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DAY 1

DAY 2

DAY 3

Day 1.

1. Introduction to the training

This chapter provides exercises to lay a solid basis for effective collaboration during the training and to have a thorough understanding of the training programme.

Getting to know each other

Exercises

The trainers welcome the participants and introduce themselves. The participants get to know each other by doing one or more of the introduction exercises (see annex 1).

- 

Indicated time:
 - 30 minutes
- 

Objective:
 - Trainers and participants get to know each other
- 

Output:
 - List of learning expectations for the training session
- 

Materials:
 - A4 white paper
 - Markers
 - Tape
- 

Method:
 - Group work

Page 14 →
Annex 1

- 

Indicated time:
 - 20 minutes
- 

Objective:
 - Participants agree on roles and responsibilities during the training
- 

Output:
 - List of rules to be followed during the training
 - List of participants and their specific tasks during the training
- 

Materials:
 - Flip chart sheets
 - Markers
- 

Method:
 - Group discussion

Agreeing on basic training rules

Exercises

Set the training rules

A safe and positive learning space is crucial for a successful training session. The trainer explains the importance of a joint set of agreements, emphasising the participants' rights and responsibilities throughout the training. The trainer asks each participant to mention essential training rules on confidentiality, being on time, telephone use, praying, and so on. The trainer asks if all participants agree, and discusses with the group what to do when agreements are broken. Rules can be added at the end of the day, anonymously on sticky notes if appropriate. The trainer writes the input from the group on a flip chart sheet and puts it on the wall, visible in the room.

Divide roles and responsibilities

During the training days some participants get specific responsibilities that will benefit the group process. Invite participants to take the following roles:

- Time keeper;
- Person responsible for the energiser;
- Someone responsible for recap and summary;
- Participant who can speak on behalf of the group.

Assign the roles and write them down on a flip chart sheet, visible for everyone in the room. Rotate the roles during the training days.

- 

Indicated time:
 - 20 minutes
- 

Objective:
 - Participants receive insight in the different parts of this training
- 

Output:
 - Overview of training and expectations
- 

Materials:
 - Hand-out 1
 - Flip chart sheets
 - Markers and tape
- 

Method:
 - Presentation

Page 15 →
Hand-out 1

Introducing the training topics and methodology

About the training

The trainer introduces the training:

- The training focuses on different topics (hand-out 1). Each topic is accompanied by several exercises that introduce the topic, explain the theory and help participants to integrate new knowledge into their daily practice.
- The participants work in small groups of different composition. In this training they learn with and from each other.
- During the training the participants and the trainer regularly reflect on the exercises and their experiences. This can be individual exercises and group exercises. The participants make notes on what they observe. The participants formulate in an objective manner and give meaning to the different situations.

2. Definition of leadership

The exercises in this chapter will assist the training participants to acquire a common understanding of leadership. The participants will explore different views, agree to a common understanding, and compose a leadership competence profile, including qualities and roles.



Indicated time:

- 120 minutes



Objective:

- Participants explore definitions of leadership and the qualities and skills of good leaders.
- Participants can describe circumstances and events that inspire leadership.
- Participants have broadened their perspective and enlarged their vision about people who are and who can be a leader.



Output:

- Leadership competence profile



Materials:

- Hand-outs 2 and 3
- Five flip chart sheets



Method:

- Group work
- Presentation

Exercise

Select a quote

The trainer presents different quotes on leadership (see hand-out 2 for examples). Each participant selects one and discusses with her or his neighbour how she or he (dis)agrees with the statement. The trainer asks participants to summarise briefly. The trainer encourages the participants to explore the topic of this training. There are no rights and wrongs. The trainer stimulates participants to explore their ideas, norms and values.

Choose a leader

The trainer asks each participant to think about a person whom she or he considers a leader, a person that inspires her or him as a leader. This is not necessarily a person who leads her or him at the moment. The person may be a conventional leader such as a political official, a famous celebrity or an ordinary person — somebody who perceived a basic challenge in the participant's life or that of her or his community and solved it. Maybe this is a family member or a friend.

The trainer asks each participant to write down in a few lines the challenges that this leader was confronted with, as well as the qualities and skills that this leader demonstrated in addressing the challenges. The participants prepare to give a brief summary (three to five minutes) of this leader's story to the group.

The trainer invites the participants to share their stories. After each participant has shared her or his story about a leader she or he admires, the trainer discusses the following questions with the group:

- What leadership qualities and skills do many of the leaders have in common?
- Are there similar themes, conditions, events or situations that recurred in many of the stories?

The trainer prepares five flip chart sheets with the different roles of the leadership profile: Motivator, Organiser, Manager of Relations, Activist/Lobbyist and Strategist. The trainer collects the stories and input from the group and writes the qualities and skills of a leader on the appropriate flip chart sheet. The charts stay on the wall during the three days of training.

Be a leader yourself²

The trainer asks the participants to think about a situation in their life in which they took the lead in a challenge. This can be a family matter, in their work, or in their daily life. The participants write down in a few lines the challenges that they were confronted with, as well as the qualities and skills they demonstrated in addressing the challenges. The participants prepare to give a brief summary (three to five minutes) of their story.

The trainer invites the participants to share their stories. After each participant has shared her or his story about being a leader, the trainer discusses the following questions with the group:

- What qualities and skills did you use to overcome that challenge?
- Which leadership characteristics do you feel you have?
- Would you identify yourself as a leader? Why or why not?

The trainer collects the stories and input from the group and writes the qualities and skills of a leader on the appropriate flip chart sheet.

Make a leadership competence profile

The trainer explains how this training came about, refers to the leadership competence profile (hand-out 3) and discusses with the participants the different qualities, roles and skills. The group discusses which qualities and skills can be added to to the five flip chart sheets.

The trainer explains to the group that the five roles will be the framework for this training. During the three days the participants may contribute additional qualities and skills.

² This exercise is an adapted exercise from Leading to Choices, A Leadership Training Handbook for Women (2001) by Women's Learning Partnership for Rights, Development, and Peace (WLP), ISBN 0-9710922-0-6

3. Reflection

This chapter offers exercises for participants to develop their reflective capacity. They will practice self-reflection as well reflection on competencies and action taken. The focus will be on the role and competencies of the strategist.



Indicated time:
▪ 120 minutes



Objective:
▪ Participant can reflect on their own qualities
▪ Participants can stimulate team members to investigate and develop their potentials



Materials:
▪ Hand-outs 4 and 5



Method:
▪ Individual exercise
▪ Interview

Page 18 →
Hand-out 4 and 5

Exercises

Discover your personal mission

The trainer explains to the group that this exercise will assist them in discovering their own purpose. This exercise will guide the participants to achieve a mind-set in which they can define their personal mission. The trainer reads aloud a number of questions (hand-out 4) and gives one to two minutes writing time to answer each question.

The trainer asks the group:

- Take out a few loose sheets of paper and a pen.
- Write the answers to each question down. You can write in your own language.
- Be honest. Nobody will read your answers. It is important to write without editing.
- Write the first thing that pops into your head. Write in point form.
- It is important to write out your answers rather than just thinking about them.
- Write quickly. Give yourself less than 60 seconds per question.
- Enjoy the moment and smile as you write.

At the end of the exercise, the trainer discusses the questions raised in the group, by asking: How did it feel to take some time to think about these topics? Does anybody want to share with the group what she or he answered? What are the values that count, that are important? In what way do you use these in your daily work?

Use the appreciative inquiry model

The trainer asks the participants to interview each other in pairs about a successful experience in their work when they took on a leadership role. By remembering this powerful experience and sharing it, participants find out what matters to them most, what inspires them and what they can offer to their team.

