الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Professional Development Training

Module 1-1
Team Development

SESSION 1-1: TEAM DEVELOPMENT

SESSION AT A GLANCE

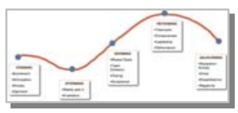
Content	Time	Activity
Introduction to Teams	10 minutes	Interactive discussion with personal storytelling
Group Life Stages	40 minutes	Interactive discussion and personal survey
Group Roles	70 minutes	Discussion, role play and debrief
Total Time	**2 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	In addition to technical capacity, being able to work in teams is at the heart of all successful work experiences. While there are exceptions – the lonely artist comes to mind – most people work in teams, even if it is a team of two people. Knowing how teams evolve over time, and the roles that people play in getting the work done and making life enjoyable/bearable… all these are important skills whether one is a team leader or is a new and junior member of a team
Learning Objectives	By the end of this session, participants should be able to: 1. Explain why groups operate in different ways at different stages. 2. Recognize and demonstrate appropriate task and maintenance behaviors in group settings. 3. Decide strategies to ensure effective group performance.
Materials and Supplies Needed	• Agenda (in participant binder) • HO1: Stages of Group Development • HO2: Teamwork Survey • HO3: Task and Maintenance Roles • HO4: Group Roles Scenario • HO5: Group Roles Observation Checklist • FC: Stages of Group Development Graphic • FC: Task and Maintenance Roles Overview • Blank flipchart paper, tape and markers

Set Up Before the Session	• Prepared flip charts should be ready to be unveiled at the times indicated in the delivery. • Make sure you have a room large enough to accommodate the two role play teams at once, so that the noise of one does not bother the other.
Potential Issues	*Please add issues here as you gain experience with this session over time.*
Alternative Delivery	*Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

Introduction to Teams *10 minutes*	Make sure that participants understand the objectives of this session (see **Agenda**). Intro discussion about working in teams, whether as a team leader or as a member of a team, and about how important it is to achieving business and personal success; they will learn skills here that they can use in all aspects of interpersonal communications. **Personal storytelling**: ask participants to think about their experience on teams, either in a work or personal setting, and to give examples of: • A time when they joined a group, or formed a new group. • A time they experienced a lot of conflict, either overt or low-level. • When they remembered a team finally starting to accept each other and being able to move ahead, after some conflict. • A time they experienced being a part of a super-well run team, where everyone knew what to do without even being told, for example. After you have several examples of each, ask a few **probing questions**: • How long did it take to get comfortable with the new team? • What kinds of conflicts were they? What did you do to overcome the conflicts? • Did it take long for your group to “get moving?” How did that feel? • How many participants have truly been a part of well functioning groups?
Group Life Stages *40 minutes*	 Explain that they have been describing what group dynamics specialists have classified as the stages of group development. Show the flip chart with the **graphic of the stages** (also reproduced in the handout you will give them (but not yet – after the discussion) and give a brief **presentation** of each stage. You can lightly write (in pencil) your key words (see list below) on the flipchart so you can comfortably manage the presentation.

	• **Forming** - key words: excitement, anticipation, anxiety, optimism. Key words for <u>members</u>: involvement, informed, open mind. Key words for <u>leaders</u>: patience, facilitator, observe. • **Storming** – key words: reality, frustration. Key words for members: build, bridge, understand, be aware. Key words for leaders: same as stage 1, plus mediator, positive tone. • **Norming** – key words: shared goals, team cohesion, coping, and acceptance. Key words for members: collaborate, creativity, leader. Key words for leaders: nurture other leaders, encourage. • **Performing** – key words: teamwork, leadership, performance. Key words for members: involved, be professional, focus, produce. Key words for leaders: involve, assist, on-track, available. • **Adjourning** (an added stage) – key words: anxiety, crisis, dissatisfaction, negativity. Key words for members: think, prepare, dedicate. Key words for leaders: promote interaction, reflection, attentive, perspective. Ask the participants who gave the initial examples what stage they were describing – this way you have practical examples to refer back to. • Why is it important to pay attention to these distinctions? • What are the dangers of not paying attention? • What is the responsibility of the team leader AND the team members in paying attention to this?
	Hand out the **Teamwork Survey**, explaining that we'll use a tool to identify the stage of the teamwork model your team is presently operating in. Choose any team that you are a member of at present. Briefly explain the directions (make sure you have done this quiz yourself beforehand!) Give them about **20 minutes** to complete and score the instrument. Debrief the survey with the following sample questions – add or adjust questions as neeeded. • Were you surprised by the results? • Did it match or differ from the "unscientific" estimation of a team's stage you thought of at the beginning of this session? • How can you use this new knowledge about group stages in the short term to better function in your work or other groups? Note that next we'll look at another dimension of group functioning – individual roles.
Group Roles *70 minutes*	Groups have two types of needs—getting the job done and creating and maintaining a climate that enhances the learning and group work. What members do to serve group needs may be called productive roles. These are commonly referred to as TASK and MAINTENANCE roles. On the other hand, statements and behaviors which tend to make the group ineffective or inefficient and hinder learning are nonproductive behaviors, often referred to DYSFUNCTIONAL, SELF-ORIENTED roles. Observing roles in the group, and striking a balance between roles that meet each need, provides information for analyzing problems and group progress. Go through the three types of roles, asking for examples from time to time - not all roles need to be illustrated with examples (*about 10 minutes*). Also – make sure that participants are not overly descriptive with their examples, since this could

	take too much time. • **Task Roles**—Functions required in selecting and carrying out a group task. • **Maintenance Roles**—Functions required in strengthening and maintaining group life and activities. • **Dysfunctional Roles** (often self-oriented behavior)—Roles that harm the group and its work.
	1. **Role Play Exercise**: Divide the group into two Teams, of about 10 people each – you will have two identical role plays happening at the same time. Further divide each Team into five role players and five observers. If you have more than 10 people on each team have the extras be observers. **2.** Explain the concept of a fishbowl and the task they are to undertake: five people sit in the middle of a circle role playing a situation (which is to complete a certain task), with the observers taking notes on a checklist, and not intervening. Explain that you will stop the action after about 10 minutes and observers and players will switch. **3.** Read aloud Scenario 1 to the whole group. You do not need to distribute the scenario to participants – just read it. Distribute the observation checklists to the observers, and ask them to decide who will observe who. **4.** Set up the two role play areas and get all players and observers into position. Tell them that they will have 10 minutes to complete the first part of the task. After 10 minutes, stop the action; note that the players are now "out of role." Manage the debrief (for another 10 minutes in the following order: 1) Team 1 role players share their observations about the task, maintenance and dysfunctional roles they saw happening, or displayed themselves. Describe other role players' behaviors and its effect on them personally. You can ask a clarifying question or two here, but save the full discussion for later. 2) Team 2 role players do the same. Differences or commonalities between Teams? 3) Team 1 observers share their observations, using the checklists. 4) Team 2 observers do likewise. Again, you can ask a clarifying question or two here, but save the full discussion for later. Differences or commonalities between Teams? *[You will have to work hard during this debrief to keep attention focused on the conversation when there are two groups.]* **5.** Now instruct the players and observers to switch. When they are all seated, read aloud the initial paragraph of Scenario 2, then distribute it to all participants. Give new Checklists to the observers, and make sure they decide who will observe who. **6.** Tell them that they will have 15 minutes to complete the second part of the task. After 15 minutes, stop the action; note that the players are now "out of role." Manage the debrief in the same manner as you did for the first part, for about 10 minutes. **7.** End the Role play: Applaud the role players and thank them for their willingness to be observed; thank the observers for their good work in helping to uncover what we might not always be able to see by ourselves.

Application & Wrap-Up *15 minutes*	Go beyond the role play exercise by asking about: • The advantages and limitations of some of these roles. • The appropriateness and timeliness of the functions. • The role of the facilitator of a group in dealing with these. • What is the role of the team member when the supervisor exhibits disruptive behavior or plays a dysfunctional role? Some additional points you will want to weave into the discussion: • The behaviors presented as productive or nonproductive are labeled as such because they generally fit under those labels. However, group circumstances and the impact of the behavior are the major determinants of whether behavior is functional or not. Giving opinions, for example, is considered a productive task role behavior. However, if a member gives opinions ad nauseam to the exclusion of others being able to add their opinions, the behavior is not considered productive. • The same behavior can be nonproductive in one stage of the group's development and productive in another. Competing during the Storming stage of group development, for instance, may be productive in helping the group to surface and deal with control issues, but is nonproductive in the Performing stage. • There can be different interpretations of what is productive. "Blocking" to one person may appear to another as correctly challenging of the group. • Individuals may be engaging in nonproductive behavior as a result of the group process. Withdrawal, for example, could come as a result of an attack by the group, or horsing around could be given silent sanction by a group that wishes to avoid a particular issue that has been raised. Finally, move the focus to how participants see using this **in their own work** and other group situations – what are the most useful points they will take away from this session? Take a break before moving to Session 1-2 Interpersonal Communication.

STAGES OF GROUP DEVELOPMENT

When teams and groups join together, they take on a life of their own, each forming a unique personality and energy level. One common factor in groups is the developmental stages they experience, comparable to stages of individual growth: infancy, child-hood, adolescence, and adulthood. Each stage has its own characteristics and requirements; each stage builds on the previous ones. The stages in the chart below are generally accepted classifications of development, identified first by Bruce Tuckman and Mary Ann Jensen. [1]

STAGE 1: FORMING Individual behavior is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organization, who does what, when to meet, etc. But individuals are also gathering information and impressions - about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done.

<table>
<tr><th>Characteristics Within the Group
Stage 1: “Trying to find my place.”</th><th>Tips for Members
Stage 1: “Trying to find my place.”</th></tr>
<tr><td>Group begins to experience:
• Feelings of excitement, anticipation, and optimism; also feelings of suspicion, fear, and anxiety about the job ahead
• Identification of its reason for existence
• Self-orientation
• Identification of the task to be accomplished
• Exploration and discovery of how to interact with one another as a group

As the group forms and matures, natural leaders will emerge. The members in these roles will change several times during this phase of group development.</td><td>Observe your group so you can help move the energy within it toward building a strong team; you can’t control it, but you can make sure it stays positive.
• Involve yourself; involve others
• Be a positive force
• Smile, smile, smile…and laugh as often as you need to
• Be informed; read everything you can about the program and about the subject or population with whom you will be working
• Be open-minded; be professional; be yourself
• Voice your thoughts
• Commit to having a good year</td></tr>
<tr><td colspan="2">Tips for Group Leaders during Stage 1: Observe</td></tr>
<tr><td colspan="2">Observe the group in action as much as possible. Observe how some people lead and some follow. Notice how members interact, the social skills they use, their mannerisms—all tell a story.

• Be patient—it’s a virtue
• Be prepared—a good leader always is</td></tr>
</table>

[1] *Tuckman, Bruce W. (1965) 'Developmental sequence in small groups', Psychological Bulletin, 63, 384-399.*

• Be knowledgeable—you are the expert, so know your material • Be a team—the example you set as a staff will influence the members • Be a leader—by being a good follower if that is what is needed • Be a counselor—members may need a shoulder to lean on • Be a facilitator—help members think things through • Have members establish group ground rules, the processes for enforcing violations, and the consequences • Develop a common vision and mission • Create a group identity • Discuss values and start developing a work ethic

STAGE 2: STORMING Individuals in the group can only remain nice to each other for so long, as important issues start to be addressed. Some people's patience will break early, and minor confrontations will arise that are quickly dealt with or glossed over. These may relate to the work of the group itself, or to roles and responsibilities within the group. Some will observe that it's good to be getting into the real issues, whilst others will wish to remain in the comfort and security of stage 1. Depending on the culture of the organization and individuals, the conflict will be more or less suppressed, but it'll be there, under the surface. To deal with the conflict, individuals may feel they are winning or losing battles, and will look for structural clarity and rules to prevent the conflict persisting.

Characteristics Within the Group *Stage 2: "Hey, I've got something to say here!*	*Tips for Members* *Stage 2: "Build, Bridge, Understand."*
• Some group behaviors and attitudes: negativity, dissatisfaction, hostility, crisis mode, adjustment anxiety • Differences and suppressed tension begin to surface • Members further define the energy level they dedicate to the task or project at hand; questions arise during this period: - Do I feel passionate about the purpose of this group or task? - Do I like how they are planning to meet the needs? - What am I going to do or say that will get my opinion heard?	• Be a motivator! Someone is always in need of some building up • Be a positive force, maintain a sense of humor—it truly is good medicine • Accept and be open-minded—no one is perfect, and a closed-mind doesn't accomplish anything • Know the issues before expressing your opinions, and then voice your thoughts clearly • Think about your motivation - it's easy to cross the line to anger • Be aware of others' feelings, listen to others, and leave the personality clashes at home • Think about and prepare for your future • Commit to letting nothing ruin your efforts!
Tips for Group Leaders during Stage 2: Team Building, Reflection	
The storming phase is just what it implies—staff should know members and their personalities by now, how they get along with each other, and how each tend to react to	

situations. Being present for your team is necessary to maintain order and ensure situations do not get out of hand, making the entire team look bad. • Be a mediator—use your good skills to handle disagreements • Arrange for group meetings with venting sessions—allow members' voices to be heard • Set and maintain a positive tone for the group • Use job swapping as a way to prevent boredom • Make sure ground rules are understood and observed • Break workloads into manageable steps • Take time for fun activities • Allow members to contribute changes to the program • Spend time one-to-one with members • Develop a common vision and mission

STAGE 3: NORMING As Stage 2 evolves, the "rules" for the group become established, and the scope of the group's tasks or responsibilities are clear and agreed. Having had their arguments, they now understand each other better, and can appreciate each other's skills and experience. Individuals listen to each other, appreciate and support each other, and are prepared to change pre-conceived views: they feel they're part of a cohesive, effective group. However, individuals have had to work hard to attain this stage, and may resist any pressure to change - especially from the outside - for fear that the group will break up, or revert to a storm.

Characteristics Within the Group *Stage 3: "We're all in this together!"*	*Tips for Members* *Stage 3: "Motivate, Collaborate, Create."*
Some group behaviors: • Cohesion around shared goals • Resolution of conflict • More acceptance of diversity in the group • Reconciliation; show of affection • Re-evaluation Members have seen the coming together (forming), the semi-separation (storming), and now they have reconciled themselves to working together (norming) despite their differences and with a new definition of purpose.	See Stage 2 — be a motivator and watch your own motivation; maintain your sense of humor and be a positive force • Be a leader — if you're called to the role, try it out and use it to get things done • Be yourself • Voice your thoughts • Collaborate — assist each other to complete a goal or solve a problem • Think creatively
Tips for Group Leaders during Stage 3: "We're all in this together!"	
Members are trying out how they can best work together; more solid leaders emerge and must be nurtured and encouraged. Make sure that these leaders have the skills to lead, and also that they have the respect and approval of the other members. • Be happy — you made it through storming!	

• Encourage your group and recognize them for the good work they are doing!

STAGE 4: PERFORMING Not all groups reach this stage, characterized by a state of interdependence and flexibility. Everyone knows each other well enough to be able to work together, and trusts each other enough to allow independent activity. Roles and responsibilities change according to need in an almost seamless way. Group identity, loyalty and morale are all high, and everyone is equally task-orientated and people-orientated. This high degree of comfort means that all the energy of the group can be directed towards the task(s) in hand.

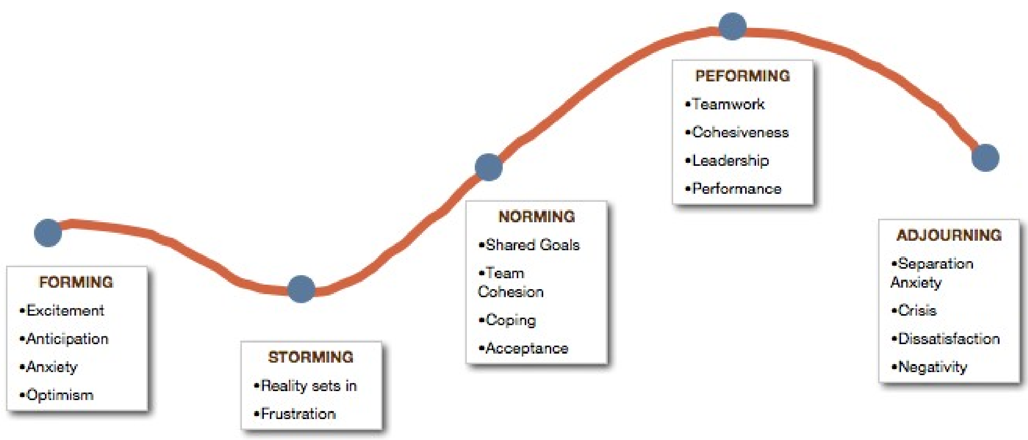
Characteristics Within the Group *Stage 4: "Getting things done!"*	*Tips for Members* *Stage 4: "Focus, Produce."*
• Cohesiveness • Teamwork • Leadership • Performance The group is starting to utilize its newly found "norms of trust," and can begin focusing on the work to be done; there should be enough drive, creativity, and cohesiveness to take on most tasks.	• Involve yourself and others • Be a positive force • Enjoy the laughter! • Read about the subject or clients with whom you are working • Be professional
Tips for Group Leaders during Stage 4: Promote Productivity	
As the group enters the phase of creative and constructive service, be aware and attentive toward keeping them on track and productive. Let the group assume more responsibility, but remain available for problems that might arise. Members will emerge more and more as leaders and as a team. • Involve the members in company/organizational activities • Assist members in implementing their decisions • Involve the team in community events • Stay attentive to their needs • Help members evaluate the group and realize that the group is not an end in itself—that most of the work takes place outside the group	

STAGE 5: ADJOURNING This is about completion and disengagement, both from the tasks and the group members. Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group. They need to recognize what they've done, and consciously move on. Some authors describe stage 5 as "Deforming and Mourning", recognizing the sense of loss felt by group members.

Characteristics Within the Group *Stage 5: "Now what?"*	*Tips for Members* *Stage 5: "Prepare, Think, Dedicate."*
Possible group feelings or reactions: • Negativity	• Continue to think about and prepare for your future team activities

<table>
<tr>
<td>• Dissatisfaction
• Hostility
• Purging
• Crisis
The group is realizing the end of the group task is near; it has been a time of sharing and growing with each other and now team members may be departing .</td>
<td>• Build bridges—goodbye doesn't have to mean forever
• Voice your thoughts and feelings
• Give supervisors suggestions on how things could be done even better for the next team
• Dedicate yourself to being a good team member for the rest of your life!</td>
</tr>
<tr>
<td colspan="2">Tips for Group Leaders during Stage 5: Promote Interaction, Reflection</td>
</tr>
<tr>
<td colspan="2">Some members may exhibit negative behavior—be aware that some people hate to say goodbye, and members are also wondering about the future. Offer ample opportunities for interactive discussions and times for reflections.

• Speak to each member individually about the experience; thank each one for their part in the group effort
• Stay attentive to the needs of the group
• Continue to help members prepare for future team work; offer suggestions for those still unsure of what they will be doing next
• Have a small end-of-task get-together
• Place accomplishments in perspective</td>
</tr>
</table>



Adapted from the Corporation for Public Service (www.nationalservice.gov)

TEAM WORK SURVEY

DIRECTIONS

This questionnaire contains statements about teamwork. Next to each question, indicate how often your team displays each behavior by using the following scoring system:

- ✓ Almost never - 1
- ✓ Seldom - 2
- ✓ Occasionally - 3
- ✓ Frequently - 4
- ✓ Almost always - 5

PART ONE - QUESTIONNAIRE

1. _____ We try to have set procedures or protocols to ensure that things are orderly and run smoothly (e.g. minimize interruptions, everyone gets the opportunity to have their say).

2. _____ We are quick to get on with the task on hand and do not spend too much time in the planning stage.

3. _____ Our team feels that we are all in it together and shares responsibilities for the team's success or failure.

4. _____ We have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.

5. _____ Team members are afraid or do not like to ask others for help.

6. _____ We take our team's goals and objectives literally, and assume a shared understanding.

7. _____ The team leader tries to keep order and contributes to the task at hand.

8. _____ We do not have fixed procedures; we make them up as the task or project progresses.

9. _____ We generate lots of ideas, but we do not use many because we fail to listen to them and reject them without fully understanding them.

10. _____ Team members do not fully trust the others members and closely monitor others who are working on a specific task.

11. _____ The team leader ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.

12. _____ We enjoy working together; we have a fun and productive time.

13. _____ We have accepted each other as members of the team.

14. _____ The team leader is democratic and collaborative.

15. _____ We are trying to define the goal and what tasks need to be accomplished.

16. _____ Many of the team members have their own ideas about the process and personal agendas are rampant.

17. _____ We fully accept each other's strengths and weakness.

18. _____ We assign specific roles to team members (team leader, facilitator, time keeper, note taker, etc.).

19. _____ We try to achieve harmony by avoiding conflict.

20. _____ The tasks are very different from what we imagined and seem very difficult to accomplish.

21. _____ There are many abstract discussions of the concepts and issues, which make some members impatience with these discussions.

22. _____ We are able to work through group problems.

23. _____ We argue a lot even though we agree on the real issues.

24. _____ The team is often tempted to go above the original scope of the project.

25. _____ We express criticism of others constructively.

26. _____ There is a close attachment to the team.

27. _____ It seems as if little is being accomplished with the project's goals.

28. _____ The goals we have established seem unrealistic.

29. _____ Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.

30. _____ We often share personal problems with each other.

31. _____ There is a lot of resisting of the tasks on hand and quality improvement approaches.

32. _____ We get a lot of work done.

PART 2 – SCORING

Next to each survey item number below, transfer the score that you give that item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to item one below. When you have entered all the scores for each question, total each of the four columns.

Item	Score	Item	Score	Item	Score	Item	Score
1.	_______	2.	_______	4.	_______	3.	_______
5.	_______	7.	_______	6.	_______	8.	_______
10.	_______	9.	_______	11.	_______	12.	_______
15.	_______	16.	_______	13.	_______	14.	_______
18.	_______	20.	_______	19.	_______	17.	_______
21.	_______	23.	_______	24.	_______	22.	_______
27.	_______	28.	_______	25.	_______	26.	_______
29.	_______	31.	_______	30.	_______	32.	_______
TOTAL	_______	*TOTAL*	_______	*TOTAL*	_______	*TOTAL*	_______
Forming Stage		*Storming Stage*		*Norming Stage*		*Performing Stage*	

The lowest score possible for a stage is 8 (Almost never) while the highest score possible for a stage is 40 (Almost always).

- The highest of the four scores indicates which stage you perceive your team to normally operates in. If your highest score is 32 or more, it is a strong indicator of the stage your team is in.

