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CEC32 (CB) 12014
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Course Overview

Welcome to CEC32 Community Development Process.

In this course we move from the concept of Community Development to the various processes and skills required to enable and facilitate effective community development. These processes and skills allow us to determine what kind of development we want for our community, and empower us to take charge of these developments and make them happen the way we decide.

Course Learning Outcomes

After completing this course you should be able to:

- Interpret the importance of situational analysis as a basis for choosing a community development project.
- Acquire communication, advocacy, mobilizing, reporting and decision making skills through the implementation of a community development project.
- Demonstrate good leadership behaviours and strategies as part of the qualities for an effective community leader.
- Apply knowledge on conflict management through case study.

Course Structure

This course is made up of four units which you will study throughout the semester. Each unit may take one or two weeks to study depending on the length and the amount of reading it requires you to complete.

The print course materials for CEC32 comprise one Course book and an Introduction and Assignments book.

Using your Course book

The concept map

You will find this at the beginning of each unit. This gives an overview of all the topics/concepts and the relationship between them. Frequently refer to this while studying each unit to form a link between all the topics/concepts covered in the course.

Study organiser

This is given as a table at the beginning of each unit. This will help you organise your study time with respect to the topics of study and the requirements of each to meet the objectives of that unit.
Activities/Readings

It is important that you complete the readings provided in each unit as they contain information essential to issues and concepts that you are studying in CEC32. Activities based on the readings will help you to consolidate your understanding and the notes you make will be useful when you prepare for your assignments. This is how an activity looks.

Activity 1.1

Reading

This indicates that you are required to do a reading.

Reflections

These are activities that allow you to reflect on your learning and relate the content of the course to your local context or to communicate with others in the course.

Case Study

This indicates that you are required to read the case study.

We hope you will enjoy your learning journey in this course.

The CEC32 course team for 1/2014
BASIC PLANNING AND SCOPING SKILLS
Unit 1 concept map

This map represents the core concepts that we’ll be covering in this unit, and the relationships between them.
**Study organiser**

Before you begin this unit, please check through your study organiser. It shows:

- the topics that you will be covering,
- the skills you need to acquire (the learning outcomes) and
- the activities you will do to help you acquire these skills.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing your Community</td>
<td>• Interpret the importance of situational analysis as a basis for choosing a community development project</td>
<td>Activity 1.1, Activity 1.2, Activity 1.3, Activity 1.4</td>
</tr>
<tr>
<td>Strengths of your community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Mobilisation</td>
<td>• Practice how to mobilise resources and engage community support to solve community issues</td>
<td>Activity 1.5</td>
</tr>
</tbody>
</table>

You should spend approximately 2 hours a day on this unit.
Reflect why you feel that it is important for you to understand the processes of community development. Reflect especially on the current status of your own community and how you feel you could contribute to make things better. Write your thoughts in the space below.

Introduction

In order to plan changes for a community it is very important that we have a good understanding of the community: physical features, population and population structure, health and economic status, the people themselves, and the community key strengths and weaknesses. These are the facts that will form the basis of the choice, planning and implementation of any project for the development of the community.

Knowing our Community

There are different things that bind us together. Let us try to identify some of these. For example, some of the common factors that bind us to our communities, or that we may have in common with the other people living around us, include:

- beliefs and values
- language
- territory
- religion
- culture
- occupations
Activity 1.1

Take a moment to think of other things you may have in common with others in your community?

___________________________________________________ ______________
___________________________________________________ ______________
___________________________________________________ ______________
___________________________________________________ ______________

What roles can the community play?

The most valuable resource in the community is our own people. They can make decisions about the development of the village. Cooperation among community people is important to develop the community’s self-sufficiency or their ability to look after themselves. The community has an important role to identify and use available resources in the village, and to plan and act accordingly. Where there is a mechanism of local decision making, important decisions are usually made at the local level by the local people themselves.

Key strengths of your community

You should by now understand more about your community, its strengths and perhaps some of the drawbacks or weaknesses. The strengths of the community can be from:

- Natural resources such as land, tourist attractions or good source of water
- Services such as schools, health centres or proper roads;
- Unique skills or cultural practice.

Activity 1.2

What else do you think could be some of the strengths or weakness of your community?

___________________________________________________ ______________
___________________________________________________ ______________
___________________________________________________ ______________
___________________________________________________ ______________
Basic Planning Skills

In planning a community project, one of the first steps you have to do is to carry out an assessment to determine the needs of the community. You can do this alone but it is more important to involve the community as all projects should be about them, for them and for their benefit.

Identifying community needs can be helpful at almost any point in your initiative. If your community has a specific goal, such as reducing teen pregnancy, identifying local needs (better communication between parents and teens, education programs, etc.) and resources (youth outreach programs, peer counselors) around the goal can help you craft a workable, effective goal.

There are many ways to identify local needs and resources. You can focus on the needs or strengths in your community. You can interview key people, hold community meetings or focus groups, or follow one of a number of other methods. The most important part of identifying local needs and resources is listening to the insights of group members, community members, leaders, and others while incorporating community data and history into the analysis.

Activity 1.3

There are several ways of identifying the needs of the community. List some of the needs of the community.

___________________________________________________
___________________________________________________
___________________________________________________
___________________________________________________

Your list is a good starting point on how to identify needs of your community. There are specific tools or approaches you can use. These are often called Participatory Learning and Assessment (PLA for short) tools, some call these participatory learning appraisals and some are more specific and call these participatory rural appraisals (PRA for short).
Participatory Learning and Action (PLA) Tools

PLA is a growing combination of approaches and methods that enable rural people to share, enhance and analyze their knowledge of life and conditions, to plan and act and to monitor and evaluate. The role of the outsider (you and me) is that of a catalyst, a facilitator of processes within a community which is prepared to make changes in their situation.

**History of Participatory Learning and Action**
During the 1980s, PLA was firstly developed in India and Kenya, mainly supported by NGOs operating at grass-root level. Today PLA has evolved significantly in terms of the methodology, the creation of new tools and specifically in the different ways it is applied.

Compared to RRA (Rapid Rural Appraisal), which mainly aims at extracting information, PLA places emphasis on empowering local people to assume an active role in analyzing their own living conditions, problems and potentials in order to seek for a change of their situation. These changes are supposed to be achieved by collective action and the local communities are invited to assume responsibilities for implementing respective activities.

The members of the PLA team act as facilitators. Here it is no longer the external experts but rather the local people themselves who “own” the results of a PLA activity. Consequently an important principle of PLA is to share the results of the analysis between the PLA team and the community members by visualization, public presentations and discussions during meetings.

**Community Maps and Village Profile**

The community resource map is a tool that helps us learn about a community and its resources base. The primary concern is not to develop an accurate map but to get useful information about local perceptions of resources.

The village profile is done in an interview process with those very familiar with the community situation. This may include the elders, in order to provide information regarding the community on information such as historical background, social structure, socio-economic status, role of individuals, village rules, development activities and needs of the community.

Community profile is basic information to learn and know about the community in terms of its physical welfare, socio-economic conditions, culture, traditions and social organization structures.

Community map and village profile was covered in CEC 31.
Below is an interesting article about two villages. Read it before answering the questions in Activity 1.4.

**The Story of Two Villages**

My name is Chai. I work in the district literacy office. With great anticipation and enthusiasm, I reached the village of Koka. I saw children grazing the buffaloes and some men sitting under a tree smoking. I greeted them and asked, I am looking for the literacy centre. Can you tell me where it is?

They looked at each other blankly.

After asking many other people, I finally met the literacy instructor, Siti. She was quite surprised to find me in her village. Sir, why did you come so far? I would have come to your office. You only had to ask. Please, come and have a cup of tea.

I thanked her but told her that I wanted to see the literacy centre and talk to some of the learners. Strangely, I felt that she did not like this idea.

Learners? Oh, at this time, where will I find the learners? They come to the centre only at night and of course you cannot stay till then.

Well, I replied, let us go and look at the literacy centre then. Upon my insistence, we moved towards the centre. When we got there, it looked unswept and dirty. Siti opened the door. It was dark inside. I saw bundles of literacy books stacked in the room. The walls were bare.

I quickly stepped out, shocked at the state of things. Siti rushed up to me. Sir, sir, I have to run this centre under very difficult circumstances. I have to go from house to house and beg them but still the learners don’t come. But don’t worry, sir, they have promised me that they will start coming next month.

I began walking back. What had gone wrong? Why were the village people so disinterested in the literacy programme? Why didn’t they know what Siti was doing? Why weren’t the learners coming to class?

I reached home with all these questions in my mind.

