eye contact in everything you do – when ordering a coffee in a café, or having a staff meeting.
- If speaking to an audience, make an effort to look at a different person every time you look up.

**I find it difficult to relax in a formal setting and I make others nervous too.**

***Ways of improving:***

- Use an open body posture.
- Smile.
- Speak in a steady manner.
- Take some slow deep breaths before you start.

**I'm apprehensive about the questions at the end of the talk - I'm always afraid I'll be asked something I can't answer.**

***Ways of improving:***

- Tell yourself that the likelihood is that you will have anticipated the answer if you have prepared the *who* and *what* of your talk.
- Prepare additional material if you think you might need it.
- Throw the question open and ask the audience for their comments.
- Use your cue cards or diagrams etc., for references.
- Practice on a typical audience member to check if there are likely to be concerns you haven't thought of.
- If you don't know the answer say so – but say you will find out or tell the questioner where s/he could get the information.
- If you really don't feel comfortable, then it is perfectly reasonable to offer to discuss questions individually and informally after the presentation.

**I'd rather not do it. I'm bound to make a fool of myself. Anyway, I haven't got anything interesting to say ... sorry.**

***Ways of improving:***

- Most people hate giving presentations. Don't set yourself up to be perfect.
- Recognize that it's ok to feel anxious and tell yourself that you know how to control that by breathing correctly and taking sips of water.
- We can be our own worst enemy at times. Instead telling yourself negative statements, try positive ones instead. You can and You shall! And don't apologize for it!

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## YOUR PLANS

*I never know what to do with my hands. It must be very irritating for the people I'm talking to.*

**Ways of improving**

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*When I'm talking, I suddenly become aware that everyone's listening to me – then my mind goes completely blank.*

**Ways of improving**

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*I haven't got a naturally loud voice and find it difficult to speak louder when I'm giving a talk.*

**Ways of improving**

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*When I'm nervous I tend to speak too quickly which can make it difficult for people to follow what I say.*

**Ways of improving**

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*I'm so keen to get to the end of what I have to say that I miss out important information.*

**Ways of improving**

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*I know I can appear aggressive when I'm talking about something I feel strongly about and this alienates my listeners.*

**Ways of improving**

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*I prefer to avoid eye contact with my listeners so it's difficult to establish a rapport with them. I like to read out my written speech word for word.*

**Ways of improving**

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*I find it difficult to relax in a formal setting and I make others nervous too.*

**Ways of improving**

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*I'm apprehensive about the questions at the end of the talk - I'm always afraid I'll be asked something I can't answer.*

**Ways of improving**

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*I'd rather not do it. I'm bound to make a fool of myself. Anyway, I Haven't got anything interesting to say ... sorry.*

**Ways of improving**

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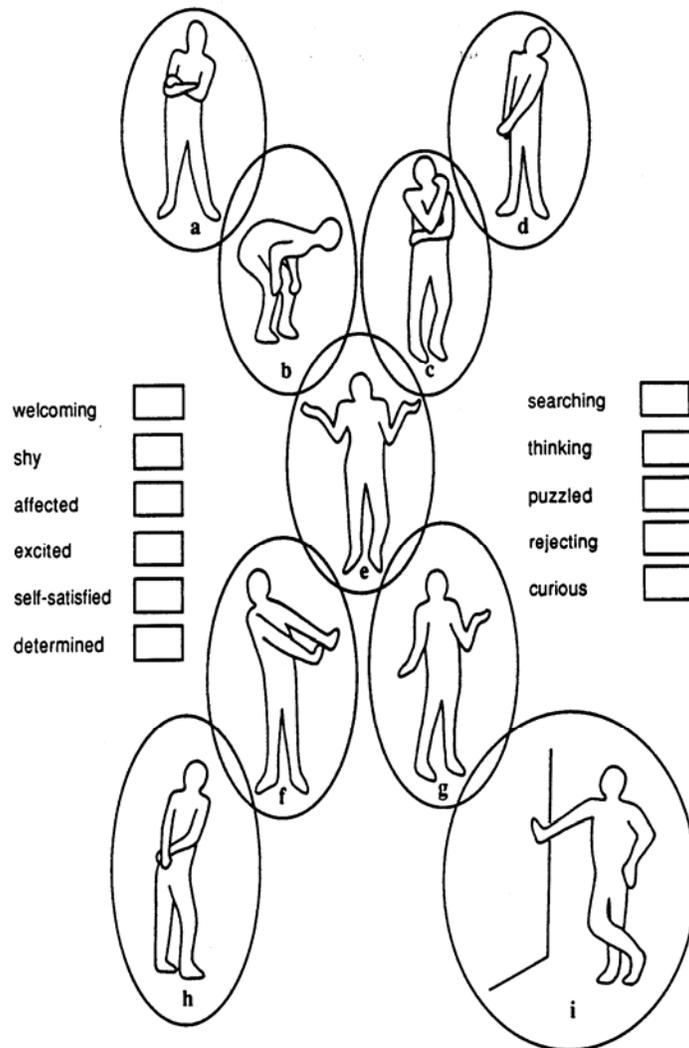
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## NON-VERBAL COMMUNICATIONS

### Remember how important non-verbal communications are?

The following training materials can help you teach women how to analyze non-verbal communications as well as enhance their own communications skills. The set of materials are designed for use in a facilitated session on public speaking and communications but can also be used individually. They come to us from Kate Fearon of Northern Ireland's Women's Coalition; Kate worked with NDI in Bosnia-Herzegovina from 2001 to 2004 and currently serves in the office of the High Representative there.

### BODY LANGUAGE & GESTURES



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## EVALUATING NON-VERBAL COMMUNICATION

Below are 10 situations describing someone's behavior. Write in each box the message you think could be conveyed by someone who behaves as described. We would like you to describe the person's behavior as if using *I* statements, such as ***I am confident, I don't like you, I am lying***. Try to think of as many different messages as you can for each situation. Remember that gestures will have different meanings depending on the people involved.

1. Doesn't look at you when speaking to you
Message:
2. Moves closer to you when listening to what you are saying
Message:
3. Touches you lightly but deliberately on the arm
Message:
4. Takes off glasses and flings on the table
Message:
5. Walks into a meeting and sits at the back
Message:
6. Tilts head and smiles
Message:
7. Puts hand to mouth and covers it while speaking
Message:
8. Walks purposefully into a room looking straight ahead
Message:
9. Smiles when making a complaint
Message:
10. Wears a navy pin-striped suit
Message:

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## INTERPRETING NON-VERBAL COMMUNICATION

1. Not making eye contact can be interpreted in a number of ways, including:
- I don't like you
  - I'm not sure of what I'm saying
  - I feel guilty
  - I'm hiding something
  - I don't feel confident
  - I'm not interested
  - I don't want to hurt you
  - I am embarrassed by what you are saying

*Eyes are probably the most expressive part of our body language. Be sure to use them positively.*

2. Moving closer to you can signify:
- I am more powerful than you
  - I'm trying to intimidate you
  - I like you
  - I admire you
  - I have something to tell you
  - I can't hear you very well

*We all have our own personal space – a distance from people at which we feel comfortable. Invading the personal space of someone you don't know well can be intimidating. You need to be aware of both its positive and negative connotations.*

3. Someone who touches you lightly but deliberately on the arm could be saying:
- I like you
  - I am reassuring you
  - I understand how you feel
  - I want to reinforce what I am saying
  - I am more powerful than you
  - I am your superior

*Touch is so sensitive an issue that it's best left to using with people you know well.*

4. Putting down glasses may mean:
- I am angry
  - I am exasperated
  - I have lost control
  - I am making a point by being aggressive

*This gesture signifies a momentary loss of control. An alternative response would be to cry. It provides the same sort of emotional release. Is crying as socially acceptable as anger? Would the interpretation depend on whether the person was male or female? The type of aggression represented by flinging something down on a table is often seen as a necessary attribute of someone in authority.*

5. Someone who walks into a meeting and sits at the back may be saying:
- I don't have to sit at the front to be noticed
  - I don't want to be noticed
  - I have to leave early
  - I am not really interested in the proceedings
  - I shouldn't really be here

*Usually, someone who does this does not want to contribute or participate. If you usually sit at back, ask yourself why. Are you happy with the impression this may give to others?*

6. Tilting the head and smiling is seen to be typical of women. It transmits the following messages

- 
- I am shy
  - I am cute
  - I lack confidence
  - I want you to like me

*Women often do this without realizing it. The danger is that if we act inferior, then we will be treated as such.*

7. Putting a hand to one's mouth and covering it when speaking can suggest:

- I am embarrassed
- I don't really have anything important to say
- I lack confidence
- I have bad teeth

*Covering our faces as we talk undervalues what we have to say. In Asia it is particularly common amongst women.*

8. Walking purposefully into a room and looking straight ahead may communicate:

- I am confident
- I am powerful
- I am interested in being here
- I know why am I here and have ideas to share with the group

*First impressions make an enormous impact. How we enter a room reflects a significant set of messages to those present. Do you appear confident when you join a group? Sometimes looking straight ahead appears confident; at other times it may come across as avoiding eye contact. Finding a natural, confident way to enter a room is important. The speech doesn't begin with the opening phrase, but the opening impression.*

9. Smiling when making a complaint may suggest:

- I am insecure about pursuing my rights
- I am insincere
- I have a genuine concern but don't want to unnecessarily hurt your feelings

*When our verbal and non-verbal communications don't match – known as cognitive dissonance – it suggests that we are hiding something or are insincere and untrustworthy. Simply adding a smile while we communicate negative information may be confusing. Packaging constructive feedback is a skill that requires more than a smile; it requires positive information, followed by a concrete suggestion and finally another compliment.*

10. Wearing a navy, pin-stripe suit may carry the message:

- I'm super –efficient
- I'm a management clone
- I'm wearing this gear to remind you of my status
- I want to look as if I'm doing a good job

*The message again depends on the gender and status of the wearer, and on the organizational culture. Dress is a difficult area. If you dress to please your self, in an unconventional way, you ran the risk of creating barriers. On the other hand, dressing to enhance your status can set up a different set of barriers. However you choose to dress, be aware of what your clothes are saying.*

## HOW DO I COMMUNICATE NON-VERBALLY?

Non- Verbal Checklist	Yes/ No	I'm happy with this: Write <b>good</b> I'm not happy with this: Write <b>change</b>
Do I dress comfortably?		
Do I dress appropriately for the occasion?		
Do I stand up straight?		
Do I always sit back in my chair?		
Do I stand with my arms folded?		
Do I stand with my hands on my hips?		
Do I stand at an appropriate distance from the person I'm speaking to?		
Do I tilt my head when talking or listening?		
Do I keep my head down when talking or listening?		
Is the expression on my face often aggressive? (set jaw, clenched teeth, scowl, jutting chin)		
Do I look nervous? (worried frown, apologetic smile, biting of lip)		
Do I smile inappropriately? (when angry, complaining, criticizing)		
Do I wag my finger when talking?		
Do I wave my hands about when talking?		
Do I fiddle with things? (hair, necklace, earring)		
Do I touch people when talking to them?		
Do I tap my feet?		
Do I look at people when talking to them?		
Do I stare at people when talking to them?		
Do I speak loudly?		
Do I speak softly?		
Is my voice sing-song?		
Is my voice whining?		
Do I hesitate (uum) a lot?		
Do I clear my throat a lot?		
Do I cry at work?		
Do I cover my mouth when speaking?		
Do I walk into a room confidently?		

---

## PREPARING AN EFFECTIVE POLITICAL SPEECH

The following points are helpful in developing a persuasive political speech:

- ✓ **Establish a connection with the audience by demonstrating a shared concern.**

*“Hello. My name is Suprapti and I am a candidate for the local council from Partai Harapan. I would like to talk to you about problems that I can solve if you elect me. One of the concerns I share with you is our village’s financial problem. Everyday, I see my brothers and sisters having a difficult time finding the money to buy kerosene or rice in the market...”*

- ✓ **State the problem, how it affects the audience, and support it with evidence.**

*“I have observed a great number of people who are having many difficulties raising enough money to survive. The people of this village do not have enough opportunities for raising money. Many voters have shared with me their frustrations about this important issue...”*

- ✓ **State your position on the issue.**

*“I believe that we must make small scale income generation our top priority. If I win this election, I promise to improve our village by bringing more income generating opportunities here. I will work to increase economic opportunities for villagers...”*

- ✓ **Give your solution and show how it benefits the voters.**

*“If I am elected I will work to involve more people in small income generating projects. As a result, the financial problems of our families will improve...”*

- ✓ **Show the voters how the village would be if this problem were solved.**

*“In closing, I want you to imagine what our village could be like if I am elected. There will be effectively monitored income generation projects providing villagers the extra money they need to supplement their farming. People will not be struggling just to meet their basic needs. Please vote for me so that I can make this vision of a wealthier, happier village come true...”*

- ✓ **Ask for their support and their vote.**

*“Lastly, I would like to say that your valuable vote would provide me an opportunity to work for the development of our village. In order to help me improve our village’s economic situation, I request that you vote for me, Suprapti of Partai Harapan. Thank you.”*

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## PREPARING FOR AN INTERVIEW

- ✓ **Prepare your material for the interview.**
  - Gather all the necessary information and review it before the interview.
  - Practice making your point in interesting ways using vivid language, unusual examples, illustrations or statistics.
- ✓ **Be clear about your goals.**
  - Have a clear understanding of:
    - ✓ What you want to achieve through the interview.
    - ✓ Who the audience is.
  - There are two main types of interviews:
    - ✓ A personality interview: the purpose is to ask questions about you.
    - ✓ An issue interview: the purpose is to ask questions about an issue or an event.
- ✓ **Be confident.**
  - Do not let nervousness prevent you from participating in an interview. You will be talking about something that you are familiar with, so do not be shy or hesitant.
- ✓ **Stay calm.**
  - Overcome nervousness by thinking of the interview as a conversation.
  - Beware not to fall into traps laid by journalists. For example some will deliberately try to make you lose your temper to make you look bad.
  - Tell the truth. Saying “I don’t know” is better than telling one small lie.
- ✓ **Confirm details.**
  - Prior to the interview, confirm the date, time and place for the interview
  - Prepare yourself for the interview based on your knowledge of the interviewer’s style and the format of the show:
    - ✓ Will the interview be live or taped?
    - ✓ Will you be interviewed alone or as part of a panel?
    - ✓ How long will the interview be?
    - ✓ Will the interview be:
      - On the record? (Whatever is said may be published and attributed by name)
      - On background? (Whatever is said may be published with an agreed upon identification – “an official spokesperson” or “well-informed source”)
      - There is no such thing as “off the record”.
- ✓ **Clarify your message.** An interview may be a few seconds or five minutes.
  - Limit yourself to the **three most important points** that you want to make.
- ✓ **Have examples ready.**
  - Prepare a brief example to illustrate each point.
  - State the facts about your issue. However, avoid giving detailed statistics in an interview because they tend to be confusing to listeners.
- ✓ **Practice.**
  - Practice with a colleague, friend or family member who will act as interviewer.
  - Try to be as natural as possible.
- ✓ **Maintain eye contact with the interviewer.**
  - Always look directly at the interviewer. Do not worry about the camera
- ✓ **Focus on all aspects of the interview.**
  - Pay attention to the body language of your interviewer, and look for non-verbal cues.
- ✓ **Maintain eye contact with the interviewer.**
  - Consider clothing that allows you to be comfortable and relaxed and will also give you confidence and a professional look.

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## THE ANATOMY OF AN INTERVIEW

### Reporter's Initial Question

#### State Your Message

##### *Positioning statement*

Start your answer with your basic message. Use a bridge if necessary to lead from the actual question to the answer you want to give.

##### *Theme/key message hook*

Say your message right at the beginning so your key points are heard first.

**Stop:** Encourage the follow-up question by “leaning” on the silence

### Reporter's Follow-Up Question

#### Support Your Statement

##### *Supply evidence*

In response to a follow-up question, support your basic message with your rationale or evidence. Give the audience a key point that is relevant to their lives.

##### *Theme/key message hook*

Demonstrate how your evidence reinforces your key message.

**Stop**

### Reporter's Tracking Question

#### Illustrate Your Statement

##### *Provide examples*

Have a prepared example to further demonstrate the point you made in the first two answers.

##### *Given examples*

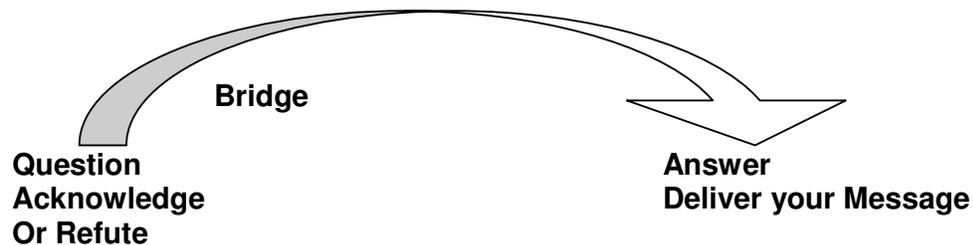
##### *Restate key message*

**Stop:** Give only the answer you want the audience to hear. Don't give the press the opportunity to use points or messages not key to your effort by continuing to talk needlessly.

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## CONTROL THE INTERVIEW:

### BRIDGING AND DEFLECTING TECHNIQUES



#### **Bridging Phrases Include:**

- “Let’s look at it from a broader perspective...”
- “There is an equally important concern that...”
- “Let’s not lose sight of the underlying problem...”
- “There is another issue playing into this...”
- “Have you considered another perspective...”
- “That is not the real issue. The real issue...”
- “That is the popular theory but in reality...”
- “We’re not involved in that controversy. Our purpose...”

#### **Pointers On Using Bridges:**

If you don’t need to bridge, don’t. Just answer the question in a straight-forward manner, delivering your key messages and evidence.

Think of a bridge as shifting gears smoothly. Don’t grind gears by making too big a leap or ignoring the original question.

Answer an aspect of the question or acknowledge what you can in the question but then move to your message.

Don’t blatantly ignore a critical comment but don’t repeat the emotionally loaded “bait” in the question as that will become the sound-bite or headline, i.e. “No one is saying that violent acts by some are fair or just.”

If you want to disagree, refute the point quickly then move to your point, i.e. “It will be easier for us as a country to seek international justice when our families are well-fed, our children can stay home to build their future, and our retirees’ pensions are secure.”

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## THE ART OF LISTENING

### Some interesting statistics...

- How much of **what we know** that we have learned **from listening**? 85% (*Shorpe*)
- Amount of time we are **distracted, preoccupied or forgetful**? 75% (*Hunsaker*)
- How much we usually **recall** immediately after we listen to someone talk? 50% (*Robinson*)
- Amount of **time** we spend **listening**? 45% (*Shorpe*)
- Amount of us who have had **formal educational experience with listening**? Less than 2% (*Gregg*)
- We listen at 125-250 **words** per minute, but think at 1000-3000 words per minute (*HighGain, Inc.*)
- Number of business studies that indicate that **listening** is a top skill **needed for in business**? More than 35 (*HighGain, Inc.*)



## THE SECRETS TO LISTENING WELL

*“Listening is as powerful a means of communication and influence as to talk well.”* John Marshall.