The trainer explains the rules for this exercise:

- Use the questionnaire (hand-out 5) to interview each other.
- Everything discussed during the interview will remain confidential.
- Concentrate on the heart of the story.
- When you notice something negative, turn the conversation with a question like ‘What would your ideal situation look like?’
- Take 15 minutes to interview, and then switch places.

The trainer starts the exercise and asks participants to sit back in their chair, to close their eyes and relax. The trainer asks them to think back to a moment at work when they had a very good experience, a moment when they were full of energy and very happy. When everybody has recollected ‘their moment’, the participants can start the interviews. Each participant partners up with somebody she or he knows well.

After the interviews are finished, participants can share their experiences. The trainer ask questions like:

- Was it easy or difficult to answer the questions?
- Who learned something new about themselves?

The trainer makes a connection to coaching team members. The trainer asks the participants how they experienced this way of exchanging information and asking these types of questions.

Notes for the trainer

Appreciative inquiry is a model for analysis, decision-making and the creation of strategic change, particularly within companies and organisations. Appreciative inquiry attempts to use ways of asking questions and envisioning the future in order to foster positive relationships and build on the present potential of a given person, organisation or situation. It involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential.

Closing of the day exercise: Speak like popcorn

The trainer asks the participants to stand in a circle. The trainer explains the rules of this exercise. When somebody wants to say something (make a comment, share a thought, and evaluate the day), this person steps forward inside the circle then speaks up. The others do not comment or say anything. When finished, others may join the person who spoke if they agree. Then the person who spoke steps back in line. And the next person may come forward.

Hand-outs Day 1.

Annex 1

Introduction exercises

Share your expectations

The trainer divides participants into groups of four and asks them to answer the following two questions in their group:

- What are you most proud of? What is your biggest achievement in work?
- What are your expectations of this training?

Let the different groups report back, while the trainer takes notes on a flip chart sheet: 1. best practices and 2. expectations.

Meet your neighbour

Each participant shakes hands with her or his neighbour and tells why she or he participates in this training. The participant does the same with the other neighbour. All participants walk around the room and at a signal from the trainer shake hands with their neighbour.

Join your team

The trainer writes different categories (for example four age groups, years with the organisation, outreach activities, colours) on four separate A4-sized pages, and puts up the sheets in four corners of the room. The trainer poses questions or statements and asks the participants to go and stand in the corner of the most relevant category. This exercise gives insight into the group composition and makes participants feel more at ease in the training room.

Create a self-portrait

The trainer asks participants to draw a self-portrait on a piece of paper. They can choose any style they like (realistic, cartoon, abstract). The trainer asks them to write their name on the portrait and to write down three 'stepping stones' (important events) that led them to this training. When everyone is finished, the trainer asks the participants to show their self-portraits and to present themselves through the drawing, including a short explanation of their stepping stones.

Hand-out 1

Training topics



Hand-out 2

Quotes on leadership

‘Leadership is the art of getting someone else to do something you want done because he wants to do it.’ Dwight D. Eisenhower	‘Remember the difference between a boss and a leader: a boss says ‘Go!’ and a leader says ‘let’s go!’ E.M Kelly
‘A true leader is one humble enough to admit their mistakes.’ Anonymous	‘A leader is someone who demonstrates what is possible.’ Mark Yarnell
‘I suppose leadership at one time meant muscles; but today it means getting along with people.’ Mahatma Gandhi	‘Leaders become great not because of their power but because of their ability to empower others.’ John Maxwell
‘You cannot be a leader and ask other people to follow you, unless you know how to follow, too.’ Sam Rayburn	‘You can do what I can’t do; I can do what you can’t do. Together we can do great things.’ Mother Theresa
‘If your actions inspire others to dream more, learn more, do more and become more, you are a leader.’ John Quincy Adams	‘A leader is one who sees more than others see, who sees farther than others see and who sees before others see.’ Leroy Eimes
‘Leadership should be born out of the understanding of the needs of those who would be affected by it.’ Marian Anderson	‘A leader is one who knows the way, goes the way, and shows the way.’ John C. Maxwell
‘True leaders don’t create followers... they create more leaders.’ Sakiya Sandife	‘Great leaders inspire greatness in others.’ Anonymous
‘To handle yourself, use your head; to handle others, use your heart.’ Eleanor Roosevelt	‘A leader is a dealer in hope.’ Napoleon
‘A leader is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realising that all along they are being directed from behind.’ Nelson Mandela	‘The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.’ Ronald Reagan
‘If you want to build a ship, don’t drum up the men to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea.’ Antoine de Saint-Exupéry	‘A leader takes people where they would never go on their own.’ Hans Finzel

Hand-out 3

Leadership competence profile

This leadership competence profile is based on literature research, interviews with leaders of international sexwork organisations and an advisory group of experts on leadership.

Leadership qualities

Commitment to community development
Engagement with the community is a characteristic of effective leadership within the sex worker movement. Leaders as such are connected with the community and keen on leading this community into communal development.

Drive
Leaders have ambition, are energetic, take the initiative and are visionary. They are eager to make a change and not afraid to take that extra leap in order to make that change. Leaders show eagerness to learn and to increase their knowledge.

Experience in the sex industry
Effective leaders have a high degree of knowledge about, insight into and experience within the sex industry and the sex worker community. They have insight into and understanding of the social and political structures and processes of this field. This is necessary to make well-informed decisions and to understand the consequences of these decisions.

Self-confident personalities
Leaders face stigma and discrimination on a much higher level and in order to confront this they need strong and forceful personalities.

Honest and credible
Effective leaders present an honest picture of themselves. They are trustworthy and open and transparent in their work and do not show bias. They respect their team members. They are also humble and represent and support democratic leadership.

Leadership roles

Motivator
By being a motivator, a leader generates enthusiasm, interest and commitment among the team members. A leader stimulates collaborative working towards common goals. The leader is a coach to team members, acts as a role model, guides and empowers team members and creates a friendly working environment. The leader communicates with team members, and ensures that necessary information is conveyed to the team members.

Organiser
By being an organiser, a leader takes the responsibility of coordinating the organisation’s activities, with special regard to resources and staff. The leader works systematically and establishes a work plan for team members to follow. A leader coordinates and manages the organisational work plan and human resources, and provides oversight for all involved.

Manager relations
By being a manager of relations, a leader takes the responsibility of building, sustaining and improving relationships between the organisation and the community on the one hand and the organisation and external partners on the other. A leader manages internal relations within the organisation and the community. A leader is close and connected to both the organisation and the sex worker community, and consults team members and the community. A leader manages external relations, represents the sex worker community and manages contacts with the media. A leader aims at reaching consensus and cohesion within the organisation.

Activist and lobbyist
By being an activist, a leader works towards changing perceptions on sex workers in order to improve their situation. A leader undertakes lobbying and advocacy activities and develops a strategic advocacy plan. A leader is able to speak in public.

Strategist
By being a strategist, a leader is aware of and has insight into the context she or he operates in. A leader is able to reflect and has a critical attitude, can operate in a different context and is sensitive to the context. A leader can operate strategically, understands power relations, is a visionary and has an open mind.

Hand-out 4

Questionnaire

Questions to discover your personal mission:

1. What makes you smile? (Activities, people, events, hobbies, projects, etc.)
2. What were your favourite things to do in the past?
3. What activities make you lose track of time?
4. What makes you feel great about yourself?
5. Who inspires you most? (Anyone you know or do not know. Family, friends, authors, artists, leaders, etc.) Which qualities in this person inspire you?
6. What are you naturally good at? (Skills, abilities, gifts, etc.)
7. What do people typically ask you for help in?
8. If you had to teach something, what would you teach?
9. What would you regret not fully doing, being or having in your life?
10. What are important values in life to you? Select three to six words that represent your most important values.
11. What are the challenges, difficulties and hardships you have had to overcome or are in the process of overcoming? How did you do it?
12. What causes do you strongly believe in?
13. Close your eyes; you are now 90-years-old, sitting on a rocking chair outside on your porch; you can feel the spring breeze gently brushing against your face. You are blissful and happy, and are pleased with the wonderful life you have been blessed with. Look back at your life and all that you have achieved and acquired, all the relationships you have developed. What matters to you most?