- The lowest of the three scores is an indicator of the stage your team is least like. If your lowest score is 16 or less, it is a strong indicator that your team does not operate this way.

- If two of the scores are close to the same, you are probably going through a transition phase, except:
  - If you score high in both the Forming and Storming Phases then you are in the Storming Phase
  - If you score high in both the Norming and Performing Phases then you are in the Performing Stage

- If there is only a small difference between three or four scores, then this indicates that you have no clear perception of the way your team operates, the team's performance is highly variable, or that you are in the storming phase (this phase can be extremely volatile with high and low points).

Original author unknown; this survey appears on multiple websites.

TASK AND MAINTENANCE ROLES OF TEAM MEMBERS

There are many roles that people perform in teams. Some of these relate to helping the team perform its *tasks*. Others relate to maintaining the team and *relationships* among members. Finally, there are *dysfunctional* roles that may hinder the team; behavior is directed toward personal rather than team needs. Below is a list and brief description of different roles and functions performed in teams.

TEAM TASK ROLES

Initiator/Contributor:	Proposes goals, new ideas, and solutions; defines problems; suggests procedures; points out benefits
Information Giver:	Offers facts and relevant information or experience
Opinion Giver:	States belief about alternatives; focuses on values rather than facts
Information Seeker:	Seeks clarification of suggestions based on facts relevant to the problem
Opinion Seeker:	Asks for clarification of values which the group holds in relation to the problem
Coordinator:	Clarifies the various suggestions, ideas, and opinions and coordinates them
Summarizer:	Summarizes and restates back to the team; draw member's activities together; offers conclusions
Clarifier/Elaborator:	Interprets; gives examples; defines terms; clears up confusion or ambiguity
Evaluator:	Subjects the team's activity to some criterion, for example, practicality, logic, etc.
Orienter:	Tries to show the team the position it is now taking and may raise questions about its direction
Procedural Technician:	Performs routine tasks for the group such as secretary/treasurer; timekeeper
Energizer:	Stimulates the group to action leading to closure

TEAM MAINTENANCE ROLES

Encourager:	Praises good points, exhibits acceptance (the "we" feeling); and group solidarity
Harmonizer:	Attempts to mediate differences among members or their points of view; reduces conflict and tension; attempts to reconcile differences

Gatekeeper/Expediter:	Attempts to encourage communication, bringing persons into the discussion who've not given their ideas, keeping the discussion to the point, etc.
Standard Setter:	Expresses standards for the group to attempt to achieve, and applies them to evaluating the group process
Compromiser:	Is willing to compromise or yield his or her idea or point of view, or admit an error
Group Observer:	Keeps records of the group process in action and brings much data into the discussion as seen pertinent
Follower:	More or less a passive and accepting person; going along with the ideas of others

DYSFUNCTIONAL, SELF-ORIENTED ROLES

Aggressor:	May express disapproval of others, joke excessively, attack the group or the problem, show envy, etc.
Blocker:	Is negativistic and resistant, disagreeing and opposing beyond reasonable objections; getting discussion off on a tangent; focuses on personal concerns rather than on team problem; argues too much
Recognition Seeker:	Tries to get attention; calls attention to self, boasts; loud or unusual behavior; excessive talker
Dominator:	Tries to assert authority to control team at expense of other members
Avoider:	Acts indifferently; withdraws from discussion; daydreams; wanders off, talks to others; fools around
Playboy/Girl:	Does not involve self in group process, but sits back in horseplay, whispering, etc.
Self-Confessor:	This person brings in personal feelings, ideas, etc., neither pertinent, nor oriented to the group
Help-Seeker:	Attempts to express insecurity, gain sympathy, or in other ways, deprecate self
Special Interest Pleader:	Expresses own biases or prejudices by pleading for the minority groups within the group

GROUP ROLES SCENARIO

PART 1 – DEVELOP CRITERIA

Each year the government of ____ awards an educational grant to an individual who is a government employee for use in furthering his/her education. The individual chosen makes the decision as to where and what field of study will be pursued. Most candidates in the past have studied in Europe and America in areas of study especially useful to the moderately developed country of ____. There is one requirement of anyone accepting this grant: they must agree to return to ____ upon completion of their studies and work for the government for five years in a position where their education can be used.

Anyone who works for the government is eligible to apply for the educational grant. The top five candidates are chosen by officials in the Ministry of Education. The final choice is made by a committee of professional government employees.

In this activity you are to act as a member of this final selection committee. The committee will meet today to make the final decisions. You will all be given a brief biography of each of the five candidates pre-selected by the Ministry of Education. The committee is to agree through consensus on the one person to receive the grant. But before they reach consensus they must determine the criteria to be used for making the choice.

Meet with the people in your committee and develop a set of criteria for selecting the appropriate grantee.

GROUP ROLES SCENARIO

PART 2 – SELECT THE APPROPRIATE CANDIDATE

The members of your Committee met before the break to develop criteria for the selection of this year's educational grantee. You will now be provided a brief biography of each of the candidates forwarded by the Ministry of Education. The Committee is to agree through consensus on the one person to receive the grant, and you must use the criteria already developed for making that choice.

Biographies and Interview Notes on the Five Finalists

Laila: Seeking to go to medical school in Canada. Currently works in the Department of Public Health where she is a specialist in community health problems. Has a degree in Public Health from the University of ____ and a Master's degree in the same field from an Egyptian university. Graduated at the top of her class in both universities. Very intelligent and a hard worker. Married with two children. Has some money of her own to supplement the high costs of medical school. Very critical of the current government of ____ and has led demonstrations aimed at convincing officials to change policies regarding the use of tax monies. She is called a trouble-maker by some. Has a spotty employment record, changing jobs somewhat frequently. Some former supervisors called her brilliant, and is generally respected for her intellect. Not particularly well-liked by her peers. Appears very loyal to the country of ____, and would be likely to return and honor the five year commitment. She is 40 years old.

Mariam: Seeking a master's degree in Food Sciences and Nutrition. Currently works in the Food Science Department of the Ministry of Agriculture where she is active in planning and implementing family nutrition clinics. The government of ____ has just embarked on a five-year plan aimed at improving family nutrition at the district level, and this program has a very high priority for the government. Mariam is single and graduated at the top of her class from the University of ____. She is 30 years old, and comes from a very poor family, and has no money of her own. She is very active in community affairs, has served on various committees, and has been the national president of the ____ Home Economics Association three times. She has traveled to other neighboring countries to serve on research panels. The department where she works considers her work vital to the program they have successfully implemented. She has been promoted several times, has a flawless work record and has excellent recommendations from her peers.

Abou-Ali: Very gifted musician seeking to study in Europe. Currently works for the Ministry of Culture. Has given many concerts in ____ and on three occasions has been invited to participate in series of concerts in all the countries in the region. He has excellent school records, has a good employment record and is highly recommended by both his supervisors and his peers. Abou-Ali is 30 years old, single and comes from a prominent but not wealthy family. He is especially well known for contributing his musical talents in areas where he does not seek compensation. For many years he has devoted one day per week to giving music lessons to poor, but talented children. Each spring he organizes traveling concerts that consist of himself and several musician friends who travel across the country. There is no doubt that if Abou-Ali had the opportunity to study more, he would become a world-class musician.

Hind: Seeking a degree in Public Administration, she currently works as a manager in the Ministry of Finance. Hind is married, has three children and is 45 years old. She has worked in numerous positions within the ministry of Finance over the past twenty years, each time receiving a promotion with increasing responsibilities. She has excellent recommendations from both supervisors and peers. She is known to be a capable leader – she is very active in the women's rights movement in ____. She is supportive of the government and is well known by the current political leadership. She is eager to study in the US and hopes to bring back more efficient methods for managing government services.

Yacoub: Biologist seeking a doctorate degree in a special kind of plant research aimed at increasing the productivity of one of the staple crops in ____. He is married, has no children and is 30 years old. He has a masters degree from Germany and has money of his own but not enough to pay the costs of obtaining a doctorate. He graduated at the top of his class and has excellent recommendations from peers and supervisors. He currently works on a research team in the Ministry of Agriculture, and last year worked on a regional development project on plant research with representatives from other countries throughout the world having similar problems as ____. His work is seen as especially innovative.

GROUP ROLES OBSERVATION CHECKLIST

Role play character observed:

____

Instructions: Using the handout *"Task and Maintenance Roles of Team Members,"* note examples of behaviors that the role player exhibits during the 20 minutes; make sure to be descriptive, rather than interpretative as you note these behaviors – note the things that the person said or did, and pay attention to verbal as well as non-verbal behaviors

TEAM TASK ROLES

Roles:	*Examples:*
Initiator/Contributor:	
Information Giver:	
Opinion Giver:	
Information Seeker:	
Opinion Seeker:	
Coordinator:	
Summarizer:	
Clarifier/Elaborator:	
Evaluator:	
Orienter:	
Procedural Technician:	
Energizer:	

TEAM MAINTENANCE ROLES

Roles:	*Examples:*
Encourager:	
Harmonizer:	
Gatekeeper/Expediter:	
Standard Setter:	
Compromiser:	
Group Observer:	
Follower:	

DYSFUNCTIONAL, SELF-ORIENTED ROLES

Roles:	*Examples:*
Aggressor:	
Blocker:	
Recognition Seeker:	
Dominator:	
Avoider:	
Playboy/Girl:	
Self-Confessor:	
Help-Seeker:	
Special Interest Pleader:	

الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Professional Development Training

Module 1-2
Interpersonal Communication

MEPI

INSTITUTE OF INTERNATIONAL EDUCATION

SESSION 1-2: INTERPERSONAL COMMUNICATION

SESSION AT A GLANCE

Content	Time	Activity
Introduction	30 minutes	Listening Assessment
Paraphrasing & Summarizing	60 minutes	Interactive lecturette and practice
Reflecting Implications and Feelings; Using Questions; Nonverbal Techniques	75 minutes	Interactive lecturette and practice
Feedback	60 minutes	Interactive exercise
Daily Wrap-Up	15 minutes	Discussion and written form
Total Time	**4 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	Lots of practice in this session, since Communications is all about behaviors. This session tries to gently "correct" some misperceptions and provide people with models and formulas so they can comfortably use standard communication techniques in the professional working world – and in their personal lives as well.
Learning Objectives	By the end of this session, participants should be able to: 1. Recognize and demonstrate appropriate listening and face-to-face and non-verbaal communication techniques 2. Demonstrate appropriate feedback techniques

Materials and Supplies Needed	• Agenda (in Participant Binder) • HO1: Assessing My Listening Behavior (1 per participant) • HO2: Active Listening Techniques (1 per participant) • FC: Definition of Paraphrasing • HO3: Feedback (1 per participant) • HO4: Feedback Discussion Guides & Images (1 per group; cut pages as indicated) • FC: Feedback exercise tabulation • FC: Feedback Definition • Flip charts, markers, tape, post-it notes
Resource Materials	• Listening and Empathy Responding – Instructor background reading • Differentiating Poor from Effective Listening – Instructor background reading
Set Up Before the Session	• Make sure all prepared FC are in place before starting • Have a few energizers ready to go if energy starts to flag during this session – there is a lot of *listen-practice-debrief-listen-practice-debrief*….
Potential Issues	It is not unusual for participants to resist the exercises which make up the bulk of this session – everyone thinks they already practice good listening techniques, and would rather talk about giving feedback than actually do it. But encourage them to try the techniques as often as they want, since the more you use the techniques, the more skilled they become.
Alternative Delivery	**Feedback Exercise** This uses just one image of the four included in this manual. If you would like to use one of the others, you must create 2 separate discussion guides, so that you can produce 2 possible interpretations of the image you use. In addition to the "old woman – young woman" image, you will find "flowers – woman's face," "frowning old people – smiling old people," and "rabbit – duck."

SESSION DELIVERY

Introduction *30 minutes*	*Active Listening*: Introduce the session by commenting that listening is one of the most complex of all human behaviors, and one that most of us think we do pretty well. After all it's something we do a lot, right? Unfortunately, most of us are NOT very good listeners – we allow ourselves to get distracted and our attention wanders. Go over the

	objectives for the session and check for understanding and concurrence. Consider this – the average person can speak about 200 words per minute, but our hearing capacity allows us to hear about 800 words per minute. It isn't surprising that the "spare" time resulting form this difference gets used in ways that interfere with being good listeners. Ask "What do we do with this spare time?" … we begin to think of what we will say next… we start looking for a way to interrupt so we can make our point… Let's get started with a self-assessment of our listening behavior. • Exercise: Follow the instructions on the page – this should take no more than a few minutes to fill out. • When all seem to be finished, ask them to review the answers with the people around them – ask if they agree with the ratings you have given yourself. • Ask: "How many of your answers are on the left side, or in the middle of the scale?" Those are areas in which you need to work on your behavior if you want to become an active listener. This means giving your whole attention to the speaker to ensure that the message does not get lost. We're going to look at several techniques. In general, these are techniques that will help you talk less: they will help you keep a mental scorecard of who's saying what, will help you stop interrupting others, and stop finishing sentences for others. Not only are these two actions rude, but you will probably not be connecting to what the speaker had in mind.
Listening & Communicating Techniques *Paraphrasing:* *30 minutes*	*Paraphrase the Content* – defined as (on FC) capturing the meaning of a statement and saying it back in your own words. (para = alongside). Starter phrases: *"you are saying…" "in other words…" "I gather that…" "If I understood what you are saying…" "you mean…"* Let the speaker go on for at least a minute or two – if you paraphrase after a few seconds you are just repeating. Instructor demonstrates. *Exercise*: In pairs, have a conversation with someone where you must try and convince her of something. Stop. Now, before you go on, you must first paraphrase to the other person's satisfaction (5 mins). Then relax it and tell them to paraphrase only when they find it useful to clarify the communication. • <u>Process Questions</u>: General reactions to this exercise? Were any of you able to persuade the other of your point of view? What did paraphrasing do to the communication process (help or hinder? Slow or quicken? What requirement did the "rule" do to the communication? When it was relaxed, what kind of change took place in the communication? • <u>Generalizing Questions</u>: What is useful about paraphrasing? How does it help or hinder the communication process? What is easy or

	difficult about it? What did you learn about it? • Application Questions: When might you effectively use it in the future? Do you think it could be used effectively by both superiors and subordinates?
Summarizing: *30 minutes*	*Summarize the Content*: is a skill that requires one to listen very carefully, then organize and present information systematically. Summarized information ensures that everyone in the communication process is clear about what has transpired over a period of time. Very good when you want to make sure that everyone has heard the same thing during an important meeting. Instructor demonstrates: *"We have said the following three key things…"* Ask participants how they would define summarizing, having just seen it. Write definition on the FC. Eg.: "Summarizing is recalling and stating in a few words the essence or most important points in a conversation." *Exercise*: in groups of 4-5, choose a subject that all find interesting and hold a normal conversation. Be prepared to summarize the major points of the conversation. Instructor will call "time out" and at that point, the person who last spoke must summarize the main points of the conversation so far. Call after 5 minutes, 10 mins (second or even third) time must include that which has been summarized previously! • Process Questions: How was the experience – difficult, easy? What was difficult/easy? What is required in order to summarize? Did you notice any effect on the conversation created by the fact that people always had to think about summarizing? Did it aid or hinder the conversation? How did it affect the communication process? • Generalizing Questions: what have you learned about summarizing? What are differences between summarizing and paraphrasing? • Application Questions: what are some of the ways you can use this skill in your work? (eg.: running meetings, giving instructions, making sure agreements are clear…) How can summarizing aid in normal day-to-day communications?
Reflecting Implications and Feelings: *30 minutes*	*Reflect the Implications*: This result of careful listening goes a bit beyond the content of what the speaker is saying, and indicates to her that you appreciate where you think the message is heading. It may take the form of building on or extending the ideas of the speaker, using such phrases as: *"Might that lead to a situation which…?" "Would that mean that…?" "Are you suggesting that we might…?" "Would that help with the problem of…?"* In reflecting on the implications, it's important to leave the speaker in control of the discussion. When this technique is used to change the direction of the speaker's thinking or to show how clever you are by suggesting ideas the speaker has not thought of, it ceases to build trust. It becomes a kind of competition rather than communication. However, when this technique is genuinely used to help the speaker, it

	communicates strongly that you have really heard and understood the basis of the speaker's thinking. *Reflect the Underlying Feelings*: This technique goes beyond restating the overt content of what is said, and brings into the open the feelings, attitude and values that may be influencing the speaker. Reflecting feelings is repeating in a short declarative statement the emotions or feelings which the speaker is communicating directly or indirectly. It asserts your awareness and understanding of the speaker's feelings without indicating whether or not you agree with him/her. The use of reflecting feelings: • Helps to open communication channels and establish rapport • Causes the speaker to feel understood • Gives the speaker the freedom to explore the issue further • Helps the speaker to vent emotions or "let off steam". Phrases such as the following can be useful: *"That must have felt very… to…" "I understand you're feeling…; I'll…" "I'm guessing that when you …" "It sounds as if you're feeling … Is that right?"* Reflecting feelings assists you in listening for the rationale behind what the speaker is saying. It is listening empathetically to help you understand where the speaker is coming from. **Exercise**: In groups of three (Speaker, listener and observer) have a conversation about an issue that the speaker personally feels strongly about, and that she has discussed in the past with people outside of the training. (Student rights at school, a friend's choice to do something you didn't agree with, for example). During a 5-minute conversation, the listener must use the techniques of a) reflecting implications and b) reflecting feelings as often in the conversation as necessary. The observer records but does not intervene. • Process Questions: The observer describes what she saw and heard in the use of these two techniques. Did the listener show empathy without suggesting how the speaker should feel? Did the listener allow the speaker to maintain control of the conversation? What was the effect of using these techniques on the conversation? • Generalizing Questions: What is useful about reflecting implications and feelings? How does it help or hinder the communication process? What is easy or difficult about it? What did you learn about it? • Application Questions: When might you effectively use it in the future? How can reflecting aid in normal day-to-day communications?
Asking Questions: *30 minutes*	*Ask Questions to Invite Further Contributions*: When you haven't heard or understood enough yet to follow up with indications of understanding, empathy or acceptance, you'll need more information. Phrases such as the following are useful: "Tell me a bit more about that…" "How did you feel when…?" "How did it come about that…?"

	"What happened then?" Open-ended questions are generally preferable to specific questions. Questions that are too specific may lead to more and more exposure of the speaker, without letting her know how the listener is receiving and evaluating the communications. They may also seem like a unilateral demand for openness on the part of the speaker. To maintain balance, avoid using questions exclusively, but follow them after a bit by paraphrasing or reflecting. There are several kinds of questions, but only two good reasons to use them: to gain information and to seek clarity. Note: we often have in our minds a model of questioning that is adversarial in nature – the way our parents or teachers questioned us when we broke rules, or the way a supervisor questioned us when we were late with some work. This adversarial mode is not really asking questions at all – it's making judgmental statement in disguise. These 3 types of questions are helpful to use when you are practicing active listening: • **Open-ended questions**: Most helpful when you want to know what the other person thinks or feels, they are often used as conversation starters. They usually include such words as "*describe*" or "*explain*" or a clause such as *"can you tell me more about that?"* • **Specifying questions**: Use these when a specific piece of information missed your attention. Instead of asking a speaker to repeat entire paragraphs, be specific: *"Did you say we need to complete the report on the first or fifteenth of the month?"* • **Clarifying questions**: Use these when you are trying to understand the meaning of a speaker's statement. Rather than assume, you want to be sure you understand what the speaker meant. For example: *"So is it your opinion that the problem is largely due to…, or is it…?"*
Non-Verbal: *15 minutes*	*Listening with Non-verbal Responses*: Active listening is often communicated as much, if not more, by your posture and movements as it is by what you say. Such responses as the following communicate interest and understanding: • Eye Contact: If it is appropriate where you live, look the speaker in the eyes but don't stare fixedly. It is hard for people in many cultures to believe someone is listening if he or she is looking off into space or at their feet. In other cultures and among people of differing ages direct eye contact is considered inappropriate or aggressive – always make sure that your non-verbal behaviors are appropriate to the people with whom you are working. This can be a bit complicated when both the speaker and the listener are trying to respect each other's norms. The more one can learn about the other's culture the better. • Nod and Make Receptive Noises such as "mhmm…" "yani…"

"aiwa…"

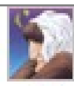
- Lean towards the speaker and look alert: Adopt a body posture that is similar to the person to whom you are listening. This creates a shared experience on a non-verbal level which tends to enhance the dialogue.
- Allow periods of silence: Never under-estimate the value of silence in a conversation. If you are being receptive, the silence will enable the speaker to reframe her thoughts and continue speaking.

Feedback:

60 minutes

Feedback: Now we will turn our attention to the subject of giving and receiving feedback, and learn some techniques to make our use of feedback more effective.

Ask participants to count off 1-2-1-2-1-2… and divide them into 2 groups. Give the Discussion Guides appropriate to each group. Ask them to discuss the issue for 5-10 minutes. Stop the discussion and announce that the next part of the exercise is to be done in silence. Tell them that you will give each group a picture (*use the old woman/young woman image)*. Each person in the group is to quickly write on a post-it note what they see, without discussing with their neighbors. When all have done so, ask each person in each group to say what they had written.



	Group One	Group Two
Old		
Young		
Other		

On a flipchart, tabulate the responses. Ask participants to point out any trends – such as: *"most people in Group One described a young woman…"* Help participants to analyze these outcomes with the following questions:

- Why did individuals react differently to the same picture?
- Were you influenced by the discussion in which you took part?
- What comparisons can you draw with real world situations?

Point out that we must be sensitive to how perceptions can differ between people, and that we must be careful about making assumptions that people see things in exactly the same way as we do. We're going to look more at how to distinguish between evaluative or interpretive statements and descriptive ones.

Ask participants to break their teams in half, to form groups of four or five each. Their task is to develop a one-two sentence definition of the term "feedback." When they have finished, ask them to share their ideas, then post a FC with the classic definition of feedback.

Discuss the concept a bit - the term originally came from electronics (microphone and loudspeaker gives an awful noise = feedback) and that it's one of those words that have passed into general usage worldwide. We receive feedback from a lot of sources, whether we ask for it or not. Ask for some examples of informal ways we receive feedback from our families, the world around us, our friends, our co-workers…. Note which are the easiest and toughest types of feedback to give and receive. Why is that?

Explain that we will focus on how to give and receive helpful feedback, since it is often quite difficult. Introduce the criteria and the model (both on FC – copy from **handout** that you will distribute later) for effective or helpful feedback.

When you ___(state behavior)___, I feel __________.

After reviewing the criteria and the formula, check for understanding, questions and comments. Pay close attention to the rationale for sticking with descriptive, rather than evaluative statements – this is a difficult thing to do when emotions are strong. In some cases it is best to provide the feedback, and ask the other person if you can discuss it in more detail later, when tempers are cooler.