There seems to be a growing realization of the importance of solid listening and communication skills in business. After all, lack of attention and respectful listening can be costly – leading to mistakes, poor service, misaligned goals, wasted time and lack of teamwork.

This is why all of our coaching programs start with a foundation of listening skills. You can't sell unless you understand your customer's problem; you can't manage unless you understand your employee's motivation; and you can't gain team consensus unless you understand each team member's feelings about the issues at hand. In all of these cases, you must listen to others.

However, listening is less important than how you listen. By listening in a way that demonstrates understanding and respect, you cause rapport to develop, and that is the true foundation from which you can sell, manage, or influence others.

*“I like to listen. I have learned a great deal from listening carefully. Most people never listen.”* Ernest Hemingway

1. **Give 100% attention:** Prove you care by suspending all other activities
2. **Respond:** Responses can be both verbal and nonverbal (nods, expressing interest) but must prove you received the message, and more importantly, prove it had an impact on you. Speak at approximately the same energy level as the other person... then they'll really know they really got through and don't have to keep repeating.
3. **Prove understanding:** To say “I understand” is not enough. People need some sort of evidence or proof of understanding. Prove your understanding by occasionally restating the gist of their idea or by asking a question which proves you know the main idea. The important point is not to repeat what they've said to prove you were listening but to prove that you understand. The difference in these two intentions transmits remarkably different messages when you are communicating.

- 
4. **Prove respect:** Prove you take other views seriously. It seldom helps to tell people, “I appreciate your position” or “I know how you feel.” You have to prove it by being willing to communicate with others at their level of understanding and attitude. We do this naturally by adjusting our tone of voice, rate of speech and choice of words to show that we are trying to imagine being where they are at the moment.

Listening to and acknowledging other people may seem deceptively simple, but doing it well, particularly when disagreements arise, takes true talent. As with any skill, listening well takes plenty of practice.

*“I think one lesson I have learned is that there’s no substitute for paying attention.”* Diane Sawyer

## 10 IRRITATING LISTENING HABITS

Do you ever find yourself falling into any of these habits?

1. Interrupting the speaker
2. Not looking at the speaker
3. Rushing the speaker and making him feel that he’s wasting the listener’s time
4. Showing interest in something other than the conversation
5. Getting ahead of the speaker and finishing her thoughts
6. Not responding to the speaker’s request
7. Saying, “yes, but...” as if the listener has made up his mind
8. Topping the speaker’s story with “That reminds me...” or “That’s nothing, let me tell you...”
9. Forgetting what was talked about previously
10. Asking too many questions about details

Larry Barker & Kittie Watson, *Listen Up*.

## 10 POOR LISTENING HABITS

Effective listeners do their best to avoid these habits:

1. Calling the subject uninteresting
2. Criticizing the speaker &/or delivery
3. Getting over-stimulated
4. Listening only for facts (bottom line)
5. Not taking notes or outlining everything
6. Faking attention
7. Tolerating or creating distraction
8. Tuning out difficult material
9. Letting emotional words block the message
10. Wasting the time difference between speed of speech and speed of thought

Nichols, R.G. and L.A. Stevens (1957). *Are you listening?* New York, McGraw-Hill.

## SELF-TEST

Free analysis of your listening skills on the web at: [www.highgain.com/SELF](http://www.highgain.com/SELF)

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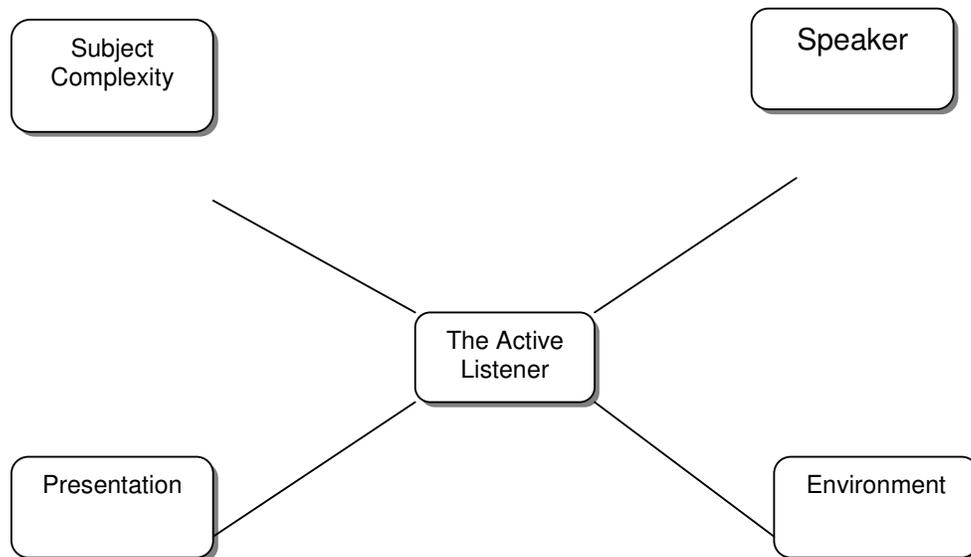
## ACTIVE LISTENING

***A good listener tries to understand thoroughly what the other person is saying. In the end he may disagree sharply, but before he disagrees, he wants to know exactly what it is. (Kenneth A. Wells)***

### What Affects Listening?

What do you think of subject matter?  
Is it new or have you a lot of experience with it?  
Will it be difficult to understand, or simple?  
Is it important to you, or just fun?

Is the speaker experienced or nervous?  
What are the non-verbal cues of the speaker?  
What frame of mind is he or she?  
How personable, threatening, intelligent, etc.?



Is the message illustrated with visuals or examples?  
Is technology used effectively?  
Are concepts introduced incrementally, or with examples?

Is the space conducive to listening?  
Is the space conducive to interaction or exchange with the speaker?  
Are there avoidable distractions?

**Described above are the external factors.**

**Now:** *What about you - the center - the listener?*

#### **Prepare with A Positive, Engaged Attitude**

- **Focus your attention on the subject.** Stop all non-relevant activities beforehand to orient yourself to the speaker on the topic.

- **Review mentally what you already know about the subject.** Organize in advance relevant material in order to develop it further (previous lectures, TV programs, newspaper articles, web sites, prior real life experience, etc).
- **Avoid distractions.** Seat yourself appropriately close to the speaker. Avoid distractions (a window, a talkative neighbor, noise, etc).
- **Acknowledge any emotional state.** Suspend emotions until later, or passively participate unless you can control your emotions.
- **Set aside your prejudices, your opinions.** You are present to learn what the speaker has to say. Not the other way around.

### Actively Listen

- **Be other-directed;** Focus on the person communicating. Follow and understand the speaker as if you were walking on their shoes. Listen with your ears but also with your eyes and other senses
- **Be aware:** Non-verbally acknowledge points in speech. Let the argument or presentation run its course. Don't agree or disagree, but encourage the train of thought.
- **Be involved:** Actively respond to questions and directions. Use your body position (e.g. lean forward) and attention to encourage the speaker and signal your interest.

### Follow up Activities

<u>One-to-one</u>	<u>In A Group/Audience</u>
<p>Give the speaker time and space for rest after talking</p>	<p>Give the speaker space to regroup, to debrief after talking</p>
<p>Express appreciation for the sharing to build trust and encourage dialogue</p>	<p>During Q &amp; A:</p>
<p>Check if you have understood</p> <ul style="list-style-type: none"> <li>○ <u>Restate</u> key points to affirm your understanding &amp; build dialogue</li> <li>○ <u>Summarize</u> key points to affirm your understanding &amp; build dialogue</li> <li>○ <u>Ask</u> (non-threatening) questions to build understanding</li> </ul>	<p><u>If posing a question:</u></p> <ul style="list-style-type: none"> <li>○ Quickly express appreciation</li> <li>○ Briefly summarize a preliminary point</li> <li>○ Ask the relevant question</li> </ul> <p><u>If making a point:</u></p> <ul style="list-style-type: none"> <li>○ Quickly express appreciation</li> <li>○ Briefly restate the relevant idea as presented</li> <li>○ State your idea, interpretation, reflection</li> <li>○ Invite a response</li> </ul>
<p><u>Continue dialogue</u></p> <ul style="list-style-type: none"> <li>○ <u>Reflect</u> on your experience to demonstrate your interest (Feedback)</li> <li>○ <u>Interpret</u> after you feel you have grasped content</li> <li>○ <u>Apply</u> what you have learned to a new situation</li> </ul>	<p><u>Continued development</u></p> <ul style="list-style-type: none"> <li>○ Get contact information for later reference</li> <li>○ Invite friends/colleagues/etc. For discussion afterward</li> <li>○ Write out a summary with questions for further review</li> </ul>

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## PLAN YOUR WAY TO BETTER LISTENING

*"It takes a rare person to want to hear what he doesn't want to hear."*

**-Dick Cavett-**

This issue's game was inspired by compelling research: *most people can improve their listening up to 50% simply by becoming aware of their listening strengths and deficiencies.* The following practice will be particularly helpful to listening "newbies."

1. As you go through the day, try to be aware of the times in which you are talking rather than listening. If you find yourself talking far more than you listen, take note that fact but don't judge yourself. To become a good listener, you need to start with a realistic awareness of your listening skills (or lack thereof).
2. Choose someone with whom you usually do most of the talking, and turn the tables: you listen, while encouraging the other person to talk. Don't be surprised if the other person seems reluctant to talk; after all, you've just introduced a new dynamic into the relationship. Encourage him or her to talk by asking open-ended questions that require a thoughtful response: "What are your thoughts on the matter?" "What are your views on the subjects?" "What would you like to see happen?"
3. Try to really listen while your question is answered. Show your interest in what is being said by smiling or nodding.
4. Later, think about the way it felt to listen rather than talk. Was it challenging to keep yourself from interrupting? Were you uncomfortable in the non-talking role? If so, why? Did the other person seem surprised that you were listening? If so, why do you think that is?
5. Over the next few days you will probably notice yourself listening more and talking less. Congratulations: you've started on the path toward becoming a good listener.

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# MODULE 8

## FUNDRAISING AND MEMBERSHIP RECRUITMENT<sup>8</sup>

### OBJECTIVES

- To understand how to fundraise for a political campaign
- To develop and manage a fundraising strategy
- To understand and practice both events and direct ask fundraising techniques
- To understand why people join parties and how to recruit successfully
- To develop a membership recruitment strategy

**IMPORTANT NOTE:** Before you start this module, be sure to have reviewed the laws governing financing of political parties, elections and campaigns. You need to be certain that you understand the rules about how much you're allowed to raise, who you can raise it from, when and how you must report it. Consider including a description of these rules and their implications - in writing - at the beginning of the session to all participants.

### FUNDRAISING

#### WHY?

#### **ACTIVITY: Group Discussion on Why People Give Money**

- Ask participants to brainstorm reasons why people will give money for a political campaign.
- Record the responses on a flip chart.
- Distribute the handout on *Why People Give Money* and highlight any answers that were not suggested by participants.

#### WHO?

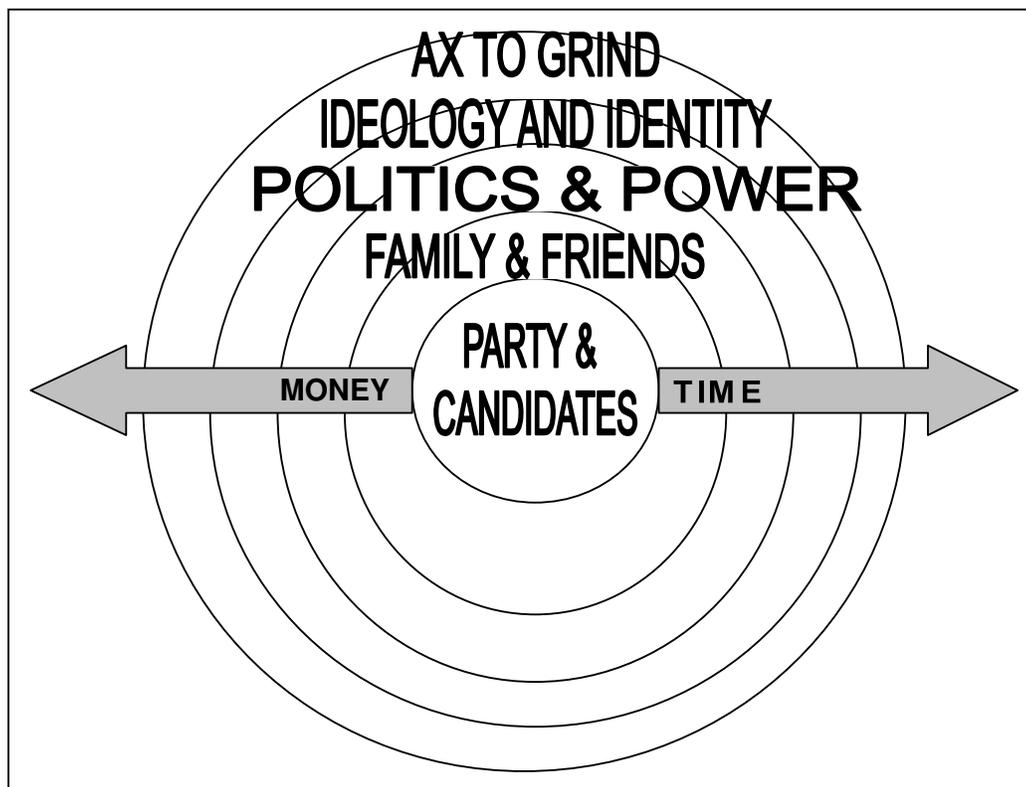
- Explain to participants that there are a number of different categories of people who may give money to give a campaign and each group has a different motivation for providing these much needed funds. In order to effectively raise funds, you must identify people within these groups and appropriately target your request for funds.
- **ACTIVITY: Group Discussion on Potential Campaign Donors**
  - Have participants brainstorm categories of people that might have an interest in providing funding to a campaign.
  - Once participants have run out of ideas, post the Fundraising Circles graphic, shown below. Pass out the handout on *Potential Campaign Donors* and review with participants.

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<sup>8</sup> *Making the Dough Rise, - a manual for campaign fundraisers* May 2004 by EMILY's List is available separately for reference

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## FUNDRAISING CIRCLES



- Have participants brainstorm categories of people that could go under each group identified in the *Potential Campaign Donors* handout. Record the responses on a flip chart.
- Go over each group one by one starting with the friends and family group.
- The following should emerge, although this is not a finite list.
  - Immediate family
  - Extended family
  - Personal friends
  - Classmates
  - In-laws
  - Neighbors
  - Parents of your children's friends
  - Co-workers
  - Business associates
  - Friends of your family
  - People whose businesses you patronize

- 
- When brainstorming Power Groups, the following should emerge, although this is not a finite list.
    - Labor unions
    - Special interest groups
    - Chambers of Commerce
    - Professional associations
    - Businesses
  - The following should emerge in discussing the Ideology group, although this is not a finite list.
    - Community groups
    - Women's Groups
    - Civil Rights Groups
    - Religious Groups
    - Youth Groups
    - NGOs

### **ACTIVITY: Developing a List of Contributors**

- Ask participants to work in pairs and develop a contributor list for their own campaigns, using the categories identified above (candidate, family and friends, power groups, ideology groups, people or groups with 'an axe to grind').
- Each person should be able to come up with a MINIMUM of 75 names of possible contributors.
- Ask participants to identify people under all 5 categories. Remember to include 'the candidate'.
- Return to the larger group and discuss the process
- Ask if people were able to come up with 75 names.
- Have participants share ideas in the large group. Emphasis innovative ideas.
- Challenge the group to add to their list.

## **DIFFERENT KINDS OF FUNDRAISING**

There are different ways to raise money, just as there are different ways to spend it. Have participants brainstorm the many ways to raise money.

Then hand out the Fundraising Quadrant and explain the importance of developing a fundraising plan that:

1. allows people to give in a variety of ways, in a variety of amounts with a variety of incentives to do so, and
2. manages the issue of high return – the amount of money raised – versus high resources – meaning the amount of effort, time and sometimes money required to conduct

The best fundraising plans provide a mix of small donor and large donor elements with social activities as well as high return efforts, such as "direct ask" – outlined below.

---

## HOW?

Explain to participants that in order to effectively ask for contributions, you must have carefully researched each person on your list. You should develop a script for what you will say to each person and how you will appeal to his or her interests.

- Distribute the handout on *Elements of the Ask* and review with participants.
- Distribute the handout entitled *Sample Script – Direct Asks from the Candidate* and review with participants.

### **ACTIVITY: Developing a Script**

- Have participants work in groups to develop their own script for direct calls from the candidate.
- Ask each group to role-play direct ask phone calls.
- Have the larger group critique the phone calls, considering the following:
  - Were people able to keep silent after the request?
  - Were people able to keep pushing after a 'no'?On a definite 'no,' did the caller remember to try for assistance in kind?

### **ACTIVITY: In-Kind Donations Are Fundraising, Too**

Have a quick brainstorm where everybody lists all the things you need to buy during a campaign. The list could include everything from office space and TV advertising to paper and paper clips.

Now brainstorm how many of those items you might be able to have donated “in-kind”, meaning where you don’t have to pay for it, but you receive that contribution as a donation – and report its value accordingly.

Then role play asking for some of those donations in kind to a specific target donor: a TV executive, an office supply company. Remember to appeal to WHY they would want to donate that item to your campaign.

Note that the key to successful fundraising, whether for money or something in-kind, is to know why the donor might give and to ask for something specific, not just for a “donation”.

### **ACTIVITY: Fundraising in our community**

- Discuss as a group the images associated with fundraising in your community, especially fundraising for politics: Who does it? What do they look like? How do others feel about them?
- Then discuss:
  - Why is that?
  - How can we change that image?
  - What new approaches to fundraising could we take?
  - What techniques could we use transparency to change this image?
  - What would happen is one party or group voluntary “opened their books”, even if it’s not required by law.

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## MEMBERSHIP RECRUITMENT

### NOTE TO TRAINER

In advance of this session, research and know the guidelines for who can join your party and how they can do that. Have membership sign-up materials on hand to share with participants.

The principles of fundraising also hold true for membership recruitment. The reasons and approaches to membership are similar to that of fundraising. The immediate post-election period is the ideal deal to tackle membership recruitment – and fundraising. In the immediate post-election period, people are still interested in politics and parties and candidates have “fresh” lists of those people they spoke to during the campaign who committed their support. These are the best prospects to approach for membership.