Hand-out 5

Interview questions appreciative inquiry

1. Tell a story about an excellent **leadership experience** you have had when at work.
Describe this situation in as much detail as possible.
 - What did you achieve?
 - What made you happy?
 - Who else was involved?
 - What made this situation possible?
2. What does this situation say about **your qualities?**
 - What is your value to the organisation?
 - In what ways do you contribute your best?
 - What are your strengths?
3. What do you appreciate most about **your organisation?**
 - In which ways does it excel?
 - What are the three most important plans for the future of your organisation?
 - What are the key components for its vision?
4. What are you **proud** of in your work?
 - What provides you with energy and happiness in your work?
 - How much enthusiasm do you contribute to your organisation?
 - What is the reason for existence for your organisation?

Day 2.

4. Team roles

The exercises in this chapter will give the participants insight into the different team roles. The focus will be on the roles and competencies of the motivator and the manager of relations.

The trainer then tells the teams to start the challenge, and reminds them of the time half way and towards the end of the challenge. After the clock runs out, the trainer asks the participants to sit down, so everyone can see the structures, measures the structures that are free-standing and declares the winner. The trainer invites each group to give their first impression on the exercise. The observers present their findings. The trainer summarises and connects the findings to the competency profile.



Indicated time:

- 90 minutes



Objective:

- Participants have insight into different team roles
- Participants have insight into their own role in a team



Output:

Spaghetti structures



Materials:

- Sheet and ball
- Per group in envelope: 20 (uncooked) spaghetti sticks, 1 metre string, 1 metre masking tape and 1 marshmallow



Method:

- Game

Exercises

Play the sheet and ball game

The trainer asks everybody to hold one sheet (for instance a bed sheet or table cloth) with both hands. In the middle of the sheet is a ball or another object. The trainer appoints two observers on each side of the sheet. The group initially plays for a bit. The trainer then asks the participants to roll the ball to the different corners, to try to reach the ceiling with the ball, and so on. The participants have to turn the sheet without the object falling off. Cooperation is essential for success. If the group has difficulties with turning the sheet without the ball dropping, the two observers act as team coaches and give advice.

Alternative exercise: The participants stand on a sheet together. They need to turn the sheet and all stand on the other side without leaving the sheet.

The trainer discusses the game with the group, asking the following questions:

- Who thought this was not possible? Who thought this might be possible but did not know how? Who thought this was possible and knew how?
- What happened? Did the observers recognise the different roles people have in finding a solution?
- What did you learn from this game?

Do the marshmallow challenge

The challenge is to build the highest freestanding structure with a marshmallow on top. The trainer distributes the envelopes after explaining the rules.

Each group picks one observer. The observers are briefed separately by the trainer. They are not allowed to speak or give instructions to the team. They have to make notes on the following:

- Was there a **common goal**? How was this reached? Did the group just start? Or did they make a plan?
- Did everybody **participate**? How did each participant react in the process of building the construction? What was the contribution of each team member? Did you recognise different roles?
- What was the **result**?

The trainer explains the rules to the group:

- The teams have to build a free-standing structure. The winner will be the group that builds the highest structure.
- The entire marshmallow must be on top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
- You can use as much or as little of the material as you see fit. Teams are free to break the spaghetti, cut up the tape and string to create new structures.
- The challenge lasts 15 minutes.

Among different teams the trainer distributes envelopes each containing twenty sticks of (uncooked) spaghetti, one metre of string, one metre of masking tape, and one marshmallow.

5. Guiding your team

The exercises in this chapter will give the training participants insight into the different team roles and methods of effective collaboration. The focus will be on the roles and competencies of the motivator and the manager of relationships.



Indicated time:
• 180 minutes



Objective:
• Participants are familiar with the theory of situational leadership
• Participants are able to practice different leadership styles



Output:
• Skill/will matrix



Materials:
• Hand-outs 6 and 7
• Flip chart sheets



Method:
• Group work
• Role-play
• Case study

Page 30 →
Hand-out 6 and 7

Exercises

Notes for the trainer

Members of a team can have a different level of ability (skills, competencies) or willingness (confidence and motivation) to complete the task. When guiding team members, one needs to be sensitive to the different needs each team member has. Somebody who is new to the job will need instruction; somebody who has been around for a while might need a clear delegated task. A leader who just gives instructions keeps the team members at a junior level and does not give room for growth and initiative. A leader who delegates tasks to members who are not able to perform these tasks creates mistakes.

Explore your skill/will

The trainer explains the outline of the skill/will matrix by using pictures (hand-out 6) and explaining that the skills and motivation of the team members may vary. The trainer asks the participants if they have personal experiences and examples that fit in the different categories of high and low in motivation for a task for which they are high or low in skill.

Draw the skill/will matrix

The trainer asks the different groups to draw a skill/will matrix using the pictures on hand-out 6. Each group works on its own matrix and describes the leadership styles in each quadrant. If needed, the trainer gives additional explanation by using the following questions:

As a leader what would your approach be?

- a. If your team member has low skills and little motivation to do the job?
- b. If your team member has high skills and is very motivated to do the job?
- c. If your team member has low skills and is very motivated to do the job?
- d. If your team member has high skills and little motivation to do the job?

The trainer asks the groups to present their findings and makes notes on the matrix on flip chart sheets. The group decides on the name for the style in each quadrant, but the trainer makes sure it is in line with the matrix.



High in skill



Low in skill

Skill/will matrix	
Focus on relationship: <ul style="list-style-type: none">give appreciationcommunicate importance of taskbuild excitement Leader's role: SUPPORT	Focus on delegation: <ul style="list-style-type: none">agree on follow-updefine parametersgive high level of trust Leader's role: DELEGATE
Focus on task: <ul style="list-style-type: none">explain task clearlymake process explicitfollow up frequently Leader's role: DIRECT	Focus on task and relationship: <ul style="list-style-type: none">build relationship and task togetheruse task as learning opportunityfollow up frequentlyprovide coaching and guidance Leader's role: ENGAGE

Low in motivation



High in motivation



Play different leadership styles

The trainer explains in more detail the different leadership styles. The group is split into four smaller groups and they get ten minutes to write a mini role-play with the scenario 'making a cup of tea'. Each group has to illustrate one of the situational leadership styles by instructing different people, ranging from beginner to expert, from not motivated to very motivated, to make a cup of tea. The trainer encourages the groups to exaggerate the different styles in their play.

Work on case studies

The trainer asks the participants to work in different groups on the case studies of hand-out 7. After introducing the different characters, the trainer asks the groups:

- to discuss the correct answers to the questions;
- to formulate an answer to the case questions.

6. Vision

The exercise in this chapter puts the spotlight on the personal and organisational vision. The focus will be on the role of the strategist and the skills of the visionary.



Indicated time:
▪ 60 minutes



Objective:
▪ Participants are able to formulate the 'why' of their organisations



Output:
▪ Shared vision



Materials:
▪ Hand-out 8
▪ Flip chart sheets



Method:
▪ Group work

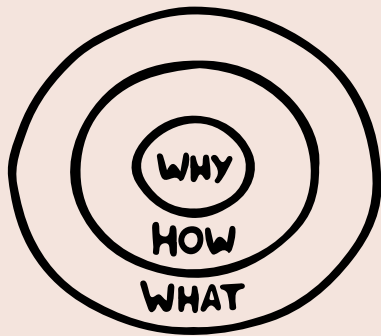
Page 32 →
Hand-out 8

Notes for the trainer

Everyone knows **what** they do, some know **how** they do it, but it's the inspired leaders and organisations that know **why** they do it. Knowing why your organisation exists – the higher purpose, cause or belief – acts as the engine for innovation. For an organisation, the 'why' in the first place has to do with the human reason the organisation was founded, why the organisation exists. When people are connected to the 'why', it inspires them to work out how to do what they need to do. 'Why' gives purpose, a coherent context and meaning to what we do.