Practice: Ask participants to pair up with two people – they will be a) a feedback solicitor, b) a feedback receiver, and c) an observer. On any subject (as long as it is real) they take turns soliciting/receiving/observing. The observer can check to make sure the model is being correctly used, and that the criteria are being followed. Make sure that each person in the triad has a chance to do all three.

Note: before participants get into triads, trainers should model giving and receiving feedback around a real behavior the participants might have seen in the training room so far – make sure to include a negative as well as a positive feedback.

Once you are satisfied with participants' comfort level with the model, debrief the activity, (What was difficult? What worked well?) pointing out that we need to also be careful about how we use the word "feedback.' The term is sometimes used interchangeably with personal feedback, skill development feedback, program assessment, employee evaluation, for example. Encourage participants to distinguish among these similar functions, and to use the correct term.

Complete this section on Feedback by asking a few final questions:

- What is the most appropriate way you have learned to give feedback to a colleague?
- What cultural considerations are involved in this process?
- How differently is feedback given in your current situation, if at all?
- What things help/hinder the feedback process in your situation?
- How could you give feedback to a colleague... a school friend... a manager?

What are some ways that feedback could be used in the rest of this program?

Thank participants for their energy during this day of learning and practice. Ask participants to turn to the objectives for the day (or

End-of-Day Wrap-Up *15 minutes*	uncover them if you have had them on the FC) for the two main sessions (groups and communication) and ask if they thought the objectives had been achieved. Ask participants to share some of the most important ideas they take from the day, and how they would use them in daily life – either at work or in other situations. Keep this discussion short, as a) you do not want to influence too much the personal reflection, and b) they likely want to leave after such a long day. Hand out the two-page daily journal and ask them to fill it out. Page 1 is for them to keep, as it is a personal action-planning tool. You will collect page 2 when they have finished.

ASSESSING MY LISTENING BEHAVIOR

As you read each line, think about what you actually do, not what you intend to do. There is often a discrepancy between our intention and our behavior. Try to determine, as honestly as possible, how often each sentence applies to you. Place an X in the appropriate column to indicate how often your listening behavior matches the stated behavior.

	Listening Behaviors	Never	- - - -	Some-times	- - - -	Always
1.	I prepare myself physically by facing the speaker and making sure I can hear.					
2.	I maintain eye contact as well as listen.					
3.	I avoid deciding from the speaker's appearance and way of speaking whether what he or she has to say is worthwhile.					
4.	I listen primarily for ideas and underlying feelings.					
5.	I determine my own biases and try to allow for them.					
6.	I keep my attention focused on what the speaker is saying.					
7.	I avoid interrupting if I hear an incorrect or stupid statement.before answering.					
8.	I listen to the other person's point of view with curiosity and interest.					
9.	I make a conscious effort to listen to the other person without making judgements about him/her.					
10.	I avoid trying to have the last word.					
11.	I avoid glancing at my watch or papers on my desk.					
12.	I periodically restate the speaker's message to make sure I have heard it correctly.					
13.	I try to show the speaker that I understand what he or she is feeling.					
14.	I ask helpful questions to get more information.					

ACTIVE LISTENING TECHNIQUES

Type	*Purpose*	*Examples*
Clarification	• To obtain additional information • To help explore all aspects of a problem	• *Could you please clarify that…?* • *Could you say that…?* • *Is … the problem, as you perceive it now?*
Paraphrasing	• To make sure that all understand and interpret in the same way • To show that you are listening and understand what the speaker is saying • To encourage the speaker to analyze other aspects of a problem and to discuss them with you	• *If I understand you correctly, you intend to…* • *So, you've decided to do …, and for the following reasons:…*
Neutrality	• To show that you are interested and that you are listening • To encourage the speaker to continue talking	• *I see* • *Yes, yes….* • *Very interesting…* • *I understand…*
Reflection	• To show that you understand what the speaker is feeling about the subject • To help someone evaluate and adjust his/her feelings	• *So you're feeling…?* • *Yes, it's shocking, as you say…* • *So you feel he was unjust with you…?*
Summarizing	• To wrap up and summarize a discussion • To create a baseline for further discussions from another angle, or on another problem	• *Here are the main ideas that you've covered…* • *If I understand how you're feeling about the situation…*

FEEDBACK

When a person is told by another how he or she is perceived by that other, how her behavior strikes the other and what the other feels and thinks as a result, she is receiving "feedback." Feedback is essential if one is to improve her performance and relationships with others. It takes skill to give feedback so that it is listened to. It takes concern for others, as well as skill, to give feedback so that it does not seem merely punitive, so that it is understood and is useful to the person receiving it. It also takes skill to invite others to contribute constructively. There are helpful guidelines to make this experience productive. They need to be understood and practiced.

Feedback is the process of providing information through which a person can discover the impact of her words and actions upon individuals or the group

Since each person's behavior is her response to another person's actions as words – as she interprets them in light of her own background, experience, attitude, needs, values, etc. – it is possible that she would misunderstand or misinterpret our intentions toward her. She cannot read our minds; nor can we read hers. There is no way we can truly know what feelings we have aroused in this person unless she tells us. We may guess, but her feelings are her own, deep inside of her, beyond our command. We have no chance of changing what she feels unless she tells us, and in this way helps us to communicate to her more closely what we have intended. Without feedback this distortion between our intentions and her response can grow even greater.

For example, a new group member may be trying to be accepted by the group but the group is rejecting her because of the way she is trying to gain acceptance. So now the new member redoubles her efforts, and this accelerates the rejection. The process gets locked tighter and tighter until someone cares enough to tell the new member (feedback) what the impact of her behavior has had upon the group. This is a circular process.

Unplanned Feedback may emerge in a number of ways:

- Conscious – nodding assent
- Unconscious – nodding asleep
- Spontaneous – "thanks a lot!"
- Solicited – "yes, it did help"
- Verbal – "no"
- Nonverbal – leaving the room
- Informal – hand clapping

Planned Feedback may happen in a number of ways:

- Reflection – group appoints a process observer who does not participate in the group work but holds up a "mirror" to the group to help them see the impacts of their actions

- Self analysis – recording (sound only, or video)

- Coaching – fellow team member observes, then coaches her on how to be more effective

- Personal feedback – most direct and effective if given in the spirit of helping. A number of guidelines have been developed to help in giving and receiving feedback (next page)

Guidelines for Giving and Receiving Feedback

Not all feedback is helpful or accurate. Following are some criteria that can help in assuring that feedback is given that is useful:

HELPFUL		*NOT HELPFUL*
Descriptive	*versus*	Evaluative, judgmental, interpretation
Specific	*versus*	General
Timely	*versus*	Delayed
Useful (possible to change)	*versus*	Not useful (not possible to change)
Solicited or requested	*versus*	Imposed
Able to be check out by receiver to insure clear communication	*versus*	Not able to be checked by the receiver
Leaves solution up to the receiver	*versus*	Imposed or gives advice or solution; demands change

Typical Feedback Model

"When you ______________ *(state behavior)* ________________,

I feel ____."

Another Model (called an "I" Message)

"When you _________ *(state behavior)* ___________,

I feel ___________________________, because __________ *(state tangible effect)* ______________."

DISCUSSION GUIDE FOR GROUP ONE

SAHAB, JORDAN December 2004 – “Unlike most Jordanian women in their twenties, Fatima Mohammed has no plans to get married any time soon. "That's the last thing I'm thinking about," says the ambitious young factory worker, her hair covered neatly with a headscarf she bought with her own money.”

“Over the past decade thousands of young women like Fatima have rejected traditional family roles to find work in the garment industry here, which has boomed since 1996. Fatima works 72 hours a week with 470 other young women at the Silver Planet garment factory just outside Jordan's capital, Amman….”

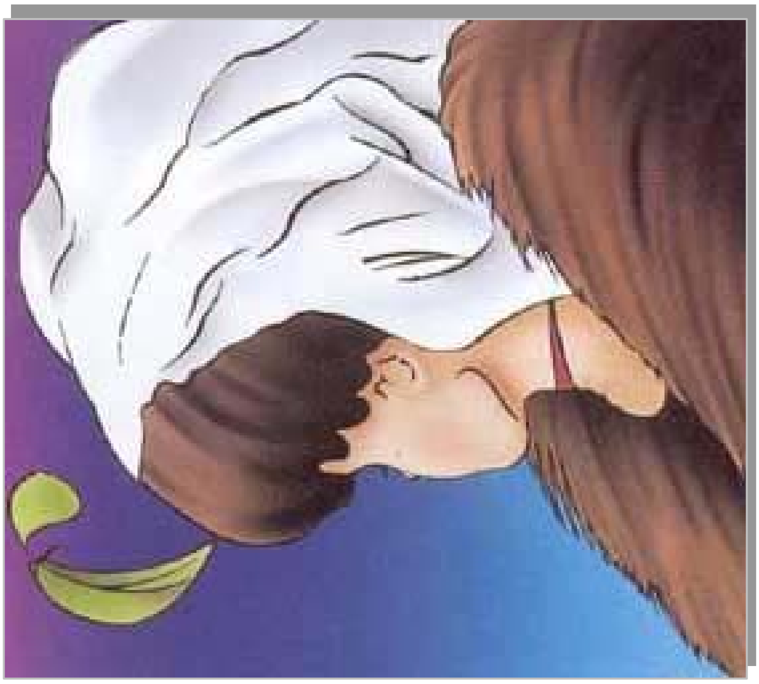
What does your group think about what this news clip addresses? Discuss the issue quietly among yourselves.

DISCUSSION GUIDE FOR GROUP TWO

JEDDAH, 3 February 2005 — Some elderly Saudis are being disposed of by their families who dump them off in front of area hospitals and speed away, leaving doctors furious and flabbergasted by this bizarre, cruel behavior.

Recently, three separate families abandoned their parents — and their responsibilities — at King Fahd Hospital. In an incident at the hospital on Tuesday, a woman in her late 80s who was abandoned by her son there 10 days earlier was reunited with him. During her hospital stay, officials tried several times to get in touch with her family, who denied her existence.

Put yourself in the place of an older person – pretend that your group is made up of elderly residents in your neighborhood. How do members of your group feel about their lives? Discuss this quietly amongst yourselves.



الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Professional Development Training

Module 2-1
Problem Solving

SESSION 2-1: PROBLEM SOLVING

SESSION AT A GLANCE

Content	**Time**	**Activity**
Introduction	45 minutes	Rich Picture exercise, followed by analysis
Problem Solving Approaches	15 minutes	Interactive lecturette on popular approaches
Active Review of Techniques	2 hours	Small group exercise
Application & Wrap-Up	5 minutes	Interactive discussion
Total Time	**3 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	There are many common techniques to be covered in this module. The design allows each participant to experience at least two techniques – as opposed to simply listening to them be explained by an Instructor. The small groups also get experience in presenting to a larger group, where they will have the opportunity to practice communications skills learned in Module One.
Learning Objectives	By the end of this session, participants should be able to: 1. Describe common creative problem solving approaches and discuss their uses, advantages and disadvantages

Materials and Supplies Needed	• Agenda (in Participant Binder) • HO1: Problem Solving: Basic Guidelines (1 per participant) • HO2: Creative Problem Solving Techniques (1 per participant) • FC: Problem Solving Basics • FC: Small Group Sign-Up • Flipcharts, tape • Colorful markers / crayons – enough for four-five groups to be artistic
Set Up Before the Session	• Prepared flip charts should be ready to be unveiled at the times indicated in the delivery. • Make sure you have a room large enough to accommodate the 5 teams for the "Active Review" section teams at once, so that the noise of one does not bother the other.
Potential Issues	The instructors need to be passably conversant with the techniques covered in this session in order to provide credible feedback and support in the peer-teaching exercise.
Alternative Delivery	*Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

Introduction *45 minutes*	Start the day by checking to see if any participants have questions about the contents of Module One, and going over the objective of the first session in Module Two – make sure to check for understanding and acceptance. Jump right into an experiential exercise (which is also a technique that is used by companies and non-profits to start problem solving efforts.) **Rich Picture Exercise:** Ask participants to form 4 groups to explore a topic they have said is important to all of them – they can join the group they want; equal group sizes are not important. The topic you would like them to discuss is: *"entering / moving within the job market."* Instructor Note: you can choose your own topic, too – just make sure it's one that is important to the participants, and that they are able to explore in some detail. Read the rest of the session design to make sure you can properly work with any new topic.

	Task: Each group will use a large sheet of paper and symbols, pictures and words to draw a "rich picture" of their group's issue. We're not looking for artistic quality here, but for creative thinking, ask them to have fun with this exercise while they discuss the serious topics. • Ask people to draw all the entities involved, for example, the critical people, organizations, and all other aspects of the "landscape," be it physical, cultural, legal, psychological… whatever is an important aspect of the discussion topic. It is not necessary to discuss and agree on every point before drawing; they can draw and talk at the same time. Also assure them that this will not be a drawing competition. • After about 20 minutes, ask each group to present its Rich Picture by describing the key elements and key linkages between them. Check for understanding and allow a bit of questions between groups, but do not get into who is correct or not. • Ask participants to compare pictures and cluster the ideas that are similar and those that diverge. Idea clusters may possibly include: *things we can influence and things we cannot; things we can work around; things which we can get training in; etc*. • Ask participants what would be the next step that planners using this tool would take? *They'd begin looking at ways to overcome the difficulties; research what can be done; contacting sources in universities and business, etc.* Congratulate the participants on the good job of brainstorming and analysis, and say that we'll now step back from our role as planners and talk about the technique we just used. • How did you feel when you were discussing and drawing? When did you feel you began to really get into it? • How would you describe the quality of the discussion? Of the information you came up with? • How do you think it would have evolved if you'd done this exercise with the entire group? In what ways would the quality of the discussion have been different? • What did this technique allow you to do that you wouldn't have been able to do alone? • In what situations might you suggest using this technique? With what reservations or caveats? Present a brief **lecturette** on the technique, called "Rich Pictures:" • It is a pictorial representation of the elements that need to be considered or are important to a particular (project) situation, including stakeholders and issues, and the interactions and connections between them. • Rich Pictures help to open discussion and come to a broad, shared understanding of a situation. It does not tell you what has changed, although this may come up in discussion. Ask participants to list out things they would tell others about the

advantages and disadvantages of this technique, and tips on how to make best use of it. Some points they will likely make:

- Getting people to draw gets them out of their professional planning zone, and lets them be more creative
- Some people prefer to be left alone to make lists, but some people get energy and are inspired by others when talking
- If you have people who are not completely literate, this is a very helpful way to let them participate and not be embarrassed about reading/writing skills.
- It allows you to explore all aspects of an issue in a non-linear way – life is messy and this can help you get a handle on the messiness.
- We can identify the most important issues to discuss, such as critical topics to focus on or key stakeholders to include in.
- We must think carefully about whom to include in a group. If you want to have a representative picture, then the composition of the group will be different than if you want to have focused perspectives to compare.

Problem Solving Approaches

15 minutes

Note! We will look at steps 4-7 after the midday break – they are where problem-solving and decision-making run together.

Interactive Discussion: Let's now step back even further and look at basic Problem Solving approaches. There is a huge variety of methods and tools created, disseminated and marketed – what explains this, in your opinion? Possible answers: it's a complex process; it's poorly done and everyone sees a marketing opportunity, etc…

Using prepared FC (right), walk participants through the basic elements of problem solving. *Encourage questions and examples from participants!* Be sure to make the key points below (more details on the three-page handout, which you will distribute after the discussion).

Basic Problem Solving

1. Define the problem
2. Look at potential causes
3. Identify alternative approaches to resolving the problem
4. Select an approach
5. Plan and implement the best alternative
6. Monitor the plan implementation
7. Verify if the problem has been resolved or not

1. **Define** the problem
   - The initial definition is key, and is often where people struggle. They jump to the solution before spending enough time isolating the key problem, confuse symptoms with underlying problems, or focus on blaming someone.
   - Break down complex problems as necessary – if a problem is overwhelming, it likely has several components – analyze until you have a handle on several related problems.
   - Prioritize the problems – especially when you are dealing with several related problems, be sure you are clear about which are urgent and which are important.
   - Understand your role in the problem. Your own role can greatly influence how you perceive the role of others.

	2. Look at potential **causes** for the problem. It's critical to get the input of others, and at different stages, so that you are not stuck in any one direction. 3. Identify **alternative approaches to resolve** the problem. Keep others involved; collect many options without hastily rejecting possibilities. 4. Select an **approach** to resolve the problem. Use criteria that all agree on to select an approach; typically use effectiveness, resources, risk, and realism. 5. **Plan and implement** the best alternative (this is your action plan). Identify what success will look like; what resources, systems, skills need to change or be acquired? How much time, money, people facilities? Who is responsible? How will you communicate progress and how often? 6. **Monitor** the plan implementation. Monitor the indicators of success; analyze trends, adjust if necessary. 7. **Verify** if the problem has been resolved or not. How to make sure the problem does not resurface? What did we learn from this problem-solving? Record highlights of successes and frustrations and share!
Active Review of Techniques *2 hours*	1. Distribute the HO on Problem Solving Techniques, and explain that we are going to try out, and then teach each other several of these techniques. Point out the page numbers for each technique. They will choose which technique to practice. 2. Participants self-select into one of five groups – put a sign-up sheet on the FC. 3. Give participants 30 minutes to read, try the technique and share the results with the others. Use the language below on a second FC as instructions to the teams. The instructor(s) should be prepared to circulate and help out the teams as necessary. 4. Read the section on your technique and capture the essence of the technique. 5. Try the technique. Choose any issue you like as the subject. 6. Prepare a debrief to share the results of your try-out with the whole group. Make sure you speak to: • what the technique is designed for and how it works • how you might use this in other situations • the best aspect of this technique, in our opinion 7. Each group has 15 minutes to present AND discuss. What we are looking for is to give the others a flavor of how it worked so that they are motivated to go out and try it! They can stay in their places, and the others can come and stand around them – just for a change of pace, and because it might be faster. The

Technique	*Names*
5 Ws & 1H	
Problem Tree	
Mind Mapping	
Brainstorm	
Compass	

	Instructor needs to be quick about moving people around, however.
Application and Wrap-Up *5 minutes*	After all teams have completed, debrief the entire session with the following: • What did you think of the exercise of teaching each other? • Did they use any of the communications skills they learned yesterday? • What are some of the most important points they take away about problem-solving? • How would they describe problem-solving to a colleague? • How are these techniques different from other approaches they or their colleagues have been using? Break for midday. After the break, will turn to Session 2-2 Decision-Making

PROBLEM SOLVING: BASIC GUIDELINES

Much of what managers and supervisors do is solve problems and make decisions. New managers and supervisors, in particular, often solve problems and make decisions by reacting to them. They are "under the gun", stressed and very short for time. Consequently, when they encounter a new problem or decision they must make, they react with a decision that seemed to work before. It's easy with this approach to get stuck in a circle of solving the same problem over and over again. Therefore, as a new manager or supervisor, get used to an organized approach to problem solving and decision making. Not all problems can be solved and decisions made by the following, rather rational approach. However, the following basic guidelines will get you started. Don't be intimidated by the length of the list of guidelines. After you've practiced them a few times, they'll become second nature to you -- enough that you can deepen and enrich them to suit your own needs and nature.

(Note that it might be more your nature to view a "problem" as an "opportunity". Therefore, you might substitute "problem" for "opportunity" in the following guidelines.)

1. Define the Problem

Initial Definition: This is often where people struggle. They react to what they think the problem is. Instead, seek to understand more about why you think there's a problem. With input from yourself and others, ask the following questions:

- What can you see that causes you to think there's a problem?
- Where is it happening?
- How is it happening?
- When is it happening?
- With whom is it happening? (HINT: Don't jump to "Who is causing the problem?" When we're stressed, blaming is often one of our first reactions. To be an effective manager, you need to address issues more than people.)
- Why is it happening?
- Write down a five-sentence description of the problem in terms of "The following should be happening, but isn't ..." or "The following is happening and should be: ..." As much as possible, be specific in your description, including what is happening, where, how, with whom and why. (It may be helpful at this point to use a variety of research methods. See Research Methods.)

Defining complex problems: If the problem still seems overwhelming, break it down by repeating the steps above until you have descriptions of several related problems.

Verifying your understanding of the problems: It helps a great deal to verify your problem analysis for conferring with a peer or someone else.

Prioritize the problems: If you discover that you are looking at several related problems, then prioritize which ones you should address first. Note the difference between "important" and "urgent" problems. Often, what we consider to be important problems to consider are really just urgent problems. Important problems deserve more attention. For example, if you're continually answering "urgent" phone calls, then you've probably got a more "important" problem and that's to design a system that screens and prioritizes your phone calls.

Understand your role in the problem: Your role in the problem can greatly influence how you perceive the role of others. For example, if you're very stressed out, it'll probably look like others are, too, or, you may resort too quickly to blaming and reprimanding others. Or, you are feel very guilty about your role in the problem, you may ignore the accountabilities of others.

2. Look at potential causes for the problem

- It's amazing how much you don't know about what you don't know. Therefore, in this phase, it's critical to get input from other people who notice the problem and who are effected by it.
- It's often useful to collect input from other individuals one at a time (at least at first). Otherwise, people tend to be inhibited about offering their impressions of the real causes of problems.
- Write down what your opinions and what you've heard from others.
- Regarding what you think might be performance problems associated with an employee, it's often useful to seek advice from a peer or your supervisor in order to verify your impression of the problem.
- Write down a description of the cause of the problem and in terms of what is happening, where, when, how, with whom and why.

3. Identify alternatives for approaches to resolve the problem

At this point, it's useful to keep others involved (unless you're facing a personal and/or employee performance problem). Brainstorm for solutions to the problem. Very simply put, brainstorming is collecting as many ideas as possible, then screening them to find the best idea. It's critical when collecting the ideas to not pass any judgment on the ideas -- just write them down as you hear them. (A wonderful set of skills used to identify the underlying cause of issues is *Systems Thinking*.)

4. Select an approach to resolve the problem

When selecting the best approach, consider:

- Which approach is the most likely to solve the problem for the long term?
- Which approach is the most realistic to accomplish for now? Do you have the resources? Are they affordable? Do you have enough time to implement the approach?
- What is the extent of risk associated with each alternative?

(The nature of this step, in particular, in the problem solving process is why problem solving and decision making are highly integrated.)

5. Plan the implementation of the best alternative (this is your action plan)

- Carefully consider "What will the situation look like when the problem is solved?"
- What steps should be taken to implement the best alternative to solving the problem? What systems or processes should be changed in your organization, for example, a new policy or procedure? Don't resort to solutions where someone is "just going to try harder".