### ACTIVITY: Group Discussion on why we need members

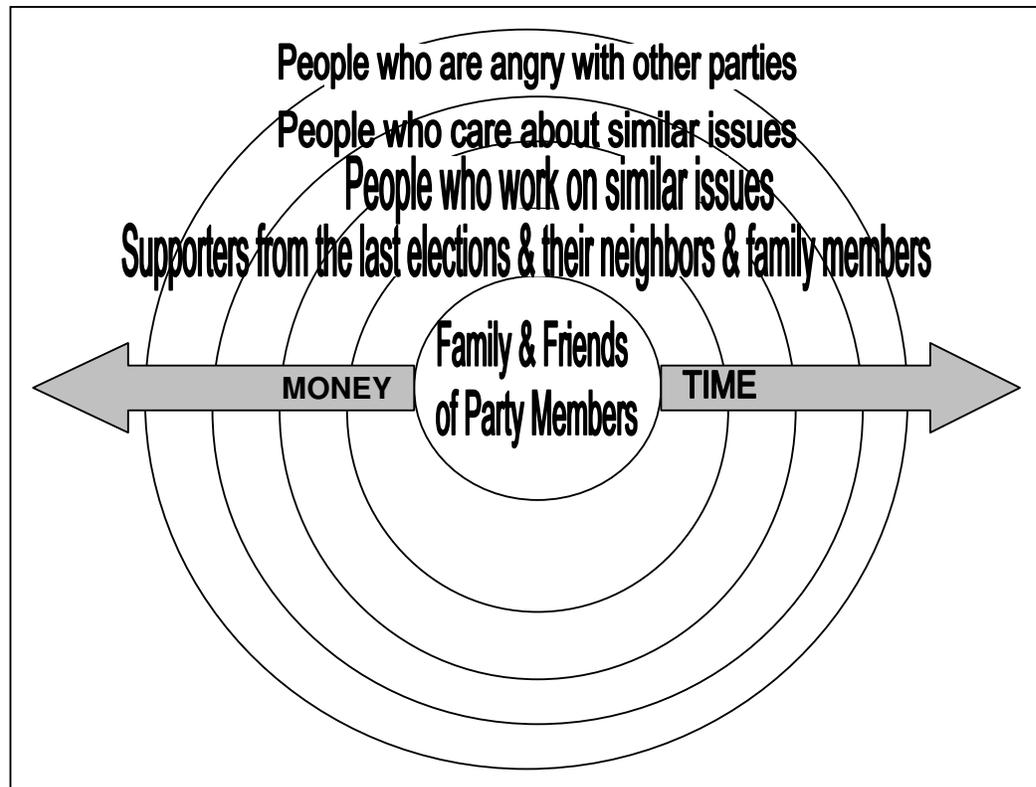
- Brainstorm why we need members in parties.
- Note answers.
- Pay attention to responses that look beyond getting money. We also need members so that we have a greater pool of talent, so that we have a greater reach into communities, so that we can develop more responsive policies and field better candidates.
- Membership is the single best way for the largest number of citizens to engage in politics between elections. Membership in political parties is one of the key pillars to what makes democracy work.
- Share the hand out, *Democracy Out Of Balance: Why Civil Society Can't Replace Political Parties*.
- **DISCUSS.**

### ACTIVITY: Group Discussion on Why People Join Parties

- Ask participants to think about why they joined their political party.
- Ask participants to brainstorm reasons why people join political parties.
- Record the responses on a flip chart.
- Answer could include:
  - Family have always been members
  - My friends are members
  - Looks like fun
  - I care about the issue
  - I want to meet more people like me
  - I want to learn new skills
  - By being involved I might expand my network
  - By meeting people I might be better able to find a job
  - To learn more about politics

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## MEMBERSHIP RECRUITMENT CIRCLES



### **ACTIVITY: Group Discussion on Why People Leave Parties**

- Ask participants to brainstorm why people leave parties
- Note answers on a flipchart.
- Answers could include:
  - Disappointment in party actions
  - No longer agree with party goals
  - Too expensive
  - Couldn't go to so many meetings
  - Party asked them to do too much
- Discuss how to ensure that we meet members' needs. Note that the number one reason people leave political parties is because they didn't feel needed - no one said "thank you".

### **ACTIVITY: CARING FOR MEMBERS: HELPING MORE TO BE ACTIVE**

Some members want to be very active, some want to be passive. By joining, they express their support, but beyond their fee, they don't want to contribute much. We need these people, too, but our goal is to increase the number of active members. Caring for members will increase their level of engagement.

- 
- Brainstorm how we care for members so that they want to stay and want to become more active.
  - Note on flipchart. Discuss how best to achieve these goals.
  - Answers might include:
    - Access to party leadership
    - Clear requests for appropriate kinds of tasks
    - Set reachable targets for branches of membership recruitment and numbers of active members
    - Fun social activities
    - Saying thank you
    - Some non-fundraising activities where people can meet each other
    - Opportunities to ask questions or disagree with other party members
    - Internal democracy and transparency
    - Ways to help members feel needed and wanted

### **ACTIVITY: WHAT BENEFITS DO MEMBERS ENJOY?**

- Research what benefits members enjoy in your party: for example, can elect local branch leadership, can affect party policy, can propose candidates, receive party newsletter, membership dues are used to advance the goals and policies of the party, transparent reporting of party budgets.
- Ask participants to brainstorm those benefits.
- Discuss what additional benefits might the party add to make recruitment easier?

### **ACTIVITY: HOW TO RECRUIT NEW MEMBERS**

- Tell participants that the number one reason that people don't join parties is.... Because no one asked!
- Have participants draft a script of what they would say to recruit a past supporter. Divide them into teams of two and practice their recruitment.
- Debrief as a group.
  - What were the stumbling blocks to getting a "yes"?
  - Were they able to describe the core benefits as true advantages to potential member?
  - How did you determine what would motivate that person to say "yes"?
  - What were the tough questions?
- Post these on a flipchart and discuss.
  - Some questions to expect are:
    - Q: *How do you know that I voted for your party?*
      - A: "From our voter contact records" or from your "letter in the newspaper" NOT from "secret files"
    - Q: *Isn't voting for you enough?*
      - A: "Maintaining a strong organization to fight and win elections costs money and action. That's why we need your help."
    - Q: *Will I have to do anything?*
      - A: "Any help you can give will always be welcome, but you don't have to give help if you don't want. It's up to you to be involved as much or as little as you wish. Many party members who do not wish to be active simply make a larger donation."
    - Q: *How much does it cost to join?*
      - A: You have to know this answer!
    - Q: *What do I have to do to join?*

- 
- A: Again, you must know this answer. Is it sign a pledge form? Make a donation? Attend a meeting?
  - Remind participants that the following can help in recruitment:
    - Good promotional materials
    - Consideration of the cost of membership; some parties have different scales of membership fees. Some have monthly dues, others have annual dues. Consider the human and financial costs of collecting fees every month unless you can set up a system directly through banks for people to authorize monthly installments.
    - Using respected and honored people in recruitment
    - Finding people where they are – i.e. at an event of like-minded people
    - Being confident and positive
    - Demonstrating open-mindedness, patience and perseverance

**ACTIVITY: MATERIALS NEEDED TO DO RECRUITMENT**

- Review the systems in place currently in your party to track membership. Who does that? Is the branch responsible or the central party? Note that a system that many parties use around the world is to send a letter, followed by a phone call to set an appointment to make a personal visit. This approach is very personal.
- Discuss what methods you might use locally to recruit more members. Establish a plan about how to move forward, including:
  - Who will do it?
  - With what?
  - When?
  - How will you celebrate success?

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## WHY PEOPLE GIVE MONEY

- They want to.
- They know and/or grew up with you or the person who is asking.
- You need it and have told them so (and why).
- They were asked and given an opportunity to say yes.
- They believe that what you say or stand for serves their needs; for example, that you are addressing their issues.
- They have worked with you before and respect you.
- They like what you have to say and what you stand for.
- They encouraged you to run for office.
- They know someone else on your campaign.
- They dislike the other candidate.
- They see this as opportunity to advance their interests.
- They think you are the candidate most like them.
- **You ask and ask and ask.**

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## POTENTIAL CAMPAIGN DONORS

### ✓ **The Candidate**

The candidate must give something to show that she believes in her campaign. If a candidate contributes an amount that was difficult to give, she is showing that she has stretched herself and it allows her to ask others to give more.

### ✓ **Family and Friends**

Family and friends shouldn't need too much persuasion to give. This category of givers gives out of loyalty.

### ✓ **Power Groups**

These groups believe their personal power will increase through the election of a particular candidate or party. They want a party or candidate who will promote and advance their interests. Remember that power groups tend to give late in the campaign because they want to back the winner.

### ✓ **Ideology Groups**

Groups that support candidates based on ideology are driven by a particular cause. They believe what the candidate believes in. To win the support of this group the candidate must show a common interest or experience.

### ✓ **People Groups with an “Ax to Grind”**

This category of donor does not like your opponent. They are linked to you by a common desire to see your opponent defeated. When appealing to this group, talk about what will happen if you are not elected, how your opponent failed the community in the past, and what you will do differently.

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## FUNDRAISING QUADRANT

### RESOURCES (MONEY, PEOPLE, TIME) VS. RETURN (MONEY)

<p style="text-align: center;"><b>High Resources High Return</b></p> <p style="text-align: center;"><b>Auction</b>  <b>Potluck Dinner (Higher Ticket price)</b>  <b>Membership Drive with monthly direct givings or high dues</b>  <b>Event at cost, cash bar, higher-priced tickets</b></p>	<p style="text-align: center;"><b>Low Resources High Return</b></p> <p style="text-align: center;"><b>Direct Ask</b>  <b>High priced Dinner</b>  <b>Big 50-50 Draw</b>  <b>Hosted event, donated food &amp; drinks, higher-priced tickets</b></p>
<p style="text-align: center;"><b>Low Resources Low Return</b></p> <p style="text-align: center;"><b>Bake Sale at established event</b>  <b>Small 50-50 Draw</b>  <b>“Pass the hat”</b></p>	<p style="text-align: center;"><b>High Resources Low Return</b></p> <p style="text-align: center;"><b>Bake Sale at separate event</b>  <b>Potluck Dinner (Lower Ticket price)</b>  <b>Concert</b>  <b>Dance</b>  <b>Membership Drive with small dues</b>  <b>Car wash</b>  <b>Selling party stuff (shirts, buttons)</b></p>

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## ELEMENTS OF THE ASK

### STEPS TO TAKE IN ASKING FOR CONTRIBUTIONS TO YOUR POLITICAL CAMPAIGN:

1. **Establish a rapport** – Be pleasant and professional. Having some information about the candidate that creates a personal link with them is useful.
2. **State *their* interest** – Your research should have given you some information on what issues are important to this potential donor. Mention them and ask how they are impacting the donor.
3. **Discuss the likelihood of your election** – Share campaign accomplishments; for example, money raised, promised support from community leaders, and other efforts your campaign team is making. You need to be positive. No one wants to support a loser.
4. **Describe the investment** – Let them know why it is in their interest to invest in your campaign.
5. **Be specific** – Let them know what you need the money for and be specific about when you need it.
6. **ASK** – Ask for a specific amount, keep the request short and then stop talking and listen. Often if we keep talking, we talk ourselves out of the donation (“*I know things are really hard right now financially and you probably have a million commitments...*” etc.).
7. **If the answer is no, address potential donor’s concerns** – Provide information to help change their minds by restating their investment.
8. **Negotiate** – Ask for the same amount but spread it out over time (“*Well, if you can’t manage \$1,000 how about \$500 now and \$500 next month.*”)
9. **If the answer is still no** – negotiate for a lower amount.
10. **If the answer is still no** – Ask for in-kind donations – such as resources or time. For example, ask the person to volunteer some time to your campaign to hang posters or ask to borrow their car to go meet with voters in other areas.
11. **If the answer is yes** – Say thank you and confirm how and when you will collect the money. Thank your donor again.

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## SAMPLE SCRIPT – CANDIDATE DIRECT ASKS

### **Example: Candidate asking a business contact for a contribution.**

Hello, Mrs. Williams this is Joan Smith.

*How are you? How are things with the business? I saw the article in the newspaper last week about the clean-up project you organized for the area outside your business. Have you had any progress with that?*

*Yes, it is a real problem that has been going on for too long. You might know that I am running for the provincial council and this is one of the issues that my campaign has been working on. I plan to make it a priority, if I am elected to the council.*

*The campaign has been going well. We have had a lot of support. We have support from several local businesses and the feedback from our door-to-door canvassing campaign has been very positive.*

*The reason I am calling is because we need Rp 4,000,000,- in order to print enough campaign flyers and want to start distributing them next week. I am asking if you can donate Rp 1,000,000,- to help pay for these flyers that will include information on my ideas for cleaning up this city.*

### **If “no”:**

*Look, none of the other candidates are talking about this issue. I have a concrete plan to deal with the garbage and sanitation problem. If you can't give Rp 1,000,000,- now, how about giving me Rp 500,000,- this week and another Rp 500,000,- next month?*

### **If still “no”:**

*If I am to win this election and solve the garbage problem, my campaign really needs your help. Would you be able to afford Rp 750,000,- ?*

### **If unable to get a cash donation:**

*I understand. I guess things are hard for everyone right now. Would your business be able to make your vehicle and driver available to us on Election Day to take people to the polls instead? Your support would be greatly appreciated and it would assist us in getting elected and ultimately being able to implement our plan of action to clean up the community.*

### **If “yes”:**

*Thank you very much. Who do we contact at your office to make arrangements?  
Thanks again. We really appreciate your support. Bye.*

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## DEMOCRACY OUT OF BALANCE: CIVIL SOCIETY CAN'T REPLACE POLITICAL PARTIES

*By Ivan Doherty, Director, Political Party Programs, NDI Worldwide  
Published in the Journal of Democracy*

Max Weber once referred to political parties as “the children of democracy,” but in recent years civil society, in the new and emerging democracies, has often become the favored child of international efforts to assist democracy. Civil society has been described as the “wellspring of democracy,” a romantic, if perhaps exaggerated, claim. The international community has promoted civic organizations, assisted them, and supported their expansion and development, often building on the ruins of discredited political parties. This has been a good and necessary endeavor. Yet the almost exclusive focus on civil society has moved beyond fashion. For some it has become an obsession, a mantra.

Increasingly, resources are being channeled to programs that develop civil society to the exclusion of political parties and political institutions such as parliaments. Many private and public donors feel that it is more virtuous to be a member of a civic organization than a party and that participating in party activity must wait until there is a certain level of societal development. There is a grave danger in such an approach. Strengthening civic organizations, which represent the demand side of the political equation, without providing commensurate assistance to the political organizations that must aggregate the interests of those very groups, ultimately damages the democratic equilibrium. The neglect of political parties, and parliaments, can undermine the very democratic process that development assistance seeks to enhance. Without strong political parties and political institutions that are accountable and effective, that can negotiate and articulate compromises to respond to conflicting demands, the door is effectively open to those populist leaders who will seek to bypass the institutions of government, especially any system of checks and balances, and the rule of law.

### ***The civil society boom***

In the 1980s and '90s, civil society became the fashionable focus of attention as the changing political landscape created new opportunities for civic groups in countries emerging from dictatorial regimes. This newfound infatuation with civil society can be attributed to a number of factors: the critical role played by civil society — before real political parties could legally operate — in leading the charge against totalitarian regimes in Asia and Eastern Europe; the early adverse reaction to political parties by citizens who had experienced single-party systems in many of these countries; and the reaction of those offering support from established democracies who were themselves disillusioned with party systems and were more comfortable placing their hopes in civil society as a means of political and social renewal.

Those who embrace the development of civil society as a means of apolitical involvement in the internal politics of a country fail to recognize the limitations of such an approach. In the first instance, civil society groups in new and emerging democracies constantly grapple with what are intrinsically political issues. For example, in the context of monitoring an electoral process or advocating for improved living standards, political parties remain the primary vehicle for political action and the enactment of laws; without engaging them in the process, there can only be limited advancement. Avoiding the issue of partisan politics in the rush to strengthen civil society runs the risk of undermining representative politics and failing to exploit the real avenues to political influence open to civil society.

Examples abound of countries with a strong and active civil society where the weakness or entrenchment of political parties serves to put the entire democratic system in jeopardy. In Bangladesh, despite an abundance of advocacy and citizen action groups, the recurring partisan political stalemate consigns the country and its citizens to abject poverty. Having moved from military dictatorship to popularly elected governments on a number of occasions over the past decade, it would appear that some political leaders have learned very little. Both of the main political forces in

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Bangladesh have contributed to the continuing political impasse. The influence wielded by many political leaders over supporters and citizens is constantly used for narrow partisan purposes, while civil society stands helplessly on the sidelines. Also, the tendency to promote divisions in civil society indicates recognition of the real threat a united and independent civil society poses to those who wish to undermine the democratic system or subvert it. Without movement in the area of political party reform and the creation of a more open and transparent parliamentary system, the fate of democracy and the welfare of the Bangladeshi people will continue to be threatened.

In Morocco, thousands of NGOs and advocacy groups have been active for many years, but the gradual movement towards democratic politics came about as a result of changes to the constitution allowing the results of elections to be properly reflected in the formation of the government. Following an election in 1998, for the first time, political parties that received the majority of votes were invited to form a government. As a consequence, parties that were considered to be “anti-establishment” and had been in opposition for almost 50 years came to power, ushering in a new era that aspired to a more open and democratic political system. While civil society played a central role in bringing about these changes, it was the commitment of the parties and their leaders that gave them effect. The willingness of political leaders to play a constructive role when conditions were not ideal came at a critical juncture in Morocco’s history. While Morocco is only in the early stages of a democratic transition and the outcome is not assured, the maturity displayed by political leaders during those initial first steps has laid an important foundation.

Almost immediately, the political parties sought assistance from the international community in coping with their new political climate. They recognized the necessity of making parliament more democratic and the new government more responsive. Parties were inexperienced in building and maintaining real coalitions and in properly engaging civil society in the process of representative politics. Equally, there was an acknowledgement that these changes could and would remove parties from government just as it had given them a mandate. Through all of these developments, civil society played a critical role in raising the public awareness of the many remaining obstacles to greater participation in the democratic process. In fact, it demanded more inclusive and responsive representation. The willingness of the political parties to embrace reforms, with assistance from outside, served to create a more stable and healthy relationship between political leaders and civil society.

Northern Ireland is another example of a well-developed and financed civil society that failed to fill the vacuum created by deadlocked political forces. For decades, the province of Ulster was racked by internal conflict, its communities bitterly divided and the role of its elected politicians severely curtailed. Responsibility for providing many of the services normally provided by local government fell to NGOs and other community groups through committees often referred to as “quangos” — such bodies are formally classified as non-departmental public bodies, or NDPBs. These bodies comprised non-elected officials and their power came from central government with little or no accountability to the citizens. They received public funding and carried out valuable work in communities across the province. While political leaders grappled with seemingly insurmountable sectarian divisions, and the rule of law gave way to violence and terrorism, progress could not be made until accommodations could be reached which recognized the diverse aspirations of both Nationalist and Unionist communities. These accommodations were achieved through negotiations between political leaders and with the support of civil society. There can be no doubt that the role of civil society was a critical element in reaching a consensus, but without the full engagement of the political parties no agreement would have been reached. The eventual agreement on self-government (Good Friday 1998) through a power-sharing arrangement was endorsed by almost 70 percent of the electorate in a referendum and included a role for civil society through the establishment of a “civic forum,” which will act as a consultative mechanism on social, economic, and cultural issues.

In similar examples across the world — from Chile and the Philippines in the 1980s to Indonesia and Serbia in the '90s — the combined and complementary efforts of political parties and civil society have reclaimed democracy for many citizens. In almost all cases, it may prove easier and more comfortable for the international community to provide support and encouragement for civil society while engaging in only limited interaction with political parties. However, while any transition to democracy requires popular mobilization, so too does it require constitutional and institutional frameworks. The initial mobilization may be best orchestrated by civil society, but political parties are the only actors who can provide the required institutional framework.