After a few days I visited another village, Nan. I remembered Koka and worried about what the state of literacy would be like at Nan. When I reached Nan, the scene was like any other village. The children were playing. But hey, what was this? A group of men and women were cleaning the area around the well. I went up to them and said, I am looking for the literacy centre. Can you direct me to it?
1. After reading the two village stories, how do you feel? Compare the two villages with your community.

2. In the story of Nan, we observed how the people were cleaning the area around the well. They made that decision themselves. The people of the village were helping each other. Also, if parents did not have time to read to their children, then a village elder was willing to do so. Similarly, it is common to see people working on each other’s fields, helping to plough and harvest. A strong community feeling is also evident at times of crisis and change for families, such as marriage and death.
What are some of the different reasons for mobilizing your community?

Community Participation
Community Participation is active involvement of people in planning, implementing and monitoring of any program about their community. Community participation is not just making use of services and being passive (non active) users. It is about ‘hands on’ involvement in community affairs.

Community Mobilisation
Community Mobilisation is the process of bringing together or empowering ALL members of the community to raise awareness on and demand for a particular development programme. It facilitates and allows for change and development based on the needs of the community and leads to effective community organization of their development activities. When a community is mobilized, they take charge, transforming their community and their lives. Community mobilisation allows people in the community to:

- identify needs and promote community interests
- promote good leadership and democratic decision making
- identify specific groups for undertaking specific problems.
- identify all the available resources in the community.

Activity 1.5

What are some of the ways or strategies you can get your community to participate in community development?
Planning and Scoping

Involving your community is a lot more effort than is needed to carry out the project successfully. You need to bring your community together through some sort of activity. You need to raise awareness on the importance of addressing the challenges you face. You need to convince them about the importance of their participation in addressing your challenges. These need special skills of ‘engagement’ and ‘communication’ with your community. In some communities, it may be easy; in some, it may be difficult.

For example, to ‘engage’ well, someone can go first to the village chief or to the village church pastor and use them to call a meeting as an engagement approach. In some cases, someone can call for a meeting around a bowl of ‘kava’ or through a women’s group meeting. Some other forms of engagement and communication use the proper protocol of speaking or meeting in a community. It requires forming and establishing a good relationship with members of the community and making sure that they fully understand the requirements for their community to develop, and what would be required of them.

In all methods, what is very important is that you know what should be the best method to engage your community and presenting issues in a very clear and non-technical way.

The first steps we need to do is to make sure that we know what issue, challenge or event we need to plan for, evaluate whether the solution you have discussed with the community can be carried out and resources available. You will also find that you have to identify a mission or goal for the project as well as objectives. The steps are as follows:

**Identify the issue, challenge, or problem to be addressed**

![Image: How can I ask my husband to use a condom?](image)

**Discussion of problems in preventing HIV transmission can help communities to mobilise their efforts to find solutions.**

Source: [http://labspace.open.ac.uk/mod/oucontent/view.php?id=452607&section=1.4.2](http://labspace.open.ac.uk/mod/oucontent/view.php?id=452607&section=1.4.2)

You need conduct some basic research and gather information to identify the problems the affects your community. Understanding the problem will help you involve more community members.

For example; the challenge could range from the lack of proper clean water facilities in your village to developing a long-term plan for the growth of your community.
List the challenges or issues you are aware of around your community that can be addressed.

__________________________________________________________

__________________________________________________________

__________________________________________________________

E v a l u a t e  t h e  i s s u e

Now, examine the list of challenges again and choose ONE that you feel most committed and confident about addressing through a plan of action. Once you’ve done this, the next step is to evaluate the challenge more objectively and thoroughly. Evaluate the challenge in relation to five primary areas:

Background, Need, Constraints, Resources Available, and Resources Needed.

Background refers to the history of the issue/challenge, including the cause, and other individuals and programs that have tried to address it. If you are not familiar with the issue, this may take a little research on your part.

However, based upon what you understand now, what is the history of this issue in the given context?

__________________________________________________________

__________________________________________________________

__________________________________________________________

Need has to do more with solutions to the issue or challenge. How will you effectively address this issue?

__________________________________________________________

__________________________________________________________

__________________________________________________________

Constraints are those factors that are keeping you from addressing the challenge. They might include lack of time, money, education about the issue, volunteers, etc. List the possible restrictions.

__________________________________________________________

__________________________________________________________

__________________________________________________________
**Resources Available** is those resources that can be used and do exist within your means to address the issue. What are the available resources?

**Resources needed** are those inputs (human, financial, goods, land, facilities, and equipment) that are *not* easily and readily available and accessible right now to address the challenge. What resources do you need?

**Develop a Mission Statement or a Goal statement**

Now that you have developed a more thorough conceptualization of the issue/challenge, you can work to refine the purpose of the action plan and the projects it will initiate. The Mission (or Vision) Statement should be a broad and concise description of your purpose for creating an action plan to address the problem. It does not establish specific tasks that the community will accomplish, but rather what the problem is and generally how it will be addressed.

**Create Objectives**

Objectives explain exactly what the intended tasks will be in order to fulfill the mission. Keep in mind that objectives are action oriented, clear (who, what, where, by when), and are related directly to the problem.

You may want to tailor your objectives to meet the criteria of being SMART:

- **Specific**: clearly written or stated with well focused goal(s)
- **Measurable**: e.g. how many? what level? who benefits? Answers to these questions help you to see if you have reached your intended results.
- **Achievable**: what are the main challenges of your project and are you able to overcome them e.g. resources, finances, time, skills, information
- **Realistic**: the project is able to be completed without difficulty or undue pressure within the means of the community and its resources
- **Time bound**: there is a realistic time limit for the completion of the project

**Planning an event or action steps**

To achieve your objectives, you have to draw a series of activities based on a time schedule with a list of resources. You need to put this in a table and list your activities in a chronological order (sequence or list by when they occur – first to last. To draw an action plan, you need to order them in terms of when they occur. This is **activity/event planning** or sometimes referred to as **task planning or task scheduling**.
Planning an event can be thought of as the action steps necessary to implement the strategic plan. The action plan is the roadmap that leads communities to the desired end result. Most action plan items take the form of administrative, program implementation, or evaluation tasks. In developing the tasks, team members should remember to keep the steps manageable and to have a particular team member coordinate them.

A typical action plan would include, at a minimum, a form with the following headings:

- Write down all actions you may need to take to achieve your goal. Prioritise, rearrange them into a sequence of ordered action steps
- Identify the inputs or those responsible for each step
- Identify the timeframe or time for each step.

**Case Study**

Read this simple example of planning for an Event, which is a challenge for the community.

*The high chief of Bau is visiting his village of birth after a long long time. You have been tasked to plan for the welcome ceremony. He will arrive by boat on Saturday the following week and stays for 3 hours.*

1. **Analyse the situation or the event (How important is this event?)**
   - The High Chief is the chief of the village, and the island as a whole as well as other nearby islands.
   - This village is special to him because he was born here
   - He is visiting to see his people and to assess areas where he can provide help
   - He has a lot of land that are being used by villagers for free.

2. **Surveying the surrounding or the environment of the event**
   Surveying the village setting where the welcome event is to take place
   - The village has 15 families
   - The village has two churches. One church has a good church hall with a generator for electricity.
   - The village has a jetty built under funding secured by the High Chief
   - The men in the village has a yam plantation which is about to be harvested. The women should have mats as their main occupation is weaving.
   - There is one truck in the village
   - There is a talking man in the village representing the chief
3. Forecasting (what might happen or problems/risks?)
   - Should do this very well as this is the first visit since a long time
   - The boat may be delayed or cancelled. What should we do if we prepare hot food already and there is no refrigerator?
   - There are some people in the village who always criticise. Try to get them to become involved in the planning.

4. Setting Goals & Objectives
   - Goal – to make the High Chief’s visit a truly enjoyable event
   - Objective (must have an action, an object, a timeframe, a target group, a standard or quality): To welcome the High Chief of Bau on Thursday next week with presentation of first fruits of food crops, fine mats, traditional dancing and fine food
     - Action – welcome
     - Who – High Chief of Bau
     - Timeframe – next Thursday
     - Standard – first fruits, fine mats, traditional dancing, fine food

6. Activities to achieve the goal and objectives
What activities do I need to include in the welcome ceremony?
   - Welcome at the wharf
   - Trip to the church hall
   - Presentation of crops and mats
   - Refreshment (food)
   - Dancing

7. Planning an activity plan.
   - Welcome at the wharf
   - Trip to the church hall
   - Presentation of crops and mats
   - Refreshment (food)
   - Dancing
Summary

In Unit 1 we have learned that successful community development and good planning starts by knowing our community well, understanding their strengths, weaknesses and what they have in terms of resources. We learn that they must be involved in making decisions about their problems and how to solve them and to facilitate their involvement, one must be able to involve them through different strategies and clear communication. Successful community development is a result of active community participation and ownership of the process from planning a project, to its implementation and follow up. We also learned what the various component parts of an action plan are, and how to develop an action plan ourselves as the framework for effectively addressing community issues.