- How will you know if the steps are being followed or not? (these are your *indicators of the success* of your plan)
- What resources will you need in terms of people, money and facilities?
- How much time will you need to implement the solution? Write a schedule that includes the start and stop times, and when you expect to see certain indicators of success.
- Who will primarily be responsible for ensuring implementation of the plan?
- Write down the answers to the above questions and consider this as your action plan.
- Communicate the plan to those who will be involved in implementing it and, at least, to your immediate supervisor.

(An important aspect of this step in the problem-solving process is continually observation and feedback.)

6. Monitor implementation of the plan

Monitor the indicators of success:

- Are you seeing what you would expect from the indicators?
- Will the plan be done according to schedule?
- If the plan is not being followed as expected, then consider: Was the plan realistic? Are there sufficient resources to accomplish the plan on schedule? Should more priority be placed on various aspects of the plan? Should the plan be changed?

7. Verify if the problem has been resolved or not

One of the best ways to verify if a problem has been solved or not is to resume normal operations in the organization. Still, you should consider:

- What changes should be made to avoid this type of problem in the future? Consider changes to policies and procedures, training, etc.
- Lastly, consider "What did you learn from this problem solving?" Consider new knowledge, understanding and/or skills.
- Consider writing a brief memo that highlights the success of the problem solving effort, and what you learned as a result. Share it with your supervisor, peers and subordinates.

Some of this information is adapted from the guidebook, Field Guide to Leadership and Supervision. Written by Carter McNamara, MBA, PhD. Free Management Library
www.managementhelp.org

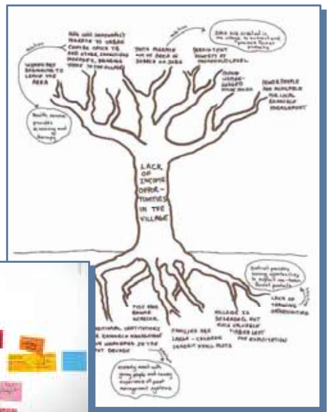
CREATIVE PROBLEM SOLVING TECHNIQUES[1]

SOME TECHNIQUES FOR DEFINING THE PROBLEM

Five Ws and H: Who? What? When? Where? Why? How? This is an influential, inspirational and imaginative checklist (often used by journalists - see the last page for sample questions you can use in these categories). The method is useful at any level from a formal checklist to complete informality. For example:

- For informal use, it is suitable as a quick checklist, a private checklist to keep in mind when in an ongoing discussion, quick points scribbled down in a meeting, or to generate further questions.
- To generate data-gathering questions, during the early stages of problem solving when you are gathering data, the checklist can be useful either as an informal or systematic way of generating lists of question that you can try to find answers for.
- To generate idea-provoking questions, Whilst brainstorming, brainwriting or some other such similar technique, the checklist could be used as a source of thought-provoking questions to help build on existing ideas.
- To generate criteria, the checklist could help in generating criteria for evaluating options.
- To check plans, the checklist is a useful tool for planning implementation strategies.

Problem Tree This is a tool for the identification and analysis of the relevant causes of the main problems, which will later form the bases for formulating solutions and objectives. Remember that each cause of the problem is also a problem in its own right. As the name implies, this tool resembles a tree, whether it is drawn as such, or is represented by a collection of post-it notes or other graphic representation. The roots of the tree metaphorically represent the causes of the main problem; the tree trunk represents the main problem and the tree branches provide a visual representation of the effects of the main problem. Probably the most important tool to keep in mind throughout this process is a single question or rather a single word: "Why?" It is amazing how this short word can generate unexpected insights, which greatly help in developing an effective communication strategy. One should never be afraid of asking or wondering why something is happening, even if it seems obvious.



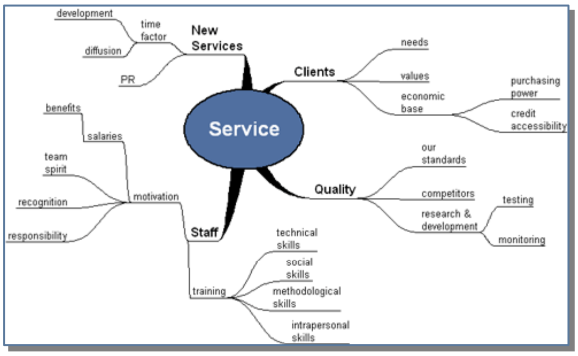
Mind Mapping Mind mapping also called 'spider diagrams' represents ideas, notes, information, etc. in far-reaching tree-diagrams. To draw a mind-map:

- Layout a large sheet of paper in landscape and write a concise heading for the overall theme in the centre of the page.

[1] *Information in this handout is adapted from Wikipedia The Free Encyclopedia, unless otherwise noted.*

- For each major sub-topic or cluster of material, start a new major branch from the central theme, and label it.
- Each sub-sub-topic or sub-cluster forms a subordinate branch to the appropriate main branch
- Carry on in this way for ever finer sub-branches.

It may be appropriate to put an item in more than one place, cross-link it to several other items or show relationships between items on different branches. Coding the colour, type of writing etc can do this. Alternatively you drawings in place of writing may help bring the diagram to life.



Software packages are available that support with mind-maps, making it easier to amend and reshuffle the map, they often hold notes and documents, etc. associated with the labels (so acting as a filing system). Computer-based maps have the disadvantage of the small screen, and are less flexible than hand drawn versions (e.g you cannot usually make cross-links). *Freemind* is a cross platform free and open source example which is very popular for is flexibility and compatibility.

Do Nothing We often make the assumption that something must be done about a particular issue / problem, but what happens if we "do nothing"? Stop and think for a while, either alone or as a group, about the outcomes if nothing were done. This usually leads to one of three possible outcomes;

- The problem doesn't need to be solved
- You will have a better idea os the benefits of solving the problem
- You will have generated some alternative problems to solve

Boundary Examination A problem's <u>boundary</u> separates highly relevant features (inside the boundary) from less relevant ones (outside the boundary). The problem definition, and what is relevant or not, often evolves as your understanding of the situation develops. If the boundary has been provided for you (e.g. because someone else has defined the problem for you) it will reflect their biases and concerns as well as your own, and the boundary setting may itself be part of the problem. It is easy for the area outside the boundary to become ignored 'background'. This simple method is designed to bring potentially relevant aspects back into awareness.

1. Write down an initial statement of the problem. Underline key words.
2. Examine each key word for hidden assumptions. A good way to do this is to see how the meaning of the statement changes if you replace a key word by a synonym or near synonym.
3. Having explored how the particular choice of key words affects the meaning of the statement, see if you can redefine the problem in a better way.

4. The aim is not necessarily to change the position of the boundary but rather to understand more clearly how the wording of the problem is affecting our assumptions about the boundary.

SOME TECHNIQUES FOR GENERATING IDEAS

Classic Brainstorming The term has become a commonly used word in the English language as a generic term for creative thinking. The basis of brainstorming is the generation of ideas in a group situation based on the principle of suspending judgment - a principle which scientific research has proved to be highly productive in individual effort as well as group effort. Remember, the generation phase is separate from the judgment phase of thinking.

1. Arrange the meeting for a group of the right size and makeup (typically 4-8 people).
2. Write the initial topic on a flipboard, whiteboard or other system where everyone can see it. The better defined, and more clearly stated the problem, the better the session tends to be.
3. Make sure that everyone understands the issue.
4. Review the ground rules (right).
5. Have someone facilitating to enforce the rules and write down all the ideas as they occur (the scribe can be a second person).
6. Generate ideas - either in an unstructured way (anyone can say an idea at any time) or structure (going round the table, allowing people to pass if they have no new ideas).
7. Clarify and conclude the session. Ideas that are identical can be combined, all others should be kept. Reach consensus on which ideas should be looked at further, or what the next action and timeframe is.

Brainstorming Ground Rules

- *Avoid criticising or judging ideas now. All ideas are valid.*
- *The aim is a large number of ideas. If you limit the number, people will start to censor their ideas and only put in their 'best' or their safest, least radical or new ideas.*
- *Keep the meeting flow going.*
- *Listen to other ideas, and try to build on them to stimulate other ideas.*
- *Avoid any discussion of ideas or questions for now, as these stop the flow of ideas.*

Osborn's Checklist / S.C.A.M.P.E.R. A basic rule of brainstorming is to build onto ideas already suggested. Alex Osborn, the originator of classic brainstorming, first communicated this. He formulated a checklist as a means of transforming an existing idea into a new one; it is designed as a flexible, trial and error type of approach. For those ideas already generated, go further by asking “Could we.. should we…?”

S Substitute (other resources, materials)?
C Combine (blend, etc.)?
A Adapt?
M Modify, magnify, miniaturize?
P Put to other uses?
E Eliminate?
R Reverse (roles, etc. or rearrange (patterns, pace, etc)?

Compass Knowing that people are comfortable with innovation to varying degrees - and in very differnet ways - allows teams to combine the strengths of all members to best effect. Compass, based on the work of Professor William Miller in the mid 1980's[2], is a technique used to generate ideas using four main styles of innovation – visioning, exploring, experimenting and modifying - (see page seven for a full description of each style) so that a group is sure to benefit from all four personal preferences or approaches.

First, define and describe an issue for which you want some new, creative ideas. Then, for each style in turn, generate ideas using either the questions below or questions customized to your issue:

Visioning: *"Let's develop a clear sense of purpose and goals to focus and drive the creative energy."*

- General: What ideas could give us an ideal future?
- Emotion-based Ideas: What would excite us?
- Getting Ideas from Customers: What could meet the long-term goals and strategy?
- New Products or Services: What ideas represent the ideal wishes of our customers?
- Organizational Change Processes: What could produce the best possible "world-class" organization?
- Quality Process Improvement: What could give us the ultimate process?
- Strategic Planning: How can we be ideally positioned in our industry?

Exploring: *"Let's explore in new directions and see where we end up."*

- General: What ideas could start with new assumptions?
- Emotion-based Ideas: What would surprise us?
- Getting Ideas from Customers: What could revolutionize the way things are done?
- New Products or Services: What ideas would break the rules of "conventional wisdom" about our industry?
- Organizational Change Processes: What could shake up (or "unfreeze") the organization to allow a new way of doing things?
- Quality Process Improvement: What could we do if we started from scratch?
- Strategic Planning: How can we rewrite the rules of competition or invent new industries?

Experimenting: *"Let's see what happens if we take existing elements and combine them in new ways. And let's get people involved to ensure an implementable plan of action."*

- General: What ideas could combine different elements?
- Emotion-based Ideas: What would amuse us?
- Getting Ideas from Customers: What could be tested to see how it works under trial circumstances?
- New Products or Services: What ideas have the right mix of features?
- Organizational Change Processes: What could give us the best synergy among our units and capabilities?

[2] *See www.innovation.com*

- Quality Process Improvement: What could combine the best features of many processes?
- Strategic Planning: How can we synthesize different capabilities, markets, technologies, and partnerships? What can we combine to form a new solution?

Modifying: *"Let's build on what we already have and make improvements where necessary."*

- General: What ideas could we adapt or modify to what we've done?
- Emotion-based Ideas: What would satisfy us?
- Getting Ideas from Customers: What could be added to what is already in place?
- New Products or Services: What ideas would extend our current offerings?
- Organizational Change Processes: What could preserve the best of the status quo and still move us forward?
- Quality Process Improvement: What could improve on the current process?
- Strategic Planning: How can we build upon our core strengths and competencies?

SOME TECHNIQUES FOR CHOOSING BETWEEN IDEAS

Sticking Dots A popular, quick method for determining priorities by voting. This is not a deeply analytic method, but a short, sharp measure of the current thinking of the task in hand.

1. Ideas are itemised clearly on a flip chart (or similar aid).
2. Nameless voting tends to work best.
3. Give each group a different coloured set of adhesive dots, i.e. group A have red dots...
4. Give each indicidual or group a number of dots (say 10 each).
5. Allow the group time to deliberate over the ideas they wish to vote for.
6. Once all the groups are ready, one person from the group sticks their dots by their preferred top ideas.
7. In some variations, there is no maximum number of votes an individual or group can give to one idea.
8. Once all the dots are placed, all the groups enter into a discussion on any patterns, and general observations.
9. A short-list of the top 5 is made.

N.A.F. This is a simple way of scoring / assessing potential solutions to a problem. Give a score out of 10 for each of the three items below. Once you have the mark out of 30 for each potential solution, you can easily rank them to then refine the top few.

- **N**ovelty: How novel is the idea? If it isn't novel for this situation, it probably isn't very creative.
- **A**ttractiveness: How attractive is this as a solution? Does it completely solve the problem? Or is it only a partial solution?
- **F**easibility: How feasible is it to put this into practice? It may have been a really attractive solution to use a time machine, but is it really feasible?

Negative (or Reverse) Brainstorming requires a significant level of effort analysing a final short-list (rather the initial mass) of existing ideas. Examining potential failures is relevant when an idea is very new, complex to implement or there is little margin for error. Negative brainstorming consists of a conventional brainstorming session (or any other suitable idea-generation method) that is applied to questions such as: 'What could go wrong with this project?'

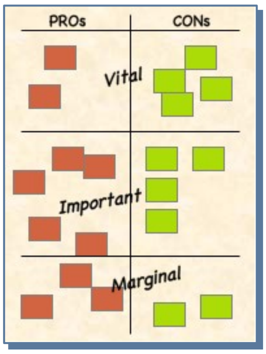
Often referred to as the 'tear-down' method, because of its negativity can be advantageous and seen in a positive light when training implementers to deal with hostile criticism. However, even this example needs to be followed up with a constructive debrief to ensure the implementer feels encouraged and secure.

1. Generate much humour and unexpected ideas (which should be noted) by asking participants to brainstorm "how to really mess up implementing project X?"

2. Identify a cluster i.e. comments said in different ways that mean the same thing 'Staff only'; 'don't tell non-staff', reverse the cluster to give a single positive comment e.g. 'tell those involved.' Repeat step 2, ad lib as you go.

Listing Pros and Cons If an established set of criteria already exists evaluation of the options becomes equivalent to comparison tables, with all criteria of equal weight. However, it is more likely that a situation is not that simplistic with little or no clear criteria. For example, deciding what you should do next from a set unrelated possibilities (Shall I go home, finish this job, or go to the cinema).

Using the Pros and Cons approach with only 2-3 options lists the pros and cons for each and compares the results directly. However, working with larger numbers of options requires the following more systematic approach.



1. Generate a comprehensive collection of Pros and Cons, by working through the options one by one and generate a realistic set of pros and cons for each (using creativity approaches if it helps). Write each pro or con on a separate card or Post-it, clearly marked '+'(for a pro) and '-'(for a con).
2. Collate the collection into an ordered checklist of criteria, with pros and cons stacked separately, any duplicates removed and a single master checklist of all pros and all cons prepared. If time is short an assistant could carry out the first iteration. Focus on the central issue you are working on and order the lists *Vital* ('make or break'), *Important* (but not absolutely vital), *Marginal* (i.e. 'would be nice if…'). These categories can be sub divided further is necessary.
3. Pick out 'Vital' Options, by making a 'short-list' of potentially viable options. If unsure about an item, do not exclude it, yet.
4. From the 'Vital' short-list, pick out 'Important' options, counting the number of 'important' pro criteria that are present, and con criteria that are absent. Eliminate all options that score poorly at this stage, to leave a list of feasible, good quality options.
5. Repeat with the 'Marginal' criteria, condensing the short-list yet further to only options that are feasible, of good quality, and which have useful additional properties.

6. This technique is used mainly for screening out clearly weaker options using vital/important/marginal distinction. It does not make finer distinctions within a final short-list. Another technique should be sought to take the short-lists any further.

Fresh Eye This technique looks directly to 'outsiders' who are not so affected by the 'tunnel vision' that can be experienced by practicing problem solvers. The basic model is to:

- Write down your problem simply, clearly and in a non-technical format.
- Show it to people who have no direct experience of the problem and invite ideas and opinions. Recommend that they think about the problem for a few days, write down any ideas and thoughts they have about what they see as the 'real' problem and any potential solutions. It is essential that their expectations of your ability to use their ideas are realistic (see Step 4).
- Develop or re-interpret the ideas so that they become workable. You should anticipate the idea may be technically naive, but nevertheless still be creatively thought provoking.
- Provide responsive feedback to the helper to show their contributions are appreciated, valued and of productive use. If your helper feels undervalued, further help towards yourself will not be forthcoming. Equally if your helper receives feedback of how their ideas were put to use they will be only too glad to help again.

The basic model is only workable if you are certain that your relationship with the helper is one of trust, i.e. that your helper accepts that when he offers 'naive' ideas they are of actual help to you. One approach in handling this would be to raise it conversationally at an informal face-to-face meeting (e.g. over a drink in the pub, at the 'golf club', etc.) Should you decide to take this 'personal' approach it is essential to have:

- Good non-directive listening skills, so that you maintain your helper's interest and enthusiasm.
- Show that you really value what they are saying.
- Keep them broadly 'on topic', but at the same time minimise your influence on the content of what they say.

Managers often maintain networks of contacts, with whom they have built up long-term relationships founded on the exchange of favours in this and other ways. Clearly there are significant costs of time and effort in sustaining such a network, but the mutual obligations and understanding built up over time mean that contacts are likely to be much more productive.

GENERAL CREATIVE THINKING METHODS

Six Thinking Hats Early in the 1980s Dr. Edward de Bono invented the Six Thinking Hats method. The method is a framework for thinking and can incorporate lateral thinking. Valuable judgmental thinking has its place in the system but is not allowed to dominate as in normal thinking. The six hats represent six modes of thinking and are directions to think rather than labels for thinking. That is, the hats are used <u>pro</u>actively rather than reactively.

The method promotes fuller input from more people. In de Bono's words it "separates ego from performance". Everyone is able to contribute to the exploration without hurting egos as they are just using the yellow hat or whatever hat. The six hats system encourages performance rather than ego defense. People can contribute under any hat even though they initially support the opposite view.

The key point is that a hat is a direction to think rather than a label for thinking. The key theoretical reasons to use the Six Thinking Hats are to:

- ✓ encourage parallel thinking
- ✓ encourage full-spectrum thinking
- ✓ separate ego from performance

There are six metaphorical hats and the thinker can put on or take off one of these hats to indicate the type of thinking being used. This putting on and taking off is essential. The hats must never be used to categorize individuals, even though their behavior may seem to invite this. When done in a group, everybody wears the same hat at the same time.

	*Red Hat Thinking* This covers *intuition, feelings and emotions*. The red hat allows the thinker to put forward an intuition without any ned to justify it. "Putting on my red hat, I think this is a terrible proposal." Usually feelings and intuition can only be introduced into a discussion if they are supported by logic. Usually the feeling is genuine but the logic is spurious. The red hat gives full permission to a thinker to put forward his or her feelings on the subject at the moment.
	*White Hat Thinking* This covers *facts, figures, information needs and gaps*. "I think we need some white hat thinking at this point..." means "Let's drop the arguments and proposals, and look at the data base."
	*Black Hat Thinking* This is the hat of *judgment and caution*. It is a very valuable hat. It is not in any sense an inferior or negative hat. The black hat is used to point out why a suggestion does not fit the facts, the available experience, the system in use, or the policy that is being followed. The black hat must always be logical.
	*Yellow Hat Thinking* This is the *logical positive* - why something <u>will</u> work and why it will offer benefits. It can be used in looking forward to the results of some proposed action, but can also be used to find something of value in what has already happened.
	*Blue Hat Thinking* This is the *overview or process control* hat. It looks not at the subject itself but at the 'thinking' about the subject. "Putting on my blue hat, I feel we should do some more green hat thinking at this point." In technical terms, the blue hat is concerned with meta-cognition.
	*Green Hat Thinking* This is the hat of *creativity, alternatives*, proposals, what is interesting, provocations and changes.

Four Innovation Styles *(see page 3)*

The Visioning Style Some people like to focus on the end result. They have a vision of what they want to create. They are comfortable letting their goals be their guide. They can provide a team with direction, inspiration and momentum. They emphasize *Visioning*.

People who favor the Visioning Style trust their instincts and like to make decisions. They seek solutions that focus on maximizing potential rather than focusing on what has gone on in the past. Driven by their long-term goals and their organization's mission, they solve problems by relying on their vision of the future to guide them. This style is characterized by people who are persistent, determined, hardworking, and visionary.

The Exploring Style Some people like to explore uncharted territory. They thrive on the unknown and unpredictable. Often they come up with new ideas from out of nowhere. They tend to add a sense of adventure to any project and open up the potential for dramatic breakthroughs. They emphasize Exploring.

People who favor the Exploring Style like using their insights to guide them. They tend to question assumptions and often will try to implement their ideas despite resistance from others. They are adventurous, dislike routine, and like to be challenged.

The Experimenting Style Some people like to experiment. Once they agree on a common process or way of thinking, they can troubleshoot anything. They contribute to the team by adding careful testing and getting input from all concerned in order to confirm ideas. They emphasize Experimenting.

When people use the Experimenting Style, they emphasize fact finding and information gathering. They seek solutions by applying pre-established processes and trial and error. As problem solvers, they like to collect as many facts and opinions as possible before they make their decision. They are curious, practical, and good team players.

The Modifying Style Some people feel comfortable moving forward one step at a time; they like to build on what they already know is true and proven. They provide a team with the stability and thoroughness it needs to do a quality job. They emphasize Modifying.

People who take a modifying approach to innovation are most comfortable working with facts and making decisions. They like to solve problems. They seek solutions by applying methods that have worked in the past. These people tend to be precise, reliable, efficient, and disciplined.

Five W's and H: Preliminary Questions

When…
- … does it occur?
- … doesn't it occur?
- … did it appear?
- … will it disappear?
- … do other people see your problem as a problem?
- … don't other people see your problem as a problem?
- … is the solution needed?
- … might it occur again?
- … will it get worse?
- … will it get better?

Why…
- … is this situation a problem?
- … do you want to solve it?
- … don't you want to solve it?
- … doesn't it go away?
- … would someone else want to solve it?
- … wouldn't someone else want to solve it?
- … is it easy to solve?
- … is it hard to solve?

Who…
- … is affected by the problem?
- … else has it?
- … says it is a problem?
- … would like a solution?
- … would not like a solution?
- … could prevent a solution?
- … needs it solved more than you?

Where…
- … is it most noticeable?
- … is it least noticeable?
- … else does it exist?
- … is the best place to begin looking for solutions?
- … does it fit in the larger scheme of things?

What…
- … might change about?
- … are its main weaknesses?
- … do you like about it?
- … do you dislike about it?
- … can be changed about it?
- … can't be changed?
- … do you know about it?
- … don't you know about it?
- … will it be like if it is solved?
- … will it be like if it isn't solved?
- … have you done in the past with similar problems?
- … principles underlie it?
- … values underlie it?
- … problem elements are related to one another?
- … assumptions are you making about it?
- … seems to be most important about it?
- … seems to be least important about it?
- … are the sub-problems?
- … are your major objectives in solving it?
- … else do you need to know?