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It is not that political parties in fledgling democracies are completely bereft of international support. In the United States, the National Democratic Institute and the International Republican Institute, with support from the National Endowment for Democracy and the Agency for International Development, provide technical assistance and advice to democratic parties worldwide. Both institutes have also supported the development of civic organizations, particularly their engagement in the political process. Elsewhere, similar efforts have been undertaken by the publicly funded Westminster Foundation for Democracy in Great Britain and foundations affiliated with political parties in Germany, Sweden, and the Netherlands. This support to parties, however, has been dwarfed by large-scale resources provided to civic organizations and state institutions by donor aid agencies, international financial institutions, and private foundations. This imbalance in assistance has the unintended consequences of devaluing and marginalizing the foundations of representative democracy: political parties and the legislatures within which they operate. During times of crisis, a political vacuum can be created, inviting direct entreaties to the populace at large. Political parties are not perfect, but no other national institution can serve as well to impede the emergence of autocratic leaders or government by fiat.

Too often, technical assistance to political parties is available very late in the process and in such a meager form as to have little impact on long-term development. It often concentrates on campaign techniques, which are indeed always the most pressing challenge facing new and weak political parties. Fledgling parties continually struggle to mount effective campaigns and meet the expectations of a newly informed electorate. The greater challenge comes in the post-election period, when the consolidation of the political party system poses far greater challenges for party leaders. And here there is typically very little assistance or support from the international community. In the rush to hold elections, parties often fail to address institutional development issues until the electoral contests are over. Afterward, they may be forced to come to terms with a new political landscape requiring them to concentrate on building democratic institutions. At a critical stage in the early development and consolidation of the parties, the leaders and many key officials are drawn into the government and legislative process, thereby allowing their nascent parties to atrophy. Many parties are ill-prepared for the demands of both government and opposition, and are unable to adequately satisfy the expectations of citizens. This only exacerbates public cynicism.

### ***Party failures***

In emerging democracies worldwide, political parties are either too weak, too personalistic, too constrained by oppressive governments, or too corrupt and out of touch to earn the respect and support of the public. In Romania, for example, the former communists remained in government for a number of elections until a coalition of opposition parties from across the political spectrum came to power in 1996. The “reform” parties won in a landslide, taking control of both houses of parliament and winning the presidency. Through inexperience and poor inter-party relations, the new government quickly became paralyzed, eroding its support base only to be replaced at the next election four years later. A similar scenario could be playing out in Slovakia now. From Russia to Venezuela and Peru to Pakistan, when countries experience political crisis, it is often the troubled state of political parties that lies at the heart of the problem.

Anxieties about the state of democracy in Russia are clearly linked to the absence of strong and democratic political parties. Ten years after the demise of the Soviet Union, Russia has produced political parties that are either strong or democratic but, regrettably, not many parties that are both. As Michael McFaul has noted in his review of the six groups that won seats in the Duma in 1999, two are not parties and two are not democratic. The two that are arguably democratic political parties committed to liberal principles and the rule of law together won 14.5 percent of the vote and 49 of 450 seats in the legislature. Political parties in Russia are weak because powerful politicians have deliberately set out to make them so. President Yeltsin was opposed to political parties and saw no advantage in joining one when he left the Soviet Communist Party. Though he won two elections himself, he never sought to build an organization based on an enduring program and constituency. His successor, Vladimir Putin, is not a member of any party, though a group supporting him won 25

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percent in the Duma elections. He is currently proposing legislation that will curtail the activities of political parties.

Indonesia is also emerging from an authoritarian past into the unknown realms of a competitive multiparty system. Where a handful of compliant political parties had existed under the old regime, the new political order brought a myriad of parties of all shapes and sizes onto the political landscape. A total of 48 parties satisfied the new registration criteria, while a further 93 failed to qualify. Following the 1999 election, less than 15 political parties are represented in parliament, the largest with only 30 percent of the seats. In the post-election negotiations, Abdurrahman Wahid was elected president by parliament, even though his party held only 51 seats in the assembly, while the favorite, Megawati Sukarnoputri, whose party held 154 seats, was offered the vice presidency. The political situation in Indonesia is still unstable, with very few of the parties having succeeded in coming to terms with the new political climate, and all of them failing to adequately represent those who gave them support in the election. Democratization is at a very delicate stage in Indonesia, with much to be done in terms of strengthening the political parties. At the same time, it is imperative that citizens participate in the process and that parties become more representative of society and responsive to its needs.

There are also a number of countries where political parties have actually lost their mandate to function through their own mismanagement of the political system. In Pakistan, for example, political parties effectively frittered away their credibility to the point where the military's overthrow of the established political order, in October 1999, was accepted, if not welcomed. It certainly is a cause of grave concern and underscores the crisis in political parties when a *coup d'etat* is regarded by many as an acceptable solution to undemocratic and unresponsive political parties.

Venezuela provides another illustration of what happens in the absence of a credible party system. The current president tried (and failed) to take control of the country by force in 1992, but yet went on to establish himself as an acceptable alternative to a party system which had proven itself weak and ineffectual. He was elected president in 1999. Since the end of dictatorship in 1959, a two-party system representing Social Democrats and Christian Democrats had dominated politics in Venezuela. Both parties eventually lost touch with the electorate, showed scant regard for the poor and underprivileged, and failed to tackle increasing corruption in their ranks. They became discredited in the eyes of citizens, enabling Hugo Chavez to emerge from the political vacuum promoting an image of an honest military man above politics — a man willing to take radical action against a corrupt “establishment.” Since his election, Chavez has moved to further centralize executive power in his hands by amending the constitution. In his defense of these measures, he argues that he is seeking to provide for “direct democracy” because of the failure of “representative democracy.” Having dispensed with the traditional political parties, he has turned to the dismemberment of civil society, starting with the country's trade unions.

There are also many countries where political parties are banned and repressed, and while much has been made of the lack of political party pluralism, there are no simple answers as to how support can be offered to democrats in these countries. Any traces of political activity carry grave dangers for those involved in countries such as China, Burma, Belarus, and Cuba. In June 2000, Uganda held a referendum to decide whether political parties may participate in elections there, after effectively being banned for more than two decades. The referendum confirmed the so-called “no party” system. President Museveni has undertaken a controversial attempt to conduct politics without political parties, claiming that they ferment ethnic hostility and discord. Yet it does not seem like a solution simply to ban political parties — because the result looks very much like a one-party system in which most effective political competition is squelched.

### **Working together**

The global democratic revolution of the past decade has demonstrated that people regard democracy as a necessity and a right in and of itself, and not merely an aspiration to be balanced against or even overshadowed by other national or economic interests. Truly open and democratic systems of government are not a threat to individual or communal welfare, but rather provide the means by which a nation can attain its full potential, both economically and politically. Democracy requires working democratic structures: legislatures that represent the citizenry and oversee the executive; elections in which voters actually choose their leaders; judiciaries steeped in the law and independent of outside

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influences; a system of checks and balances within society; and institutions and leaders that are accountable to the public.

The active support and collaboration of strong, inclusive political parties in partnership with a vibrant civil society must gain acceptance as the correctly balanced equation to achieve a more transparent and participatory system of government. In strengthening democratic institutions in new or transitioning democracies, it is not a matter of having to choose between building a strong civil society or strengthening political parties and political institutions such as parliaments. The real challenge is to balance support for democratic institutions and organizations that are more accountable and inclusive, while at the same time continuing to foster and nurture the development of a broadly based and active civil society.

Political parties form the cornerstone of democratic society and serve a function unlike any other institution in a democracy. In a 1998 article in the *Journal of Democracy*, "The Indispensability of Political Parties," Seymour Martin Lipset writes that "a democracy in a complex society may be defined as a political system which supplies regular constitutional opportunities for changing the governing officials, and a social mechanism which permits the largest possible part of the population to influence major decisions by choosing among contenders for political office — that is, through political parties." The role of a political party is to aggregate and then represent social interests, providing a structure for political participation. They act as a training ground for political leaders who will eventually assume a role in governing society. In addition, parties contest and seek to win elections in order to manage government institutions.

Political parties nominate candidates, organize political competition, unify portions of the electorate, and translate policy preferences into public policies. When out of power, they provide a constructive and critical opposition by presenting themselves as the alternative government voters may wish to choose — thus pressuring the incumbents to be more responsive to the public's interests. Organized political parties serve two fundamental purposes. First, they define and express a group's needs in a way that the public and political system can understand and respond to. Second, they develop common ideas among a significant group in order to exert pressure upon the political system. Principled differences of opinion — and the tolerance of diversity and dissent that this implies — are an important part of the democratic process. The expression of conflicting viewpoints can actually help to create a better understanding of the issues and to identify solutions. When the political system functions, these exchanges lead to the attainment of new insights or workable compromises essential to the existence of a democratic system. In short, they produce tangible results.

For its part, civil society also constitutes an integral component of a democratic system. Democracy cannot endure unless it is underpinned by a strong civic culture and supported by a populace that is committed to such ideals as the rule of law, individual liberty, freedom of religion, free and open debate, majority rule and the protection of minorities. A dynamic civil society fosters many elements essential for democracy: participation, accountability, and sustainable political reform, to name but a few. An organized civil society gives a voice to the underprivileged (as well as the privileged) and amplifies their influence in the political process. Nongovernmental organizations play a critical role in developed and developing countries. They contribute to the shaping of policy by making technical expertise available to policy formulators and by exerting pressure on governments and political institutions. They encourage citizen participation and promote civic education. They provide leadership training and opportunities for the young and the marginalized and act as a vehicle for their participation in civic life when working through political parties may not be the best option.

Much of the momentum for real and lasting reform of political systems is often found outside of government, but no one sector can claim the monopoly in this area. Governments, political parties and civil society must work together to deliver on political and democratic reform. Civil society is not and can never be a substitute for political parties or for responsible, progressive political leadership. It should never be a case of civil society instead of political parties, but rather civil society as a necessary complement to parties. The idea of choosing between civil society groups and political parties is a false one. Political parties and civil society are natural allies. Political parties can do much more than any other sector (including government) to further incorporate civil society into politics, so it

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is important (both for the quality of democracy and for their own political vitality) that parties encourage outreach activities. Civic groups should not become an arm of any particular party, as this would undermine their autonomy, but partnerships on issues of common interest can be developed. Where parties reach out and engage civic groups and cooperate with them on specific issues and reforms, parties will become stronger institutionally and will be held in higher esteem by citizens. While a healthy tension will always exist between both forces, this tension should be accompanied by a mutual respect of the vital roles played by each other.

### **The politics of democracy**

Centralized decision making and the lack of well-institutionalized rules and procedures have eroded public support and discouraged participation in political party activity. An unwillingness to undertake greater citizen outreach and consultation has diminished the public's support, while the transformation of campaigning through the mass media has tended to favor "sound bites" over substance.

Polls, focus groups, and voting behavior indicate that in every region of the world, large segments of society view political parties as ineffective and out of touch with their needs. Established parties have experienced an aging and dwindling membership, and young people are hesitating to join or become associated with parties. At the same time, support has risen for independent candidates, special interest parties, and antiparty movements. The new age of mass media and technology has had two effects: diminishing the role of parties in disseminating political information and highlighting cases of scandals and partisan corruption. Political parties have been forced to address these weaknesses and the lack of credibility in a variety of ways. These include placing greater emphasis on issues of ethics in public office, modernizing and democratizing party structures to allow for greater participation, and promoting greater openness and transparency in the operation of government and political systems generally.

A new approach is required, one in which political leaders worldwide rededicate themselves to the renewal and reform of political parties and political party systems. International democracy assistance organizations must support these efforts and make much needed resources available in the form of technical assistance and expertise. Recently, the three largest international groupings of political parties — representing Social Democratic, Liberal, and Christian Democratic ideologies — are joining forces to promote political party development. With a combined membership of 350 parties in more than 140 countries, these "political internationals" can develop standards to assist the efforts of parties to reform their structures and operations.

The democratization of political parties must be a priority in the efforts to restore public confidence in parties and the democratic process as a whole. Greater citizen participation, accountability of leadership, transparency, and institutional safeguards are more important now than ever for this democratization effort to succeed. Organizations and institutions that have the commitment and expertise to underpin and promote these initiatives lack adequate resources to do so at present. Equally, the modest efforts currently being undertaken can be undermined by a lack of support from those international organizations engaged in the global democratization effort. This support is not just a matter of financial resources, but also of keener recognition of the critical role of political parties and their leaders. For example, the international financial institutions and aid agencies often promote and finance important dialogue between governments and civil society organizations on key national and local development issues. Party representatives and lawmakers should be included in this effort.

Civil society is not to blame for the decline in political parties, and neither are those who promote increased support for citizen participation outside of the party system. On the other hand, one should not take any comfort from the current crisis, as the decline of political parties ultimately threatens the foundations of democracy.

For decades, it was believed that economic development aid by donor countries could achieve the kind of economic growth and opportunity that would lead to social stability in the developing world. But even when successful, the emphasis on economic growth often lost momentum because it was not accompanied by political growth. It became increasingly apparent that an ever-growing number of problems in the developing world were beyond the reach of traditional economic aid. While they have economic consequences, the problems are not predominately economic in nature — they are

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intrinsically political. Truly, so-called sustainable development requires the capacity to resolve problems without resorting to violence or repression.

Over the past 10 years, there has been a sea change of attitudes by the donor community and international financial institutions that came to recognize that democratic political systems and free-market economies are two parts of the same process, sustaining each other. Where guarantees of individual rights within society do not exist, the inevitable result is exploitation, corruption, stratification, disorder, and the inability to compete — particularly in a more democratic and competitive world. In fact, rural dislocation, environmental degradation, and defective agricultural policies that lead to famine and strife all trace to political systems in which the victims have no voice, in which government institutions feel no obligation to answer to the people, and in which special interests feel free to exploit resources without fear of oversight or the need to account.

There must now be a call to action by the community of democracies to put political party development internationally on an equal footing with programs that nurture civil society. This endeavor will reinforce the values we share and serve our strategic interests. After all, a more democratic world is a more humane, peaceful, stable, and prosperous place.

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## MODULE 9

# TIME MANAGEMENT

### OBJECTIVES

- ▶ To learn the key elements of time management
- ▶ To enable participants to better understand their own time management strengths and weaknesses
- ▶ To enable participants to delegate tasks more effectively

### NOTE TO TRAINER

This module operates as a series of activities and comments from the facilitator; it is different from other modules in this manual in that you need to do all the steps in the series to meet the objectives of the module. To complete all steps will take about two hours. Also, the process is very participatory but not group-oriented. It is intended as a facilitated process of self-reflection, learning and goal-setting for increased time management effectiveness. All the materials are adapted from Julie Morgenstein's "Time Management from the Inside Out."

### Beginning to Understand How We Conceive of Time

Introduce the concept that we will explore time management as a science. We often talk about "wasting time", "losing time", "having not enough time" but in this module we will start to change the way we think about time. We will approach time as something finite and fixed. We cannot make more of it, only learn to manage it more effectively. We will manage time; it will stop managing us. Effective time management is about being prepared – feeling that you have the skills and tools to deal with all the surprises that life and politics throw your way.

### ACTIVITY: WHAT DO WE DO IN A WEEK?

- Ask the group to individually write down all the activities that they do in a week. Write them all down on a piece of paper, and then write next to each one how much time they spend doing each of those things. After a few minutes, tell the group to add up all the hours they wrote down and give themselves a total for the week. Ask people for their total number.
- Some people may have a low number, for example 50. Ask if they've remembered to include eating, sleeping, traveling, etc. These are also activities that we need each week: we don't last very long without sleeping! Remember to put those in. One of the skills we need to know how long it really takes to do things; and what do we really do every day for how much time.
- Some people will have a very high number, for example 169 or more. Remind the group that there are only 168 hours in a week. If they have more than that listed, then they have a different kind of issue. We will also address delegating – and sometimes deleting – activities. Some of us just have too much to do and that's a different problem to address.

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## ACTIVITY: TIME IS FINITE

- ▶ Ask the group to close their eyes and picture two closets. One closet is neat and tidy; the other is a mess. Ask them to describe the two closets. What is it like to live with each kind of closet? Answers may include:
  - You can't find things in the messy closet
  - Everything has its own spot in the neat closet – all shirts together or each outfit lined up together
  - It's easy to work with the neat closet, it "saves" time
  - In the messy closet if you find a shirt then you need to iron it before you can wear it
  - In the messy closet you don't even know sometimes what's in there
  - It takes time to organize the neat closet once but then it's easy to manage if you keep putting things where they belong
  - In the messy closet you might open the doors everything falls out; you have to really push hard to get anything else in there.
- ▶ Say to the participants that these closets illustrate how we think about time. We want to think of time as being like a closet: we want to take our priorities and activities and give them a place in the closet. Periodically remind the group of their closet image throughout the module.

## Transitions

Let the group know that we are about to start the individual exercises. If they find that they are having difficulty at any point in the exercises, they might ask themselves if they are currently going through some kind of transition. Are you doing more of something now? Are you doing less of something now? During transition times we are adjusting our relationship with time and it can make that process more difficult until we adjust. For example, when a mother has a baby and first goes back to work, that is a time of transition. Or when that baby first learns how to walk, suddenly everything has changed again and that is another time of transition for the caregivers. Ideally we would all do this series of exercises every six months or so to confirm that the process is up to date.

Explain that in this series of exercises that they will not need to share their thoughts and answers with each other, unless they choose to. They will only get out of this workshop what they put into it. Because so much of the session is about self-reflection, it requires honest answers for it to be helpful. Let's get started!

## Obstacles to Effective Time Management

Explain that there are three kinds of obstacles to effective time management. Review the three kinds of obstacles below. Note them on a flipchart in advance.