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions.

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Profile</td>
<td></td>
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<tr>
<td>Community Mobilization</td>
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<tr>
<td>Community Participation</td>
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<tr>
<td>Participatory Learning and Action (PLA) Tools</td>
<td></td>
</tr>
<tr>
<td>Planning and Scoping</td>
<td></td>
</tr>
</tbody>
</table>

Reference

Activity 1.2

- Rich natural resources such as land, forests, marine resources, natural gases, minerals, fresh water sources, natural beauty, good weather, beautiful beaches, tourist resorts.
- Good services such as schools, health facilities, infrastructure and information technologies.
- Friendly people, reach cultural activities, good leadership, structured social hierarchical system,

Activity 1.3

There are several ways of identifying the needs of our community. Can you list some that you know?

- Using PLA or sometimes called PRA tools.
- Conducting meetings
- Using structured survey forms
- Group Interviews
- Direct observation
- Workshops.

Activity 1.5

- Motivates the people in the community and encourages participation and involvement of everyone
- Builds community capacity to identify and address community needs
- Promotes sustainability and long-term commitment to a community change movement.
- Motivates communities to advocate for policy changes to respond better to their needs.
COMMUNICATION, ADVOCACY, MOBILIZING AND REPORTING SKILLS
Unit 2 concept map

This map represents the core concepts that we’ll be covering in this unit, and the relationships between them.
Study organiser

Before you begin this unit, please check through your study organiser. It shows the topics that we’ll be covering, the skills you need to acquire (the learning outcomes) and the activities you’ll do to help you acquire these skills.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Is Effective Communication Important For A Community Worker?</td>
<td>• Acquire communication, advocacy, mobilizing, reporting and decision making skills through the implementation of a community development project</td>
<td>Activity 2.1</td>
</tr>
<tr>
<td>Report Writing</td>
<td>• Create a report and include its necessary components</td>
<td>Activity 2.2</td>
</tr>
<tr>
<td>Advocacy</td>
<td>• Identify and analyse advocacy issues</td>
<td>Activity 2.3 Activity 2.4</td>
</tr>
</tbody>
</table>

You should spend approximately 2 hours a day on this unit.
Introduction

Effective communication helps us better understand a person or situation and enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish. As simple as communication seems, much of what we try to communicate to others—and what others try to communicate to us—gets misunderstood, which can cause conflict and frustration in personal and professional relationships. By learning effective communication skills, you can better connect with your spouse, kids, friends, and coworkers.

Why Is Effective Communication Important For A Community Worker?

Community workers act as a source of information and advice to individuals and communities. They advocate on behalf of their clients and work to develop community-based services, such as improved living standards, financial advisory services, life skills training and awareness programs. Community workers work with community groups, identifying what services people actually need.

They work alongside welfare officers and various community service agencies, to encourage and assist people to meet those needs. They are also instrumental in the development of community services, which can have a powerful effect on people's lives.

They help all types of people, of different ages, and in various settings. It could be the residents of a nursing home, youth group, women’s group, disabled group of people, church group, etc.

Community workers are employed to plan, develop and deliver programs and services. This may involve the delivery of adult literacy programs or programs that help women life skills, financial planning or in other areas where some people in the community need special help.

To successfully carry out the above tasks, effective communication is very important. No matter how brilliant your idea is, it is worthless unless you can share it with others. For this reason, effective communication is crucial. However, the ability to communicate effectively does not come easily to many people, and it is a skill that requires practice. Effective communication is
important as it creates mutual understanding environment between the community worker and the clients.
Directly, it also helps in increasing the client’s productivity.
Clear speech is important so the other person/people can understand what you are saying. If it is written information it should include facts as well as opinions so it is not biased. It should be clear and to the point.

**Case Study**

**Better Public Speaking and Presentation**

**Ensure Your Words Are Always Understood**

Think of the last really memorable talk or presentation that you attended. Was that easy to do, or did you really have to rack your brains to remember one? Sadly, too many presentations are easy to forget. And that’s a big problem because the only reason the presenter gave the talk was to communicate something to you!

There are four basic things that you can do to ensure that your verbal messages are understood – and remembered – time and time again.

Although somewhat obvious and deceptively simple, these are:

- Understand the purpose of the presentation
- Keep the message clear and concise
- Be prepared
- Be vivid when delivering the message

**Understand what you want to achieve**

Before you start working on your talk or presentation, it’s vital that you really understand what you want to say, who you want to tell and why they might want to hear it. To do this, ask yourself:


**Who** are you speaking to? What are their interests, presuppositions and values? What do they share in common with others; how are they unique?

**What** do you wish to communicate? One way of answering this question is to ask yourself about the ‘success criteria’. How do you know if and when you have successfully communicated what you have in mind?
How can you best convey your message? Language is important here, as are the nonverbal cues discussed earlier. Choose your words and your nonverbal cues with your audience in mind. Plan a beginning, middle and end. If time and place allow, consider and prepare audio-visual aids.

When? Timing is important here. Develop a sense of timing, so that your contributions are seen and heard as relevant to the issue or matter at hand. There is a time to speak and a time to be silent. ‘It’s better to be silent than sing a bad tune.’

Where? What is the physical context of the communication in mind? You may have time to visit the room, for example, and rearrange the furniture. Check for availability and visibility if you are using audio or visual aids.

Why? In order to convert hearers into listeners, you need to know why they should listen to you – and tell them if necessary. What disposes them to listen? That implies that you know yourself why you are seeking to communicate – the value or worth or interest of what you are going to say.

Keep it simple
When it comes to wording your message, less is more. You’re giving your audience headlines. They don’t need to and are usually not expecting to become experts on the subject as a result of hearing your talk.
If you’re using slides, limit the content of each one to a few bullet points, or one statement or a very simple diagram

Be prepared
Preparation is one of the most important factors in determining your communication successes. When possible, set meeting times and speaking and presentation times well in advance, thus allowing yourself the time you need to prepare your communications.
Of course, not all communications can be scheduled. In this case, preparation may mean having a good, thorough understanding of the office goings-on, enabling you to communicate with the knowledge you need to be effective, both through verbal and written communications.

Unforgettable delivery
Some useful tips for keeping your presentation vivid include:
• Use examples to bring your points to life
• Keep your body language visible – don’t stay stuck behind a rostrum
• Don’t talk too fast. Less is more here too. Pauses are effective.
• Use a variety of tones of voice.
• Use visual aids.
Presentation Planning Checklist

Presentation:
- Does your introduction grab participant’s attention and explain your objectives?
- Do you follow this by clearly defining the points of the presentation?
- Are these main points in logical sequence?
- Do these flow well?
- Do the main points need support from visual aids?
- Does your closing summarize the presentation clearly and concisely?
- Is the conclusion strong?
- Have you tied the conclusion to the introduction?

Delivery:
- Are you knowledgeable about the topic covered in your presentation?
- Do you have your notes in order?
- Where and how will you present (indoors, outdoors, standing, sitting, etc.)?
- Have you visited the presentation site?
- Have you checked your visual aids to ensure they are working and you know how to use them?

Appearance:
- Make sure you are dressed and groomed appropriately and in keeping with the audience’s expectations.
- Practice your speech standing (or sitting, if applicable), paying close attention to your body language, even your posture, both of which will be assessed by the audience.

Visual Aids:
- Are the visual aids easy to read and easy to understand?
- Are they tied into the points you are trying to communicate?
- Can they be easily seen from all areas of the room

Source: [http://www.mindtools.com](http://www.mindtools.com)
Practice writing and communication skills

1. An excellent way to improve your writing skills is to practice writing poetry or verses that require emphasis and feeling. Choose one of your favourite experiences and write a verse outlining the experience. Practice reading the verse aloud. As you read, use your voice to make it come alive. Vary your volume, rate, and pitch. Find the appropriate places for pauses. Underline the key words or phrases you think should be stressed. Modulate your tone of voice: use inflections for emphasis and meaning.

2. Remember that presentation that you found very boring. Think of the speaker, the audience, the time and place and list some possible things you would change to make the presentation most appealing.

Interviews

Another widely-used means of communication in order to collect information or data is through interviewing. Read the following presentation on interviewing skills and take note of the features that make interviewing an effective tool for communication.