How…
- … is this different from what is "normal?"
- … does the process work?
- … else does this happen?
- … does one obtain permission to make changes?
- … did the situation change over time?
- … have people tried to solve this in the past?
- … might this be a problem in the future?
- … would your team appraoch this? would your competitors approach this?

WIT MENA

الشرق الاوسط و شمال افريقيا

Women in Technology : Middle East and North Africa

Professional Development Training

Module 2-2
Decision Making

INSTITUTE OF INTERNATIONAL EDUCATION

SESSION 2-2: DECISION MAKING

SESSION AT A GLANCE

Content	Time	Activity
Introduction	10 minutes	Interactive discussion
Decision-Making Techniques	90 minutes	Demo, exercise and debriefing of exercises
Decision-Making Traps	30 minutes	Lecturette and quiz
Wrap-Up	20 minutes	Interactive discussion
Total Time	**2.5-3 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	This session is a continuation of the morning's work. We will see tools that are standard in large and small businesses alike, and be able to practice two of them.
Learning Objectives	By the end of this session, participants should be able to: 1. Describe common techniques and discuss their advantages and disadvantages 2. Choose the appropriate decision-making process based on the task and the group 3. List common decision-making stressors and traps

Materials and Supplies Needed	• Agenda (in Participant Packet) • HO: Creative Problem Solving techniques (first used in previous session – this session continues to use it) • FC: Force Field Diagram • HO1: Force Field Exercise (1 per participant) • HO2: Force Field Analysis (1 per participant) • PPT: Decision-Making Traps • HO3: Match the Examples to the Decision-Making Traps *(page 1 only to be distributed to participants; the answer key is on page two)* • HO4: Decision-Making Traps (1 per participant) • Sticking colored dots for demo • Flipcharts, tape and markers
Set Up Before the Session	• Prepared flip charts should be ready to be unveiled at the times indicated in the delivery • Make sure you have a room large enough to accommodate the small group activity, so that the noise of each table does not bother the others.
Potential Issues	*Please add issues here as you gain experience with this session over time.*
Alternative Delivery	*Please add variations that you have used, or have contemplated using.*

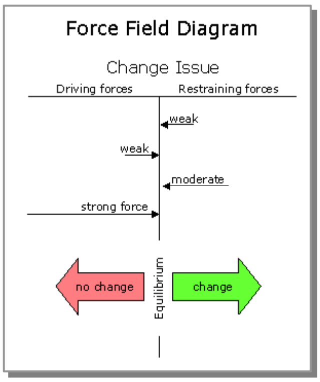
SESSION DELIVERY

Introduction *10 minutes*	This session is a continuation of the morning's work. Show the flipchart of the steps in problem solving that were covered in the morning, and explain that we'll cover one more step (**Step 4**) this afternoon. The remaining steps are part of the module on task management, since they deal with much more concrete issues – planning and putting in place the resources needed to solve a problem or make a change. Share the session objectives and check for understanding and concurrence. **4. Select an approach to resolve the problem.** Use criteria that all agree on to select an approach; typically use effectiveness, resources, risk, realism. **5. Plan and implement** the best alternative (this is your action plan). Identify what success will look like; what resources, systems, skills need to change or be acquired? How much time, money, people facilities?

	Who is responsible? How will you communicate progress and how often? **6.** **Monitor** the plan implementation. Monitor the indicators of success; analyse trends, adjust if necessary. **7.** **Verify** if the problem has been resolved or not. How to make sure the problem does not resurface? What did we learn from this problem-solving? Record highlights of successes and frustrations and share!
Decision Making Techniques *20 minutes*	In the morning session we looked at a number of ways to stimulate creative thinking in analyzing problems and generating approaches to resolving problems. These techniques leave us with a large quantity of data, solutions, objectives, facts… At this point we want to start picking and choosing the best of these – some people talk about winnowing, or filtering our ideas, leaving us with only the best to continue working with. Ask participants what they would use to do this filtering out of ideas. Use their responses to bring out the idea of **needing criteria** in order to make such decisions. We shall now look at a few techniques commonly used for choosing between ideas. Note that they are found on pages 4-6 of the Creative Problem Solving Techniques handout. Brief interactive lecturette. Make sure you bring out the points below. For each, also ask participants: … if they have seen or have used this technique … talk about their experience with it … with which kind of group or situation would you use each? • *NAF*: key criteria are quite common: novelty (we want to not fall into trying the same old thing), attractiveness (does it solve the whole problem? You don't want to spend a lot of resources and find that the problem hasn't been solved) and feasibility ("let's get real, people…") • *Reverse Brainstorming*: we have already talked about the rules for classic brainstorming – this is the opposite in which we play the "pessimist" in order to filter out good but eventually unworkable solutions. Just make sure to follow up with a positive debrief, so that you don't end up feeling depressed. • *Pros & Cons*: This is the classic T-Chart. You can do this with post-it notes or simply on a page divided in two. The second filter that you employ is the "importance" filter – where you need to honestly discuss the relative importance of each idea - • *Other techniques*: ask about other "filtering" techniques that participants have used and would like to share. If there are any, make sure you take notes on the FC so that other participants can copy.
40 minutes	*Force Field Analysis* is another technique for listing, discussing, evaluating the various forces for and against a proposed change. It is widely used and

recognized, having first appeared in 1969, a creation of the social psychologist Kurt Lewin. Make the following points in a brief lecturette:

- Built on the idea that forces - persons, habits, customs, attitudes - both drive and restrain change.
- It can be used at any level (personal, project, organizational, network) to visualize the forces that may work in favor and against change initiatives.
- The diagram helps its user understand and make explicit the forces around a given issue – it helps them picture the "tug-of-war" between forces.



Show the diagram (right) on a prepared FC.

- Usually, there is a planned change issue described at the top, and two columns below.
- Driving forces are listed in the left column, and restraining forces in the right column.
- Arrows representing each force are drawn towards the middle. The longer the arrow the stronger the force.

Exercise: Ask participants to go back into the group they were in for the Rich Picture exercise of the morning. Distribute the HO with the task and give them 20 minutes to conduct a force field analysis for their situation. Explain that you understand they will be "fast-forwarding" ahead of where they were this morning, and but this practice exercise is still valid – you want them to be comfortable with the process.

Circulate and provide assistance as needed. It is not necessary for each group to have totally completed the task.

Process Questions: How would you describe the results of your team's work – what happened and what were you able to produce? How easy or hard did your team find this tool? What task and maintenance roles did you need to be using in order to make progress?

Generalizing Questions: What are the things that we can say about this technique? What are the main strengths of it? Weaknesses? Other points you might want to bring out if they haven't surfaced: The Force Field Analysis is a method to:

- investigate the balance of power involved in an issue
- identify the most important players (stakeholders) and target groups for a campaign on the issue
- identify opponents and allies
- identify how to influence each target group

Application Questions: For what other situations would this be a useful tool? If you wanted to use this technique for a real issue you are currently facing, what would you need to pay close attention to in order for this to succeed?

	Congratulate participants for mastering one of the most important decision-making tools in use around the world. Distribute HO on Force Field Analysis. Point out that it is slightly different from the process we followed just now, but that's OK – they will see variations on the technique all the time, but the basic concepts remain. Take a short break.
30 minutes	*Decision-Making Traps*: to introduce this section, ask participants to: • Think back on a decision they made in the past that cost them dearly or caused them considerable pain. Then… • Consider some smaller decision where, in retrospect, they realize a different choice would have saved them time and avoided aggravation. Looking back on the momentous times in our lives, some of our biggest regrets come from faulty decision-making. • What if you found out your mind played tricks on you? • That you could have thought things out better and made a wiser choice? • Perhaps you were relying on your "gut instincts" but were fooled by the unconscious decision-making traps we fall into when trying to figure out what we should do. According to one researcher, the fault often lies, not in the decision-making process but <u>in the mind of the decision-maker</u>. The way the human brain works can sabotage our decisions. **<u>Decision-Making Traps</u>** ✓ Anchoring ✓ The Status Quo Trap ✓ The Justify Past Actions Trap ✓ The Confirming Evidence Trap ✓ The Framing Trap ✓ The Overconfidence Trap ✓ The Prudence Trap ✓ The Recall Trap **Lecturette**: insights into the most well documented traps we set for ourselves in making decisions. As you speak, make sure to get lots of interaction with participants, in terms of them giving personal examples, and asking questions. Use a prepared FC with this list to help your presentation. In pencil, lightly write the major points you want to make on the FC, since you do NOT want to distribute the HO at this time – only <u>after the quiz</u>. Make sure that you use different examples when you are explaining the traps. **Quiz**: Distribute the quiz to participants and ask them to take 5 minutes to match the examples to the type of trap we have just discussed. Correct in plenary and congratulate participants. Ask for comments and ways they can use this at work or in home situations?
End-of-Day Wrap-Up *20 minutes*	Announce that you have one more quick technique (there may be groans at this late point in the day). This technique is called sticking dots, and some participants may have used this elsewhere. It's a visual way to vote; get quick reactions to ideas, solutions, etc. Unveil FC of list of techniques, and explain that you'd like them to evaluate the day by voting with **sticky dots** for what you consider to be the 3 most useful techniques we saw or practiced today. Give each participant three dots and ask them to vote.

	3 Most Useful ______Technique 1 ______Technique 2 ______Technique 3 ______Technique 4 ______Technique 5 ______Technique 6 ______Etc. Thank them for their input and comment that it will be useful for Instructors' decision-making about which techniques to include in the future. (smile) Thank participants for their energy during this day of learning and practice. Ask participants to turn to the objectives for the day (or uncover them if you have had them on FC) for the two main sessions (problem-solving and decision-making) and ask if they thought the objectives had been achieved. Hand out the 2-page daily journal and ask them to fill it out. Page 1 is for them to keep, as it is a personal action-planning tool. You will collect page 2 when they have finished.

FORCE FIELD ANALYSIS

Force Field Analysis is a method for listing, discussing, and evaluating the various forces for and against a proposed change. When a change is planned, Force Field Analysis helps you look at the big picture by analyzing all of the forces impacting the change and weighing the pros and cons. By knowing the pros and cons, you can develop strategies to reduce the impact of the opposing forces and strengthen the supporting forces.

Forces that help you achieve the change are called "driving forces." Forces that work against the change are called "restraining forces."

Force Field Analysis can be used to develop an action plan to implement a change. Specifically it can help to:

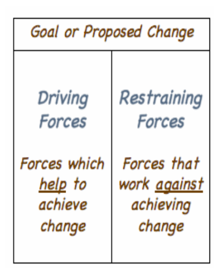
- determine if a proposed change can get needed support
- identify obstacles to successful solutions
- suggest actions to reduce the strength of the obstacles

Types of Forces to Consider

- Agencies
- Attitudes of people
- Available resources
- Costs
- Desires
- Events
- Institutional policies or norms
- Organizational structures
- People
- Personal or group needs
- Present or past practices
- Regulations
- Relationships
- Social or organizational trends
- Traditions
- Values
- Vested interests

The Process

1. Start with a well-defined goal or change to be implemented.
2. Draw a force field diagram:
    - At the top of a large sheet of paper write the goal or change to be implemented.
    - Divide the paper into two columns by drawing a line down the middle. At the top of the left column, write "Driving Forces." Label the right column "Restraining Forces."
3. Brainstorm a list of driving and restraining forces and record them on the chart in the appropriate column.
4. Once the driving and restraining forces have been identified, discuss each force you have identified with the following questions:
    - Are they valid? How do we know they are?
    - How significant are each of them?
    - What is their strength?
    - Which ones can be altered? Which cannot?
    - Which forces can be altered quickly?



- Which ones can only be altered slowly?
- Which forces, if altered, would produce rapid change?
- Which only slow change in the situation?
- What skills and/or information is available to alter the forces?

5. Assign a score to each force, from 1 (weak) to 5 (strong). The score is based on:
   - the strength of the force
   - the degree to which it is possible to influence this force
6. Calculate a total score for each of the two columns.
7. Decide if the goal or change is feasible. If so, devise a manageable course of action, which:
   - Strengthens positive forces
   - Weakens negative forces
   - Creates new positive forces

Example Force Field Analysis Diagram

GOAL OR PROPOSED CHANGE: *To have no abandoned cars along city streets by May 1.*			
DRIVING FORCES	*score*	*score*	**RESTRAINING FORCES**
• *Interest in the problem has recently been expressed by advocacy groups.* • *The public service director supports the plan.* • *The City Council supports the plan.* • *Public climate favors cleaning up the city.* • *Local auto salvage yards have agreed to take the cars at no cost.* • *Health department cites old abandoned vehicles as potential healh hazard.*			• *The definition of "abandoned cars" is unclear to the public.* • *Owners of older cars feel threatened.* • *Difficult to locate abandoned cars.* • *Where to put the abandoned cars once identified?* • *Expense involved in locating and disposing of abandoned cars.* • *Need a procedure to verify vehicles declared "abandoned" and notify owners.*
Total Score			Total Score

Force Field Analysis was deveveloped by Professor Kurt Lewin and is used world-wide. This handout is based on an example prepared by the Iowa State University Extension Service.

FORCE FIELD ANALYSIS EXERCISE

- **Rejoin your "Picture" group** and resume discussing the issue your team addressed this morning, using your picture to refresh your memory, if necessary.
- **Conduct a Force Field Analysis** of this situation, using the following process. You have 20 minutes. It will not be necessary to make a presentation, but be ready to discuss your efforts in plenary session.

1. Describe the current situation.

2. Describe the desired situation.

3. Where will the current situation go if no action is taken?

4. List all the forces driving change toward the desired situation.

5. List all the forces resisting change toward the desired situation.

6. Discuss the importance, or strength of each of the forces: are they valid? can they be changed? which are the critical ones?

7. Allocate a score to each of the forces using a numerical scale, for example: 1=extremely weak and 10=extremely strong.

8. Using the strength scores you assigned to each, chart the forces by listing the driving forces on the left and restraining forces on the right.

9. Determine whether change is viable and progress can occur.

10. Discuss how the change can be affected by decreasing the strength of the restraining forces or by increasing the strength of driving forces. Important! Keep in mind that increasing the driving forces or decreasing the restraining forces may increase or decrease other forces or even create new ones.

Match the Examples to the Decision-Making Traps

Write the number of the example in the box of the trap it illustrates.

1. In business, sins of commission (doing something) tend to be punished much more severely than sins of omission (doing nothing). In all parts of life, people want to avoid rocking the boat.	**Anchoring**
2. The "worst-case scenario analysis" was once popular in the design of weapons systems and is still used in certain engineering and regulatory settings. Using this approach, engineers designed weapons to operate under the worst possible combination of circumstances, even though the odds of those circumstances actually coming to pass were miniscule.	**The Status Quo Trap**
3. To reduce insurance premium costs, two neighboring states made similar changes in their laws: • In state A, you automatically got the limited right to sue. • In state B, you got the full right to sue unless you specified otherwise. As a result, about 80% of drivers in state A chose the limited right to sue, but only 25% in state B were interested in a full right.	**The Justify-Past-Actions Trap**
4. People were asked to forecast the following week's closing value for the Stock Market. They were told to pick a low estimate for which they thought there would be only a 1% chance that the value would fall lower. If they were good at judging this, you'd expect them to be wrong only about 2% of the time. However, hundreds of tests have shown that actual market averages fall outside the forecast ranges 20% to 30% of the time.	**The Confirming-Evidence Trap**
5. Suppose you put a great deal of time and effort into offering a product to a new niche market. Because you have already used resources to be successful in that market, you will find it difficult to withdraw, even when the market clearly is not interested in your product.	**The Framing Trap**
6. Two groups -- one opposed to and one supporting capital punishment -- each read two reports of carefully conducted research on the effectiveness of the death penalty as a deterrent to crime. One report concluded that it was effective, the other that it was not. Despite being exposed to solid scientific information supporting counter-arguments, the members of both groups became even more convinced of the validity of their own positions after reading both reports.	**The Overconfidence Trap**

7. Question Posed to Group A: Is the population of Turkey greater than 35 million? What's your best estimate of Turkey's population? *The answers varied widely.* Question Posed to Group B: Is the population of Turkey greater than 100 million? What's your best estimate of Turkey's population? *The vast majority of answers were well over 100 million.*	**The Prudence Trap**
8. We all exaggerate the probability of rare but catastrophic occurrences such as plane crashes because they get disproportionate attention in the media. A dramatic or traumatic event in your own life will distort your thinking forever. You will assign a higher probability that similar things might happen to you and to others in the future.	**The Recall Trap**

Match the Examples to the Decision-Making Traps

- - ANSWER KEY - -

1. In business, sins of commission (doing something) tend to be punished much more severely than sins of omission (doing nothing). In all parts of life, people want to avoid rocking the boat.	**Anchoring** **7.**
2. The "worst-case scenario analysis" was once popular in the design of weapons systems and is still used in certain engineering and regulatory settings. Using this approach, engineers designed weapons to operate under the worst possible combination of circumstances, even though the odds of those circumstances actually coming to pass were miniscule.	**The Status Quo Trap** **1.**
3. To reduce insurance premium costs, two neighboring states made similar changes in their laws: • In state A, you automatically got the <u>limited</u> right to sue. • In state B, you got the full right to sue unless you specified otherwise. As a result, about 80% of drivers in state A chose the limited right to sue, but only 25% in state B were interested in a full right.	**The Justify-Past-Actions Trap** **5.**
4. People were asked to forecast the following week's closing value for the Stock Market. They were told to pick a low estimate for which they thought there would be only a 1% chance that the value would fall lower. If they were good at judging this, you'd expect them to be wrong only about 2% of the time. However, hundreds of tests have shown that actual market averages fall outside the forecast ranges 20% to 30% of the time.	**The Confirming-Evidence Trap** **6.**
5. Suppose you put a great deal of time and effort into offering a product to a new niche market. Because you have already used resources to be successful in that market, you will find it difficult to withdraw, even when the market clearly is not interested in your product.	**The Framing Trap** **3.**
6. Two groups -- one opposed to and one supporting capital punishment -- each read two reports of carefully conducted research on the effectiveness of the death penalty as a deterrent to crime. One report concluded that it was effective, the other that it was not. Despite being exposed to solid scientific information supporting counter-arguments, the members of both groups became even more convinced of the validity of their own positions after reading both reports.	**The Overconfidence Trap** **4.**
7. Question Posed to Group A: Is the population of Turkey greater than 35 million? What's your best estimate of Turkey's population? *The answers varied <u>widely</u>.* Question Posed to Group B: Is the population of Turkey greater than 100 million? What's your best estimate of Turkey's	**The Prudence Trap** **2.**

population? *The vast majority of answers were well over 100 million.*	
8. We all exaggerate the probability of rare but catastrophic occurrences such as plane crashes because they get disproportionate attention in the media. A dramatic or traumatic event in your own life will distort your thinking forever. You will assign a higher probability that similar things might happen to you and to others in the future.	**The Recall Trap** **8.**

- - ANSWER KEY - -

DECISION MAKING TRAPS

The Routines of Decision-Making

We use unconscious routines to cope with the complexity inherent in decision-making. These routines serve us well in most situations. For example, in judging distances, we equate clarity with proximity. The clearer an object appears, the closer we judge it to be. The fuzzier, the farther away we think it is. Like most routines, this one is not foolproof. If the day is hazier than usual, our eyes tend to trick our minds into thinking things are more distant than they actually are. For airplane pilots, such a distortion could be catastrophic if they weren't trained to use other truly objective measures and instruments. This decision-making flaw is based on sensory perception, but others are based on biases or on irrational anomalies in our thinking. These anomalies are potentially dangerous because they are invisible to us. They are hardwired into our thinking, so we fail to even recognize we are using them.

This handout will describe the <u>most common decision-making traps</u> and what you can do to overcome them.

1. Anchoring

How would you answer these two questions?

1. *Is the population of Turkey greater than 35 million?*
2. *What's your best estimate of Turkey's population?*

If you are like most people, the figure of 35 million in the first question (which researchers chose arbitrarily) influenced your answer to the second question. I've watched the behavioral scientists ask variations of these questions to groups of people many times over the past decade. In half the cases, 35 million was used in the first question; in the other half, 100 million. Without fail, the answers to the second question increase by millions when the larger figure is used as an "anchor" in the first question.

When considering a decision, the mind gives disproportionate weight to the first information it receives. Initial impressions, estimates, or other data anchor subsequent thoughts and judgments. The implications for influencing another's perceptions are mind-boggling and can take many guises. A colleague's comment or a statistic in the morning paper can influence your later decision-making on the same topic. Other guises are as insidious as a stereotype about a person's skin color, clothing, or accent. In business, one of the most frequent "anchors" is a past event or trend. In attempting to project sales of a product for the coming year, a marketer often begins by looking at the sales volumes for past years. This approach tends to put too much weight on past history and not enough weight on other factors.

Because such anchors can establish the terms on which a decision is made, they can be used as a bargaining tactic by savvy negotiators. Reduce the impact of the effects of anchoring in these ways:

- ✓ Be open minded. Seek information and opinions from a variety of people to widen your frame of reference, without dwelling disproportionately on what you heard first.

- ✓ Offer objective information. In seeking advice from someone else, offer just the facts, without your opinion, so you don't inadvertently anchor the person with your thoughts. Then you can benefit from hearing diverse views on the situation without those views being colored or anchored by yours.

- ✓ Remember this. Whoever most vividly characterizes the situation usually anchors the other's perception of it. That's an immensely powerful ability. Others literally see and discuss the situation while anchored from that most memorably stated perspective. The vivid communicator has literally created the playing field on which the game will be played. Be especially wary of anchors in negotiations. Think through your position before any negotiation begins, so you can avoid being anchored by someone else's proposal or position.

2. The Status Quo Trap

We instinctively stay with what seems familiar. Thus we look for decisions that involve the least change. For example, when a radically new product is introduced, it is made to look like an existing and familiar product. The first cars looked like horseless carriages. The first online newspapers and magazines had formats much like their print counterparts.

To protect our egos from damage, we avoid changing the status quo, even in the face of early predictions that change will be safer. We look for reasons to do nothing. For example, in one experiment, a group of people were randomly given one of two gifts of approximately the same value -- half received a mug, the other half a large Swiss-chocolate bar. They were told they could easily exchange the gift they received for the other gift. Although you might expect about half to want the exchange, only one in ten actually did. The power of status quo kicked in within minutes of receiving an object. Other experiments have shown that the more choices someone is given, the more pull the status quo has. Why? Because more choices involve more effort, and selecting the status quo avoids that effort.

In business, sins of commission (doing something) tend to be punished much more severely than sins of omission (doing nothing). In all parts of life, people want to avoid rocking the boat.