1. **Technical Errors:** These are easily resolvable mechanical mistakes. These can be addressed by learning to approach time differently and by enhancing our time management skills. Examples are:
  - a. Miscalculating how long tasks take to complete
  - b. Never assigning a time to actually do a task (i.e. making a "to do" list but not including "when to do it")
  - c. Approaching tasks in an overly complex way (i.e. "feeding the family" needs to be broken into "planning the meal", "shopping", "cooking", "cleaning up")

- 
- d. You don't have an organized schedule
  - e. Your space is unorganized
2. **External Realities:** These are a bit harder to deal with than technical errors, but once we recognize that these obstacles exist in our lives, then we are half-way towards addressing them. Examples are:
- a. Working in an "interruption-rich" environment, like politics (constant phone calls or a day that is planned is de-railed by a political crisis or offensive statement from a political leader)
  - b. Working with bad time managers. You can ask the group if they know anyone like this – in their personal lives or professional lives. Someone who goes out the door and comes back for their keys, then leaves again, comes back for their wallet, leaves again and comes back for the briefcase, leaves again and comes back for their lunch bag... Or the boss who drops a large pile of urgent paperwork on your desk on the last afternoon of the work week when you know that pile sat on his/her desk for the past 3 days for review
  - c. Unrealistic workload
  - d. Under-funded job
  - e. Times of transition
3. **Personal Habits and Perceptions of Time:** These are almost psychological in nature and need extra help to address. Examples are:
- a. Unclear personal goals and priorities (i.e. if you don't know where you're going, you'll end up nowhere fast)
  - b. "Conqueror of Chaos". Consider asking the group to guess what this is. You can then explain that this term refers to those people who are really effective in a crisis. They are the ones we turn to when there's an urgent problem to resolve. But after awhile we begin to notice that they are regularly in crisis mode when if they'd dealt with some issues earlier, they wouldn't be in a crisis later. These people get so much positive feedback about their crisis management skills that they actually cause crises to happen because of a lack of planning. Unfortunately, crisis management often means that people and relationships get pushed aside to deal with the crisis; it's better to avoid crises rather than to create them.
  - c. Concerns about success or failure (i.e. not running for nomination because I might not win, or perhaps that I might when and then discover that I actually don't like being in parliament)
  - d. Need for perfection. Consider asking the group who is a perfectionist. This is a real problem because no one can be perfect at everything. A perfectionist needs to learn what is most important for them to have done perfectly and then learn how to not be perfect at everything else.
  - e. Don't want to interrupt the status quo (i.e. staying in an unhealthy relationship because it's scary to imagine being alone)
  - f. Uncomfortable with "down time" (i.e. those people who are always busy so that they don't have personal time to reflect or work on those parts of their life that make them unhappy or are yet unresolved)

### **ACTIVITY: HOW DO WE CURRENTLY MANAGE TIME?**

- ▶ Ask the group to complete the first hand-outs, *Time Management Preferences* and *Energy Cycles and Sources*. Remind them that these choices are personal ones; there are no right and wrong answers. Try to choose at least one or other on the first hand-out. If it's difficult, start to think about in what circumstances do I prefer one over the other. In the second hand-out be sure to write something on every line, but the more the better. Answers can come from both the personal and the professional.

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- ▶ Ask the group to do the next two hand-outs, beginning with the harder one first: *What's Working?* And then *What's Not Working?*

Now that we have completed the exercises about how we currently manage time, we can move onto designing the kind of life we want.

## Defining and Designing the Schedule (and Life) You Want

There are three steps to this process:

1. Developing “Big Picture” or Life Goals
2. Selecting Activities that help us achieve these goals
3. Choosing the daily tasks that make up these activities and giving them a place on our schedule

### ACTIVITY: WHAT ARE OUR GOALS?

- ▶ Review the hand-out on Life Categories.
- ▶ Ask the group to circle each of the Life Categories that are relevant to them. They may not choose all of them. If something is missing, add it.
- ▶ Then write next to each life category, the goal you hold for that category. Post on a flipchart the following examples:
  - Family – Raise a healthy family
  - Politics – Run for local office in 2007
  - Knowledge – Learn French
  - Self – Work out regularly
  - Community – Engage in a volunteer activity
  - Work – Become an excellent trainer
- ▶ Then ask the group to write underneath or next to each goal the daily activity that would support these goals. Add to the flipchart the following examples: Family – Raise a secure and loved family; allocate play time with each child every day
  - Politics – Run for local office in 2007; attend weekly party meetings and get elected to local party executive
  - Knowledge – Learn French; take lessons once a week
  - Self – Become more healthy; work out twice a week
  - Community – Engage in a volunteer activity; join the local volunteer center
  - Work – Become an excellent trainer; read a new training resource each month and conduct one training every two weeks to practice new skill

### ACTIVITY: TIME MAPS

Now it's time to take these goals and daily activities and give them a “home” in our schedule. A time map is a framework around which we build our daily schedule. It is the “anchor and compass in the storm of activities that is life.” It is the central plan and will keep us from getting caught up in other people's priorities. We are giving our priorities a place in our daily lives.

As you fill out the time map, you may have more activities than time. That is a sign that you're trying to do too much. We'll address that issue later when we discuss prioritizing.

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Give the participants each TWO blank *Time Maps*. Share the sample time maps as well, *Sample Time Map* and *Crisis Manager's Time Map*. Using these examples, ask them to start getting their activities that reflect their goals into an ideal time map. This activity will take some time: maybe 15-20 minutes. Then challenge them to go home after the training and practice living with their new time map. In two weeks, they can then use the second Time Map to revise their plan to be more realistic about how long things actually take. When they fill in their maps, remind them to include all their Life Goals as well as factor in sets of time to deal with crises, if they have an interruption-rich environment. Remind them again to **GET THE BIG THINGS IN FIRST**.

## Prioritizing Tasks: Important vs. Urgent

Note that a time map is a sketch of your ideal schedule. Now you need to make it work in a life full of interruptions and distractions. But because you have a time map, you know that if you opt to do something else during the time you had allocated, you can take away something else in your schedule to accommodate it; at least you are becoming more intentional about meeting your personal objectives.

### ACTIVITY: REVIEW THE HAND-OUT *PRIORITIZING TASKS*

You could have the group divide into small groups to discuss this hand-out or continue to work as a large group. Remind them that the key questions are to understand the difference between important and urgent. Excellent time managers spend their time in the top half of the diagram, focused on issues that important.

#### Too Many Tasks... Too Little Time

Tell the group that sometimes we still have too many things to do. We have four ways to address this problem:

1. Multi task – where we layer tasks together
2. Find a shortcut – so tasks take less time
3. Delegate
4. Delete

### ACTIVITY: MULTI-TASKING AND SHORT-CUTS

► Divide the participants into smaller teams. Have each team brainstorm either ways to multi-task or shortcuts to save time. Answers will vary but here are some you could raise if they have trouble:

- **Multi-task:** opening up several browsers at once when searching on the internet, putting something in the photocopier while you boil water for tea and then make a phone call, cooking – where several things happen at once but are all hot at the same time...
- **Shortcuts:** using templates on documents that you produce regularly, using technology to track addresses so that you can print labels or envelopes each year for Idul Fitri, Christmas or New Year's greetings, buying several of the same present for the birthday parties of friends the same age as your child...

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## Delegating

### ACTIVITY: DELEGATING

- ▶ Brainstorm as a group the reasons why people don't delegate. Answers may include:
  - I can do it better myself
  - I don't have anyone to delegate to
  - It takes too long to explain
  - Others will think I'm giving them my work
  - I'm too embarrassed to ask for help
- ▶ Review with participants the hand-out *The Art of Delegating*. Note that learning how to delegate is probably one of the most important skills of a good time manager.

## Hidden Time Costs

### ACTIVITY: HIDDEN TIME COSTS

- Post on the flipchart the following headings about *Hidden Time Costs* and review with the group.
  - **Travel Time** – transition time
  - **Set up Time** – i.e. it takes some people 30 minutes in the morning to get started because of turning on lights, the fan, saying good mornings, getting a coffee...
  - **Committee Time** – consider how long it takes to get inputs and decisions from groups involved in solving a problem, such as a civil society organization, plus a member of the government and interested community members
  - **Editing/Feedback/Revising Time** – for documents and to meet deadlines
  - **Break Time** – it's not realistic to work five hours with no break!
  - **Thinking/Conceptualizing Time** – some tasks require time to “stew” or collect our thoughts before they can be tackled, such as writing, creating or addressing a conflict
  - **Clean-up/Wind down Time** – leaving the office every night or from home in the morning, what is your ritual for departure?

This skill is key to success in time management as well. Knowing how long things really take will make us more effective with our time maps.

## The Jar

### ACTIVITY: THE TIME MANAGEMENT STORY

As a closing, consider telling the following story. You can prepare ahead of time a jar, rocks, gravel and water to illustrate the story as you tell it.

*A time management professor ends her last class of the year with her business students by pulling out a jar and putting it on her desk. She fills the jar with large*

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*rocks and asks the class, "Is the jar full?" The students all say, "yes". Then the professor pulls out a bag of smaller rocks (gravel) and puts some of those in the jar and asks the students again, "Is the jar full?" The students now say, "no." She then pulls out a jug of water and pours it into the jar with the large and small rocks and asks again, "Is the jar full?" Of course, the students then waver saying, "I don't know," "maybe," "yes" and "no." The professor concludes by asking her class, "What does this jar teach us about time management?"*

*Now what do you think the students said?*

Answers may include:

You can always fit more into your schedule.

There's always more time, it's just how you use it.

Don't forget that there's always more to do.

The correct answer is:

**Put the big rocks** (life goals) **in first.**

Remember to circulate the final hand-outs on *Secrets to Time Management in the World of Politics* and *25 Ways to Make More Time*.

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## TIME MANAGEMENT

### Time Management Preferences<sup>9</sup>

The majority of the time, I prefer (circle your personal preference for each situation). . . .

Working independently	vs	Working collaboratively
Relaxing alone	vs	Relaxing with others
Concentrating in short bursts	vs	Concentrating for long stretches
Focusing on one thing at a time	vs	Multi-tasking (many things at once)
A fast and busy schedule	vs	A slow and easy schedule
Plans and predictability	vs	Surprises and spontaneity
Tight deadlines	vs	Long lead times
Deliberating on decisions for awhile	vs	Making quick decisions
Working in silence noise	vs	Working with background noise
Dim lighting	vs	Bright lighting
Working with my head	vs	Working with my hands

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<sup>9</sup> Adapted from Julie Morgenstern's *Time Management from the Inside Out*

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**TIME MANAGEMENT**  
**Energy Cycles and Sources<sup>10</sup>**

***Mornings***

Are the best time for me to \_\_\_\_\_

And the worst time for me to \_\_\_\_\_

***Afternoons***

Are the best time for me to \_\_\_\_\_

And the worst time for me to \_\_\_\_\_

***Evenings***

Are the best time for me to \_\_\_\_\_

And the worst time for me to \_\_\_\_\_

***Late at night***

Is the best time for me to \_\_\_\_\_

And the worst time for me to \_\_\_\_\_

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<sup>10</sup> Adapted from Julie Morgenstern's *Time Management from the Inside Out*

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**TIME MANAGEMENT**  
**WHAT'S WORKING?**

- No matter how busy I get, I always find time for \_\_\_\_\_
- My goals are well defined when it comes to \_\_\_\_\_
- I'm pretty clear on how long it takes me to \_\_\_\_\_
- I never procrastinate about \_\_\_\_\_
- I am never late for \_\_\_\_\_
- I have no problem tackling difficult projects when \_\_\_\_\_
- I always build in transition time between \_\_\_\_\_
- It's easy for me to say no to \_\_\_\_\_
- Meeting deadlines is easiest for me when \_\_\_\_\_
- I am at my happiest when I am \_\_\_\_\_
- The things that I delegate easily are \_\_\_\_\_

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## TIME MANAGEMENT

### WHAT'S NOT WORKING?

- I never have time to \_\_\_\_\_
- I spend way too much time on \_\_\_\_\_
- I don't have well-defined goals for \_\_\_\_\_
- One thing I wish I could do everyday is \_\_\_\_\_
- I always underestimate how long it takes to \_\_\_\_\_
- I always procrastinate whenever I have to \_\_\_\_\_
- I am usually late for \_\_\_\_\_
- It's hard for me to say no to \_\_\_\_\_
- I have a hard time finishing \_\_\_\_\_

---

## TIME MANAGEMENT

### Setting Personal Goals<sup>11</sup>

**Life Categories** Select the categories that are most important to you and identify your goal(s) in those areas.

Work

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Politics

---

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Community

---

---

Family

---

---

Self

---

---

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<sup>11</sup> Adapted from Julie Morgenstern's *Time Management from the Inside Out*

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Partnership/Marriage

---

---

Friendship

---

---

Finances

---

---

Knowledge

---

---

Home

---

---

Spirituality/Religion

---

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## TIME MANAGEMENT

### STEPHANIE'S TIME MAP

Time	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
	Wake Up		Wake Up		Wake Up		Wake Up		Wake Up		Wake Up		Wake Up	
06:00 – 08:00	SELF: Work out	FAMILY: Lawrence time	SELF: Work out	FAMILY: Lawrence time	SELF: Work out	FAMILY: Lawrence time	SELF: Work out	FAMILY: Lawrence time	SELF: Work out	FAMILY: Lawrence time	SELF: Slep in	FAMILY: Lawrence time	SELF: Slep in	FAMILY: Lawrence time
08:00 – 09:00	SELF: Get ready and travel to work	↑	↑	↑	↑	↑	↑	↑	↑	↑				
09:00 – 10:30	WORK: Emails, Phone Calls and Read News on line	↑	↑	↑	↑	↑	↑	↑	↑	↑	SELF: Trips out of town on alternating weekends	FAMILY: Lawrence play time	SELF: Slep in	FAMILY: Lawrence play time
10:30 – 13:00	WORK: Research and write new training materials	↑	↑	↑	↑	↑	↑	↑	↑	↑	FAMILY: Lawrence play time	FAMILY: Lawrence play time	FAMILY: Lawrence play time	FAMILY: Lawrence play time
13:00 – 14:00	SELF: Lunch, Errands and Personal E-mail	↑	↑	↑	↑	↑	↑	↑	↑	↑	POLITICS: Work on campaign plan and make contacts	WORK: Catch up on extra reading/writing		
14:00 – 15:00	WORK: Meetings, Consultations and Trainings	↑	↑	↑	↑	↑	↑	↑	↑	↑	COMMUNITY: Volunteer	FAMILY: Phone calls and letters home		
15:00 – 16:00	WORK: Emails and Phone Calls	↑	↑	↑	↑	↑	↑	↑	↑	↑		FINANCES: Pay bills		
16:00 – 19:00	FAMILY: Lawrence time	↑	↑	↑	↑	↑	↑	↑	↑	↑				
19:00 – 21:00	FAMILY: Lawrence time	KNOWLEDGE: Language lesson	COMMUNITY: Volunteer	KNOWLEDGE: Language lesson	RELATIONSHIP: Time with Paul	KNOWLEDGE: Language lesson	RELATIONSHIP: Time with Paul	KNOWLEDGE: Language lesson	FAMILY: Lawrence time	RELATIONSHIP: Time with Paul	FRIENDSHIP: Time with Friends	RELATIONSHIP: Time with Paul		
21:00 – 22:00	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul	RELATIONSHIP: Time with Paul				
22:00	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

**NATIONAL DEMOCRATIC INSTITUTE  
FUNDAMENTAL POLITICAL SKILLS**

**TIME MANAGEMENT**

**Crisis Manager's Time Map<sup>1</sup>**

Time	Monday <i>Wake Up</i>	Tuesday <i>Wake Up</i>	Wednesday <i>Wake Up</i>	Thursday <i>Wake Up</i>	Friday <i>Wake Up</i>	Saturday <i>Wake Up</i>	Sunday <i>Wake Up</i>
06:00							
06:00 – 07:00	SELF: Shower, dress, eat, etc.	↑	↑	↑	↑		
07:00 – 09:00	WORK: Quiet work from home	↑	↑	↑	↑		
09:00 – 10:00	COMMUTE: Travel to the office	↑	↑	↑	↑		
10:00 – 13:00	OPEN: Calls, questions, urgent issues, emails, meetings	↑	↑	↑	↑		
13:00 – 14:00	WORK/SELF: Quiet work and lunch	↑	↑	↑	↑		
14:00 – 18:00	OPEN: Calls, questions, urgent issues, emails, meetings	↑	↑	↑	↑		
18:00 – 18:30	WORK: Wrap up day, prepare for next day	↑	↑	↑	↑		
18:30 – 19:30	COMMUTE: Travel home (read relevant documents if on possible)	↑	↑	↑	↑		
	<i>Sleep</i>	<i>Sleep</i>	<i>Sleep</i>	<i>Sleep</i>	<i>Sleep</i>	<i>Sleep</i>	<i>Sleep</i>

<sup>1</sup> Adapted from Julie Morgenstern's *Time Management from the Inside Out*



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## TIME MANAGEMENT

### Prioritizing Tasks

**Ask: Is this task important?** Does completing this task help me to reach a goal?

**Ask: Is this task urgent?** If I don't do this task now will there be negative consequences?

Always consider how long it will take you to accomplish a specific task.

---

#### **1. Important/Urgent**

*Crises*  
*Pressing Problems*  
*Deadline-driven projects*  
*Elections!*  
*Votes!*  
*Some Constituent Needs*

#### **2. Important/Not Urgent**

*Preparation*  
*Planning*  
*Goal Examination/Clarification*  
*Building Relationships*  
*Needed Relaxation*  
*Knowledge Improvement*  
*Other People's Priorities*  
*Some Constituent Needs*  
*Media Relations*

#### **3. Not Important/Urgent**

*Needless Interruptions*  
*Unnecessary Reports*  
*Unimportant Meetings*  
*Phone Calls and Email*  
*Other People's Minor Issues*  
*Irrelevant mail*

#### **4. Not Important/Not Urgent**

*Trivial, Busywork*  
*Unnecessary Phone Calls*  
*Time "Wasters"*  
*"Escape" activities*  
*Irrelevant mail*  
*Excessive relaxation*

**Once you have sorted your tasks by priority, determine if there are any you can purge from your schedule, i.e., delegate, find a shortcut for, or even delete!**

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## **TIME MANAGEMENT**

### **The Delegation Process**

1. Examine the task. Is this a task that is repeated often or a onetime special project? The frequency and complexity of the task suggest whether it is worth spending time training someone to do the job.
2. Determine who is the best person to do the job. Do you need an expert, an equal or a beginner? Is there someone who might enjoy doing this task? Have a sense of the individual's capabilities and willingness to perform the task.
3. Clearly communicate the objective. Do not assume that the individual knows everything you know about the task. Invest in training time if necessary.
4. Clarify the quantitative and qualitative requirements – make clear how many you need and what it should look like.
5. Set a clear due date, and schedule interim dates to check on progress if necessary. Be available for questions and consultations while the job is being done.
6. Establish a relationship of understanding. Delegating is about teamwork, not autocracy.
7. Review and evaluate the result. Determine whether the desired result has been achieved. If not, reflect on the individual's skills and your own ability to communicate the task effectively. Talk with the individual about what he/she has done well, suggest improvements and, if appropriate, let the individual resolve any outstanding problems.
8. Celebrate success!

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## **TIME MANAGEMENT**

### **SECRETS TO TIME MANAGEMENT IN THE WORLD OF POLITICS**

- 1) When writing the timeline for your campaign plan, start from Election Day and work backwards.
- 2) Post a calendar of objectives, activities and deadlines where all key staff and volunteers can see it (but not necessarily the press). Put up a clock in the main work area where everyone can see it.
- 3) Don't be afraid to delegate! If you're concerned that no one else can do a job as well as you, you aren't managing effectively.
- 4) Prepare and plan for meetings – have a clear objective and start and end on time. Be conscious of wasting other people's time.
- 5) Meetings are about dialogue and discussion – not speechmaking! Moderate meetings to prevent long-winded diatribes, and suppress the urge to offer one yourself.
- 6) In a campaign, spend 10 minutes every morning going over the day with your key team members. When running a regional campaign, get all your key people from the region together once a week.
- 7) Save small talk for tea time!
- 8) In a campaign, set the ground rule that no one is allowed in the campaign headquarters until it's too late to knock on doors – all volunteers and staff should be out talking to voters until then.
- 9) Take care of the big stuff first, then worry about the small stuff, i.e., don't worry about what the campaign buttons and signs will look like when the campaign plan isn't written yet.
- 10) Win or lose an election, never forget to thank volunteers and party members who helped in the campaign. It's the right thing to do and will bring them back to help again.
- 11) Remember that politics is a marathon, not a sprint. Avoid making decisions that will hurt you in the long-run.
- 12) Be ruthless with time and gracious with people.