Planning an interview

- Create list of topics to be discussed;
- Arrange a suitable time and place for the interview;
- Conduct interviews;
- Transcribe and analyse the interview notes;
- Allocate costs for conducting, transcribing and analysing interviews;
- Define criteria for selecting people to interview (respondents);
- When appropriate, obtain access and approval from relevant authorities or respondents;
- Communicate a reasonable estimate of the length of interview (duration);
- Minimize interviewer effect when pairing up interviewers with respondents.
Conducting Interviews

- Describe the nature of the research/project;
- Explain the purpose of the interview;
- Describe how the interview will proceed;
- Describe methods to assure confidentiality and anonymity;
- Obtain informed consent and permission to record the interview;
- Collect relevant background information from the respondent;
- Maintain appropriate levels of control over the interview (timing and direction);
- Maintain a non-judgemental and neutral attitude toward the respondent;
- Monitor the interview for:
  - Key issues;
  - Underlying meanings;
  - What was left unsaid;
  - Inconsistencies;
  - Misleading answers;
  - Exaggerated answers;
  - Pacifying answers given to please the interviewer.
- Use prompts and probes when appropriate (Please refer to Table: Interviewing Tactics);
- Take field notes, including relevant descriptions of the interview context, non-verbal communication, etc.;
- Thank respondents for their time and help.

Analysing Interviews

- Consider effects of interview context;
- Consider effects of the presence of recording equipment;
- Consider difficulties associated with transcription;
- Look for common themes across interviews;
- Protect the respondent’s identity when using extracts;
- Present extracts in context of the discussion and of the interview situation;
- Acknowledge impact of interviewer’s effect on the collection and interpretation of data.
Report writing

In looking after community projects, knowing how to write and prepare different kinds of reports are ‘must’ skills as different stakeholders want to know about the project in its different aspects. The purpose of a report and who the report is being written for often determine the structure and length of a report.

How to write a report

In report writing there are 3 things we need to know:
• What is Report writing?
• The Purpose of Writing Reports
• How to Write a Report.

Then writing a report becomes easy.

What is Report Writing?

Reports are documents in varying lengths. Writing a report is presenting information that provides answers to some brief or terms of reference. The structure and content vary depending on the brief or terms or reference.

The Purpose of Writing Reports

Writing reports is for a purpose. You are expected to competently analyse information that you have about a subject, and provide information based on what the terms of reference or focus that is being asked for the report to provide. It will include providing conclusions, and recommendations where required.

Before writing a report you must be clear on what you are being asked to report on. You must ensure that you have all or most of the relevant information and that they will

How to Write a Report

Having clarified the topic on which you are to write a report on, and the information necessary for your report, make sure your report is focused on what is being asked and conveys the key messages throughout.

Structure of a report:

A report usually has a number of sections. It has a

• title page (has the name or topic, the author and date when report is written),
• a table of contents which lists the different headings of the report and the page numbers where they occur
• the body which starts off with
• the introduction which introduces the subject or topic of the report, and some background information
• the description of methods, findings, conclusion which can be in several paragraphs and subheadings.

1. Begin with a brief summary of the main points of your report. Enable the person who asked you to write the report, at a glance, to see the gist of it. In the first paragraph briefly indicate what the report is going to be about, and the methods used to get and analyse information. In doing this, keep the detail logical, clear and simple to read.

2. If you are writing a technical report don't clutter it with statistical-data, tables, and graphs. This can make your report difficult to read. Instead, attach them as enclosures or appendices, and refer to them as you progress through your report.

3. Do not use jargon in report writing. When writing a report be direct and specific so that it is easy to comprehend.

4. End your report with a brief summary of the main points. Tell your reader, briefly, what you have told them in detail.

5. When you write a report ensure that each enclosure is clearly labelled. Attach the enclosures in the order referred to in the report.

6. After you write a report add an index -or a 'contents' page. Do so after word-processing the report with page numbers.

When you write reports you need titles-pages for them. Your title should appear on the first page of your report. The title page contains: the title of the report, the date of completion of the report, and the reference number (if any) of the party who asked you to write the report.

These techniques of writing reports ensure that your report is consistent and easy to follow.
Sample of COP 2 Quality Circle Report

This report would not have been possible without the essential and gracious support of many individuals. The personal support of our CETC Staff, Mrs Sera Vakalolo, our village coordinator, Joanna Namosimalua, Women’s Ministry, Ilivani my fellow colleagues from the CETC and most of all to the people and the Chief of the Sawakasa Village, in accepting and working together with us during our stay visit.

I would like to extend my heart full of gratitude to the Head of the CETC Dr Lia Maka and also to my CETC Lecturers, Mr Aminiasi Driu and Mrs Atelini Koroiwaca for providing us with information and supporting us in order to do our work successfully.

Not forgetting the Administration office for helping and supporting us a lot in our preparation for our COP 1 and 2.

It is always been a pleasure to work together with my fellow colleagues and the staff here in the centre. I will always acknowledge each and every one of you as memory of being here in CETC.

Introduction

The Community Outreach Programme (COP) or village attachment is a major component of the Community Development and Management course.

The programme is aimed at developing and enhancing trainees skills in community development work based on real life situation. It is a practical experience to help the CETC trainer trainees who a unfamiliar with community work to have real life experience and for those with some community experience, to further develop and strengthen these skills.

Community Outreach Programme 2 for 2011 is different from past years’ programmes which used to be mainly practical skills training. But this year, COP in general has tried to focus only on development projects in the community. The introduction of the Quality Circle tool is hoped to further empower communities to solve identified problem using community resources.

Aims and Objectives

Aim:

To introduce the Quality Circle tool and also conduct suggested training in order to meet identified development needs

Objectives:

By the end of the program, facilitators will be able to:

- Competently facilitate the QC process
- Assist community members plan the implementation of the project
Training Component

- Go through our COP 1 result on the transect walk
- Introduce Quality Circle
- Group work – ranking their development needs
- Group discussion
- Planning
- Implementations

<table>
<thead>
<tr>
<th>Days</th>
<th>Date</th>
<th>No of participants attends each day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>26\textsuperscript{th} Sept</td>
<td>25</td>
</tr>
<tr>
<td>Tuesday</td>
<td>27\textsuperscript{th} Sept</td>
<td>35</td>
</tr>
<tr>
<td>Wednesday</td>
<td>28\textsuperscript{th} Sept</td>
<td>34</td>
</tr>
<tr>
<td>Thursday</td>
<td>29\textsuperscript{th} Sept</td>
<td>32</td>
</tr>
<tr>
<td>Friday</td>
<td>30\textsuperscript{th} Sept</td>
<td>57</td>
</tr>
</tbody>
</table>

Quality Circle

Quality Circle is a tool that involves a group of people to come together to try and identify, analyse and solve their own problems.

We carried out the QC process in the village by using our last findings on our COP 1 visit, where we took a transect walk to identify issues in the community. As a result they came up with two issues.

The first issue is Rubbish Bins and the second issue is the Drain System, but we selects the rubbish bins for there are lot of rubbish and limited number of rubbish bins and dumping sites.

Below are the result we have found during our QC process with the village members.
Topic/Title: Having a clean environment

Sub-Topic/Title: Installing Rubbish Bins

Goal/Aim: To keep Sawakasa clean and tidy and to be free from sickness

Focus Key Questions we used to analyze the issue stated.

- Where do you throw/keep the rubbish?
- Who will take responsibilities for the installation of rubbish bins?
- How many rubbish bins do you want?
- Where do you want to put the rubbish bins?
- Who will be responsible for the cleaning of the rubbish bins?
- When do you want to start the project?

Where do you throw / keep the rubbish?

- Rubbish bins
- Rubbish dumps
- 50 meters away
- Composting
- No proper place
- Buried

55% 9% 9% 9% 9% 9%
Who will take responsibilities for the installation of rubbish bins?

- 44.44%
- 11.11%
- 22.22%
- Head of the family
- Slice 2
- Headman
- Villagers
- Youth

How many rubbish bins do you need?

- 0%
- 5%
- 10%
- 15%
- 20%
- 25%
- 1 bin each household
- 5 bins
- 8 bins
- 10 bins
- 15 bins
- more bins
When do you want to start?

Both groups agreed to implement it on Thursday morning 29th September, 2011 at 9:00 o’clock.

The 5 WHY Questions!!!!

1. Why do you want to put rubbish bins?
2. Why are rubbish lying carelessly everywhere in the village?
3. Why is there is no proper place for rubbish disposal?
4. Why have you not discussed this before?
5. Why was there a communication breakdown between village members on this issue?
6. Why is there lack of management and good leadership to lead such work?