What = mission
How = strategy
Why = vision

The Golden Circle



What

Every organisation on the planet knows WHAT they do. These are products they sell or the services they offer.

How

Some organisations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organisations know WHY they do what they do. WHY is not about making money. That's a result. It's a purpose, cause or belief. It's the very reason your organisation exists.

Exercise

Discover the 'why' of your organisation*

The trainer explains the Golden Circle theory to the group. If participants speak English, the trainer can show the clip of Simon Sinek for a summary: www.youtube.com/watch?v=I5Tw0PGcyN0. By using hand-out 8, the trainer asks the different groups to fill out the Golden Circle for their organisation, starting from inside out. The following questions will be helpful: What key elements come out of this? Is it possible to formulate the 'why' of your organisation in one sentence? The smaller groups report back to the whole group and the trainer writes the results on a flip chart sheet.

* Based on the Golden Circle model by Simon Sinek

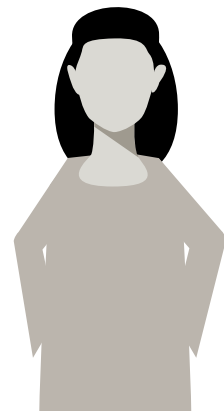
Hand-outs Day 2.

Hand-out 6

Pictures for the skill/will matrix



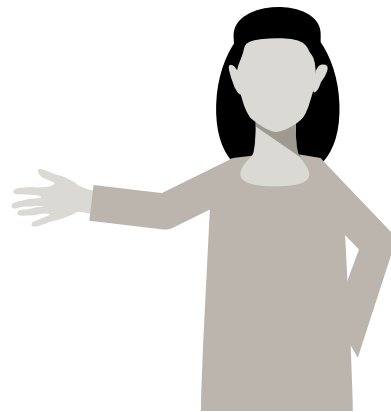
High in motivation



Low in motivation



High in skill



Low in skill

Hand-out 7

Case studies on leadership styles

Meet your team members

Tom works as a peer educator. He knows his way around town and can tell you exactly where all the hotspots are. He is streetwise and knows plenty of people. He is 18-years-old and he lives with his older brother and his wife. He does not always show up at the appointed time or at the training sessions for peer educators.

Sarah joined your team three months ago. She is the secretary of your organisation. She is young and bright. She is chatting with everybody in the office. She writes the minutes for the meetings and organises your agenda. She is always willing to run an errand in town. Sarah wants to work closer to the target group and go for outreach work. She did not finish any vocational training but because she lived with her aunt in England for a year her English is excellent.

Margie is the eyes and ears of the office. She is behind the reception desk before everybody arrives and she is always the last one to leave. She keeps you informed on the latest gossip and personal dramas. She answers the phone, receives guests and makes coffee and tea. She is easily stressed when you ask her to make photocopies or when important guests arrive.

John has worked as a bookkeeper for 20 years. He is trained in government service and joined your organisation two years ago. He is married and has three children who go to college. His wife passed away last year. During the night time John has a second job to pay for the college fees of the children. John keeps the door to his office shut. And he delivers the financial information only after a written request from the team leader.

Mia has been your good friend for years. You have both worked together since the organisation was founded. Mia knows all the ins and outs. She is married but has no children. When you are away travelling Mia takes your place as a leader of the team. Mia is softly spoken and always finds a compromise when there is a crisis in the team. She is good with the media, never losing her temper when difficult questions are asked.

Daisy is your health officer. She is a trained nurse but left the profession a long time ago when her children were born. She has a big heart and is like a mother to the people who come to your organisation for help. You have quarrels with her about the promises she makes to others.

Case studies

1. You have supervised **Sarah** since she started at your organisation. You had Sarah working alongside Mia for the last couple of weeks to help orient Sarah to the job. You now want to give Sarah her own assignments. Which leadership style is best?

2. **John** attended training on a new financial computer system. This will impact your organisation and John needs to brief everybody in the organisation on how to work with this new system. Which leadership style is best?

3. You need to give an assignment to **Tom**. Tom can be difficult to work with sometimes and challenges your authority at every turn. He is a bit arrogant and thinks he knows how to do things better than you do. The assignment is something he is well trained to do, and it is a task that others on the team are routinely asked to do as well. Which leadership style is best?

4. You have just heard that there will be an open call for funding from a **British organisation**. You know this funding organisation values a thorough report on the current situation in your city and the financial background of your organisation. And the proposal of course needs to be in English! How would you organise this? Who will be on your project team? How will you get people motivated for this job?

5. This morning you received the latest data from the **Ministry of Health** in your inbox. There has been a field study among sex workers in Yangon. The number of sex workers living with HIV is going up. Then Margie enters your room with today's newspaper. It is written on the front page: 'Sex workers are spreading HIV'. This calls for a reaction from your organisation. How would you organise this?

6. In the past six months your team has been very busy: a new project on outreach started, all team members have twice undertaken intensive training, the team undertook long days doing field work and getting the proposal for funding ready. You notice everybody is tired. How do you motivate your team to keep up the good work?

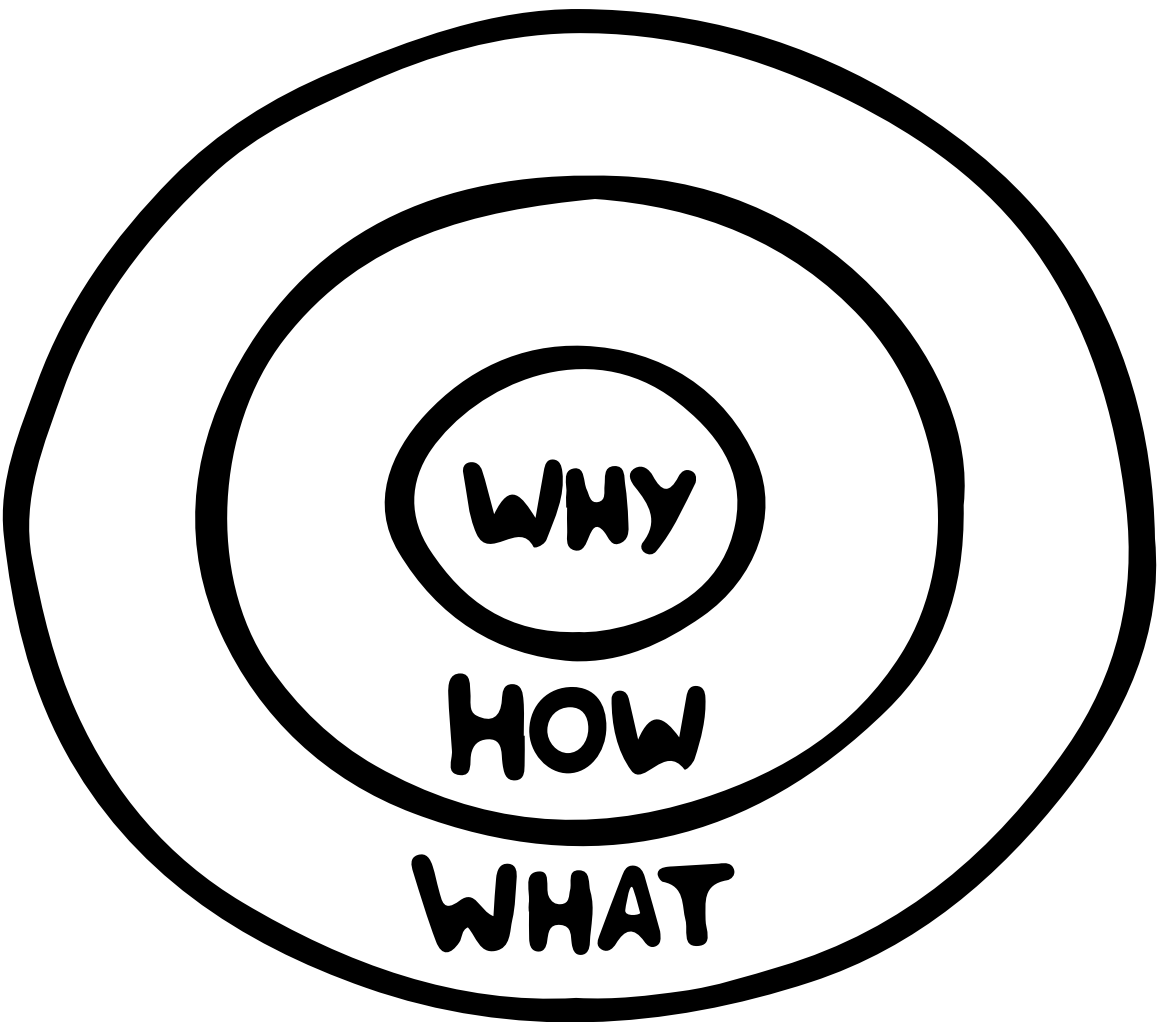
7. One morning **Mia** comes to you; there is a problem she feels she cannot solve by herself. How would you support her?