---

## **TIME MANAGEMENT**

### **25 WAYS TO MAKE MORE TIME**

#### **Preparation and Organization:**

1. Tidy desk/work area.
2. Be conscious of time.
3. Write a daily “to do” list.
4. Delegate.
5. Say “no” to jobs that aren’t yours.
6. Be assertive.
7. Set realistic deadlines.
8. Give yourself private time.

#### **Dealing with Interruptions:**

9. Work out who needs to have access to you at all time.
10. Ask the person why he’s/she’s come to see you.
11. Stand up when he/she comes in.
12. Be ruthless with time but gracious with people.
13. Suggest you fix the meeting later.
14. Make the meeting in the other person’s office.
15. Perch on the edge of the desk.

#### **Meetings:**

16. Be conscious of wasting other people’s time.
17. Plan the meeting. Have a clear objective and start and end on time.
18. Don’t allow meetings to be interrupted.

#### **Dealing with the Telephone:**

19. Make all the calls in blocks.
20. Write down the points to raise in the call.
21. Be especially aware of time passing on the phone.

#### **Office Systems:**

22. Finish one job before you go on to the next one.
23. Spend 5-10 minutes in the morning planning your day.

#### **And Finally:**

24. Make use of committed time.
25. Put up a clock where everyone can see it.

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## MODULE 10 CAMPAIGNING

### OBJECTIVES

- ▶ To learn the relevant election laws and processes
- ▶ To develop campaign management skills
- ▶ To learn techniques to identify, reach out to and obtain support from potential voters
- ▶ To understand the phases and resources of a campaign
- ▶ To learn the importance of Get out the Vote and how to conduct a Get out the Vote campaign
- ▶ To bring together many elements of campaigning into one practice lesson

### MATERIALS

- ✓ Copies of the handouts
- ✓ Flipchart Paper
- ✓ Markers

## ELECTION LAWS AND PROCESSES

**NOTE:** If you don't feel you have enough background in this topic, consider inviting someone else, either from within your party or from an election monitoring organization to give a brief presentation. Be sure that the individual you invite is well-versed on the issues and is a good presenter. Go over a detailed list of topics that you would like the guest speaker to cover in advance of the training so he/she can prepare accordingly.

### **ACTIVITY: PRESENTATION AND DISCUSSION ON ELECTORAL LAW AND CODES OF CONDUCT**

- Distribute handouts (if any have been provided).
- Introduce the resource person and explain why s/he was chosen for this session.
- Invite the resource person to make a brief presentation on the topic (20 – 30 minutes).
- Facilitate a Question and Answer period during which participants can ask for clarification or ask about issues that were not covered during the presentation (10-15 minutes).
- Be sure that the following questions are asked/answered. If none of the participants ask them, you can ask them yourself:

- 
- What requirements must a person meet in order to be a candidate?
  - By when do candidates have to announce their candidacy and to whom? What paperwork needs to be submitted? Is there a registration fee?
  - Are there any restrictions on the amount of money a candidate can spend on her campaign?
  - What are the most important things that women candidates should know regarding the elections?
- Either summarize the main points of the session or invite one of the participants to do so. (5 minutes)

## CONSIDERATIONS FOR CONTESTING

- Review the handout on *Considerations for Contesting* with participants.
- The goal of the handout is for potential candidates to think seriously about what running in an election and serving as an elected official means in terms of a time and emotional commitment. Financial resources must also be considered. Potential candidates should also consider their chances of winning by thinking through their level of support within the community.

## EVALUATING STRENGTHS AND WEAKNESSES

In developing a campaign it is important for candidates to know their strengths and weaknesses. It is also critical to consider the strengths and weaknesses of other candidates running in the same election. A candidate must work to highlight her strengths and to minimize the focus on her weaknesses.

### ACTIVITY: IDENTIFYING STRENGTHS AND WEAKNESSES

- Using a flipchart, demonstrate how a candidate can list out strengths and weaknesses.
- Divide the paper into two columns, one side for “strengths” and the other for “weaknesses”.
- Guide participants through an example. You can either pretend that you are a candidate and list a few of your strengths and weaknesses or use a famous woman, either living or dead, as an example.
- Examples of strengths could include having a large network of friends and contacts, having a wealthy family that can finance your campaign, being an influential leader within the community, or being good at solving problems.
- Examples of weaknesses could include a fear of speaking in public, lack of transportation to visit voters in the community, family connections to someone who was involved in corruption, or lack of support from your family.

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- After guiding participants through an example, ask each woman to repeat the exercise focusing on her own strengths and weaknesses.
  - Suggest that when thinking through her list, that each woman also think of what her opponent(s) would say about her.
  - After five to ten minutes, ask participants to share a few of their strengths and, if they are comfortable doing so, a few of their weaknesses and write these on another flipchart.
  - Spend a few minutes brainstorming ways in which women can highlight and emphasize some of these strengths and overcome or minimize a few of the more common weaknesses.
  - Note: If women are uncomfortable discussing their weaknesses in a large group, you could consider breaking them into smaller groups of two to three people for this part of the Activity.
  - Share with participants that in an election campaign, it is also important to identify the strengths and weaknesses of your opponent(s).
  - Identifying your strengths and weaknesses and that of your opponent(s) will be useful to you in deciding whether to run for election in the first place and once you have decided to do so, in helping you to develop your campaign message. For example, if you have thought of how your opponent might attack you, you will be better prepared to respond to such attacks.

## **BUILDING AN EFFECTIVE CAMPAIGN TEAM**

### **ACTIVITY: GROUP DISCUSSION ON THE NEED FOR A CAMPAIGN TEAM**

- Facilitate a discussion that leads to the need to create a campaign team.
- You may want to ask questions such as:
  - Can/should a candidate develop and run a campaign alone? Why or why not?
  - What skills are necessary to run a campaign?
  - What kinds of activities must take place and what sorts of tasks must be completed?

### **ACTIVITY: SMALL GROUP DISCUSSION ON CAMPAIGN TEAM FUNCTIONS**

- Organize participants into small groups.
  - Ask them to brainstorm activities that the campaign team needs to carry out during a campaign.
  - Bring the groups back together and ask participants to share some of the activities on their list.
  - Record the responses on a flip chart.

Make sure that all of the following activities have been covered. If they have not been mentioned by any of the participants, write them up yourself.

#### **Campaign team functions:**

- Budget
- Voter outreach
- Scheduling
- Canvassing
- Media contact and communications

- 
- Special events
  - Fundraising
  - Checking voters' lists
  - *Get out the Vote* campaign
  - Election Day planning
- Emphasize that it would be extremely difficult if not impossible for one woman, the candidate, to be responsible for all of these functions. Instead, the smart and prepared candidate will recruit people to take responsibility for as many of these functions as possible.
  - Pass out the handout on Campaign Team Members and read over it with participants focusing on the different responsibilities of each position.

### **ACTIVITY: GROUP DISCUSSION ON RECRUITING AND MANAGING VOLUNTEERS**

- Now that participants have agreed that a candidate cannot run a campaign alone and have discussed the various members of a campaign team, lead a discussion on how these positions will be filled.
- Explain that most candidates will not have a lot of additional money with which to pay people on their campaign team. In most cases, candidates will have to rely on volunteers.
- Share the following tips on recruiting and managing volunteers:
  - Look first to friends, relatives, and neighbors when you are building your volunteer base.
  - Make sure that everyone working on your campaign knows your messages and supports what you stand for. The better people understand what your campaign is about, the better they can represent you when speaking to voters.
  - Thank people who volunteer their time for your cause. If you are campaigning door-to-door or receiving help hanging posters – offer your campaign workers tea or snacks.
  - Be organized and provide clear instructions to volunteers on what they are asking to do and how they should report back on what they have done.
- Ask whether anyone has other suggestions to add to this list.

## **ELEMENTS OF A CAMPAIGN**

### **ACTIVITY: REVIEW THE FOLLOWING PHASES OF A CAMPAIGN. PREPARE THE FOUR PHASES ON A FLIPCHART IN ADVANCE.**

In developing a campaign, it is important to remember that every campaign follows four key phases:

1. Research – we need to know who voters are, where they live and what they care about, how many people voted in the past, how many voters we have now, how many candidates are running...
2. Communication – we need to develop a clear message to communicate why we are running in this campaign

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3. Identification – this aspect of the campaign is hearing back from voters how they respond to our message; this is the listening component of the campaign. Will they vote for us or not?
  4. Motivation – the final push of the campaign is making sure that all those who said they would vote for us actually do; this is the Get Out the Vote aspect

## RESOURCES IN A CAMPAIGN

Review the following resources in a campaign. Prepare a flipchart in advance. Consider drawing three circles on the flipchart and filling in the circles as you explain each element. (As you talk about “people”, draw in a woman’s face. As you talk about “money” draw the face of a coin. As you talk about “time” draw the face of a clock.)

1. People – volunteers, activists; if we don’t have a lot of money, we can make up for it by having more people; we have to take good care of them
2. Money – we need to budget money in and money out
3. Time – every party, rich or poor, big or small has the same amount of time. Budget it as carefully as you do your money.

## IDENTIFYING VOTERS AND THEIR NEEDS

### ACTIVITY: IDENTIFYING YES, NO, AND UNDECIDED VOTERS

- Explain that when designing a campaign strategy, it is important to know who your target voters are. Voters can generally be divided into 3 categories:
  1. **YES VOTERS** - Voters that plan to vote and will vote for you
  2. **NO VOTERS** - Voters that are voting for another candidate
  3. **UNDECIDED/MAYBE VOTERS** - Voters who are unsure how they plan to vote or if they plan to vote at all
- You can draw three circles on the flipchart as you explain each kind of voter. As you talk about *Yes* voters, fill in a happy face. As you discuss *No* voters, draw in an unhappy or angry face. As you highlight the *undecided/maybe* voters, draw in a confused or questioning face.
- *Yes* voters are the converted. Make sure you pay courtesy visits to the voters that have voted for your party in the last elections. *No* voters have already made up their minds that they will be voting for another candidate so it is not necessary to spend any time and resources targeting them.
- The important task is to identify the **undecided/maybe** voters and determine how you can make them *yes* voters.
- Asking questions about who is voting and whether they are decided or undecided will assist in developing strategies to convince the *undecided/maybe* voters to vote for you.
- Ask participants to brainstorm how *yes*, *no*, and *undecided* voters can be identified. Ask them to consider what kind of answers each kind of voter would give to the question, “Can my candidate count on your support on election day?”

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- Ask participants which voters are most important; where would they spend most of their resources?
    - Remind voters that it's important to take care of and reinforce support from the *Yes* voters; they can be our source of volunteers, donors, event participants;
    - Tell participants that we don't need to be worried about or spend time, money or energy on the *No* voters. You can explain that this is one of the hardest lessons in campaigning; not everyone will vote for our candidate, but we don't need all votes, just enough! In fact, when someone has told us they won't vote for us, they are helping our campaign because we can now focus all our efforts on the third group.
    - *Undecided/maybe* voters are the most important set of voters to our campaign. They are where we focus our campaign resources: money, time, energy. We usually need a significant number of these people if we are going win. In fact, this group can be very frustrating. The role of our campaign is to help these people to make choices: between us or our opponent. To do that we communicate our message, not to educate them, but to connect with what they already believe; that is, to persuade them that we can best represent their concerns and hopes.
  - Be sure that someone mentions the importance of getting a list of registered voters in the province and of requesting a list or provincial party members from your party if it is available.

### **ACTIVITY: IDENTIFYING THREE KINDS OF VOTERS**

Write the following quotes on slips of paper, mix them up and hand them out to participants. Have them take turns reading out loud and acting out the appropriate facial expressions and body language to express that quote. Have the other participants decide whether they think that voter is a *Yes*, *No* or *Undecided/maybe* voter. (Don't include the answer noted below.)

#### **Yes voters** say:

"Yes, I love her!"

"Of course, her policies are excellent."

"That woman has done such a good job for our community, I want to support her."

"I always vote for your party."

#### **No voters** say:

"Go away."

"All politicians are corrupt. I'm not voting for any of them."

"I'll never support a woman candidate."

"Get out of my garden."

"Won't you people leave me alone?"

Says nothing. Door closes.

#### **Undecided/maybe voters** say:

"It's good to see a woman running."

"I'm not sure yet."

"What is her position on the issue of unemployment in our community?"

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“Mmmmm, I’d like to meet her first.”

“Your campaign looks so organized. Do you really need my help?”

Note that a campaign is our effort at targeting *Yes* and *Undecided/maybe* voters. We can do that in two ways:

1. **geographically** – where people live
  - a. using past election results by polling district
  - b. categorizing polls by priority support
2. **demographically** – age, gender, ethnicity, employment, marital status, education
  - a. polling
  - b. direct voter contact: canvassing door to door and events

**NOTE:** A good campaign strategy is to work from strength. Work strategically from those areas that you need to keep solid in support for your candidate/party but focus your campaign resources primarily on those undecided/maybe areas or demographic groups that require extra focus to ensure they vote for your candidate/party.

### **ACTIVITY: CONDUCTING A VOTER IDENTIFICATION POLL**

- Tell participants that a candidate can identify her potential voters and figure out how to get them to vote for her by conducting a simple poll. This technique is part of listening to voters to better understand how we can connect with them. The following questions will help a candidate to identify the issues that are most important to voters:

#### ***Conducting a Voter Identification Poll:***

- 1. What are the top three issues the government should deal with?**
- 2. What one thing do you worry about every day?**
- 3. Have you decided for whom you will vote? If so, who? Why?**

- Organize participants into small groups.
- Ask participants to answer the three questions listed above on a piece of paper.
- Go around to the small groups and have participants share their answers. Record responses on a flip chart.
- Discuss the results in the large group.
- When discussing the results, highlight the following:
  - Regardless of political background, ethnicity, socio-economic backgrounds, etc., many people are concerned about the same things.
  - Regardless of what a candidate’s personal issues are, if she does not target the issues that the majority of her voters identify as priorities, she will not be successful in her campaign.
- Tell participants that it is not necessary or even possible to conduct the poll with every single person in the province, however, it is important to be

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sure to cover a good cross-section of the population. For example, if you only poll students in the province, you will not know what the rest of the population is thinking. Be sure to include other important economic, ethnic, religious, and social groups such as doctors, religious leaders, farmers, teachers, mothers, young people, etc.

- Explain that once the “mini-poll” has been conducted, the candidate can determine by a simple count which issues are most important to voters in her constituency.

### **ACTIVITY: VOTER IDENTIFICATION QUESTIONNAIRE**

- Distribute the *Voter Identification Questionnaire* and review with participants.
- The purpose of this handout is to help participants begin to understand the concept of targeting voters in a campaign and the importance of doing voter identification research. This questionnaire should also get participants thinking about developing strategies to reach out to voters about their campaigns.
- Organize participants into small groups.
- Have participants brainstorm responses and complete the questionnaires.
- Remind them about the issues raised (about *who* is your target voter and *what* do they care about?) in the previous Activity (*Identifying Potential Voters* exercise).
- Note that *who* and *what* are the two main research questions. However, there are other questions to consider (*where, why, how*).
- Bring the large group back together and discuss some of the responses for each question.

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## VOTER OUTREACH

### ACTIVITY: WHAT IS VOTER OUTREACH DISCUSSION

Note the following definition on a flipchart and discuss the critical elements that are underlined based on learning thus far.

**Voter Outreach or Voter Contact is the organized, repeated, personal delivery of your campaign message by you and volunteers to targeted voters for the purpose of persuading them to vote for your candidate.**

Explain that contact with voters is critical to get your message out, listen to the needs of the public and show your dedication as a candidate. Some important tips for campaigning are listed below. This aspect of campaigning both communicates your message and identifies your voter support.

### When speaking with voters, make sure you and your volunteers follow these guidelines

- Speak with the voters at their homes, the bazaar, the water tap, and public meetings
- Address the voters with a “Selamat,” “Ni hao” or “Hello” and establish your relationship with them
- Talk about your accomplishments and experience
- Tell them how you will improve the district; use your message!
- Speak in the local language
- Ask for their support.
- Be polite and speak clearly

### ACTIVITY: DEVELOPING VOTER CONTACT SKILLS

Write each of the tips listed above on small pieces of paper, write each tip twice. Distribute the papers to the women at random, or have women pick papers out of a hat. Ask the women to find the other person in the room with the same training tip. Ask two women to stand up and demonstrate a good introduction vs. a bad introduction. Encourage the women to use these voter contact tips. Not all tips have to be covered in

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this exercise. After the demonstration discuss the women's demonstrations. Let the participants discuss the dos and don'ts of voter contact.

- **WHY** does your target voter vote or not vote?
- **WHERE** are they located in the province and how can you reach them?
- **WHEN** can you reach them? What days of the weeks are best? What times of the day are the most available?
- **HOW** do they learn about issues? From TV? Radio? Religious leaders?

### **ACTIVITY: WRITING AND USING A VOTER CONTACT SCRIPT**

This Activity builds on the communications and message modules of earlier sessions.

First, have each participant review the sample script and write one for herself. Remind each participant to 1. communicate a message, and 2. ask the identification question. Choose one or two participants to share their script with the group. Provide feedback as a trainer or solicit feedback from others being sure to note if their script contained all the necessary elements:

1. polite opening
2. their name (if not the candidate)
3. the candidate's name and/or party name
4. the candidate/party message
5. the question of support
6. THANK YOU.

### **ACTIVITY: ROLE PLAY DIRECT VOTER CONTACT (CANVASSING)**

Divide participants into teams of three. In each team, have one participant play the role of a voter, one a canvasser and one an observer. Using the scripts developed above, have the voter and canvasser role play meeting at a doorstep. Have the observer give feedback to the canvasser. Then the participants can switch roles twice more until each participant has played each role: canvasser, voter and observer. Consider including the rule that during the three role plays, they must cover all three kinds of voters. Tip: to keep the Activity moving, don't give the teams longer than 3 minutes per role play, clapping your hands or calling out when it is time to switch roles.

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## EVENTS

Campaigns also use small events as a way to meet with groups of like-minded voters at a time. Sometimes we attend events that others have organized. We also organize events ourselves. One example is a “tea” or “coffee” event. These can work especially well for women who may not have a lot of time to attend a large event but will come to visit a group of neighbours for a coffee/tea and chat. This event is inexpensive, relatively easy to organize and a candidate can visit several of them in one day.