### Feedback and answers from the community

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Group 1 Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Why do you want to put rubbish bins?</td>
<td>Because rubbish are lying carelessly</td>
</tr>
<tr>
<td>2.</td>
<td>Why rubbish lying carelessly?</td>
<td>Because they are not advise well at home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is no proper place to put rubbish</td>
</tr>
<tr>
<td>3.</td>
<td>Why there is no proper place?</td>
<td>Not yet discuss by the village elders</td>
</tr>
<tr>
<td>4.</td>
<td>Why not yet discussed?</td>
<td>Because of communication breakdown</td>
</tr>
<tr>
<td>5.</td>
<td>Why communication breakdown?</td>
<td>Because of lack of time, management and village meetings</td>
</tr>
<tr>
<td>6.</td>
<td>Why is there lack of time, management and lack of meetings?</td>
<td>In rural communities time management is vital not as urban areas and the changing in the way of life affects the traditional values.</td>
</tr>
</tbody>
</table>

### ....con't.......

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Group 2 Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Why do you want to put the rubbish bins?</td>
<td>Because there is a lot of rubbish lying carelessly</td>
</tr>
<tr>
<td>2.</td>
<td>Why there is a lot of rubbish littering carelessly?</td>
<td>Because of carelessness</td>
</tr>
<tr>
<td>3.</td>
<td>Why there is carelessness?</td>
<td>Because of lack of mentality</td>
</tr>
<tr>
<td>4.</td>
<td>Why is lack of mentality?</td>
<td>Because the youth did not pick up the rubbish and put in the rubbish bins</td>
</tr>
</tbody>
</table>
**Discussions and some possible solutions**

- The community needs to install rubbish bins immediately.
- Community has to make some rules in order to maintain cleanliness in the community.
- Always remind the people how and why there are rubbish bins installed in the community during meetings.
- Nominate people to clean rubbish from the rubbish bins.

<table>
<thead>
<tr>
<th>Plan and Time table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>Preparation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Implementation</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Implementations

They started working at 5 o'clock early in the morning. They installed 20 rubbish bins besides the footpath, Dispensary unit, electric post and the playground. They used wood as post to hang on the rubbish bins and plastic gallons for rubbish bins. They spent 3 to 4 hours doing the installing of new rubbish bins.

They also start with the other project that they agreed to be implemented. That is the cleaning of the drains. All the youth and the elders work hand in hand to complete the task but importantly to implement what they have planned, and that is a result of a Quality Circle.

# Challenges

As English was my second language I faced some difficulties in explaining what I want to say to the community, but eventually I managed to give the information with the help of our staff.

While with the implementation of rubbish bins, I tried my best to use the tools they used to make rubbish bins. I am really grateful to work and to help the community with the project.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask the villagers to collect empty gallons</td>
<td>Cut wood post to hold hold the gallons (men's work)</td>
<td>Installing of rubbish bins</td>
<td>Advising the community the important of implementing of rubbish bins</td>
</tr>
<tr>
<td>How</td>
<td>To be announced by the Turanga ni Koro</td>
<td>Allocate men and youth to find post from the forest</td>
<td>Use resources available in the community to make bins</td>
<td>Awareness programs Meetings Daily cleaning</td>
</tr>
</tbody>
</table>

# Unit 2: Communication, advocacy, mobilizing and reporting skills
Conclusion

After carrying out the Quality Circle and training needs, I learned the following:

- How important it is to do the planning and the implementation of a project.
- How to work together with the community to identify problems and possible solution
- How to facilitate and assist the villagers with the planning of a project.
- Working together with the community to implement the project as planned
- Learning new skills and ideas from the villagers

Recommendations

- The number of days for COP2 should be reduced to 3 days and not 4 days as by the time we leave the village, trainers are really tired.
- Medical kit is not enough. Should have more panadol tablets and dressings
- Discussions are to be done in English instead of Fijian as it was difficult to understand what the people were saying.

Activity 2.2

The following questions are based on the sample report.

1. Indicate the type of report it is.

2. What was the purpose of the document?

3. Was the document timely/relevant?
4. Does the document have all the facts? Why/Why not?

5. Is the message clear, concise, direct and easy to read? Why/Why not

6. Is the language used easy to understand for the reader? Why/Why not?

7. Were the points stated positively? Why/Why not?

8. Was there information included that was unnecessary? Explain your answer.

9. Was the message understood? Why /Why not?

10. Was the layout clear and helped the reader understand the message? Explain your answer.
Advocacy Skills

Advocacy is the act of promoting, spreading or defending a certain cause in a systematical, planned way and with direct participation from the affected persons. The purpose is to generate changes in politics, norms, attitudes and social practices that affect certain communities and/or minority populations. For example, in the Pacific people have advocated for such things as the end of nuclear testing by super powers in the region; control of commercial fishing and use of acceptable fishing gear etc.

Why Advocacy and who can Help?

Advocacy is an important role providing support to someone to help him/her overcome barriers to speak out, be heard and achieve their rights in society. Volunteer advocacy involves finding information, listening to the needs of the person and taking action on their behalf.

Who benefits from Advocacy?

Various people have benefitted from advocacy such as people with learning disabilities, hospital patients requiring quality care, elderly people, homeless people, prisoners and victims of crime, to name a few.

There are also advocacy organisations providing support especially to the more vulnerable members of society who need to ‘speak out’ about their disadvantages.

There is also a growing movement of self-advocacy. People can join a peer self-advocacy group which may be set up locally and receive support to speak out for themselves.

Activity 2.3

Advocacy Organisations

List the organisation in your country or in the world who do advocacy work.

Qualities of an advocate

An advocate needs to be, honest, trustworthy, diplomatic and a good listener and supporter. They need to be able to speak out and take action on behalf of another person, always take their side and be committed to equal rights for all.

Unit 2: Communication, advocacy, mobilizing and reporting skills
An advocacy role requires:

- Reliability – consistency in turning up, especially for important meetings.
- Respect for confidentiality of the party being advocated (do not release private information)
- some experience of the issues involved e.g. mental health issues.

Many advocates work on a volunteer basis because they want to help specific communities or groups of people. Many work for minority groups. These are groups who make up a small proportion of the population and whose needs, interests and voices tend to be ignored in the interest of the larger population. To be an effective advocate or community worker or leader, one must ensure to include all people in the community especially social minority groups. We call this attempt to include all groups as a social inclusive measure.

**Role of an Advocacy Group or person**

While the role may differ from group to group and specific to each client, advocacy can involve specific activities such as:

- Training on issues such as - safeguarding adults, advocacy, communication skills, relevant legislation, welfare benefits system and record-keeping.
- Providing information about the law, accompany someone to be interviewed by a solicitor or the police or accompany someone to court.
- Providing support in addressing problems at home or in a care home or day centre, prison, hospitals etc.
- Dealing with other authorities such as landlords, banks and other agencies.
- Assisting in making a complaint about a service or accompany a client to the doctor or a hospital.
- Attending meetings, asking questions and explaining things to the client.
- Teaching skills in speaking out to self-advocacy groups.

**Making an Advocacy Plan**

An advocacy plan will serve as a guide for your action and very important if the problem you want to address does not get all the support from your stakeholders and community.

The plan is simply a problem solving tool -- but a very helpful one since you can use it as a road map to guide you through the rest of the advocacy process. In developing your plan you will describe:

- your starting point
- your destination
- what you will do to reach your destination.
- a tentative schedule giving you an idea of when you can expect to reach your goal.
It is important to specify who you want to target in your advocacy. If it is to do with getting enough support from higher level decision makers (e.g. Chief, government officials or donors) or support from the community (e.g. parents, church elders, youth groups), then you must make sure that there is opportunity in your plan to get your message to these groups.

**Importance of the Advocacy Audience**

It is important to know your facts about an issue and deliver the right message to the right person. The advocacy audience or target must understand the issue and understand why their support is important. Ask yourself these questions:

- What role does this person play in the community?
- Who does this person have influence with?
- Who is this person influenced by?
- What change may occur if this person understands our policy objective?
- What motivates this audience?
- What types of messages address this interest?

**Activity 2.4**

**Understanding Advocacy Opportunities**

1. List some activities that you get involved with in your own community as a part of your job (e.g., meetings, conferences, trainings, special events).

2. What sorts of leaders or policy makers attend to the activities that you have identified in (1) above?

3. What sort of engagement can you have with those leaders and policymakers identified in (2) above?
**Summary**

By now, you would have learned the importance of effective communication to community members, getting your message across clearly, and ensuring that it is received by the community with clarity and understanding. Likewise, you have a better understanding of the skills that are needed for effective communication in terms of public speaking, interviewing, report writing and advocacy.

**Glossary**

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions.