What can you do? Think first of your goals when preparing to make a decision. Then review how these goals are served by the status quo as compared to a change. Look at each possible change, one at a time, so as not to overwhelm yourself and instinctively want to stay "safe" and unchanged.

- ✓ Never think of the status quo as your only alternative. Ask yourself whether you would choose the status quo if, in fact, it weren't the status quo.

- ✓ Avoid the natural tendency to exaggerate the effort or cost or emotional reaction of yourself or others if you change from the status quo.

- ✓ Remember that the desirability of the status quo might change over time. When considering a change, look at possible future situations. If several alternatives are superior to the status quo, avoid the natural tendency to fall back on the status quo because you are having a hard time choosing among the other alternatives.

3. The Justify-Past-Actions Trap

The more actions you have already taken on behalf of a choice or direction, the more difficult you will find it to change direction or make a different choice. Whenever you invest time, money, or other resources, or whenever your personal reputation is at stake, you will find it more difficult to change your decision or course of action. Suppose you pour a great deal of time and effort into offering a product to a new niche market. Because you have already used resources to be successful in that market, you will find it difficult to withdraw, even when the market clearly is not interested in your product. If you have a once-close childhood friend who has not been supportive of you for years, you'll be reluctant to acknowledge that change and will likely act as if you are still close. Banks used to continue to lend to businesses that had fallen back on payments, thus throwing good money after bad.

For all decisions with a history, make a conscious effort to set aside your "past actions" -- investments of emotion, money or other resources -- as you consider whether to change direction. Seek out and listen to people who were uninvolved with the earlier decisions. Examine why admitting an earlier mistake distresses you. If the problem lies in your wounded ego, deal with it straight-away. As a famous investor once said, "When you find yourself in a hole, the best thing you can do is stop digging."

Don't cultivate a failure-fearing culture in the people around you at home or at work. In such an atmosphere, others will perpetuate mistakes rather than admitting them to you and changing course. When you set an example of admitting mistakes in your choices and self-correcting, others will believe they can do likewise without penalties from you.

4. The Confirming-Evidence Trap

This trap is the bias that leads us to seek out information to support our existing point of view while avoiding information that contradicts it. This bias not only affects where we go to collect evidence to reinforce a current stance or perspective, but also how we interpret the evidence we receive, leading us to give too much weight to supporting information and opinions and too little to those that are conflicting.

In one study of this phenomenon, two groups -- one opposed to and one supporting capital punishment -- each read two reports of carefully conducted research on the effectiveness of the death penalty as a deterrent to crime. One report concluded that it was effective, the other that it was not. Despite being exposed to solid scientific information supporting counter-arguments, the members of both groups became even more convinced of the validity of their own positions after reading both reports.

Two fundamental and extraordinarily powerful psychological forces are at work here. Please read the next two sentences twice, as they describe two of the most subtle and pervasive ways we let our rush of first emotions bias our better, more balanced judgment. *The first is our tendency to subconsciously decide what we want to do before we figure out why we want to do it. The second is our inclination to be more engaged by things we like than by things we dislike -- a tendency well documented, even in babies.*

What can you do about these traps? Always check to see whether you are examining all the evidence with equal rigor. Avoid the tendency to accept confirming evidence without question. Get someone you respect to play devil's advocate, or build the counter-arguments yourself. What's the strongest reason to make a different choice? The second strongest? The third?

Be honest with yourself about your motives. Are you really gathering information to help you make a smart choice, or are you just looking for evidence confirming what you think you want to do? In seeking advice from others, don't ask leading questions that make your decision-making inclination evident. Make sure the people from whom you want perspective are not biased by your views and can offer you truly independent information and opinions.

5. The Framing Trap

How you make a decision is often determined by how you view your choices or how you frame the questions around it. For example, to reduce insurance costs, the neighboring states of A. and B. made similar changes in their laws. Each state gave drivers a new option: By accepting a limited right to sue, drivers could lower their premiums. But the two states framed the choices very differently, and how the state officials framed the vehicle owners' choices for insurance costs made a $200 million difference in how the drivers in one state chose to pay versus those in the other state.

In A., you automatically got the limited right to sue unless you specified otherwise. In B., you got the full right to sue unless you specified otherwise. As a result, about 80% of drivers in A. chose the limited right to sue, but only 25% in B.. A frame can establish the "status quo" or introduce an "anchor." It can lead you to "justify past actions" or highlight confirming evidence. Two kinds of frames can distort decision-making with startling frequency.

Frame as a gain or as a loss: People are averse to risk and will look for reasons to turn down or avoid a decision where a loss, however small, is possible -- even if a larger chance exists for an upside gain. People also tend to adopt the framing of the situation as it is presented to them, rather than restating the problem in their own way. Don't automatically accept the initial frame, whether you or someone else created it. Try to reframe the problem or opportunity in several ways to see it from different sides and envision different potential outcomes. Also try posing decision-making situations in a neutral way that combines gains and losses or embraces different reference points. Throughout the decision-making process, ask yourself how your thinking might change if the framing changed.

Estimating and Forecasting Traps

We are all fairly good at estimating time, volume, distance, and weight, because we make such decisions frequently and get quick feedback about our accuracy. We are less experienced (and get less verification) when deciding on less certain forecasts. Weather forecasters and bookmakers have opportunities and incentives to maintain a record of their judgments to see when they have been accurate and to plan to replicate the accurate reasoning in their next decision. We make mistakes in estimating and forecasting in one of the following three ways:

6. The Over-confidence Trap

We believe we are better at making forecasts or estimates than we actually are. In one series of tests, people were asked to forecast the next week's closing value for the stock market. To account for uncertainty, they were then asked to estimate a range within which the closing value would likely fall. In picking the top number of the range, they were asked to choose a high estimate they thought had only a 1% chance of being exceeded by the closing value. Similarly, for the bottom end, they were told to pick a low estimate for which they thought there would be only a 1% chance that the closing value would fall lower. If they were good at judging their forecasting accuracy, you'd expect the participants to be wrong only about 2% of the time, but hundreds of tests have shown that the actual market averages fell outside the forecast ranges 20% to 30% of the time. Overly confident about their ability to predict, most people set too narrow a range of possibilities.

7. The Prudence Trap

People are often overly cautious or prudent in forecasting. When faced with high-stakes decisions, we tend to adjust our estimates or forecasts "just to be on the safe side." An extreme example is the "worst-case scenario analysis" once popular in the design of weapons systems and still used in certain western engineering and regulatory settings. Using this approach, engineers designed weapons to operate under the worst possible combination of circumstances, even though the odds of those circumstances actually coming to pass were infinitesimal.

8. The Recall Trap

Even if we are neither too confident nor unduly prudent, we can fall into a trap when making estimates or forecasts. Because we frequently base our predictions about the future on our memories of the past, we can be overly influenced by dramatic events -- those that leave a strong impression on us. We all, for example, exaggerate the probability of rare but catastrophic occurrences such as plane crashes because they get disproportionate attention in the media. A dramatic or traumatic event in your own life will distort your thinking forever. You will assign a higher probability that similar things might happen to you and to others in the future.

To minimize the distortion caused by variations in recallability, carefully examine all of your assumptions. Many of these traps work, not in isolation, but in concert with each other, thus amplifying their power to distort. When we make a fast decision, thinking we are relying on gut instincts, we are often falling into a trap.

Conclusion

Before you spend too much time actually making a decision, take time to review how you are making it. Don't get emotionally attached to one outcome before you're sure your decision-making process serves you well.

One way I've made these traps familiar to me so I'll recognize them in my own thinking has been to see them in situations around me. I teach a monthly lesson to elementary school children in my town. The students have already become adept and gleeful at showing examples of these traps to their parents. I've also noticed how pervasive these decision-making traps are in my life. I've seen them influencing us in advertisements. I've started to discount valid information from someone I distrust. Please email me (mailto:kare@sayitbetter.com) examples of the traps you find so I can share them in a future column.

WIT MENA

الشرق الاوسط و شمال افريقيا

Women in Technology : Middle East and North Africa

Professional Development Training

Module 3-1
Leadership

SESSION 3-1: LEADERSHIP

SESSION AT A GLANCE

Content	Time	Activity
Introduction	15 minutes	Discussion
Leadership Styles	80 minutes	Self-assessment exercise and interactive discussion
Application, Wrap-Up	10 minutes	Plenary discussion
Total Time	**2 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	There is great misunderstanding of the term leadership, as it is used differently in many parts of the world. Participants in the Professional Development program should master the differences between these meanings, and be familiar with the ways in which one can practice leadership – whether they eventually hold supervisory positions or not. Most people, after all, will admit that every person is in the position to show leadership in some facet of their life – be it at work, in the community or in the family.
Learning Objectives	By the end of this session, participants should be able to: 1. Describe leadership styles 2. Discuss the implications of the situation, one's personal style in demonstrating leadership

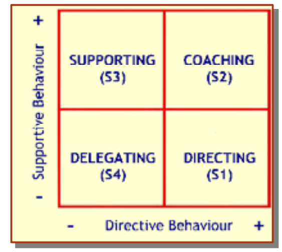
Materials and Supplies Needed	• Agenda (in Participant Packet) • HO1: Situational Leadership Exercise, page 1-3 (1 per participant) • FC: Exercise Instructions, page 1-3 • FC: Leadership Styles • FC: Follower Development Levels • HO2: Situational Leadership Exercise, page 4 (1 per participant) • FC: Exercise Directions, page 4 • HO3: Situational Leadership (1 per participant) • Flipcharts, tape and markers
Set Up Before the Session	Make sure <u>you</u> have completed the leadership survey during your session preparation and analyzed your <u>own</u> preferred leadership styles, so that you are able to provide a concrete example if needed, and can help clear up any confusion they may have with instructions or the interpretation of the results.
Potential Issues	*Please add issues here as you gain experience with this session over time.*
Alternative Delivery	*Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

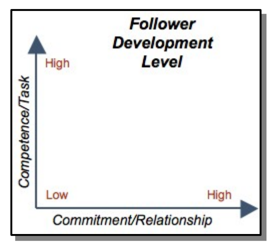
Introduction *15 minutes*	*Mini survey*: who has seen the term "leadership" used in any way in the last 24 hours? Week? Month? Probably lots of hands go up. So you can see that it is a "hot topic." What does it mean? Should get lots of ideas here – and some confusion – for example: • *Charismatic inspiration - attractiveness to others and the ability to leverage this esteem to motivate others* • *Preoccupation with a role - a dedication that consumes much of leaders' life - service to a cause* • *Results-orientation - directing every action towards a mission - prioritizing activities to spend time where results most accrue* • *Optimism - very few pessimists become leaders* • *Ability to encourage and nurture those that report to them -*

	delegate in such a way as people will grow And this is where the problem lies. While here is general agreement on leadership involving working with people to get them to do X, there is precious little agreement on <u>how</u> to do it. This is one of the reasons that a management concept dating from the 1970s is still such a helpful tool today – it recognizes that that there are many ways to practice leadership – it just depends on the situation. Let us jump into an exercise that will allow us to see the variety of what is called leadership. And because It is a self-assessment tool, it lets us recognize and work with / work on our own personal tendencies when it comes to leadership. Note that as we discussed, the word leadership can refer to: 1. the <u>process</u> of leading, 2. the <u>concept</u> of leading, or 3. those <u>entities</u> that perform one or more acts of leading. The various meanings can lead to some confusion; we are going to focus on some concepts and apply it to the **<u>process of leading</u>**. Share the session learning *objectives*; check for understanding and concurrence.
Leadership Styles *30 minutes*	*Exercise, Part One*: Distribute exercise handouts, pages 1 through 3 only at this time. With the help of directions copied onto a FC - make sure your HO and FC are identical – walk them through the process you want them to follow. Allow 30 minutes for giving directions, filling out and scoring the instrument. *Directions, page 1-2*: 1. Read each of the following 12 situations; each has four alternative action choices. 2. Circle the letter of the action (only one) which most closely describes your own behavior in the situation presented. *Directions for Scoring, page 3* 3. For each situation, circle the letter you have chosen in <u>both</u> Column I and II. Pay attention – the letters in each column are in a different order! 4. Write the total number of circles for each sub-column under both Columns I and II in the spaces indicated at bottom.
30 minutes	*Lecturette*: When all have completed the scoring, begin a short presentation (about 30 minutes) on situational leadership. Points you need to make are: • A situational leader is one who can adopt different leadership styles depending on the situation – this is not uncommon – we all know that sometimes you need to be tough with your children, and other times you need to speak sweetly get your friends to do what they said they would do!

- The basic idea is to analyze the needs of the situation you're dealing with, and then adopt the most appropriate leadership style.



- **First** let's talk about the **different leadership styles**. Prepare a FC with the Situational Leadership grid, and use it to describe the four styles. You can put the key words lightly in pencil on the FC to help you speak smoothly through this presentation. Encourage people to give examples as you describe each:
  - *S1: Directing Leaders* define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.
  - *S2: Coaching Leaders* still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.
  - *S3: Supporting Leaders* pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.
  - *S4: Delegating Leaders* are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.



- **Second, let's talk about the different situations - development levels of the followers**. Prepare a FC to help your explanation, such as the one shown below. Again, you can put the key words lightly in pencil on the FC to help you speak smoothly through this presentation. Encourage people to give examples as you describe each:
  - **D4: High Competence, High Commitment**: Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.
  - **D3: High Competence, Variable Commitment**: Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly.
  - **D2: Some Competence, Low Commitment**: May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.
  - **D1: Low Competence, Low Commitment**: Generally lacking the specific skills required for the job in hand, and lacks any confidence and / or motivation to tackle it.

*** Note on chart that they will often see alternate terms used – "task" for "Competence" and "relationship" for "Commitment."*

Ask a few questions to get participants to think about the relationship between the leadership behavior and the follower's development level and group stages:

	• What development levels might group members have at each of the group stages we saw in Professional Development Module 1-1? *Forming: D1, Storming: D2, Norming: D3, Performing: D4*
	• What leadership style would you adopt for each of the development levels and/or group stages?
	  • *Forming: D1-Directing Clarifying what the task is, setting realistic and attainable goals and planning for the acquisition of necessary skills.*
	  • *Storming: D2-Coaching More balance between directive and supportive behaviors and high levels of both.*
	  • *Norming: D3-Supporting A difficult for to give up control over decisions and to trust the group to assume a partnership role in the process.*
	  • *Performing: D4-Delegating Less need for either directive or supportive behaviors and the leaders can turn their energies in other directions.*
	• Is it possible for followers to have different behavior in different situations? Examples?
	• What might happen if a leader chose the wrong style for her group? Examples?
	Explain that now we will return to the exercise to see about our own personal styles…

20 minutes	*Exercise, Part Two*: Distribute exercise page 4, and go over instructions, with the aid of a FC, as shown: *Directions, page 4* 1. For Column I, transfer the scores to the matching squares on page 4. 2. For Column II, multiply each of the four totals as indicated, and then add them together. Transfer the total to the scale on the bottom of page 4. Ask participants to fill in page 4, and then reflect on what they see. They can share with their neighbors for a few minutes, to absorb what they see of their own selves reflected on the page. Help them to analyze with a few questions: (Note: it's always better to have a participant coming up with the "learning" rather than yourself telling them what they just learned. However, if they are struggling, do not make them suffer – just break down the questions a bit until someone makes a comment you can then expand upon to bring out the main points.)

	• Would anyone like to share what they have (both preferred style and flexibility scale) and make some comments? (You can also do a show of hands for who prefers each of the styles, but only if the group is comfortable enough together to do so!) • Were any of you surprised to see your results, given the discussion on the situational leadership concept earlier? • What does your own preference score tell you about what you need to do in your present work group? • If your own flexibility score is low, what tactics might you use to help you adopt a style you're less comfortable with? (Ask one of your colleagues for feedback.) • Now think about a team you're on where you are not the manager, but a simple group member. Which style has your group's leader adopted with you? Appropriately? How might you help him/her feel comfortable in shifting styles? (feedback; showing more 'task maturity', etc.)
Application & Wrap-Up *10 minutes*	Ask participants for a few last words about leadership: • What are the most important things they take away from the session? • How are they going to be able to use this knowledge in the short term in their work, family or community life? Distribute the Situational Leadership HO. Go over session objectives to wrap up and check whether they were achieved, and note that the following session on conflict will be closely related to this one.

SITUATIONAL LEADERSHIP EXERCISE

Directions: Assume that you are involved in each of the following 12 situations. Each situation has 4 alternative actions you might initiate. Read each item carefully. Think about what you would do in each circumstance, then circle the letter of the alternative action choice which you think most closely describes your own behavior in the situation presented. Circle only one choice per situation.

	Situation	*Alternative Actions*
1.	Your subordinates are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.	A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion but don't push your involvement. C. Talk with subordinates and then set goals. D. Intentionally do not intervene.
2.	The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.	A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what you can to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.
3.	Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.	A. Work with the group and together engage in problem-solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage the group to work on problems and be supportive of their efforts.
4.	You are considering a change. Your subordinates have a fine record of accomplishments. They respect a need for change.	A. Allow group involvement in developing the change, but don't be too directive. B. Announce changes and then implement with close supervision. C. Allow group to formulate its own direction. D. Incorporate group recommendations, but you direct the change.

	Situation	Alternative Actions
5.	The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.	A. Allow group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities and don't be too directive.
6.	You stepped into an efficiently run organization. The previous administrator tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.	A. Do what you can to make the group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally do not intervene. D. Get group involved in decision-making, but see that objectives are met.
7.	You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations	A. Define the change and supervise carefully. B. Participate with the group in developing the change but allow members to organize the implementation. C. Be willing to make changes as recommended, but maintain control of implementation. D. Avoid confrontation; leave things alone.
8.	Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.	A. Leave the group alone. B. Discuss the situation with the group and then you initiate necessary changes. C. Take steps to direct subordinates toward working in a well-defined manner. D. Be supportive in discussing the situation with the group but not too directive.
9.	Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent to help.	A. Let the group work out its problems. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but don't push.

	Situation	*Alternative Actions*
10.	Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.	A. Allow group involvement in redefining standards, but don't take control. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure; leave situation alone. D. Incorporate group recommendations, but see that standards are met.
11.	You have been promoted to a new position. The previous supervisor was uninvolved with the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relations are good.	A. Take steps to direct subordinates toward working in a well-defined manner. B. Involve subordinates in decision-making and reinforce good contributions. C. Discuss past performance with group and then you examine the need for new practices. D. Continue to leave the group alone.
12.	Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishments. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.	A. Try out solutions with subordinates and examine the need for new practices. B. Allow group members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Participate in problem discussion while providing support for subordinates.

Directions for Scoring

Circle the letter you have chosen for each situation on the same line to the right under Column I (Style Range) and also Column II (Style Adaptability). After you have circled alternative actions, total the number of circles for each sub-column under both Column I (Style Range) and Column II (Style Adaptability) and enter the totals in the spaces indicated.

	Column I (Style Range) Alternative Actions					*Column II (Syle Adapatability) Alternative Actions*					
Situations	(1)	(2)	(3)	(4)		(a)	(b)	(c)	(d)		
1.	A	C	B	D		D	B	C	A		
2.	D	A	C	B		B	D	C	A		
3.	C	A	D	B		C	B	A	D		
4.	B	D	A	C		B	D	A	C		
5.	C	B	D	A		A	D	B	C		
6.	B	D	A	C		C	A	B	D		

7.	A	C	B	D		A	C	D	B		
8.	C	B	D	A		C	B	D	A		
9.	C	B	D	A		A	D	B	C		
10.	B	D	A	C		B	C	A	D		
11.	A	C	B	D		A	C	D	B		
12.	C	A	D	B		C	A	D	B		
	(1)	(2)	(3)	(4)		(a)	(b)	(c)	(d)	Sub-column	
						Multiply Sub-Column II totals by:					
						-2	-1	+1	+2		
										Add all four =	

Adapted from US Peace Corps c. 1979. Original concept created by Hersey & Blanchard, 1973.

(Page 4)

Directions: *Transfer the scores from Column I to the squares below. The highest score indicates the leadership style you tend to rely upon.*

1	2	3	4
High Task Low Relationship	High Task High Relationship	High Relationship Low Task	Low Relationship Low Task
Directing	Coaching	Supporting	Delegating

Development / Task Maturity / Readiness Level: Low — Moderate — High

Directions: *Transfer the Total Score from Column II to the scale below. The score indicates a range of flexibility in changing leadership style, depending on the situation.*

- 24 | - 18 | - 12 | - 6 | 0 | + 6 | +12 | +18 | + 24

Less Flexible — More Flexible

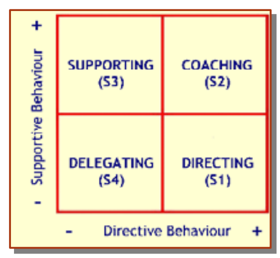
SITUATIONAL LEADERSHIP

SITUATIONAL LEADERSHIP is a term that can be applied generically to a style of leadership, but that also refers to a recognized, and useful, leadership model. In simple terms, a situational leader is one who can adopt different leadership styles depending on the situation. Most of us do this anyway in our dealings with other people: we try not to get angry with a nervous colleague on their first day, we chase up tasks with some people more than others because we know they'll forget otherwise.

But Ken Blanchard, the management guru best known for the "One Minute Manager" series, and Paul Hersey created a model for Situational Leadership in the late 1960's that allows you to analyze the needs of the situation you're dealing with, and then adopt the most appropriate leadership style. It's proved popular with managers over the years because it passes the two basic tests of such models: it's simple to understand, and it works in most environments for most people. The model doesn't just apply to people in leadership or management positions: we all lead others at work and at home.

LEADERSHIP BEHAVIOUR

Blanchard and Hersey characterized leadership style in terms of the amount of direction and of support that the leader gives to his or her followers, and so created a simple grid:



- *S1: Directing Leaders* define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.
- *S2: Coaching Leaders* still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.
- *S3: Supporting Leaders* pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.
- *S4: Delegating Leaders* are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.

Effective leaders are versatile in being able to move around the grid according to the situation, so there is no one right style. However, we tend to have a preferred style, and in applying Situational Leadership you need to know which one that is for you.

DEVELOPMENT LEVEL OF THE FOLLOWER

Clearly the right leadership style will depend very much on the person being led - the follower - so Blanchard and Hersey extended their model to include the development level of the follower. They said that the *leader's style should be driven by the competence and commitment of the follower*, and came up with four levels:

	Follower Level of Competence & Commitment	*Description*
D4	High Competence High Commitment	Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.
D3	High Competence Variable Commitment	Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly.
D2	Some Competence Low Commitment	May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.
D1	Low Competence Low Commitment	Generally lacking the specific skills required for the job in hand, and lacks any confidence and / or motivation to tackle it.