Share with the group the following description and format for a “tea” or “coffee”:

### **“Coffee” or “Tea”:**

**A small gathering of 20 – 30 friends or neighbors in a home to meet a candidate**

**Format:** welcome/introduction, candidate speaks briefly, request for votes and volunteers

**Materials needed:** sign-in sheets, literature, simple drink and possibly snacks

**Follow-up:** add participants to database of campaign, send thank you letters

### **ACTIVITY: BRAINSTORM**

You could divide the group into three to discuss these issues and report back or have the brainstorm as a group. Brainstorm what other kinds of small events- like “tea” or “coffee” could work for your campaign. Make one list of small events of important voters that are already organized that a candidate or campaign worker could attend. Make another list of target voters to invite to separate small events, like a “tea” or “coffee” (i.e. neighbors from one neighbourhood, close friends of key supporters, students, participants in a small cooperative, members of a civil society organization, workers from a local factory...)

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## DEVELOPING A CAMPAIGN BUDGET

### ACTIVITY: GROUP DISCUSSION

- Emphasize that running a campaign requires money.
- Ask participants to brainstorm items that will cost money in a campaign.
- Record the items on a flip chart.
- The following list contains many of the items that should be considered.

#### ***Campaign Budget Items***

- Candidate registration fees
- Stationary
- Flyers, pamphlets, and other printing and photocopying costs
- Communications (telephone calls, postage, etc.)
- Transportation
- Stage/platform/microphone and other special event costs
- Promotional items: pens, pencils, posters, etc.
- Refreshments (particularly for volunteers)
- Banner(s)
- Election day expenses, including meals, snacks, and transportation for polling agents and other volunteers

- The important point is that running a campaign will cost money and a source of funds must be found for all budget items.
- In some cases, you will be able to supply an item without having to pay for it (for example, if a supporter owns a photocopying shop and offers to make you free photocopies or if your party has a printing press that you can use). In most cases, however, you will have to fundraise. Fundraising is what makes your campaign possible. (See module on Fundraising and Membership Recruitment.)

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## DEVELOPING A CAMPAIGN PLAN AND SCHEDULE

### ACTIVITY: BRAINSTORMING SESSION ON CAMPAIGN ACTIVITIES

- Explain to participants that to be a successful candidate one needs to plan ahead and create a detailed “campaign plan”. A campaign plan is like a road map that tells you how to get to where you want to go (Parliament or a Provincial Council, for example). The first step in developing a plan is to develop a campaign schedule that lists all the necessary campaign activities in the order in which they need to be completed. Each task should also have a corresponding deadline by which it must be completed. Remember, even if you know where you are going, you’ll never get there if you don’t have a good map!
- Using a flipchart, ask participants to help you list all the different activities related to running a campaign.
- Be sure that participants mention the following activities. If they do not, you can add them yourself.
  - Register as a candidate and announce your candidacy.
  - Recruit a campaign team and volunteers
  - Consider strengths and weaknesses of candidate and the opponent(s)
  - Review the voters list
  - Identify your voters and their priority issues
  - Develop the candidate’s campaign message and platform
  - Develop a campaign schedule
  - Develop a budget
  - Raise money for the campaign
  - Design and print campaign posters, flyers, stickers, buttons, etc.
  - Develop a voter outreach plan
  - Conduct voter outreach activities such as:
    - Going door to door and meet with voters
    - Holding a campaign rally
    - Organizing special events
  - Develop and implement a media strategy to include:
    - Holding a press conference
    - Doing interviews with radio and television stations
  - Call supporters to make sure they vote on election day
  - Assign volunteers to serve as polling agents on election day
- After listing out campaign activities, engage women in developing a timeline for activities. Note that some activities will take more than just one day. For example, hiring a campaign team, recruiting volunteers, writing a campaign plan could be slotted into one or two week blocks, depending on the campaign.
- Next to the activities, list who will conduct these activities (candidate, volunteers, party members) and what materials are necessary.
- Remind participants that after the campaign schedule has been developed, the campaign team must frequently refer back to it to monitor its implementation. On a weekly basis, the team should review each task and the progress that has been made on completing it. Is everything being completed on time? Is time being managed wisely?
- Encourage women to go home and create their own campaign plans.

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## Get Out the Vote

Getting your supporters to vote on Election Day is an important part of your campaign. They need to know that they are part of something bigger and that their support for the candidate is important.

**REMEMBER:** Your Get out the Vote campaign is a partisan activity. You are not reminding everyone to vote, only those who have already told you in your voter contact campaign that they will vote for you. This action is what will give you the edge over campaigns that do not conduct this Activity.

### **ACTIVITY: BRAINSTORM WITH THE GROUP WHY PEOPLE DON'T GO OUT AND VOTE ON ELECTION DAY**

Possible answers:

- child is sick
- don't feel their vote will make a difference
- not convinced that it really matters who's in elected office "all politicians are the same"
- too busy
- forgot
- not sure if they are entitled or have the appropriate documents
- can't get there without help
- have no one else to look after their kids
- have been told that the election results are already determined

Remind the participants that the GOTV campaign is the key to all the hard work in the campaign. If the campaign has identified voters who will vote for your candidate but those voters don't actually get to the polling station to cast their ballots then all your energy, time and money in identifying their support has been wasted. Their support only counts when they cast a ballot for your candidate. It's now your job to convince them of the importance of doing so and enable them to do just that – vote.

### **ACTIVITY: GROUP DISCUSSION**

Review the materials on Get Out the Vote (*Strategy, Tools and Timeline*) with participants and discuss the importance of building this Activity into the overall campaign plan. Consider how an effective Get Out the Vote campaign might positively affect your candidate's election results.

**Remind participants that a *Get Out the Vote* campaign should perform the following functions (note on flipchart):**

- ✓ Remind voters of where they vote and the times they can vote.
- ✓ Deliver a brief positive message encouraging the identified voters to vote, stressing the importance of voting.
- ✓ Emphasize the importance of the election.
- ✓ Publicize the phone number for transportation and child-minding.

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- ✓ Invite people to volunteer to *Get Out the Vote*.

Often a simple reminder can be enough to ensure that that your voters get to the polls. The following are some *Get out the Vote* techniques.

Note and review the following tools and techniques on a flipchart:

***Get Out the Vote  
Tools and Techniques***

- Phone calls
- Flyers, “doorhanger”
- Transportation and child-minding services
- Checkers

- **Phone calls** reminding voters to vote, with the times of when they can vote and location of where they can vote.
- **Flyers** delivered directly to voters’ doors by volunteers, with the times of when they can vote and location of where they vote. A “doorhanger” is a flyer that is designed to hang on a door handle so that when the voter opens their door, they cannot miss your message.
- **Transportation and child-minding services** can be offered for Election Day at the same time the voter is reminded to vote.
- **Checkers** who check in with the scrutineers (observers) at the polls to see who on the campaign’s list of favorable voters haven’t voted yet. Checkers then send *Get out the Vote* volunteers back again to the homes of these voters to encourage them to come to the polls.

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## PUTTING IT ALL TOGETHER: CAMPAIGN SIMULATION

### **ACTIVITY: SIMULATION**

Use the *Campaign Simulation Information Sheet* and *Campaign Simulation Worksheet* to conduct this Activity.

Divide the group into two or three groups to each develop their own campaign plan. This Activity will take a significant amount of time, but draws on many of the modules covered in the course of this manual. You can use this Activity as a way to “wrap up” all the learning.

Please note: this Activity draws upon lessons from this module and several other modules in this manual, including that on Communication and Fundraising.

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## ELEMENTS OF A SUCCESSFUL CAMPAIGN

- An enthusiastic and professional **campaign team**.
- The identification of **sympathetic groups and individuals** and their tangible support.
- The development of a carefully considered **campaign plan** that includes, among many other elements, a campaign strategy, budget and fundraising plan and calendar of events.
- An attractive **campaign message** that is effectively communicated.
  - Consider what issues are important to your community and to you and emphasize some solutions.
  - Ensure the method of delivery used will reach the audience for which it is intended. For example, there is no point in writing a series of newspaper articles or designing a newsletter to outline your issues, if the majority of your target group is illiterate or do not rely on the print media for their news.
- Focused and targeted **campaign activities** that reach out to your voter.
- The identification of **possible barriers** to the success of the campaign and ways to overcome them. Barriers might include:
  - Public apathy
  - Resistance to change
  - Candidate or Party leader not well-known
  - Negative baggage from past performance of party
  - Campaigns do not motivate people
  - People do not feel politicians respond to their concerns
  - Politics seen as negative and dirty

### Strategies to overcome barriers:

- Target specific groups in the community differently (age, special interest, ethnic, women)?
- Issue-based campaigns
- Research issues that are important to your community
- Getting your message out
- Pick a leader who already has some credibility in your community
- Getting your candidate's name and face known (posters and advertising (TV, newspaper, etc; get out and 'meet and greet' the voters)
- Informal meetings (one-on-one meetings; bottom house meetings, etc.)
- Colourful, attractive special events
- Be upbeat and enthusiastic when delivering your campaign message and meeting voters
- Show sincerity
- Continue the dialogue with the community even after the election

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- **Familiarity with the regulations** governing the campaign.
    - Assign one of your campaign team members to research this important topic and to provide advice and guidance.
  - **A media and public relations strategy** that successfully attracts the attention of the media and highlights your campaign.
  - **An effective *Get Out the Vote* campaign:**
    - Distributing basic information about voting, including *when* the election is, *where* to vote and *what time* the polls open - by telephone, flyers and going door-to-door
    - Transportation and child-minding services on election day for your voters
    - Poll watchers at the polling stations, communicating with checkers about those supporters who have not yet voted in that district and volunteers to *Get out the Vote*

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## DUTIES OF CAMPAIGN TEAM MEMBERS

### *Campaign Manager:*

- Develops overall campaign plan in collaboration with candidate
- Supervises the day to day activities of the campaign and the candidate
- Makes sure that all campaign tasks are completed on time

### *Finance Director:*

- Develops and manages the campaign budget
- Develops a fundraising plan
- Directs fundraising efforts

### *Communications/Media Coordinator:*

- Develops a communication plan for the campaign
- Develops relationships with the media, writes press releases, and seeks media coverage of the candidate and her campaign
- Assists the candidate with developing her campaign message, preparing speeches, slogans, flyers, etc.

### *Voter Outreach Coordinator:*

- Develops a plan for how the candidate will convert voters and gain supporters
- Plans special events, door-to-door canvassing activities, and other efforts to reach voters
- Oversees and evaluates the implementation of the plan

### *Volunteer Coordinator:*

- Recruits and manages individuals who volunteer to work on the campaign

### *Election Day Coordinator:*

- Manages, organizes, and coordinates all Election Day activities in the last few weeks of the campaign to include Get Out the Vote activities and making sure that the candidate has a representative in all polling stations to observe voting and record any problems.

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## PREPARING A CAMPAIGN PLAN

*Include the following when preparing a Campaign Plan:*

- Register as a candidate and announce your candidacy.
- Recruit a campaign team and volunteers
- Consider strengths and weaknesses of candidate and the opponent(s)
- Review the voters list
- Identify your voters and their priority issues
- Develop the candidate's campaign message and platform
- Develop a campaign schedule
- Develop a budget
- Raise money for the campaign
- Design and print campaign posters, flyers, stickers, buttons, etc.
- Develop a voter outreach plan
- Conduct voter outreach activities such as:
  - Going door to door and meet with voters
  - Holding a campaign rally
  - Organizing special events
- Develop and implement a media strategy to include:
  - Holding a press conference
  - Doing interviews with radio and television stations
- Call supporters to make sure they vote on election day
- Assign volunteers to serve as polling agents on election day

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## DEVELOPING YOUR *GET OUT THE VOTE* STRATEGY

### **A *Get Out the Vote* strategy should include:**

- 1. List of supportive voters** to deliver the *Get Out the Vote* message to (as identified through your voter identification and voter targeting activities). The *Get Out the Vote*/Election Day Coordinator should ensure the lists of supportive voters are complete and accurate (see 'Voter Lists' under Tab 4: *Voter Identification and Voter Outreach*).
- 2. Budget.** Your campaign budget will include a line item on the *Get out the Vote* activities. Develop a detailed *Get Out the Vote* budget, itemizing all expenses for the *Get Out the Vote* campaign, including Election Day expenses.
- 3. *Get Out the Vote* activities,** including a strategy to deliver the *Get Out the Vote* message as many times as possible during the *Get Out the Vote* period.
- 4. Timeline** identifying when your activities will take place. Depending on the length of your election campaign, the timeline might begin 10 weeks before Election Day. Planning and organizing are completed in the first 7-8 weeks and *Get Out the Vote* activities occur 1-2 weeks before Election Day.
- 5. Support to get your voters to the polls.** Put the necessary plans in place to make it as convenient as possible for voters to get to the polls, including offering transportation and child minding facilities to your supportive voters. Pay special attention to identifying elderly, disabled and other voters who may need assistance on Election Day.

### **Effective *Get out the Vote* tools include:**

#### **Public Relations**

A successful *Get Out the Vote* drive must maintain high visibility in order to heighten voter awareness. The *Get Out the Vote*/Election Day coordinator should work with the communications and media coordinator to develop specific strategies to keep the public aware of the *Get Out the Vote* activities.

#### **Telephones**

Additional phone lines will be necessary to accommodate the high volume of calls. As in other phone canvassing activities, volunteers should be trained to work from a script. Phone calls should be made 1 – 2 weeks in advance of Election Day and on Election Day itself.

If it is not possible to get additional lines, your campaign can consider:

- Using more than one site. Supportive organizations or businesses might be willing to allow your campaign to use their phones.
- Using cellular phones at a central location.
- Having volunteers make calls from home. This is the least desirable method as it is difficult to coordinate and supervise volunteers if they are not at a central location.

#### **Door-to-Door Canvassing**

Where there are few or no phone lines the *Get Out the Vote* campaign may have to heavily rely on door-to-door activities.

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Volunteers can use a similar script used in a telephone campaign and leave written information that includes:

- The candidate's name
- The date of the election
- The address of the polling station
- Time that the poll is open
- Contact information for transportation and child minding

### ***Flyers***

*Get Out the Vote* flyers should contain the information noted above in the door-to-door campaign. When sent through the post, the flyers deliver the message to your identified supporters in a very direct and personal manner. The timing is very important and ideally they should receive the mail three to four days before Election Day.

Distributing flyers at busy locations in your community is also a useful way of getting the message out. However, take note that flyers should only be disbursed in areas where your candidate is overwhelmingly popular. You do not want to remind your 'no' voters about the election.

### ***Checkers***

A 'checker' system has been proven to be a very effective *Get out the Vote* campaign tool. The system works as follows:

- Each checker is given a list of supporters on Election Day.
- Checkers visit the polls at various times throughout the day and check in with the candidate's observers.
- The observers tell the checkers which of the candidate's supporters have voted.
- The checker passes this information on to the volunteers who can then focus their efforts on supportive voters who have not yet voted.

Your campaign should also have volunteers on the road who can report any problems at the polls to campaign headquarters.

### ***Transportation and Child-Minding***

Providing transportation to the polls and child-minding services are good tools to encourage your voters to vote on Election Day. Transportation and child minding services should be planned well in advance and should operate from a central location that is separate from other Election Day activities.

Telephone and door-to-door canvassers should publicize the transportation and child-minding services to targeted voters.

### ***Poll Closing***

Check the law as to whether or not registered voters waiting at the polling place to vote when the polls close, will ensure that the polls remain open for sufficient time to allow those voters to vote. Campaign volunteers should be on hand to keep your supporters in line. *Get Out the Vote* volunteers should do whatever they can to keep them there. Providing snacks or just keeping them company might help.

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## SAMPLE PHONE/CANVAS SCRIPT

- ❖ Hello my name is \_\_\_\_\_. And I am calling on behalf of *[candidate's name]* \_\_\_\_\_.
- ❖ How many voters in your household?
- ❖ Is this your correct contact information? *[Read aloud and correct, as needed]:*

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

- ❖ Have you decided who you are voting for in the next election?
- ❖ What are the most important issues for you?
  - Jobs?*
  - Health?*
  - Education?*
  - The Economy?*
  - Crime?*
  - Other?* \_\_\_\_\_
- ❖ Have you heard of *[candidate's name]* \_\_\_\_\_?
- ❖ *If yes or no, she is a candidate who stands for: [deliver her campaign message]*

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- ❖ I will leave/send you a *[pamphlet/brochure/newsletter/flyer]* about what *[candidate]* has done for the community in the past and intends to do in the future.
- ❖ Thank you for your time. It was nice meeting with you and hearing your opinions. I will pass on your concerns to *[candidate]*. She will continue to seek input from residents after she is elected.

### **Can we count on your support in the election on [month/day/year]?**

If there is a positive response, ask:

- ❖ Is there is any interest in volunteering on the campaign?  
*[offer to leave/send a volunteer form].*

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## VOTER IDENTIFICATION QUESTIONNAIRE

### **Voter Identification:**

**Who** is my target voter?

**What** do they care about? **What** are they interested in?

**Why** does my voter vote/volunteer/participate?

**Why** does my voter not vote/not participate? What are the barriers to participation? How can my campaign address these barriers?

**How** does my voter learn about issues? How can we inform the voters of our work?

**Where** is my voter located? What are some creative ways of getting their attention?

**When** are voters most available? What days of the week? What time of the day?

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## CONSIDERATIONS FOR CONTESTING

### 1. Why do you want to run for office?

Elected office is demanding and time-consuming. Have you carefully considered why you want to contest? A potential candidate should ask herself the following questions:

- Why do you want to run for office? For the fame? To make the country a better place? To advocate on behalf of issues that are important to you?
- Are you fully prepared – both to run a campaign and to serve if elected?
- Is your family prepared and supportive?
- How will this affect your professional and personal life?

### 2. What are your financial resources?

Election campaigns can be expensive and elected officials are only paid a small stipend.

- Do you have adequate personal resources to run?
- Can you raise additional resources to finance your campaign? From whom?
- Will you be able to support your family financially while serving as an elected official?

### 3. What are your campaign issues?

- What are the main issues around which you will develop your campaign? Security? Developing the country's infrastructure? Promoting girl's education?
- Are these issues based on the needs of the community?

### 4. What level of support do you have in your community/party?

- Are you well-known, respected, and supported?
- Who are your supporters and how many of them are there?
- Are they willing to volunteer their time and serve on your campaign team?
- Are they willing to support your campaign financially?
- Are they willing to use their influence to support you?
- Do you have the support of important leaders within your party? Within your community?

### 5. What is the process for entering the campaign?

- Do you know what steps you need to take to become a candidate?

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## SAMPLE GET OUT THE VOTE TIMELINE

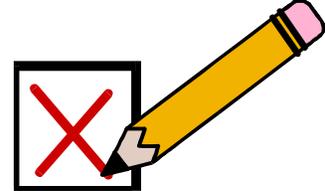
For illustrative purposes, we are suggesting a 10-week Get Out the Vote Timeline. Check the law to determine the actual campaign period governing your election.

### Election Day (E. Day) – 10 weeks

- Recruit a *Get Out the Vote*/E. Day Coordinator. This person should be someone who has demonstrated leadership and an interest in and knowledge of the political process.
- Coordinator develops a *Get out the Vote* strategy and action plan, which includes activities, timeline, number of volunteers, training of volunteers, budget, identification of E. Day supplies, materials (including voter lists), equipment, facilities (including zone houses) and telephones.
- The Coordinator reviews the *Get Out the Vote* budget with the finance director to make sure all possible costs are identified.
- The Coordinator, with the Campaign Manager, divides the polling areas up into sub-regions, using maps of the voting districts.
- The Coordinator and Campaign Manager identify zones within each sub-region on the maps.