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy skills</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Effective Communitarian</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Public speaking</td>
<td></td>
</tr>
<tr>
<td>Report writing</td>
<td></td>
</tr>
</tbody>
</table>

**Reference**

In this unit you are encouraged to try out the activities on your own or discuss them in your tutorial sessions with the help of your tutor. Note down the feedback from the discussions which you may find useful.
LEADERSHIP AND DECISION – MAKING SKILLS
UNIT 3 CONCEPT MAP

This map represents the core concepts that we’ll be covering in this unit, and the relationships between them.
### Study organiser

Before you begin this unit, please check through your study organiser. It shows the topics that we’ll be covering, the skills you need to acquire (the learning outcomes) and the activities you’ll do to help you acquire these skills.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership skills and Qualities</td>
<td>• Demonstrate good leadership behaviours and strategies as part of the qualities of an effective community leader</td>
<td>Activity 3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 3.2</td>
</tr>
<tr>
<td>Decision - making skills</td>
<td>• Identify possible constraints to decision – making</td>
<td>Activity 3.3</td>
</tr>
</tbody>
</table>

You should spend approximately 2 hours a day on this unit.
Introduction

Leaders make decisions and often the most important decisions regarding the welfare of a community. The following articles are intended to introduce you to the concept of leadership, what it involves, and the qualities of good leaders.

Leadership development methods

Explaining and understanding the nature of good leadership is probably easier than practising it. Good leadership requires deep human qualities, beyond conventional notions of authority.

Good leaders are an enabling force, helping people and organizations to perform and develop, which implies that a sophisticated alignment be achieved - of people's needs, and the aims of the organization. The traditional concept of a leader being the directing chief at the top of a hierarchy is a very incomplete appreciation of what true leadership must be, and often at time, not effective.

Effective leadership does not necessarily require great technical or intellectual capacity. These attributes might help, but they are not pivotal. Good leadership in the modern age more importantly requires attitudes and behaviours which characterise and relate to humanity. Leadership is centrally concerned with people. Of course leadership involves decisions and actions relating to all sorts of other things, but leadership is special compared to any other role because of its unique responsibility for people - i.e., the followers of the leader - in whatever context leadership is seen to operate. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess. Leadership is about behaviour first, skills second.

This is a simple way to see how leadership is different to management:

- Management is mostly about processes.
- Leadership is mostly about behaviour.

Another way to see leadership compared with management is that leadership does not crucially depend on the type of management methods and processes a leader uses; leadership instead primarily depends on the ways in which the leader uses management methods and processes.

Good leadership depends on attitudinal qualities, not management processes. Humanity is a way to describe these qualities, because this reflects the leader's vital relationship with people.

Qualities critical for a leader's relationship with his/her people is quite different to conventional skills and processes: If it's not clear already, leadership is without doubt mostly about behaviour, especially towards others. People who strive for these things generally come to be regarded and respected as a leader by their people.
Leadership Skills and Qualities

Integrity and honesty
- Fairness - treating everyone equally and on merit
- Being firm and clear in dealing with bad or unethical behaviour

Committed
- Leading by example - always be seen to be working harder and more determinedly than anyone else.
- Helping alongside your people when they need it
- Always doing what you say you will do - keeping your promises

Responsible
- Having an effective appreciation and approach towards corporate responsibility so that the need to make profit is balanced with wider social and environmental responsibilities
- Always taking the responsibility and blame for your people's mistakes

Knowledgeable, hardworking and humble
- Working hard to become expert at what you do technically, and at understanding your people's technical abilities and challenges
- Reading good books, and taking advice from good people, to help develop your own understanding of yourself, and particularly of other people's weaknesses. Achieve the company tasks and objectives, while maintaining your integrity, the trust of your people, are a balancing the corporate aims with the needs of the world beyond.

Inclusive and encouraging
- Listening to and really understanding people, and showing them that you understand (this doesn't mean you have to agree with everyone - understanding is different to agreeing)
- Asking for people's views, but remaining neutral and objective
- Always giving your people the credit for your successes
- Backing-up and supporting your people
- Encouraging your people to grow, to learn and to take on as much as they want to, at a pace they can handle
- Involving your people in your thinking and especially in managing change
Confident
- Being very grown-up - never getting emotionally negative with people - no shouting or ranting, even if you feel very upset or angry
- Never self-promoting

Positive
- Always accentuating the positive (say 'do it like this', not 'don't do it like that')
- Smiling and encouraging others to be happy and enjoy themselves

Determined
- Being decisive - even if the decision is to delegate or do nothing if appropriate - but be seen to be making fair and balanced decisions

Sensitive
- Being honest but sensitive in the way that you give bad news or criticism
- Relaxing - breaking down the barriers and the leadership awe - and giving your people and yourself time to get to know and respect each other

Planning and management skills
- Taking notes and keeping good records
- Planning and prioritising.
- Managing your time well and helping others to do so too

Important points to note about good leadership:

- People with these sorts of behaviours and attitudes tend to attract followers. Followers are naturally drawn to people who exhibit strength and can inspire belief in others. These qualities tend to produce a charismatic effect.
- Some people are born more naturally to leadership than others. Most people don't seek to be a leader, but many more people are able to lead, in one way or another and in one situation or another, than they realize.
- People who want to be a leader can develop leadership ability. Leadership is not the exclusive preserve of the wealthy and educated.
- Leadership is a matter of personal conviction and believing strongly in a cause or aim, whatever it is.
- Leadership sometimes comes to people later in life, and this is no bad thing. Humanity tends to be generational characteristic. There is no real obstacle to people who seek to become leaders if leadership is approached
with proper integrity. Anyone can be a leader if he/she is suitably driven to a particular cause.

- And many qualities of effective leadership, like confidence and charisma, continue to grow from experience in the leadership role.

- Leadership can be performed with different styles. Some leaders have one style, which is right for certain situations and wrong for others. Some leaders can adapt and use different leadership styles for given situations.

- Adaptability of style is an increasingly significant aspect of leadership, because the world is increasingly complex and dynamic.

- Good leaders typically have a keen understanding of relationships within quite large and complex systems and networks.

- Leadership is often more about serving than leading. Besides which, individuals and teams tend not to resist or push against something in which they have a strong involvement/ownership/sense of control. People tend to respond well to thanks, encouragement, recognition, inclusiveness, etc. Tough, overly dominant leadership gives teams a lot to push against and resist.

- Leaders of course need to be able to make tough decisions when required, but most importantly leaders should concentrate on enabling the team to thrive, which is actually a 'serving' role, not the dominant 'leading' role commonly associated with leadership.

**Difference between a Leader and a Manager**

Do leaders have the same attributes as managers? Many people confuse or merge the different attributes of management and leadership. We have read in the reading we have just done that management is more about processes, and leadership is more about qualities. However, managers are leaders just as leaders can take on management roles. This exercise enables people to understand the differences.

**Activity 3.1**

**Leadership versus Management**

Now that you have some knowledge of a leader and a manager, in the space provided identify the qualities of the leader and manager from the list below. Place what you think are the more significant skills or qualities higher up in the list so that you create a highly visual 'map' of management and leadership competencies.
<table>
<thead>
<tr>
<th>Leadership qualities</th>
<th>Management Skills</th>
<th>Reason for ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>reporting monitoring budgeting being honest with people consulting with team giving responsibility to others explaining decisions assessing performance problem-solving reporting the performance of the team in a way that attributes praise and credit to the team</td>
<td>decision-making negotiating motivating others thanking people communicating instructions recruiting sharing a vision with team members working alongside team members</td>
<td>resolving conflict reviewing performance time management team-building running meetings interviewing organising resources accepting criticism and suggestions giving constructive feedback</td>
</tr>
</tbody>
</table>
By now, you should realize that leadership is not the exclusive responsibility of the school principal or the Chief in your village or the Chairman of the School board. Anyone can lead, inspire, motivate others, encourage people at all levels to aspire to and apply the principles of good leadership, and the whole community or organization will benefit. Everyone, in their own way, can be a leader. In fact organizations which have poor leadership at the top provide a great opportunity for ordinary staff, and junior managers and students to take responsibility for leading, inspiring and helping to develop others.

Leadership Styles

People lead in many different ways, but the following are four of the more common styles of leadership by managers. You may recognize some of the leaders that you know as fitting into one or more of the following categories:

**Autocratic Leadership Style**

- The classical approach
- Manager retains as much power and decision-making authority as possible
- Does not consult staff, nor allowed to give any input
- Staff expected to obey orders without receiving any explanations
- Structured set of rewards and punishments

**Bureaucratic Leadership Style**

- Manages “by the book”
- Everything done according to procedure or policy
- If not covered by the book, referred to the next level above
- A police officer not a leader
- Enforces the rules

**Democratic Leadership Style**

- Also known as participative style
- Encourages staff to be a part of the decision-making
- Keeps staff informed about everything that affects their work and shares decision-making and problem solving responsibilities

**Laissez-Faire Leadership Style**

- Also known as the “hands-off” style
- The manager provides little or no direction and gives staff as much freedom as possible
• All authority or power given to the staff and they determine goals, make decisions, and resolve problems on their own

Determining Leadership Styles

• Should leaders be more task or relationship (people) oriented
• Leaders have a dominant style, one they use in a wide variety of situations
• No one best style - leaders must adjust their leadership style to the situation as well as to the people being led
• Many different aspects to being a great leader - a role requiring one to play many different leadership styles to be successful

Leadership Roles and Task

1. Think about your community. What are your expectations of the role and tasks leaders in your community are expected to play? Identify a community leader and make a list of his or her expected roles.