- You analyse the problem and set up a protocol and steps for her to follow.
- You trust that she can find a solution herself.
- You find the solution and inform her.
- You discuss the problem with her and try to find a solution together.

8. You arrive ten minutes late for the weekly team meeting. You expect your team to be drinking coffee and chatting about last weekend's activities. You are surprised to hear them discuss the new proposal for next year. In this plan you propose a new direction and new tasks for your organisation. What do you do next?

- You let your group continue the discussion without saying anything.
- You immediately take charge and direct the conversation.
- You take charge as a chairman and stimulate the group discussion.
- You let the group continue and offer support in the discussion.

The Golden Circle



What
Every organisation on the planet knows WHAT they do. These are products they sell or the services they offer.

How
Some organisations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why
Very few organisations know WHY they do what they do. WHY is not about making money. That's a result. It's a purpose, cause or belief. It's the very reason your organisation exists.

Day 3.

7. Leadership in context

The exercises in this chapter make the participants aware of the importance of their organisation’s context and its leadership. The main objective is to enable the participants to take a step back and see the bigger picture, the organisation being part of a dynamic, highly political arena. The exercises will focus on the role and skills of the strategist, motivator and manager of relations.



Indicated time:

- 120 minutes



- Objective:**
- Participants are sensitive to the context she or he operates in as a leader
 - Participants are able to take a step back and see the bigger picture
 - Participants take into account the conditions outside the immediate areas of work
 - Participants are flexible and adjust to the context in which the organisation is placed.
 - Participants have insight into the role and skills of the ‘strategist’ and can use them in practice



- Output:**
- Stakeholder map
 - Promising steps based on the Force Field Analysis



- Materials:**
- Hand-outs 9, 10 and 11

Exercises

Reach your goal

The trainer hands out a note with one of the assignments of hand-out 9 to each participant. Everybody reads their own assignment at the same time and starts their task without telling the others what is on their note. No talking is allowed.

After five minutes, the trainer tells the participant to stop the exercise and asks them in what way they are trying to reach their goal. What are the conditions? When is reaching your goal feasible? Possible answers are: if everybody collaborates, if you understand what the others want, if you can convince others, if you try out different options. If time permits, the group continues the exercise with the newly gained insights.

Notes for the trainer

Stakeholders are people or groups of people who are directly or indirectly affected by a project as well as those who may have interest in a project and/or the ability to influence its outcome, either positively or negatively. Stakeholders may include locally affected communities and individuals and their formal and informal representatives, national and local government authorities, politicians, religious leaders, civil society organisations and groups with special interests, the academic community, and other businesses.

A stakeholder map helps to see and understand the relationships, connections and interactions between all of the people who have an interest in what you are doing. If you work together in your team to map all of these people, you will see it is not only the people you work for who are important. The stakeholder map will help you to identify the people in your surroundings that matter. It gives an overview and insight into the work you are doing.

Map your stakeholders

The trainer asks each participant (or each group) to choose a current issue in their organisation. This can be a project, a development or change in the organisation that they are working on or involved in. The participants should clearly describe the situation and define the goals for this current issue. The trainer supports the participants to find the appropriate example.

The aim of the exercise is to be able to make a stakeholder map. The trainer selects one example from the group and demonstrates steps 1 and 2 before participants make their own stakeholder map.

Steps:

- Make a list of all important **players** in this current issue. Keep the following in mind:
 - Think about internal and external players.
 - Do not use anonymous functions as ‘management’ or ‘staff’ but name the people in each position.
 - Limit the number to eight people.
 - Add yourself as one of the players.
 - Describe the **basic attitude** towards the issue of each player. What is their opinion on how it is working out? Would this person make an extra effort for this project? Or does this person have a negative approach towards your project? Mark each player with the appropriate colour: positive = green; neutral = blue; negative = red.
- Optional for groups who are ready to take this two steps further:
- Use hand-out 10 and plot all players in the **appropriate place** on the two axes according to their degree of involvement and position on the selected issue. Draw lines that connect stakeholders in this map where a relationship currently exists. The thickness of the line indicates the rating of the strength of that relationship, that is the closer the relationship, the thicker the line.
 - Place the most influential players on the right of the map and preferably on the top of the map. If they are not there yet, come up with actions to make this happen.

Exercise

Analyse the force field

Notes for the trainer

‘Force field analysis’ is a method for listing, discussing and assessing the various forces for and against an issue or a proposed change. It provides you with a framework for looking at the factors (forces) that influence a situation. It helps you look at the big picture by analysing all of the forces. It looks at forces that are either a driving movement towards a goal (helping forces) or a blocking movement towards a goal (hindering forces). Force field analysis is an important decision making tool. It helps you make a decision by analysing the forces for and against a change, and it helps you communicate the reasoning behind your decision. Having identified these, you can then develop strategies to reduce the impact of the opposing forces and strengthen the supporting forces.

The trainer selects one example from the group and demonstrates steps 1 and 2 before participants make their own force field analysis using hand-out 11.

8. Negotiation

Steps:

1. List all the **factors for** and **factors against** your project or issue. A factor can be people, resources, attitudes, traditions, regulations, values, needs, desires, and so on.

For	Issue =	Against

2. Give each factor a **score** between 1 and 5, where 1 is low or weak and 5 is high or strong.

For	Issue =	Against
5 >		< 3
3 >		< 5
1 >		< 2

3. It may be possible to **increase the ‘for’ score** and **decrease the ‘against’ score** by taking appropriate action. Review the factors and decide what actions could be taken to address or enhance any of the factors.

- For each restraining force, list actions you could take to reduce or eliminate that force.
- For each driving force, list actions which would increase that force.
- Determine the most promising steps you could take.

Participants or groups present their most promising steps to the group. Discuss in the group what leadership qualities and skills are needed to take these steps. Add these to the leadership profile on the flip chart sheet.

The exercises in this chapter focus on preparing a negotiation. Participants gain insight into different negotiation styles and how to use them in their work. The exercises will focus on the role and skills of the manager of relations and strategist.