Development levels are also situational. I might be generally skilled, confident and motivated in my job, but would still drop into Level D1 when faced, say, with a task requiring skills I don't possess. For example, lots of managers are D4 when dealing with the day-to-day running of their department, but move to D1 or D2 when dealing with a sensitive employee issue.

SITUATIONAL LEADERSHIP

You can see where this is going. Blanchard and Hersey said that the Leadership Style (S1 - S4) of the leader must correspond to the Development level (D1 - D4) of the follower - *and it's the leader who adapts.*

- For example, a new person joins your team and you're asked to help them through the first few days. You sit them in front of a PC, show them a pile of invoices that need to be processed today, and push off to a meeting. They're at level D1, and you've adopted S4. Everyone loses because the new person feels helpless and de-motivated, and you don't get the invoices processed.

- On the other hand, you're handing over to an experienced colleague before you leave for a holiday. You've listed all the tasks that need to be done, and a set of instructions on how to carry out each one. They're at level D4, and you've adopted S1. The work will probably get done, but not the way you expected, and your colleague despises you for treating him like an idiot.

- But swap the situations and things get better. Leave detailed instructions and a checklist for the new person, and they'll thank you for it. Give your colleague a quick chat and a few notes before you go on holiday, and everything will be fine.

By adopting the right style to suit the follower's development level, work gets done, relationships are built up, and most importantly, the follower's development level will rise to D4, to everyone's benefit.

STRENGTHS/BENEFITS

- ✓ Easy to understand
- ✓ Easy to use

LIMITATIONS/DISADVANTAGES

- ✓ Model fails to distinguish between leadership and management. What is called leadership style is really management style.
- ✓ Leadership is not primarily about making decisions anyway - it is about inspiring people to change direction.
- ✓ Leaders may indeed vary the way they inspire people to change. But this is when they have already decided on the need to change. Hence leadership style does not reduce to decision making style.
- ✓ Focuses too exclusively on what the person in charge does.
- ✓ Of course both leaders and managers have to behave differently in different situations. But that is just a trivial fact of life, rather than anything profound in terms of our basic understanding of what it means to lead or manage.

ASSUMPTIONS/CONDITIONS

- ✓ Presumes that leadership is about how the boss makes decisions.
- ✓ There exists a leader who has the power to decide, and is he/she competent
- ✓ Readiness of group level is easily determined; i.e., all members are at the same level
- ✓ Leader is provided all the necessary information (often they do not have enough information about the group)
- ✓ All people can be leaders but with different styles
- ✓ Flexibility seen as "the goal" but this can create confusion – a leader must communicate how and why his/her style changes
- ✓ Male/female bias: is it harder for women to be directive in a group of all men?
- ✓ Perceptions of good leaders are culture-bound; i.e., *leader is a man, strong and brave*

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Professional Development Training

Module 3-2
Conflict Management

INSTITUTE OF INTERNATIONAL EDUCATION

SESSION 3-2: CONFLICT MANAGEMENT

SESSION AT A GLANCE

Content	Time	Activity
Introduction	5 minutes	Interactive discussion
Conflict Management Styles	110 minutes	Small group exercises (2), lecturette
Wrap-up	5 minutes	Interactive discussion
Total Time	**2 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	Conflict is way of life in the workplace, and participants need the skills to make conflict productive, or at least to diminish the negative effects of unresolved or unrecognized conflict. The skills and concepts are the standards used in business schools everywhere, and are an essential part of a manager's toolkit.
Learning Objectives	By the end of this session, participants should be able to: 1. Choose the appropriate conflict management style and technique for a given situation

Materials and Supplies Needed	• Agenda (in Participant Packet) • FC: Definition of Conflict • HO1: Conflict Exercise 1 (1 per participant) • HO2: Conflict Exercise 2 (1 per participant) • FC: Conflict Management Styles • HO3: Conflict management Styles (1 per participant) • HO4: Conflict Management Guidance (1 per participant) • Flipcharts, tape and markers
Set Up Before the Session	• HO should be copied and in order, ready to distribute.
Potential Issues	*Please add issues here as you gain experience with this session over time.*
Alternative Delivery	Conflict Exercise 1: Participants should do page 1 of the HO before looking at page 2. You can either print on two pages and hand out separately, or print front/back and tell participants not to look at page 2 until they have finished page 1. *(There will always be one or two people who then immediately look at page 2, of course!)*

SESSION DELIVERY

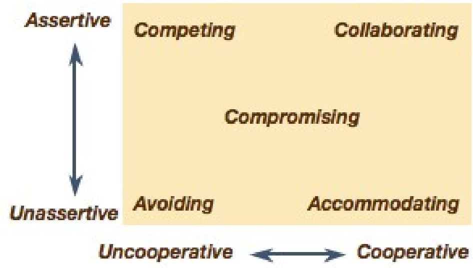
Introduction *5 minutes*	Consider this scenario… your team has been working together for some time, and members have been getting along just fine… that is, until now. Differences of perception, opinion and personality are beginning to show in either open or veiled conflict during meetings. When you assessed how well the group process is going, you were able to confirm that conflict was indeed an issue. Ask participants at what group stage they are? *(storming)* Conflict is inevitable. But productive conflict – such as creative clashes over ideas that lead to higher quality products and actions – actually contributes to effective team performance. Whether or not it is productive depends on how it is managed. Share the objectives of the session and check for understanding and concurrence.

Conflict Management Styles *10 minutes*	*Interactive Discussion*: Ask participants to call out examples of the different arenas of our lives where we experience conflict. It's everywhere, and there are various ways of defining it, but it is really something as simple as this definition (show prepared definition on FC). **Conflict** Opposition between two or more people based on perceived incompatible differences. Opposition here is meant to include not only the obvious forms (arguments, fighting) but also the more subtle forms such as behind-the-scenes interference or refusals to comply with apparently agreed-upon actions. Note that the definition of conflict says that it's based on perceived differences: • Sometimes, the perception is correct; that is, the people really do have differences preventing progress. • However, sometimes people only perceive themselves as differing. And after careful examination of their positions, they find that they don't disagree at all and the conflict is resolved. • Remember, so long as there is a perception of incompatible differences, there is conflict that needs attention. • Finally, some differences are incompatible and some are not. For example, two people can agree to disagree about details but still move ahead with their joint tasks. Such differences are compatible, we would say, so conflict does not exist. When differences are hurting the relationship or the task to be performed, however – we have conflict.
45 minutes	*Conflict Exercise 1*: Distribute the HO and ask participants to work in pairs on the task. Give them 15 minutes. *Conflict Exercise 2*: Announce that we will jump right into a second exercise – one that is designed to help them identify their preferred approach to managing conflict. This is not the one they use all the time, but the one they are likely to be most comfortable with. Distribute the HO and ask participants to work alone on the task. Give them 15 minutes. *Debrief*: How accurately does the previous exercise reflect your preferences? Get a few answers and note that we said that you MAY have a relatively strong preference for a particular approach. Choosing from among only ten pairs, without giving you any details on the conflict situation, can produce – at best – only a very rough sense of your preferred strategies. The exercise was intended mostly to raise your awareness that there are different conflict management strategies. In reality, you probably do have some preferences for how you manage conflict. And you are probably better skilled in some strategies than others. *Key Point* to remember is that each of the five strategies is useful in one situation or another and effective teamwork relies on the ability to choose

and use the most appropriate strategy in each conflict situation.

20 minutes

Interactive Discussion: Let's now look closely at the five conflict management strategies and the kinds of situations in which each is likely to be more or less useful. Make sure you cover the following points: As shown in the diagram (on FC) the five strategies (inside the box) can be viewed as different from one another in terms of two characteristics: assertiveness and cooperativeness.



Assertiveness can be defined as the extent to which a person tries to satisfy his or her <u>own</u> needs.

Cooperativeness can be defined as the extent to which a person tries to satisfy the <u>other person's</u> needs.

Walk through each of the five styles in the graphic, making sure you cover these points about each:

Competing
- High assertiveness
- Low cooperativeness
- Great concern for one's own goals; little concern for the others' goals
- Trying to persuade someone that your idea is better
- Uses whatever power seems appropriate – rank, political power, ability to argue

Collaborating
- High assertiveness
- High cooperativeness
- Equal focus on others' goals and the individual's goals
- Usually involves exploring deeply to get at underlying concerns of the other

Avoiding
- Low assertiveness
- Low cooperativeness
- Focus on little or no involvement with the conflict
- Might look like diplomatically ignoring, postponing, or simply withdrawing

Accommodating
- Low assertiveness
- High cooperativeness
- Focus on the goals of others; little focus on personal goals
- Might obey an order despite not agreeing, for the sake of harmony

	Compromising • Somewhat assertive • Somewhat cooperative • Focus on finding a middle ground that pleases both parties • Splitting the difference, exchanging concessions, seeking quick middle ground Distribute HO on Guidelines for Assessing Conflict Management Situations.
20 minutes	**Application**: Now let us return to the case of the conflict with Hatem. You have probably figured out that the five options you were asked to choose between were the five conflict management styles. Let's look at the 5 options again. (Refer to the exercise handout for the wording of the options. They are only listed by number here.) **Option 1: Avoiding:** The team is getting frustrated, so perhaps a good idea to put this off for a while. On the other hand, it must be resolved sooner or later, and the team would probably be better served (and happy) to have the strategy established at the beginning. Perhaps not the wisest choice. **Option 2: Competing:** Using lobbying and the ballot power to resolve conflict. Voting seems fair, but always produces winners and losers. Either of you will lose, and the loser may not be happy about winning the other's strategy. This is a small team, which needs cooperation from both of you. Voting is perhaps not the wisest strategy. **Option 3: Compromise:** Sometimes useful in keeping peace, but sometimes results in weak solution that is ineffective in the long term. Think about: could/would you both be able to give up something of each of your strategies and still have a cohesive, effective strategy? What are you willing to sacrifice; what not? **Option 4: Accommodating:** Since there is merit to both your and Hatem's approaches, perhaps this strategy would work. Could you truly participate in implementing Hatem's strategy, or would you continue to resist (hurts team effort)? Would Hatem take unfair advantage of your capitulation by demanding to get his way on other things? **Option 5: Collaboration:** Usually results in very satisfying solutions, but takes more time and effort than other styles. Important that <u>every</u> team member agree on the strategy to do this assignment, but do you have the time and energy to dig deep to find common concerns and positions before working out a solution. If so, this could be an excellent solution. **Debrief the exercise:** Ask these questions: • Upon consideration, would you still choose the option you originally chose for managing your conflict with Hatem? • What do you think the rest of the team would want? • How realistic did you consider this exercise to be?

	• What have you learned about managing conflict from this exercise? • How might your culture or gender make a difference (if at all) in whether and how you can use these concepts in your everyday life? • Can you think of any personal examples of how using one of these styles might have made a difference in a conflict situation you experienced?
Wrap-Up *3 minutes*	Ask if the objectives of the session were met, and for any other comments on the session. Break. After the break, we'll move to the last session in this module: Task Management

CONFLICT EXERCISE 1

A Conflict Case Study

Part One

You are a member of a newly-established seven-person team. Review the case information and write down how you might resolve the conflict.

Your team's purpose is to recommend ways to improve the timeliness and accuracy of the accounting department's process for reviewing and approving invoices. The team has an agreement with senior management on the general idea of the report you are to develop and the deadline. It is now time to decide on how to go about completing the task.

But there is disagreement about how the team is to proceed. Hatem and you, both respected members of the team, have each proposed a very different strategy for analyzing the invoice approval process. Each of the strategies appears to have merit, but because of the limitations of time and resources, the team simply cannot conduct the analysis both ways.

However, after considerable discussion, there is general agreement among the team that Hatem's approach and yours are essentially the only two approaches that the team should continue to consider. At the last meeting, you and Hatem spent quite a bit of time arguing about your strategies. The debate between you is starting to get quite unpleasant, and the rest of the team is becoming rather uncomfortable and impatient with the repetitive discussions.

As a team member who wants to do the best job you can, and do it in a harmonious manner, you feel that the conflict between Hatem and you must be dealt with so that the team can get on with its work. In the space below, write down what you might do to help move the team forward.

Note: It isn't easy to come up with a course of action when you don't have all the details of the situation. Do the best you can. If you can think of more than one approach, depending on the specific details of the situation, then list all of them here!

Part Two

Here are five possible ways of dealing with the conflict between Hatem and yourself. Read through them, and if you had to choose one of them, put a check √ next to your preferred approach.

- ❑ Option 1: Figure out what things the team could start doing without having to choose between your approach and Hatem's. Then, at the next meeting, propose that the team do those things first, and worry about Hatem's and your approaches second.

- ❑ Option 2: Meet individually with the other team members and try to win their support. Then, at the next team meeting, propose that the team vote on the two approaches and adopt the one that gets the most votes.

- ❑ Option 3: Meet with Hatem, and – perhaps with the help of one or more of the other team members – work out a deal that includes at least some of what you want and some of what he wants. Then, at the next team meeting, propose that the team adopt the compromise approach.

- ❑ Option 4: At the next team meeting, announce that for the sake of team harmony, you will accept Hatem's approach, and stop pushing for your own.

- ❑ Option 5: Meet with Hatem and try to identify the basic concerns or needs that underlie each of your proposed approaches. Then, - perhaps with the help of one or more of the other team members – create a new strategy that meets both yours and Hatem's concerns.

Discuss the hypothetical conflict and your opinions of the five approaches listed above.

CONFLICT EXERCISE 2

Your Preferred Conflict Management Style

Think of the kinds of situations in which you find yourself in conflict with another person. How do you usually respond to such situations? Below are several pairs of statements describing possible ways of responding to conflicts. For each pair, decide which response you would likely choose if you had to choose just between those two responses.

Circle the letter in front of your choice. In many cases, neither the A nor B statement may be very typical of your personal behavior, but select the response that you would be more likely to use.

1.	A	I sacrifice my own wishes for the wishes of the other person.
	B	I try to postpone the issue until I have some time to think it over.
2.	A	I try to get all my concerns out in the open.
	B	I firmly pursue my goals.
3.	A	I try to satisfy some of the other person's needs and some of my own.
	B	I try to satisfy all of the other person's needs and all of my own.
4.	A	If my position is creating unpleasantness for myself, I drop the issue.
	B	If my position is creating unpleasantness for myself, I propose a middle ground between what the other person wants and what I want.
5.	A	When the issue is very important to the other person, I still try to win my position.
	B	When the issue is very important to the other person, I give in to his or her wishes.
6.	A	I try to soothe the other person's feelings and preserve our relationship.
	B	I give in on some of my points if the other person will give in on some of his or her points.
7.	A	I assert my wishes.
	B	I try to let others take responsibility for solving the problem.
8.	A	I share the problem with the other person so we can work it out.
	B	I stress the things on which we agree, rather than try to deal with the things on which we disagree.
9.	A	I try to find a fair combination of gains and losses for both of us.
	B	I try to convince the other person of the merits of my position.
10.	A	I try to do whatever is necessary to avoid tensions.
	B	I seek the other person's help in working out a solution.

Look at the choices you have made in each pair. Can you think of imaginary conflict situations in which you might choose the response that you did not choose above?

When you are finished choosing among – and thinking about – the pairs of responses, complete the table below. For each numbered pair of responses, circle the letter that you chose.

1				B	A
2	B	A			
3		B	A		
4			B	A	
5	A				B
6			B		A
7	A			B	
8		A			B
9	B		A		
10		B		A	

Now add up the number of circles in each column and put the totals in the spaces below.

	Competing *(forcing)*	**Collaborating** *(problem-solving)*	**Compromising** *(sharing)*	**Avoiding** *(withdrawing)*	**Accommodating** *(smoothing)*

There are no right or wrong answers for the ten pairs of responses. Each of the five strategies for responding to conflict (competing, collaborating, etc.) is useful in certain situations.

Check your totals for the five types of strategies to see if you tend to prefer one or more of them. For example, if any of your totals is “4” you may have a relatively strong preference for that approach, because you chose it every time it was compared to one of the others. If any of your totals is “0” you may prefer not to use that kind of response in most of the conflict situations in which you find yourself.

CONFLICT MANAGEMENT STYLES

Competing

- High assertiveness
- Low cooperativeness
- Great concern for one's own goals; little concern for the others' goals
- Trying to persuade someone that your idea is better
- Uses whatever power seems appropriate – rank, political power, ability to argue

Collaborating

- High assertiveness
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- Equal focus on others' goals and the individual's goals
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Avoiding

- Low assertiveness
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- Somewhat assertive
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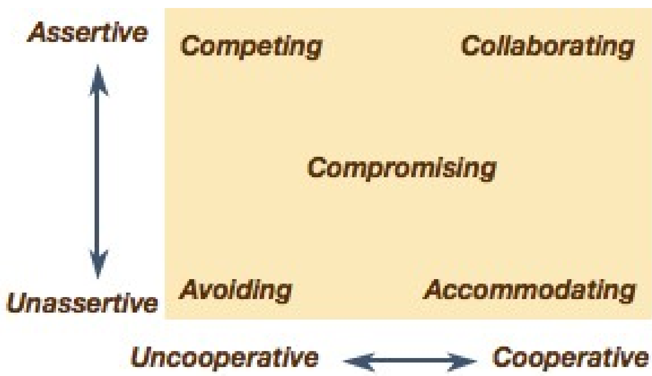

Assessing Conflict Management Situations

When the situation looks like this…	*The management strategy is probably this…*
… You will be held accountable for the outcome and are in conflict with someone with less experience or expertise in the area … You listen to and understand the viewpoints of the other person and then show him the flaws in his ideas and how you have found a better way to proceed … There is an emergency or crisis … A decision is unpopular … You are certain that you are correct about a crucial matter … You are defending against opportunists who might exploit a less combative style	**COMPETING** *Key skill needed: identification and use of power*
… The issue at hand is not really important to you … The group has little stake in the outcome … You are aware that the other side's position has more merit or justice than your own … You wish to make amends or reparations … The controversy matters more to the other party than you … You want to build up a "debt" to collect later … The other side holds all the winning cards … You value peace more than the potential gains in the controversy	**ACCOMMODATING** *Key skill needed: ability to live with, even embrace, conditions you do not like*
… You have expertise in one area of the issue and the other person has expertise in another area of the issue … The desires of both parties are too important for a simple trade-off … Overcoming previous hostilities in a relationship	**COLLABORATING** *Key skill needed: consensus building*
… "Agreeing to disagree" would not impede the group's progress … The controversy is trivial … Victory is impossible … It is advantageous to let strong emotions subside before addressing the issue … Further research is more useful than a quick resolution … Someone else can solve the problem better … The concern is far from the central issue(s)	**AVOIDING** *Key skill needed: ability to tolerate the lack of closure*
… The group needs to move on due to time constraints … Opponents of equal strength are locked in zero-sum bargaining … Collaboration or competition has already failed	**COMPROMISING** *Key skill needed: negotiation and mediation*

Adapted from USAIDWorks! (no date), which cites KW Thomas RH Kilmann (1974).

CONFLICT MANAGEMENT GUIDANCE

Clarifying Confusion about Conflict

Conflict is when two or more values, perspectives and opinions are contradictory in nature and haven't been aligned or agreed about yet, including:

- Within yourself when you're not living according to your values;
- When your values and perspectives are threatened; or
- Discomfort from fear of the unknown or from lack of fulfillment.

Conflict is inevitable and often good, for example, good teams always go through a "form, storm, norm and perform" period. Getting the most out of diversity means often-contradictory values, perspectives and opinions. Conflict is often needed. It:

- Helps to raise and address problems.
- Energizes work to be on the most appropriate issues.
- Helps people "be real", for example, it motivates them to participate.
- Helps people learn how to recognize and benefit from their differences.

Conflict is not the same as discomfort. The conflict isn't the problem - it is when conflict is poorly managed that is the problem. Conflict is a problem when it:

- Hampers productivity.
- Lowers morale.
- Causes more and continued conflicts.
- Causes inappropriate behaviors.

Managerial Actions that Cause Workplace Conflicts

✓ *Poor communications*
a. Employees experience continuing surprises, they aren't informed of new decisions, programs, etc.
b. Employees don't understand reasons for decisions, they aren't involved in decision-making.
c. As a result, employees trust the "rumor mill" more than management.

✓ The alignment or the amount of *resources* is insufficient. There is:
a. Disagreement about "who does what".
b. Stress from working with inadequate resources.

✓ "*Personal chemistry*", including conflicting values or actions among managers and employees, for example:
a. Strong personal natures don't match.
b. We often don't like in others what we don't like in ourselves.

✓ *Leadership* problems, including inconsistent, missing, too-strong or uninformed leadership (at any level in the organization), evidenced by:
a. Avoiding conflict, "passing the buck" with little follow-through on decisions.
b. Employees see the same continued issues in the workplace.
c. Supervisors don't understand the jobs of their subordinates.

Managerial Actions / Structures to Minimize Conflicts

- ✓ Regularly *review job descriptions*. Get your employee's input on them. Write down and date job descriptions. Ensure that:
  - a. Job roles don't conflict.
  - b. No tasks "fall in a crack".
- ✓ Intentionally *build relationships* with all subordinates.
  - a. Meet at least once a month alone with them in office.
  - b. Ask about accomplishments, challenges and issues.
- ✓ Get regular, written *status reports* and include:
  - a. Accomplishments.
  - b. Currents issues and needs from management.
  - c. Plans for the upcoming period.
- ✓ Conduct *basic training* about:
  - a. Interpersonal communications.
  - b. Conflict management.
  - c. Delegation.
- ✓ Develop procedures for *routine tasks* and include the employees' input.
  - a. Have employees write procedures when possible and appropriate.
  - b. Get employees' review of the procedures.
  - c. Distribute the procedures.
  - d. Train employees about the procedures.
- ✓ Regularly hold *management meetings*, for example, every month, to communicate new initiatives and status of current programs.
- ✓ Consider an *anonymous suggestion* box in which employees can provide suggestions.

To Manage a Conflict Within Yourself - "Core Process"

It's often in the trying to manage internal conflict that we make progress - not in getting the best solution. The following steps will help you in this regard.

- ✓ Name the conflict, or identify the issue, including what you want that you aren't getting. Consider:
  - a. Writing your thoughts down to come to a conclusion.
  - b. Talk to someone, including asking them to help you summarize the conflict in 5 sentences or less.
- ✓ Get perspective by discussing the issue with your friend or by putting it down in writing. Consider:
  - a. How important is this issue?

b. Does the issue seem worse because you're tired, angry at something else, etc.?
c. What's your role in this issue?

- ✓ Pick at least one thing you can do about the conflict.
  a. Identify at least three courses of action. For each, write at least three pros and cons.
  b. Select an action - if there is no clear course of action, pick the alternative that will not hurt, or be least hurtful, to yourself and others.
  c. Briefly discuss that course of action with a friend.