2. Think about your chiefs and traditional leaders and their way of leading (i.e. how they communicate, how they organize, how they manage, how they plan, how they make decisions, how they treat the people in their community, how they do their work, etc.).

   a. List approaches that they use which are no longer effective or relevant. Think back on those important skills that we have covered and use them to answer the following question.
b. List the approaches that they use that are still relevant and useful

c. Are there ways that you have identified that these leaders are being fair or just to your community or workers or in other words, include other minority groups and their views/needs?

---

**Decision-making skills**

Another important task of leaders is making decisions as part of their role of governance or leading, mobilizing resources, and even advocacy.

Problem-solving and decision-making are important skills for everyone. Problem-solving often involves decision-making, and decision-making is especially important for management and leadership. There are processes and techniques to improve decision-making and the quality of decisions. Decision-making is more natural to certain personalities, so these people should focus more on improving the quality of their decisions. People that are less natural decision-makers are often able to make quality assessments, but then need to be more decisive in acting upon the assessments made. Problem-solving and decision-making are closely linked, and each requires creativity in identifying and developing options, for which the brainstorming technique is particularly useful.

**Decision-making process**

The processes involved in decision-making are:

- Define and clarify the issue - does it warrant action? If so, now? Is the matter urgent, important or both?
- Gather all the facts and understand their causes.
- Think about or brainstorm possible options and solutions from all those involved.
- Consider and compare the pros and cons of each option - consult if necessary - it probably will be.
- Select the best option - avoid vagueness or 'foot in both camps' compromise, that is choosing parts of both options.
- Explain your decision to those involved and affected, and follow up to ensure proper and effective implementation.
Case Study

This is a true story. Its takes place in a remote area of Malaita in the Solomon Islands. The people who live there have been isolated for a long time. They have not had much contact with modern ways and live a traditional lifestyle.

One day a non-government organisation (NGO) representative arrived and wanted to help. He noticed that the women walked five miles every day to get water. The village elders and the NGO representative together decided to build a well in the village. With the help of some strong men, they built the well and trained the men how to maintain it.

Several months later, the NGO field representative came to visit the village. He found that the well had not been repaired and was not used.

(Activity 3.3)

What do you think had happened?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did it happen? (Relate your answer to some of the skills and processes discussed in Unit 2)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Relate this story to your own experience.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Summary

In Unit 3 we looked at leadership: leadership behaviours, characteristics of good leaders and leadership strategies for leading teams and organizations. We examined the differences between effective and poor leaders and how these were demonstrated in various leadership styles in your community. We also looked at the different skills that leaders should possess which include planning, making decisions, communicating effectively and advocacy.

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions.

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>Leaders are people who do the right thing</td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
</tr>
<tr>
<td>Leadership Styles</td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td></td>
</tr>
<tr>
<td>Decision-making process</td>
<td></td>
</tr>
</tbody>
</table>

Feedback on Selected Activities

In this unit you are encouraged to try out the activities on your own or discuss them in your tutorial sessions with the help of your tutor. Note down the feedback from the discussions which you may find useful.
MEDIATING AND RESOLVING CONFLICT
Unit 4 concept map

This map represents the core concepts that we’ll be covering in this unit, and the relationships between them.
Study organiser

Before you begin this unit, please check through your study organiser. It shows:

- the topics that you will be covering,
- the skills you need to acquire (the learning outcomes) and
- the activities you will do to help you acquire these skills.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is conflict?</td>
<td>• Apply knowledge of conflict management</td>
<td>Activity 4.1</td>
</tr>
<tr>
<td>Types of conflict</td>
<td>• Recognize the various types of conflicts and utilize techniques to effectively resolve conflict and develop conflict resolution skills</td>
<td>Activity 4.2</td>
</tr>
</tbody>
</table>

You should spend approximately 2 hours a day on this unit.
Introduction

Conflict can be viewed as a difference in perspectives: what is seen, thought, felt, and believed may be different from others. Conflict is thus a part of all human interaction, and if managed wisely, can be a source of vitality and opportunity for positive change. However, if ill-equipped with the skills necessary to handle conflict, the individual’s social, emotional, spiritual, academic and career capabilities will be impaired. In this unit we will be looking at a holistic approach to Conflict Management to include effective communication, problem solving skills, principles of conflict resolution, and anger management - with an emphasis on personal responsibility and self-discipline.

Let’s take a look at the following example:

Two people are arguing. One bought a piece of land from the other. When he went to the land to build a house, a neighbour claimed he owned some of the land and showed an official document to prove it. The buyer went back to the seller to ask for money back for the part of the land that belonged to the neighbour. The seller refused, saying they had agreed on the price and the deal was closed.

Below is an interesting article which explains conflict and its ingredients. Read it before answering the questions in Activity 4.1.

What is Conflict?

Conflict is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs. It can also originate from past rivalries and personality differences. Other causes of conflict include trying to negotiate before the timing is right or before needed information is available.

Effective collaboration and conflict resolution builds strong teams.

Source: flickr.com
Ingredients of conflict

Needs
Needs are things that are essential to our well-being. Conflicts arise when we ignore others' needs, our own needs or the group's needs. Be careful not to confuse needs with desires (things we would like, but are not essential).

Perceptions
People interpret reality differently. They perceive differences in the severity, causes and consequences of problems. Misperceptions or differing perceptions may come from: self-perceptions, others' perceptions, differing perceptions of situations and perceptions of threat.

Values
Values are beliefs or principles we consider to be very important. Serious conflicts arise when people hold incompatible values or when values are not clear. Conflicts also arise when one party refuses to accept the fact that the other party holds something as a value rather than a preference.

Feelings and emotions
Many people let their feelings and emotions become a major influence over how they deal with conflict. Conflicts can also occur because people ignore their own or others' feelings and emotions. Other conflicts occur when feelings and emotions differ over a particular issue.

Power
How people define and use power is an important influence on the number and types of conflicts that occur. This also influences how conflict is managed. Conflicts can arise when people try to make others change their actions or to gain an unfair advantage.

Values
Values are beliefs or principles we consider to be very important. Serious conflicts arise when people hold incompatible values or when values are not clear. Conflicts also arise when one party refuses to accept the fact that the other party holds something as a value rather than a preference.

Feelings and emotions
Many people let their feelings and emotions become a major influence over how they deal with conflict. Conflicts can also occur because people ignore their own or others' feelings and emotions. Other conflicts occur when feelings and emotions differ over a particular issue.
Conflict is not always negative. In fact, it can be healthy when effectively managed. Healthy conflict can lead to...

- Growth and innovation
- New ways of thinking
- Additional management options

If the conflict is understood, it can be effectively managed by reaching a consensus that meets both the individual's and society's needs. This results in mutual benefits and strengthens the relationship. The goal is for all to "win" by having at least some of their needs met.

**Remember:** You are not responsible for resolving the issue. The people involved are, even if they are children. Steer the discussion towards finding a reasonable solution on their own. Don't pick a side, even subconsciously. Focus on a resolution that makes sense to them, not only to you.

Be patient; this might not happen over one evening. If you really care, you might have to mediate several discussions over a period of time until both parties feel that the issue has been resolved to their satisfaction.

Be sure how much you care, and be clear how much commitment you can make to this. Nothing is worse than walking out in the middle of the conversation and blaming them for the entire affair.

Source: [http://www.ctic.purdue.edu/media/files/Managing%20Conflict.pdf](http://www.ctic.purdue.edu/media/files/Managing%20Conflict.pdf)

### Activity 4.1

**Resolving conflict**

James and his fiancé Anita are planning their wedding. Anita would like to invite three hundred guests, while James prefers a small gathering of fifty to sixty guests. List the steps involved to solve the conflict

---

**Types of Conflicts**

Before we can explore the best ways to resolve a conflict, it is necessary to identify what type of conflict it is, thereby enabling us to utilise the best option to resolve the conflict.
DATA CONFLICT
Caused by:

- A lack of information
- Misinformation
- Differing views on what is relevant
- Different interpretations of data
- Different assessment procedures

RELATIONSHIP CONFLICT
Caused by:

- Strong emotions
- Misperceptions or Stereotypes
- Poor communication
- Miscommunication
- Repetitive negative behaviour

VALUE CONFLICT
Caused by:

- Different criteria for evaluating ideas or behaviour.
- Different valued goals.
- Different ways of life, ideology and religion.

STRUCTURAL CONFLICT
Caused by

- Destructive patterns of behaviour or interaction.
- Unequal power, control, ownership, distribution of resources.
- Geographical, physical or environmental factors that hinder cooperation.
- Time constraints.