### E. Day – 9 weeks

- Develop job descriptions.
- Recruit volunteer team leaders such as the chief scrutineer and zone captains.
- Review plan of action with volunteer team leaders.
- Identify teams.
- Obtain voter lists.



### E. Day – 8 weeks

- Update voter lists.
- Analyze results of last election, according to zones identified for this campaign.
- Identify strategic locations for zone houses within each sub-region, to coordinate E. Day activities at the sub-regional level.
- Develop materials for *Get Out the Vote* campaign (flyers, etc.) – information should include a reminder to vote, the address of the polling station (adjust for each area), polling times and the phone numbers for assistance on E. Day (child-minding and transportation).
- Identify printers and other supplies as needed.

### E. Day – 7 weeks

- Work with other members of the campaign team to divide voter lists sub-regionally.
- Work with the finance director to develop controls for E. Day expenses.
- Finalize voter outreach materials for the *Get Out the Vote* campaign that will tell voters where and when to vote. Consult campaign team to ensure information is accurate. Get approval from Campaign Manager.
- Begin search for zone houses.

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## E. Day – 6 weeks

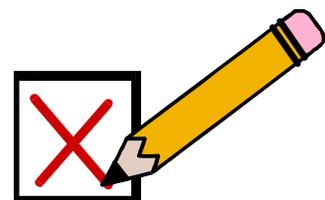
- Send *Get Out the Vote* materials to printer.
- Continue to update voter lists by polling station; organize sub-regionally by polling station.
- Develop training program and training materials for E. Day volunteers.
- Begin to actively recruit volunteers.
- Organize all E. Day supplies (writing materials, etc.), equipment and telephones. Consult team leaders to ensure supplies are adequate.
- Develop E. Day materials (lists to keep track of voters for the telephone banks and checkers, lists for the drivers providing transportation on E. Day, etc.).
- Continue search for zone houses.

## E. Day – 5 weeks

- Continue to update voter lists as in week 6.
- Confirm zone houses.
- Develop plans for transportation and child-minding assistance on E. Day.
- Meet with *Get Out the Vote* team leaders to ensure that all teams are aware of what the others are doing and where their roles overlap.
- Continue recruitment of E. Day volunteers.
- Finalize E. Day materials. Consult team leaders to ensure information is accurate.

## E. Day – 4 weeks

- Update *Get Out the Vote* action plan with zone captains.
- Finalize voter lists by polling area.
- Review maps and voter lists with each zone captain.
- Schedule E. Day volunteer training workshop for E. Day – 1 week.
- Finalize training materials for E. Day volunteer training workshop.
- Complete detailed plans for the next 3 weeks.
- Receive *Get Out the Vote* materials from printer.
- Send E. Day materials to printer.



## E. Day – 3 weeks

- Develop a plan for voters who need support. As canvassers identify people who need help getting to the polls, identify resources to get these voters to the polls.
- Recruit volunteers as needed
- Arrange meals and snacks for volunteers on E. Day.
- Begin to organize E. Day materials by zone.

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## E. Day – 2 weeks

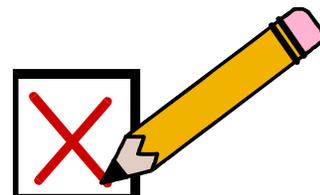
- Schedule training sessions for first round of E. Day volunteers: inside and outside scrutineers, runners, drivers, etc.
- Continue developing plan for transportation and child-minding. This list should be constantly updated as additional resources such as vehicles or volunteer childcare workers are identified.
- Begin daily team meetings.
- Identify all supporters by zone using telephone numbers, addresses and other information that can be used to contact them on E. Day.
- *Get Out the Vote* activities begin.
- Coordinate mail drop. All supporters should receive a *Get Out the Vote* flyer in the mail 3 to 4 days before Election Day reminding them to vote.
- Finalize training workshops for E. Day volunteers.
- Receive E. Day materials from printer.

## E. Day – 1 week

- Finalize plans for transportation and child-minding on E. Day.
- Confirm snacks and meals for volunteers on E. Day.
- Schedule volunteers to deliver food and snacks to volunteers at all the zone houses on E. Day.
- Provide training to all E. Day volunteers.
- Supporters should receive a *Get Out the Vote* flyer in the mail 3 – 4 days before Election Day reminding them to vote.
- Coordinator meets with all zone captains the day before E. Day to review E. Day plans.
- On the day before the election, zone captains also assemble E. Day volunteers to brief on E. Day assignments.

## ELECTION DAY

- E. Day/*Get Out the Vote* Coordinator is responsible for coordinating the campaign's *Get Out the Vote* operations for the day and will work out of the zone houses.
- Ensure that zone captains have updated schedules of volunteers throughout the day.
- Coordinator will visit zone houses throughout the day, consult with zone captains and other functional team leaders and problem solve as needed.
- Coordinator is in constant contact with Campaign Manager to ensure smooth communication throughout the day.
- E. Day operations are finished when the polls close but sometimes drivers remain ready to assist until the count begins.



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## SAMPLE *GET OUT THE VOTE* TELEPHONE SCRIPT

- My name is \_\_\_\_\_ and I am calling on behalf of the \_\_\_\_\_ *[name of candidate]* campaign to give you some information about Election Day on \_\_\_\_\_ *[give date]*.
- Your polling station is at \_\_\_\_\_ *[give address]*.
- The polls are open from \_\_\_\_\_ am to \_\_\_\_\_ pm.

**This is where and when you vote on Election Day,** \_\_\_\_\_ *[give date again]*.

- Do you need a ride to the polls? Yes/No
- *If YES* - What is a convenient time for pick-up? \_\_\_\_\_ AM or \_\_\_\_\_ PM
- *If NO* - If that changes, here is the phone number you can call to arrange transportation: \_\_\_\_\_ *[give contact telephone number]*
- Do you need any child-minding assistance? Yes No
- *If YES* - This is how that will work: *[give the voter the information about what the child-minding arrangements are]*
- *If NO* - If that changes, here is the phone number you can call to make arrangements for child-minding: \_\_\_\_\_ *[give contact telephone no]*
- Would you be interested in helping out on Election Day with getting out the vote for the \_\_\_\_\_ *[give candidate's name]* campaign? Yes/No

**Thank you for your time and I hope we at the \_\_\_\_\_ *[give candidate's name]* can count on your support on Election Day -**  
\_\_\_\_\_ *[give date of election again]*.

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## CAMPAIGN SIMULATION INFORMATION SHEET

### ***Political Background***

Local elections are coming up and you are dedicated party workers from the Women's Wing of the Progressive Party. You are based in Trouble City. Your party has asked you to select one woman to contest the local elections.

The Progressive Party's traditional constituents have been urban dwellers. They enjoy more support among women than men, and do better with younger voters. Trouble City's Mayor, Jamila Bibi, is a Progressive Party member, and the Progressive Party has a majority on the current city council.

The main issue in Trouble City has been improving the economy. Many voters are upset that there are not more jobs, and that the jobs do not pay well. Voters are also frustrated that the infrastructure: the roads, the water, electricity, gas are in bad shape. There is a small but vocal group of young people, mostly students, who are demanding that government and companies clean up the environmental messes left from old factories.

You have the following facts:

- 135,897 registered voters live in Trouble City.
- In 1996 there were 103,468 votes cast in Trouble City.
- The Progressive Party received 52,367 votes in Trouble City.
- There are 1,140 members in the Progressive Party in Trouble City.
- There are 4 universities in Trouble City, with a total population of 15,340 students.

You conduct a baseline poll, which tells you the following:

- 52% of the voters believe the ruling Independence Party government is doing a bad job.
- 21% of voters plan to vote for Independence Party candidates, 24% of voters plan to vote for Progressive Party candidates, 10% are supporting other parties and the rest are undecided.
- The Progressive Party does better among women, getting 35% of the vote in the poll.
- The Progressive Party does better among voters under the age of 35, getting 37% of their vote.
- The Progressive Party does worse among men and older voters, getting 15% and 17% of the vote, respectively.
- When asked which issues are most important, voters said:

1. Jobs/Economy	58%
2. Infrastructure	48%
3. Crime	32%
4. Education	19%
5. Environment	13%

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6. Morality 8%

- 25% of potential voters are 35 years old or younger. 35% of potential voters are 55 or older.
- 40% of potential voters are women and the remaining 60% are men.
- Roughly 11% of registered voters are students.

**Simulation Guidelines:**

- The campaign lasts 90 days. You may only campaign during that time. Additionally, you may not campaign during the two days prior to the election.
- Your party has USD 2,500 in local currency in its treasury for use on this election campaign.
- You may raise an additional USD 2,000 in local currency if you have a good fundraising plan.
- There are three radio station in Trouble City:
  - WROC:** It plays western rock music and targets young listeners. 1 commercial costs USD 100.
  - WFOK:** It plays newer local pop and Western music with folk stories and some news. It targets a broad audience, both working and middle class peoples. 1 commercial costs USD 75.
  - WROM:** It broadcasts news and traditional music. 1 commercial costs USD 50.
- Posters costs 50 cents each
- Buttons costs 25 cents each
- Flyers cost 10 cents each

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## CAMPAIGN SIMULATION WORKSHEET

This worksheet is designed to help you consider all the information you will need to put together an effective plan for the local election campaign simulation. Begin by carefully reading the campaign simulation information sheet, which describes your political party, the constituency in which your candidate will run, and the voters in that constituency. You should prepare your campaign with this information in mind.

Once you have read the campaign simulation information sheet, you should select one woman from your group who will serve as your candidate for the local election. Once your candidate has been selected, your group should work through the first two steps together before dividing into specific campaign teams (Step Three). Each team will be responsible for preparing part of the campaign as described below:

- The Communications Team will be responsible for completing Step Four, developing a campaign message, and for helping the candidate prepare a three-minute campaign speech that she will deliver on the second day of the workshop.
- The Voter Contact Team will be responsible for completing Step Five and Six, developing a campaign schedule and specific activities that your campaign will use to reach potential voters.
- The Finance Team will complete Step Seven, the campaign budget, and prepare a fundraising plan.

Each group will have ten minutes to present the three parts of their campaign plan: the campaign schedule and activities, the campaign budget and fundraising plan, and the candidate's speech. Please be sure to choose one person from the Voter Contact and one from the Finance Teams to present their part of the campaign plan.

### Step One: Research

Briefly describe the voters in Trouble City.

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Briefly describe what has happened in past elections in Trouble City.

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Briefly describe the factors that will influence this election.

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Briefly describe your party.

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Briefly describe your major opponent, the ruling Independence Party.

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## Step Two: Targeting the Voters

Your candidate can be considered to belong to the following demographic group(s), which will be your bases of support:

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These other demographic groups can be expected to support you for the following reasons:

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Your opponent can expect to attract her votes primarily from the following demographic groups:

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Members of your target audience share the following values and attitudes:

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Members of your target audience share concerns about the following issues:

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## Step Three: Forming a Campaign Team

### Key campaign teams:

- **Communications Team**
  - Assisting in the development of the campaign message
  - Serving as the prime media contact person for the campaign
  - Overseeing all aspects of communications, in consultation with the campaign manager, including media relations, speech writing and campaign literature

- **Finance Team**
  - Developing the campaign budget
  - Managing the campaign budget, in consultation with the campaign manager
  - Monitoring the cash flow
  - Accounting for all receipts and expenses
  
- **Voter Contact Team**
  - *Considers the various target groups among voters and the ways in which the campaign team will reach them*
  - *Develops the campaign schedule in consultation with the rest of the campaign team*
  - *Ensures the plan is implemented*

These people will have the following roles in the campaign:

Name	Role	Phone Number
	Local Election Candidate	
	Finance Team	
	Finance Team	
	Finance Team	
	Voter Contact Team	
	Voter Contact Team	
	Voter Contact Team	
	Communication Team	
	Communication Team	
	Communication Team	

**Step Four: The Campaign Message**  
**The Message Box**

<b>What we say about our candidate</b>	<b>What we say about their candidate</b>
<b>What they say about our candidate</b>	<b>What they say about their candidate</b>

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The following is a brief (one minute) statement that answers the question “Why is your candidate running for the local election and why should people vote for her?”

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***The message checklist:***

- Is it short?
- Is it truthful and believable?
- Is it persuasive and important to your voters?
- Does it show a contrast between you and your opponent?
- Is it clear and does it speak to the heart?
- Is it directed at your target audience?

***Key Issues of the Electorate***

The following are the most important issues to your target audience:

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_

Our campaign is best positioned to **focus on the following issues** and **will relate them to the campaign message** in the following way:

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_

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**Step Five: Voter Contact**

In general, you intend to communicate your message to the voters using the following methods:

Demographic Group	Method to reach them

***Voter contact plan***

Activity 1.

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Activity 2.

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Activity 3.

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Activity 4.

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Activity 5.

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## Step Six: Campaign Schedule

**Time frame: *The campaign will last for 90 days.***

- Start with Election Day and work backwards into the campaign period and pre-campaign period.
- There are many activities you should consider including:
  - Registering as a candidate and announcing your candidacy
  - Writing your campaign plan
  - Recruiting volunteers
  - Press conferences
  - Special events
  - Candidate going door-to-door to meet voters
  - Fundraising activities
  - Production of flyers and other campaign materials
  - Interviews with radio or television stations
  - Flyer distribution in the community (at targeted locations)
    - *Get out the Vote* activities
  - Post-election wrap-up activities

The following is your campaign schedule, which outlines all of the activities you intend to complete before the end of the campaign period.

### CAMPAIGN SCHEDULE

Date	Activity
Election Day	
One week before Election Day	
Two weeks before Election Day	
Three weeks before Election Day	
Four weeks before Election Day	
Five weeks before Election Day	
Six weeks before Election Day	
Seven weeks before Election Day	

<b>Eight weeks before Election Day</b>	
<b>Nine weeks before Election Day</b>	
<b>Ten weeks before Election Day</b>	
<b>Eleven weeks before Election Day</b>	
<b>Twelve weeks before Election Day</b>	

**Step Seven: Campaign Budget**

	<b>First Month</b>	<b>Second Month</b>	<b>Third Month</b>	
<b>Office supplies</b>				
<b>Personalized stationary &amp; envelopes</b>				
<b>Salaries for paid staff</b>				
<b>Calling voters</b>				
<b>Printing and photocopying</b>				
<b>Mailing flyers</b>				
<b>Door-to-door canvassing</b>				
<b>Television ads</b>				
<b>Newspaper ads</b>				
<b>Radio ads</b>				
<b>Special events</b>				
<b>Balloons, banners, etc.</b>				
<b><i>TOTAL EXPENSES</i></b>				



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# APPENDIX



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## REGISTRATION FORM

### *Supporting Women Political Leaders in Muslim South East Asia*

**Name of Trainer:** \_\_\_\_\_

**Political Party:** \_\_\_\_\_

**Date(s) of Training:** \_\_\_\_\_

**Name of Participant:**

**Address, Phone Numbers, Email, etc.:**

**Educational Background:**

**Occupation or Work Experience (*Note: housework is work*):**

**Organizational Experience (*for example, participation - past and present - in groups and leadership positions held in each group or experience*):**

**Political Party Background, Experience and Positions held in party:**



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## ATTENDANCE SHEET (page 2)

SUPPORTING WOMEN POLITICAL LEADERS IN MUSLIM SOUTH EAST ASIA  
DATE: \_\_\_\_\_

<b>NAME</b>	<b>Contact Information:</b>	<b>Organization:</b>

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## GROUND RULES FOR TRAINING

1. **Punctuality:** Arrive on time to each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.
2. **No Disturbances:** Hand phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
3. **Respect Others:** Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.
4. **Participation:** You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.
5. **Agree to Disagree:** During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions about politics as healthy exchanges rather than personal attacks. There will be a tolerance of differences in approaches and strategies. Everyone should contribute to a safe/non-judgemental environment.
6. **Ask Questions:** There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant.
7. **Give your honest feedback:** At the end of each day you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated and is the only way that we can improve.

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# **SAMPLE AGENDA**

**INSERT PARTY LOGO HERE**

**INSERT NAME OF PARTY HERE**  
**Training for Women Political Activists**  
***July 29<sup>th</sup> – 30<sup>th</sup>, 2005***  
Party Headquarters, Kuala Lumpur

***Friday, July 29<sup>th</sup>, 2005***

- |                      |   |
|----------------------|---|
| <b>9.00 – 9.30</b>   | <b>Registration</b>   |
| <b>9.30 – 10.00</b>  | <b>Introductions, Workshop Objectives, and Ground Rules</b> |
| <b>10.00 – 11.30</b> | <b>Women and Politics</b>                                   |
| <b>11.30 – 12.45</b> | <b>Building Leadership Skills</b>                           |
| <b>12.45 – 1.00</b>  | <b>Evaluation</b>   |

***Saturday, July 30<sup>th</sup>, 2004***

- |                      |  |
|----------------------|--|
| <b>9.00 – 9.30</b>   | <b>Registration</b>                    |
| <b>9.30 – 11.00</b>  | <b>Developing Party Platforms</b>      |
| <b>11.00 – 12.15</b> | <b>Conducting an Advocacy Campaign</b> |
| <b>12.15 – 1.00</b>  | <b>Closing Session</b>                 |

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## SAMPLE OBJECTIVES

- ❖ To identify barriers to women's participation in politics and within our party in particular
- ❖ To develop strategies to overcome these barriers and increase opportunities for women in politics generally and within political parties specifically
- ❖ To develop self-awareness and self-confidence
- ❖ To develop strategies to increase leadership capacities
- ❖ To consider the party's platform and ways in which it does or does not address women and women's issues.
- ❖ To think through pro-women policies that the party might adopt to strengthen its outreach, appeal, and service to women.
- ❖ To learn political negotiation and advocacy skills
- ❖ To develop strategies to create or strengthen party and community networks for information and support.

# SAMPLE DAILY EVALUATION

## INSERT PARTY LOGO HERE

### DAILY EVALUATION

*Training for Women Party Activists  
July 29<sup>th</sup> and 30<sup>th</sup>, 2005*

**DAY ONE: Friday, July 29<sup>th</sup>, 2005**

COMPONENTS/TOPICS	RATING				
	Unsatisfactory	Average	Good	Very Good	Excellent
Introductions, Objectives, and Ground Rules					
Women and Politics					
Building Leadership Skills					

**Which session(s) did you like best and why?**

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**Which sessions did you find least useful and why?**

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**What is the most important thing that you learned today? What information will be the most useful to you as a political activist?**

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**What aspect of the training do you see yourself using within the next two months? Where, with whom and how?**

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**Please give one or two practical suggestions for how we could improve today's training:**

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### **SAMPLE SURVEY\***

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\* for use before and after training to monitor changes in attitudes or knowledge

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## ADDITIONAL RESOURCES

NDI's *Access Democracy* Web Site:

<http://www.accessdemocracy.org/ndi/accessdem.asp>

"Win with Women – Strengthen Political Parties" Web Site:

<http://winwithwomen.ndi.org>