Exercises

Convince somebody

The trainer asks participants to stand in two rows facing each other, places a rope (or a taped line) on the floor between the two rows, and tells the participants they earn a prize if they can convince the person facing them to cross the line. They have one minute to achieve this. The trainer blows a whistle when the exercise starts and when time is up.

Because of time pressure most participants choose to convince the other or try to make a compromise. Almost nobody will come with the plan to switch places, so both will win the prize – the win-win option. After one minute, the trainer discusses with the group what strategies were used, such as:

- Lose-lose (keep talking; no movement)
- Compromise (split the prize)
- Win-lose (use force)
- Win-win (cooperate)

List your negotiation skills

The trainer asks the groups to discuss the following questions:

- When, where, over what, and with whom do you negotiate in your daily life or work situation?
- What goes well in your negotiations, and what do you want to do better?
- Who have you seen use influencing and negotiation skills most effectively? What did she or he do?

Each group presents their top three of most effective negotiation skills. The trainer writes them down on a flip chart sheet.

Notes for the trainer

- The negotiator insists on using objective criteria, keeping the following in mind:
- Parties must first develop objective criteria that both parties agree to.
 - Frame each issue as a joint search for objective criteria. Ask for the reasoning behind the other party’s suggestions.
 - Reason as to which standards are most appropriate and how they should be applied.
 - Keep an open mind.



Indicated time:

- 120 minutes



Objective:

- Participants can prepare a negotiation in a structured manner
- Participants have insight into different negotiation styles



Output:

- List of effective negotiation skills



Materials:

- Tape or rope
- Hand-outs 12, 13 and 14



Method:

- Game
- Role-play
- Group work

Role-play negotiation

The trainer asks participants to choose a concrete and realistic example of an objective they want to reach. They can select an example of a negotiation they recently undertook or an example they discussed in the previous exercise.

The trainer selects one example and demonstrates the negotiation checklist (hand-out 12) before participants fill out their own checklist.

The trainer invites participants to role-play their negotiation in front of the group. The participants discuss what negotiation skills were effective. The trainer adds them to the flip chart sheet.

Notes for the trainer

- To focus on interests, not positions, the negotiator can:
- ask why the other party holds this particular position;
 - explain her or his own interests clearly and discuss these interests, together looking forward to the desired solution;
 - focus clearly on her or his own interests, but remain open to different proposals and positions.

Negotiate a win-win situation

The trainer asks participants to role-play a win-win situation. Each participant puts \$5 in the bank (hand-out 13). The group is divided into pairs. Each pair needs to decide who will get the \$10. The \$10 needs to go to the participant who needs it most and can be traded against things, services or information. The participants need to agree on what services and so on are worth \$10. When the pair does not reach an agreement, the \$10 goes to the trainer. Splitting is not allowed and the money cannot be donated to a third party or traded against things of value such as stamps and telephone cards.

The group discusses the following questions:

- Who experienced a win-win situation?
- How did you negotiate a win-win situation?
- Who experienced a good atmosphere? Who did not?

The trainer lists the behaviour that contributed to a positive negotiation atmosphere, such as thinking aloud, asking questions, listening, focusing on consensus, speaking about feelings, appreciating and respecting. The trainer adds the input to the flip chart sheet.

Notes for the trainer

- To invent options for mutual gain the negotiator can:
- brainstorm all possible solutions to the problem;
 - evaluate the ideas only after a variety of proposals have been made;
 - start evaluations with the most promising proposals, refining and improving proposals at this point;
 - focus on shared interests, and when the parties' interests differ, seek options whereby those differences can be made compatible or even complementary.

See and compare

The trainer shows a series of six optical illusion images (Hand-out 14) on PowerPoint or in print for ten seconds each. Participants have to write down what they believe they can see. At the end of the slide show the trainer asks each person to turn to their neighbour and compare their answers. The trainer comments that since everyone saw the same images, the responses should be the same. Of course they usually are not. The group discusses why people see things differently (experience, education, background, and so on).

Notes for the trainer

- To separate the people from the problem, the negotiator can:
- try to understand the other person's viewpoint by putting herself or himself in the other's place;
 - create proposals that appeal to the other party;
 - allow the other side to express her or his emotions;
 - actively listen to the other party;
 - use 'I' statements, such as 'I feel' and 'I think'.

Play the Ugli Orange game

The trainer divides the participants into three groups: one group is Dr Roland, one group is Dr Jones and one group are the observers. The trainer instructs each group about their role (see instructions for the trainer) and makes sure they cannot overhear each other. The trainer hands out the printed role-play instructions.

The trainer starts the exercise by telling the group:

'I am the owner of the remaining Ugli Oranges. I want you to spend about six to ten minutes meeting with the other firm's representative and decide on a course of action. I am strictly interested in making a profit and will sell my oranges to the highest bidder. Each pair of negotiators can assume that there are no others interested in the oranges. When you have reached a decision, pick a spokesperson who will tell me:

1. What do you plan to do?
2. If you want to buy the oranges, what price will you offer?
3. To whom and how will the oranges be delivered?

The trainer asks the groups to role-play the negotiation and reach a solution in about half an hour.

Topics for discussion:

- For the group members who have not reached an agreement: What were the issues there? Were they withholding or disclosing information? What was the trust level?
- For the group members who have reached an agreement: How did you deal with mutual interaction of disclosure and trust?
- For all: Did you identify whether goals were compatible before deciding to compete or to cooperate?
- For all: Did you feel mistrust? Much creative energy is wasted by dreaming up ingenious strategies to disadvantage the other, or to avoid being disadvantaged.

Instruction for the trainer

An important factor in this role-play is that one person is seeking the rinds of the oranges and the other person is seeking the juice. Usually the participants will begin the role-play perceiving themselves to be in competition over the whole orange. How the role-play proceeds depends on how soon (if ever) the participants realise that their needs are not necessarily mutually exclusive. Two factors affecting this are how sophisticated the participants are in understanding problem-solving principles, and how much competition is perceived (which you can influence in the way you set the exercise up, what instructions you give, and so on). This exercise is often used simply to illustrate conflict behaviours and to demonstrate what a problem-solving solution might be. However, the exercise can also be used as the basis of a much more complex examination of the dynamics of competition and problem-solving. The trainer can vary the way she or he uses this exercise according to the situation and the purpose for using it. One common variation is to have a third participant observe the role-play and provide feedback and analysis afterwards. Another is to have the roles of Dr Roland and Dr Jones played by teams of two or three individuals and to require a consensus decision of the group. This variation has the added complexity of forcing participants to agree with the other members of their team as well as competing with an ‘adversary’. Competition is often more intense in this situation.

Role for Dr P.W. Roland

You work as a research biologist for a pharmaceutical firm. The firm is under contract with the government to do research on methods for the prevention of childhood diseases. Recently your firm had a breakthrough in developing a vaccine against infectious meningitis among children. The vaccine is made with a chemical taken from the rind of the Ugli orange, a very rare fruit. Unfortunately, only 4,000 of these oranges were produced this season. You have been informed, on good evidence, that a Mr R.H. Cardoza, a fruit exporter in South America, is in possession of 3,000 Ugli oranges. The chemicals from the rinds of this number of oranges would be sufficient to develop the vaccine for all children infected in the country. You have been informed that Dr J.W. Jones also wants to buy Ugli oranges and he also knows that Mr Cardoza’s has 3,000 Ugli oranges available. You have been authorised by your firm to approach Mr Cardoza to purchase the 3,000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorised you to bid as high as \$250,000 to obtain the rind of the oranges. Before approaching Mr Cardoza, you have decided to talk to Dr Jones to influence him so that he will not prevent you from purchasing the oranges.