INTEREST CONFLICT
Caused by:

- A lack of information
- Misinformation
- Differing views on what is relevant
- Different interpretations of data
- Different assessment procedures

Conflict occurs all the time and at all situations no one is free from it. You yourself would have experienced a number of conflicts.

Conflict comes about from differences - in needs, values and motivations. Sometimes through these differences we complement each other, but sometimes we will conflict. Conflict is not a problem in itself - it is what we do with it that counts.
It is important that we do something because whether we like it or not, conflicts demand our energy. In fact, an unresolved conflict can call on tremendous amounts of our attention. We all know how exhausting an unresolved conflict can be. It is not always easy to fix the problem but a great energy boost can come when we do.

**Conflict Resolution Styles**

How do you deal with conflict? What style / pattern do you use when you are faced with differences in goals, needs or opinions that affect you and your relationship with others? Do you side-step the conflict or face the problem head-on, making your demands known? Or do you collaborate with the "other side," seeking to find appropriate solutions from which to choose. Here are five possible ways in which we respond when faced with conflict:

- **Avoidance** - Person withdraws and wishes conflict would disappear or go away on its own.
- **Collaboration** - Person seeks a solution through negotiation, resulting in a win-win situation.
- **Accommodation** - Person is anxious to please and places others' needs and expectations before his or her own.
- **Compromise** - Person is willing to give up something in order to arrive at a solution.
- **Force** - Person is only interested in satisfying his or her own needs and goals and seeks to dominate the discussion.

**Conflict Resolution Skills**

They are the skills that enable us to bypass personal differences and to open up to possibilities. The skills of conflict resolution draw us closer to other people, as we jointly search for fair solutions and balanced needs. It involves a powerful shift from adversaries to co-operative partners. In this shift each person benefits. These skills are also the tools for building friendship and close working relationships. A whole new level of trust develops as people learn "we can work it out". Relationships become more fulfilling and supporting.

**Keep in Mind**

**Personality Styles**

People come in all different flavors. All kinds of personality profile studies are available that can illuminate these differences, but for our purposes, suffice it to keep in mind that no two people ever share exactly the same perspective of an issue.

**Principles vs. Issues**

Principles are people's non-quantifiable, fundamental values. They run deep and hard to be negotiated. For example, not eating fish obtained from taboo areas or getting one’s daughter to marry someone she is pregnant to even though they do not love each other.
Issues are measurable and specific to a given situation. They are more negotiable (hopefully). For example, wanting to create a 400 square foot vegetable garden.

**Mediation as an option**

A mediator is a third party that you can use to call upon if it appears that you cannot resolve the conflict between you.

If you are called upon to be a mediator in a conflict which is not your own. It may be a friend telling you about a problem on the telephone. It may an informal chat with both conflicting people. It may be a formally organised mediation session.

**Activity 4.2**

**Identifying one's Conflict Management Style**

Read the following scenario then choose the response that best describes your style of dealing with conflict

You have just turned to the Sports page in the newspaper to collect information for your Sports project, when your brother (who had bought the newspaper) rushes in and demands that you hand over the sports pages so he could read about a recent football game.

Do you:

- immediately hand over the newspaper, without uttering a word;
- explain that you are using the sports section to prepare for a school project;
- continue reading the newspaper, without responding to the demand;
- explain that you are using the sports section for an important project and will be finished in twenty minutes. So he can then have it; or
- hand over the newspaper, requesting that he lend it to you whenever he is finished.

1. Having chosen your response, identify the matching conflict resolution style.
2. Then match each remaining response with one of the conflict management styles listed.

<table>
<thead>
<tr>
<th>Response</th>
<th>Conflict Management Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• immediately hand over the newspaper, without uttering a word</td>
<td></td>
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</table>

Some Further Tips for Effective Conflict Resolution

- Care about the people involved rather than the issues, yet remain completely impartial.
- Be aware of your personal biases and projections.
- Be willing to let the parties experience their own strength rather than feel like they are being "rescued". But, not be so neutral that you erase yourself.
- Facilitate, support, and defend the resolution process.
- Be willing to share personal experiences and vulnerability when appropriate.
- Trust your own intuitive knowing.

- **Be objective** - validate both sides, even if privately you prefer one point of view, or even when only one party is present.
- **Be supportive** - use caring language. Provide a non-threatening learning environment, where people will feel safe to open up.
- **No judging** - actively discourage judgements as to who was right and who was wrong. Don't ask "Why did you?" Ask "What happened?" and "How did you feel?"
• **Steer the mediation process**, not the content - use astute questioning. Encourage suggestions from the parties. Resist advising. If your suggestions are really needed, offer as options not directives.

• **Win/win** - work towards wins for both sides. Turn opponents into problem-solving partners.

### Mediation Process

**Establish the rules**

- Define your mediator role as there to support both people "winning".
- Get agreement from both people about a basic willingness to fix the problem.
- Let each person say what the problem is for them. Check back that the other person has actually understood them.
- Guide the conversation towards a joint problem solving approach and away from personal attack.
- Encourage them to look for answers where everybody gets what they need.
- Redirect "Fouls" (Name Calling, Put Downs, Sneering, Blaming, Threats, Bringing up the Past, Making Excuses, Not Listening, Getting Even). Where possible you reframe the negative statement into a neutral description of a legitimate present time concern.

**Identify the best environment for the mediation**

- **The environment has to be a:**
  - **Safe Place**
    Find a neutral place that feels safe and comfortable to both - free of stress, anxiety, interruptions, or distractions.
  - **The Right Time and Enough Time**
    Set up a time for conflict resolution that allows conflicting parties both time to cool down and prepare (see Personal Preparation below). Also, set aside plenty of time for the resolution session. Don’t rush the process.
  - **Someone You Both Can Trust**
    If you both choose mediation, mutually agree upon a mediator you trust to be qualified and impartial.

**Start the Mediation Process**

These steps are followed during the course of one or more meetings when you are working out the conflict on your own or when a mediator is involved.
Personal Preparation

- Study the conflict in depth.
- Realize that the parties are seeking a solution. Think of an outcome that achieves satisfaction for each of them.

Obtain Agreements on process and rules

- Agree on the process for conflict resolution.
- Agree to treat each other with respect.
  - No blaming or name-calling.
  - Openness to learn from other points of view.
  - Active listening and no interruptions.

State Initial Positions (Issues)

- Take turns, a few minutes each, to state the way parties experience the conflict.
  - Focus on specific incidents and don't drag up old unresolved issues.
  - No personal opinions from people not in the room ("Ann thinks so too . . .").
  - Describe behavior and your feelings ("When you did X, I felt Y.").
  - Don't interpret other's behavior. Simply report what happened.
  - Some helpful questions:
    - Who has the conflict? (Who doesn't?)
    - Where is the conflict located? (Where does it not exist?)
    - How long has the conflict been brewing?
    - What was the first sign of the conflict?
    - What are the key events that got the conflict to where it's at now?
    - How does the conflict currently show up?

Restate Each Other's Initial Positions

- Take turns to restate what the other said, highlighting the main points.
- Agree that the restatements were complete and accurate. Make corrections if necessary.
- Check that both parties have been heard fully.

Continue Bringing Up Issues and Feelings and Begin Working on Solutions

- Keep an open heart. Silently affirm the inherent goodness of the other.
- Identify the underlying assumptions, beliefs, and information sources.
- Identify underlying principles (vs. issues).
- Identify areas of agreement and disagreement.
• Each party defines their success criteria:
  o "I will know this conflict is resolved to my satisfaction when . . . ."
  o Strive for concrete, measurable criteria.
• Brainstorm as many ways as possible to meet shared principles.
  o Mediator may help with this with the consent of both parties.

**Summarize Points of Agreement and Produce a Solution**

• Create a solution that meets your success criteria and is as specific as possible, and therefore less subject to varying interpretations.
• If appropriate, write it down and sign it.
• Mediator reviews solution to ensure that it is doable.
• Agree to maintain confidentiality of resolution or communicate it only via explicitly agreed upon means.
• Agree to follow up with each other at specific times.

**Follow Up**

• Check on whether the solution is being followed.
• Revise it if necessary.
• Discuss what is the most important thing that you learned from the conflict and what you might do differently in the future.
• Celebrate!

**Summary**

In Unit 4 we examined various aspects of conflict and the skills in solving conflicts. We also looked at some procedures for resolving conflict, mediation procedures, and how to prevent conflicts from arising.
# Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions.

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</tr>
<tr>
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</tr>
<tr>
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# Reference


# Feedback on Selected Activities

In this unit you are encouraged to try out the activities on your own or discuss them in your tutorial sessions with the help of your tutor. Note down the feedback from the discussions which you may find useful.