Role for Dr J.W. Jones

You are a biological research scientist employed by a pharmaceutical firm. You have recently developed a medicine for curing Rudosen. Rudosen is a disease contracted by pregnant women. If not treated in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child. This medicine is made from the juice of the Ugli orange which is a very rare fruit. Only a small quantity (approximately 4,000) of these oranges were produced last season. You have recently been informed, that Mr R.H. Cardoza, a South American fruit exporter, is in possession of 3,000 Ugli oranges in good condition. If you could obtain the juice of all 3,000 you would be able to both cure the present victims and provide sufficient medicine for the remaining pregnant women in the state. You know that Dr P.W. Roland also wants the Ugli oranges. You have been authorised by your firm to approach Mr Cardoza to purchase the 3,000 Ugli oranges. You have been told he will sell them to the highest bidder.

Your firm has authorised you to bid as high as \$250,000 to obtain the juice of the 3,000 available oranges. Before approaching Mr Cardoza, you have decided to talk with Dr Roland to influence him so that he will not prevent you from purchasing the oranges.

Role for the observer

You will be observing a discussion between Dr Roland and Dr Jones, both of whom are research scientists for competing pharmaceutical companies. Both are urgently in need of securing 3,000 Ugli oranges possessed by Mr Cardoza, a fruit exporter form South America. In an attempt to resolve the conflict, the scientists are meeting at the request of Dr Roland who hopes to persuade his counterpart to let him have the oranges. In reality, however, their needs are not in direct conflict, since Dr Roland needs the rind of the oranges and Dr Jones needs the juice. As the observer you should remain as unobtrusive as possible. Simply listen to the conversation, but do not try to intervene or influence it in any way! At the end of the exercise you will be asked to comment on the bargaining session you observed. Some suggestions for what to notice about Dr Jones and Dr Roland’s interaction:

- How did the bargaining begin? What tone was set by the early remarks?
- Did the participants readily exchange information or were they more guarded?
- When (if ever) did disclosure about their specific needs (that is the rind or juice of the oranges) occur? What prompted this disclosure?
- Note approximately how long this discovery took and how it occurred. What factors operated to prevent such disclosure or to enhance it?

During the negotiations, the trainer comes around and asks the observers to indicate to her or him ‘yes’ if the negotiations have made the rind/juice discovery and ‘no’ if they have not. This will help the trainer to facilitate the debriefing of the exercise.

9. Communication

The exercises in this chapter focus on preparing a presentation and speaking in public.



Indicated time:
▪ 60 minutes



Objective:
▪ Participants can prepare a presentation



Materials:
▪ Hand-outs 15 and 16



Method:
▪ Presentation

Page 56 →
Hand-out 15 and 16

Exercises

Play the whisper game

The trainer asks six participants to go outside the room. Then the first person may come inside. The trainer prepares a script of about two long sentences and reads this aloud to the group and then puts the script away. Then the next person is invited into the room. Ask the first person to tell them what was read out. Then the second person invites the third in and repeats the information until all the six participants have entered. Of course the script is shared by the trainer to the group.

Notes for the trainer

Scripts to use:

I'm in room 701 and I would like to order a steak, medium rare. With some potatoes and green beans, no salt please and the sauce on the side. And a tea with a little milk but no sugar.

My car broke down on Highway 57 just between the first roundabout and the exit to Blue Town. There was a squeaking sound coming from under the hood and now the engine won't start again. I changed the oil yesterday at the tank station.

My aunt Sarah from Amsterdam has recently had her 80th birthday. She is my father's eldest sister and married to Peter who is turning 85 next week. Sarah and Peter have been happily married for 50 years.

Give a presentation

The trainer asks different groups to prepare a five-minute presentation on an advocacy issue. They can use the input from previous exercises, for example about stakeholders, personal vision and the 'why'. Each group should decide which member of the group will give the presentation. Each group has one person who is observing the process. Participants can use the presentation template (hand-out 15) to design their message.

The trainer asks the groups to deliver their presentations to the whole group. The other groups are allowed to ask one question to the presenting group.

The trainer leads feedback after each presentation using the following questions:

- Were the messages clear?
- Were the arguments persuasive?
- How useful and clear were the visual aids?
- How clear and useful were the answers to the questions?
- What could be improved?

The group discusses which presentations worked best, and what made them more successful than others. The participants reflect on their own performances and discuss areas of improvement. The trainer invites participants to discuss their experiences of delivering presentations, especially as part of advocacy work.

If needed, the participants repeat their presentations while incorporating feedback. Participants can use hand-out 16 for further reading.

10. Personal development plan and training evaluation

This chapter deals with the design of a personal development plan for sex workers and supports them to commit to the plan. On this last day of the course, the training programme will be evaluated.



Indicated time:

- 30 minutes



Objective:

- Participants are able to develop a personal development plan
- Participants are able to commit themselves to the personal development plan



Output:

- Personal development plan



Materials:

- Hand-out 17



Method:

- Individual assignment

Page 58 →
Hand-out 17



Indicated time:

- 30 minutes

Personal development plan

Exercise

Make a personal development plan

The trainer explains to the participants that this training has offered them the skills and knowledge for effective leadership, but true learning takes place on the job. The trainer asks the participants to list three goals that she or he can reach within the coming six months and explain in what way these objectives can be reached. The trainer asks the participants to fill out the personal development plan (hand-out 17).

Evaluation of the training

The trainer evaluates the training by asking the following questions: What have you learned and what will you implement in practice? What did you like and what needs more attention during the training? The trainer states that she or he appreciates the participants' input, as this will help to improve the training programmes. The trainer thanks the participants for working together during the training.

Hand-outs Day 3.

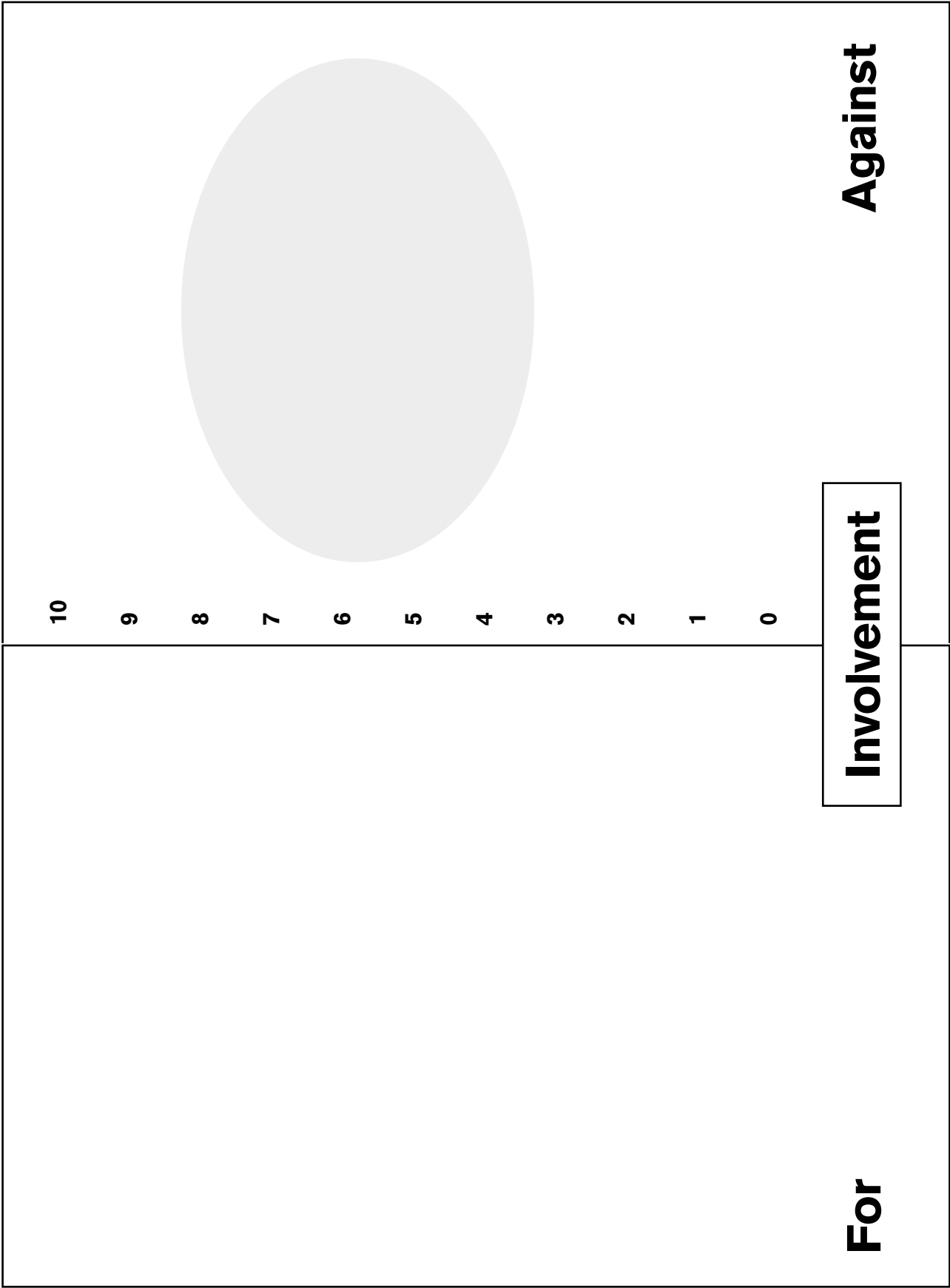
Hand-out 9

Reach your goal

Put everybody in a circle	Put everybody in a circle
Make sure two persons are standing against the wall	Make sure two persons are standing against the wall
Make sure everybody sits down	Make sure everybody sits down
Make sure you keep contact with one person all the time	Make sure you keep contact with one person all the time
Make sure two people are standing next to the door	Make sure two people are standing next to the door
Make sure two people are holding their teacups	Make sure two people are holding their teacups
Make sure all people with black shoes are standing together	Make sure all people with black shoes are standing together
Make sure people wearing glasses stand together in a circle	Make sure people wearing glasses stand together in a circle
Only take orders from a woman	Only take orders from a woman
Only take orders from a person who is taller than you	Only take orders from a person who is taller than you
Only take orders from a person with black shoes	Only take orders from a person with black shoes
Only take orders from a person wearing glasses	Only take orders from a person wearing glasses
Do not take orders from anybody	Do not take orders from anybody
Do not take orders from a person that is smaller than you	Do not take orders from a person that is smaller than you
You are not allowed to come close to a wall	You are not allowed to come close to a wall
You are not allowed to come close to a door	You are not allowed to come close to a door

Hand-out 10

Stakeholder mapping



Hand-out 11

Force field analysis

For	Issue =	Against

Hand-out 12

Check list negotiation

My negotiation partner:	
My objectives are:	The other person possibly has to offer me:
I think the objectives of the other person are:	I have to offer:

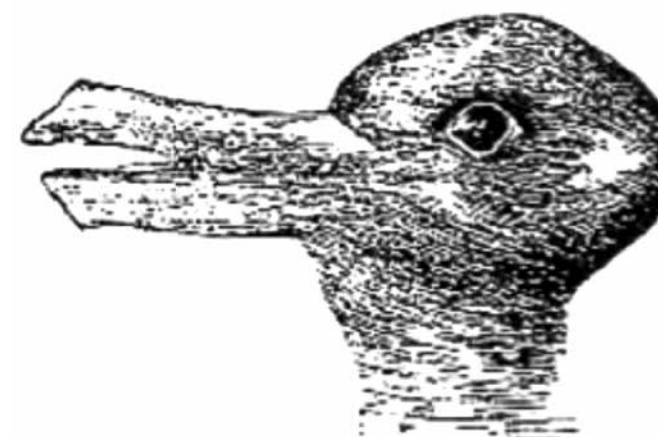
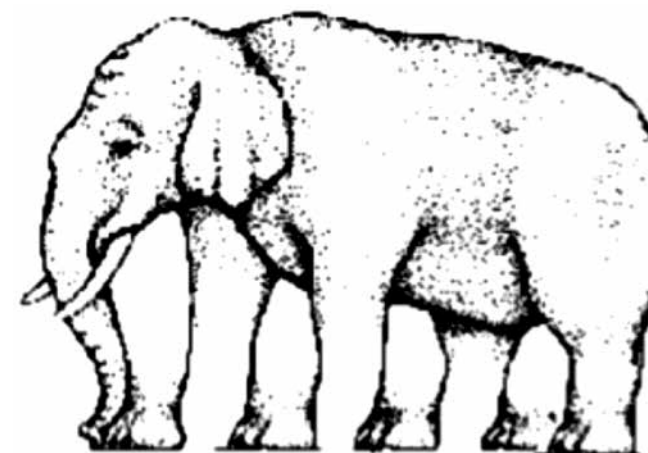
Hand-out 13

Dollars



Hand-out 14

Optical illusion images



Hand-out 15

Presentation template

WHAT you want to say (statement)

For example: 'We need the rights of sex workers to be respected.'

+

EVIDENCE

For example: 'Because research shows...'

+

PERSONAL STORY

For example: 'From my experience working as a sex worker...'

+

CONCRETE HELP/QUESTION/REQUEST

For example: 'We want you to do...'

Source: Adapted from 'Training for celebrities; advocating for young people's rights to sexual and reproductive health with focus on HIV prevention'

Hand-out 16

Presentation tips

Planning a presentation

- Review the key factors that will affect your presentation:
Who is the audience? What are their interests and level of knowledge about the topic? How much time has been given for the presentation? Does this include time for questions? Where will it take place? What equipment will be available? How formal will it be? What is the broader context of the event – is the presentation the main event or part of something else? How will the presentation fit?
- Gather the information and materials that will inform the presentation.

Writing a presentation

- Some people just use bullet points as the basis for their talks, while others prefer to have the text written out in full.
- Make sure the presentation has a beginning which introduces the topic, a middle which contains the bulk of the talk, and a summary or conclusion.
- Catch the audience's attention at the start with a quote or anecdote to make the situation human and real for them.
- Identify and list the key points and ensure that each point has supporting facts and references. Place these key points in a logical order. Persuade the audience by supporting each statement with quotes, comparisons and examples.
- Make or select visual aids that support your presentation but also add some value, for example, added interest or a 'human angle'.

Delivering the presentation

- Try not to read your written text aloud – try to either learn the text or just use bullet points as a reminder of each point.
- Keep within the required timeframe.
- Speak loudly, clearly and slowly, and pause to allow people to consider key points.
- Use good visual aids to make the presentation more interesting and easier to understand.
- Make eye contact with the audience – do not look at the floor or at one person in the audience.
- Make the presentation like a conversation – do not talk at people, talk to them.

Dealing with questions

- If the question is complex, repeat and rephrase it so that it is clearly understood.
- Reply to the whole audience, not just the individual who asked the question.
- Think before responding to a question.
- Take a light-hearted approach to sarcastic questions – do not get flustered by them.
- Do not bluff if you do not know the answer. Better to admit you do not know, throw it back to the audience or say you will find out the answer.

Source: www.cedpa.org/files/2429_file_Advancing_Women_s_Leadership_and_Advocacy_for_AIDS_Action.pdf

Hand-out 17

Personal development plan

Name:				
Profession:				
Site/location:				
Date:				
Current situation	Goals	Action	Challenges	Coaching and mentoring needs