- ✓ Then do something.
  a. Wait at least a day before you do anything about the conflict. This gives you a cooling off period.
  b. Then take an action.
  c. Have in your own mind, a date when you will act again if you see no clear improvement.

To Manage a Conflict With Another Person - "Core Process"

- ✓ Know what you don't like about yourself, early on in your career. We often don't like in others what we don't want to see in ourselves.
  a. Write down 5 traits that really bug you when see them in others.
  b. Be aware that these traits are your "triggers".

- ✓ Manage yourself. If you and/or the other person are getting heated up, then manage yourself - be calm by:
  a. Speaking to the person as if the other person is not heated up - this can be very effective!
  b. Avoid use of the word "you" - this avoids blaming.
  c. Nod your head to assure them you heard them.
  d. Maintain eye contact with them.

- ✓ Move the discussion to a private area, if possible.

- ✓ Give the other person time to vent. Don't interrupt them or judge what they are saying.

- ✓ Verify that you're accurately hearing each other. When they are done speaking:
  a. Ask the other person to let you rephrase, to ensure you are hearing them.
  b. To understand them more, ask open-ended questions. Avoid "why" questions - those questions often make people feel defensive.

- ✓ Repeat the above step; verify that they are hearing you. When you present your position
  a. Use "I", not "you".
  b. Talk in terms of the present as much as possible.
  c. Mention your feelings.

- ✓ Acknowledge where you disagree and where you agree.

- ✓ Work the issue, not the person. When they are convinced that you understand them: Ask "What can we do fix the problem?" They will likely begin to complain again. Then ask the same question. Focus on actions they can do, too.

- ✓ If possible, identify at least one action that can be done by one or both of you. Ask the other person if they will support the action. If they will not, then ask for a "cooling off" period.

- ✓ Thank the person for working with you.

- ✓ If the situation remains a conflict, then:
  - a. Conclude if the other person's behavior conflicts with policies and procedures in the workplace and if so, present the issue to your supervisor.
  - b. Consider whether to agree to disagree.
  - c. Consider seeking a third party to mediate.

Adapted from: Field Guide to Leadership and Supervision. Written by Carter McNamara. www.managementhelp.org.

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Women in Technology : Middle East and North Africa

Professional Development Training

Module 3-3
Task Management

SESSION 3-3: TASK MANAGEMENT

SESSION AT A GLANCE

Content	Time	Activity
Introduction & Strategic Planning	50 minutes	Interactive exercise & debrief
SWOT and Action Planning	15 minutes	Interactive Discussion
Other Planning Tools	20 minutes	Interactive Discussion
Meetings	20 minutes	Brainstorming exercise
Wrap-Up	5 minutes	End-of-Day Reflection forms
Total Time	**2 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	The content of this session is composed of key tools for both managers and employees. They are geared towards helping a participant develop strategic thinking skills, and provide them operational tools they can use once the big picture is mastered. The session includes some of the most widely known tools used by management professionals – and while they will not become proficient in these tools, they will be able to move forward on their own with them, as well as demonstrate their fluency in them.
Learning Objectives	By the end of this session, participants should be able to: 1. Explain the different levels of planning and when each needs to be used 2. Describe optimal usage of common task management and planning tools and techniques 3. Structure and facilitate a meeting

Materials and Supplies Needed	❑ Agenda (in Participant Packet) ❑ PPT: Managing the Work ❑ HO1: Planning Exercise Cards (four-five sets; one per small group) ❑ HO2: Planning Basics PPT-generated handout (one per participant) ❑ HO3: Planning Tools (1 participant) ❑ HO4: Running Effective Meetings (1 per participant) ❑ HO5: Meeting Agenda Format (1 per participant) ❑ Flipcharts, tape and markers
Set Up Before the Session	❑ Cue computer and screen for PPT ❑ Assemble sets of Planning Exercise Cards – cut along lines and have enough sets ready to hand out early in the session.
Potential Issues	*Please add issues here as you gain experience with this session over time.*
Alternative Delivery	*Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

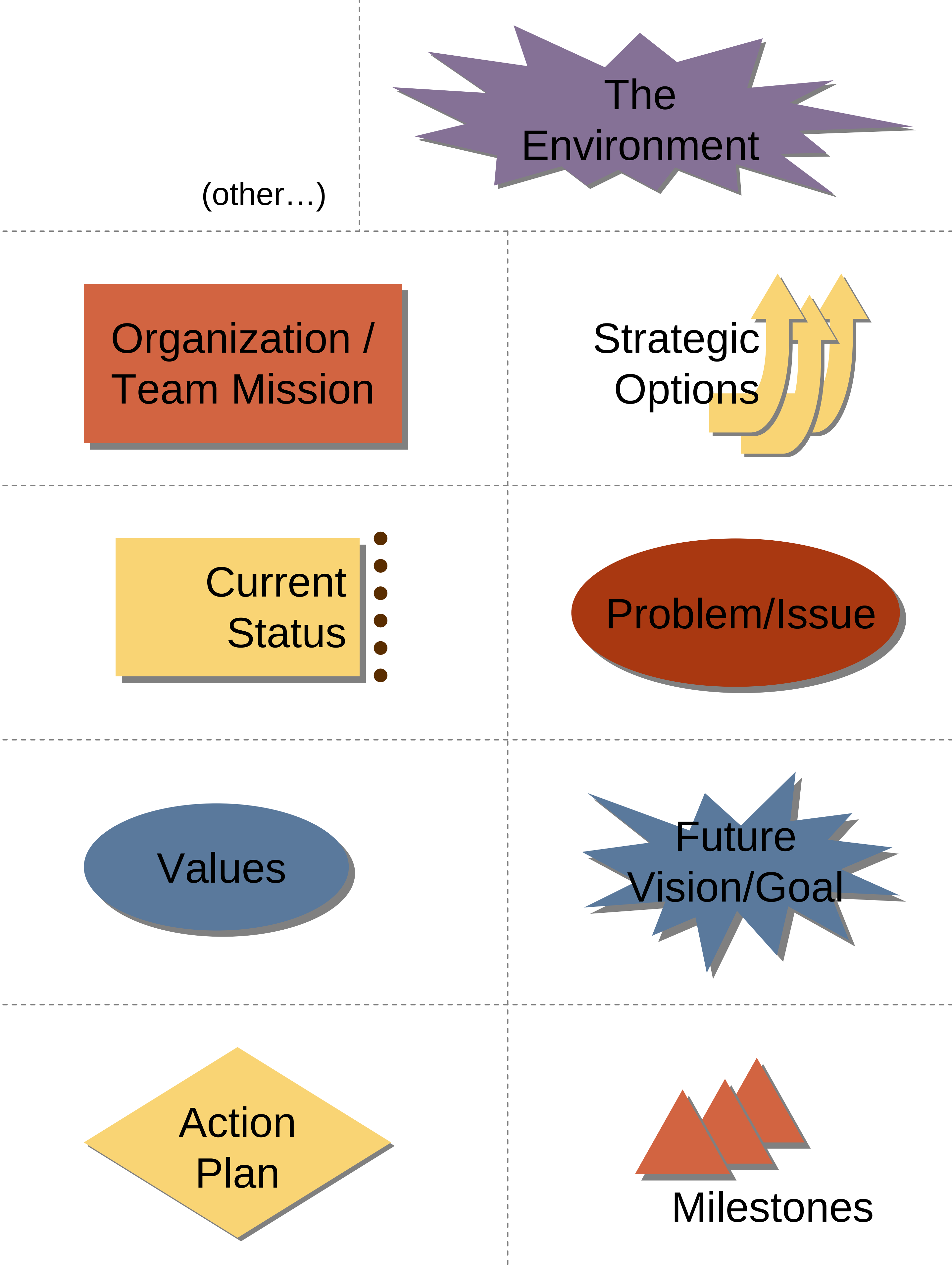
Introduction *5 minutes*	Welcome participants to the session. Ask participants to remember back to the first Professional Development session about roles we play in groups. Ask: • "What are the three types of roles we studied? " *(task, maintenance and dysfunctional).* • "Today we looked at tools and concepts to help do better jobs in which of those three types of roles?" *(Maintenance, primarily, though we did talk about dysfunctional roles people play and ways of dealing with them.)* • "For the rest of the afternoon we will look at management tools that help us deal with the TASK aspect of our work." Cue **PPT Slide 1**. Share learning objectives and check for understanding and concurrence.

Planning Techniques *45 minutes*	*Discussion*: "When you were planning something – for example, whether to get married, whether to raise a family, start a career, start a business – what were the types of questions you were asking yourself? Before you started? While you were actively doing what you had planned? And at the end?" Relate the types of questions to "thinking strategically" (is this what I ought to be doing) or "thinking operationally" (how to carry out the plan), and move to **PPT Slide 3**. Explain that we'll spend some time talking about strategic planning, then contrast that with action, or operational, planning. *Planning Exercise*: Divide participants into groups of about five persons each. Distribute one set of cards per group and give them the following instructions: The cards you have received are common elements of planning processes. As a group, discuss and decide the arrangement of cards that forms a logical planning process, and tape it on a FC paper. You may use as many of the cards as you wish, and you may create one additional card if you have an idea that is not represented. When you have finished, be prepared to explain your process to the large group. You have 10 minutes. When they have finished ask each group to present its arrangement. Ask questions to clarify where necessary, making sure that you get the teams to say what they mean by each term, since teams may well give different meanings to the same word. Did you NOT use some of the cards? Which ones and why? Ask teams which DID use those cards why they thought it was important to include them? Did the teams have the same or different starting points? Ending points? Were there differences in the placement of the Action Plan cards? Most teams put those towards the bottom, meaning that they understand that the Action Plan flows form the strategy. We'll talk about Action Plans shortly, but now let's talk a bit about the strategic planning process. Make the point that there are many approaches to strategic planning, such as: • Goals-based: The most common. Starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when) • Issues-based: Strategic planning often starts by examining issues facing the organization (environment), strategies to address those issues, and Action Plans • "Organic": Strategic planning might start by articulating the organization's vision and values and then action plans to achieve the

	vision while adhering to those values Cue the Strategic Planning **PPT 4 & 5** and talk them through each of the elements of the classic goals-based approach. Points to include are: • Environment: where you are situated; what you can influence or control, who the players are and their importance • Problem/Issue: the raison d'etre (the essential purpose) of your business team, or situation your organization exists to improve • Values: the often unspoken things that guide how your group does business, and interacts internally the way you do • Mission: the rallying cry for your group/organization – what you hope to become, provide, represent – in general terms • Future Vision / Goal: where you hope to arrive after a certain period; often the "corrected" version of the problem statement • Current Operations: what you do, how effectively/efficiently you produce now • Strategic Options – the results of your analysis of all these elements; you will chose the bet among these • Action Plan and Milestones: what you are going to DO to put the strategy into practice Other points you can make: • Duration: some plans are scoped to one year, many to three years, and some to five to ten years into the future • Detail: some plans include only top-level information and no action plans • Length: some plans are five to eight pages long, while others can be considerably longer • The process: far more important than the strategic plan document, is the strategic planning process itself, which if done correctly, involves many different levels within an organization
	Discussion/PPT: SWOT: Announce that we will discuss one additional tool that is commonly used = perhaps they have heard of this already. Show **PPT Slide 6** and ask participants to explain in their own words what each of the four quadrants is. • Strengths / Weaknesses: What are good sources of information about these? *(yourselves and outsiders; also compare with your competitors or similar groups)* • Opportunities / Threats: what are sources of these? *(Changes in technology, regulatory environment, personnel, market tastes)* Note that these are opposite sides of the same issue. [The character in written Chinese is the same for both.] • In what ways is SWOT similar to Strategic Planning? *(looks at big picture,*

	plus elements of how team currently performs). • When would you want to use SWOT rather than a larger scale strategic planning exercise? *(As an update to the Strategic Plan; when something big happens that indicates a change of course is required.)* Note that it can also be used on a personal level, and we will see it again in the last Professional Development module on preparing CVs.
	Discussion/PPT: Action Plans: Before showing **PPT Slide 7 & 8** ask participants to give examples of Action Plans they have used in the last 24 hours… last week… last three months… *(Household chores, annual work plans, Professional Development Daily Reflection pages…)* • What is the difference between a Strategic and an Action Plan? • What are some of the elements of an Action Plan? Show PPT slides on action planning and fill in the ideas they have not yet provided. Check for understanding and move on.
Other Planning *20 minutes*	*Terminology*: Goals and Objectives: Ask participants the difference between the two. They will probably have no trouble making the distinction, but they may ask about other terms (<u>purpose & aims</u>, which are other words used for goals; <u>results</u>, which are achieved at every level, <u>targets</u>, which tell you how far or how much of a change you are looking for, and <u>indicators</u>, which are signs or markers used to measure progress). Stick with Goals and Objectives only, and make the following points, with the **PPT Slide 12**: • "DO" versus "BE" statements – do not confuse actions toward a goal or objective with the goal/objective itself. Those are destinations, not means of transport. • Logical connection between goal and objectives – do they make sense? Make sure everyone knows the connections between your actions, objectives and goal – it's not always clear to everyone outside your team! *Log Frame*: another common planning tool, used often in development projects (i.e., World Bank, etc.) Attempts to lay out for everyone how the project is logical, comprehensive. Talk through **PPT Slide 13**. *Gantt Chart*: Microsoft Project uses this common tool, which shows when things need to get done, and how they overlap with other activities. Talk them through **PPT Slide 14**. Why would this be preferable to simply listing out the tasks? *Microsoft Outlook*: on a more personal level, you can either print out a calendar from Outlook for the day, the week, or the month and write your activities in pencil. You can also pull tasks in from your e-mail, share schedules with your team members. Updating the team calendar is a common agenda item for periodic team meetings, if you do not electronically share your schedules.

Meeting Facilitation & Application *15 minutes*	Ask participants to think back on the very first Professional Development session on group roles and team stages of development. What are the two main types of roles that a good facilitator or convener must assure? *(task and maintenance).* Let's brainstorm some of the things that a good meeting convener would do to make sure that team meeting are productive. On a FC, put a line down the middle. On one side write the header Task and the other side Maintenance. Note the ideas in the proper column as they come up in the brainstorming. Paraphrase, summarize and ask clarifying questions as necessary. Once you have a good list, ask participants to pick three, from their personal experience, that are routinely NOT carried out, or not carried out WELL. For each idea, take a show of hands and note the number on the FC. If there are many, break the group into smaller groups and assign each group one or two items. Then ask, "Based on what we have seen in this session and the Team Development module, what tools, techniques and approaches can you use to do better for these problem areas you have identified?" Give them 10 minutes to come up with one or two ideas for each. Share the group ideas in plenary, making sure that you have noted on a FC the suggestions (people might want to copy these for their own use outside of the session.) Show the last **PPT Slide 15** to summarize their ideas, compare their ideas, and congratulate them on a fine job. Distribute handouts for the session, noting they can find additional information and inspiration in them.
Wrap-Up *5 minutes*	Thank participants for their energy during this day of learning and practice. Ask participants to turn to the objectives for the day (or uncover them if you have had them on FC) for the two main sessions (leadership and task management) and ask if they thought the objectives had been achieved. Hand out the 2-page daily journal and ask them to fill it out. Page 1 is for them to keep, as it is a personal action-planning tool☺. You will collect page 2 when they have finished.


(other…)
The Environment
Organization / Team Mission
Strategic Options
Current Status
Problem/Issue
Values
Future Vision/Goal
Action Plan
Milestones

الشرق الاوسط و شمال افريقيا

WIT MENA

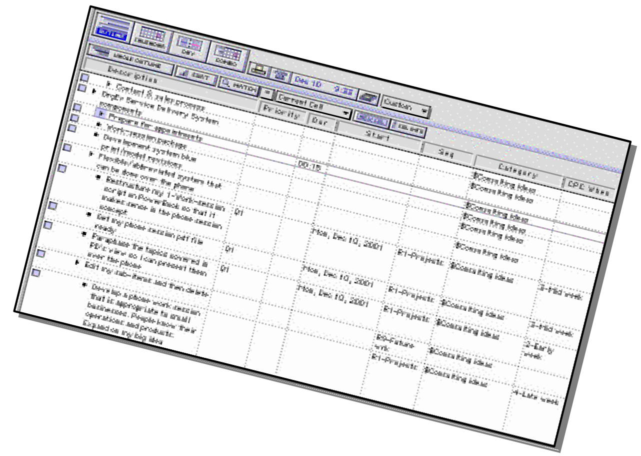
Women in Technology : Middle East and North Africa

Professional Development Training

Managing the Work

Strategic Planning
Action Planning

Ways of Thinking…



Thinking Strategically

"Is this what I ought to be doing?"

Thinking Operationally

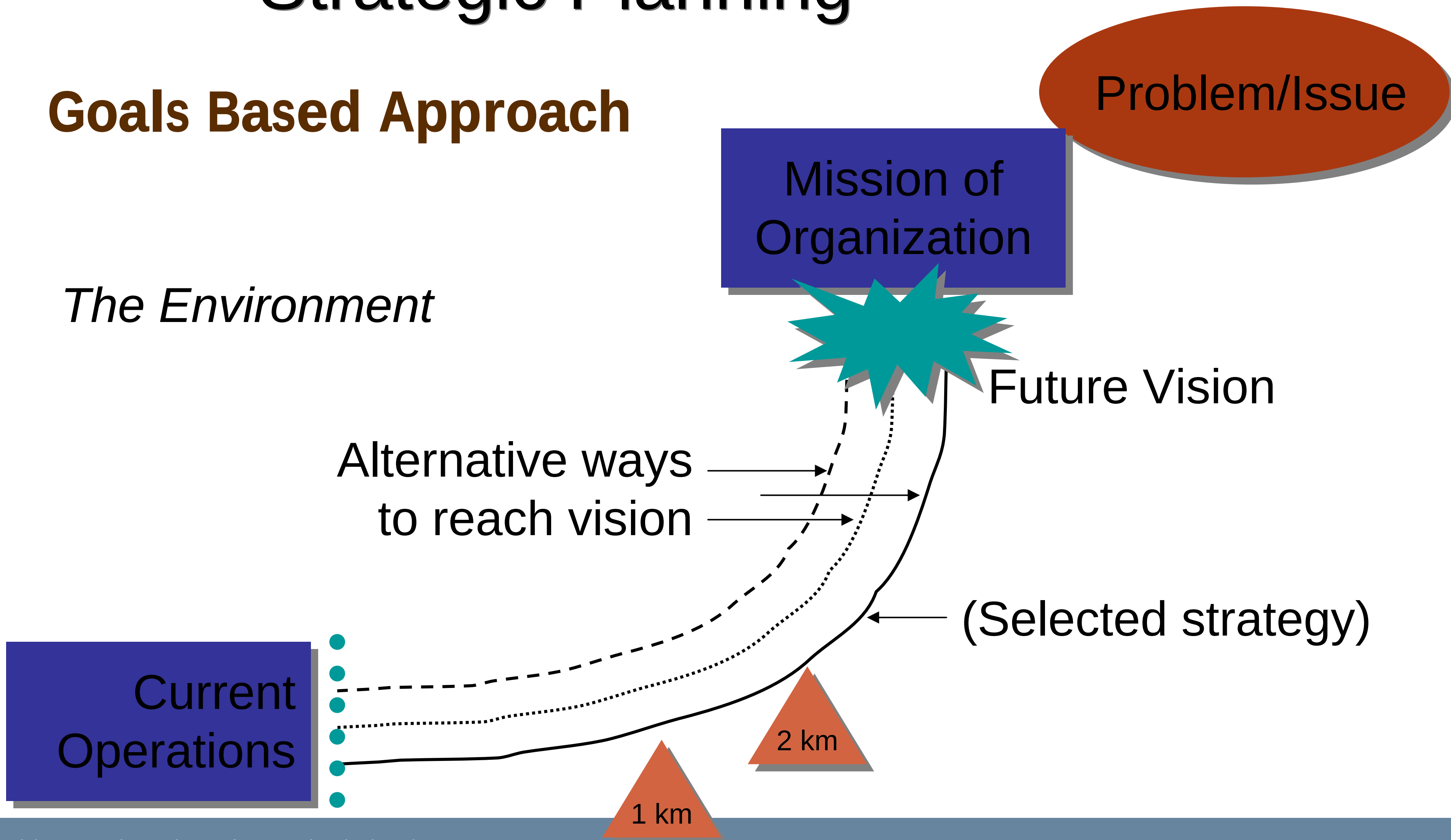
"How to carry out my plan…"

What is a Strategic Plan?

Describes the "big picture"…

- where an organization intends to be after several years
- how it's going to get there in general terms
- how it will know if it succeeded or not

Strategic Planning



S.W.O.T. Analysis

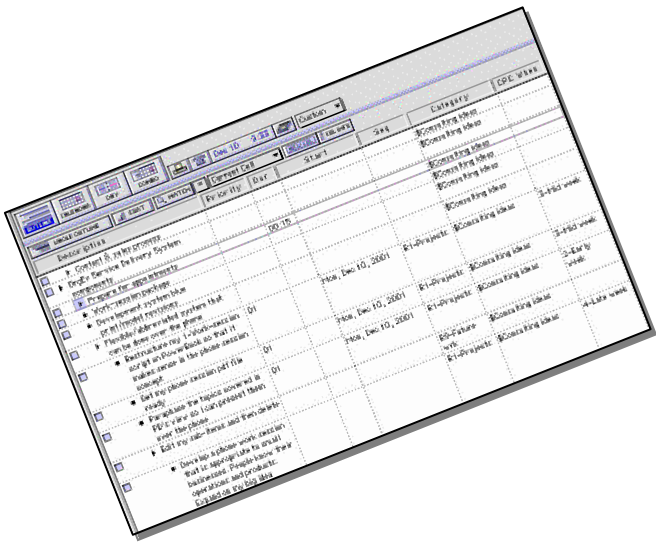
STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

What is an Action* Plan?



** Also called "Operational Plan"*

Goes into the "details"…

- What, When, Who, How
- Shared between involved parties
- Frequently reviewed and adjusted

Contents of an Action Plan

	Obj #	*Who*	*When*	*With what*	*Tell who*
Action 1					
Action 2					
Action 3					

- What action or change will occur?
- What objective(s) does it contribute to?
- Who will carry it out?
- By when? (for how long?)
- What resources are needed?
- Who should be informed of results?

Why develop…

…a Strategic Plan?

…an Action Plan?

Why Develop a…

Strategic Plan

- Clearer focus enables efficiency / effectiveness
- Builds strong teams
- Great satisfaction among planners from common vision

Action Plan

- Lends credibility to your team's work
- So details are not overlooked
- Assures feasibility
- Assures efficiency
- Accountability

Other Planning Terms and Tools

Goals & Objectives

Goal

- Long range aim for a specific period
- You may not have full control over everything needed to achieve this nor can you take full credit for making it happen
- Your objectives must logically contribute to it, however

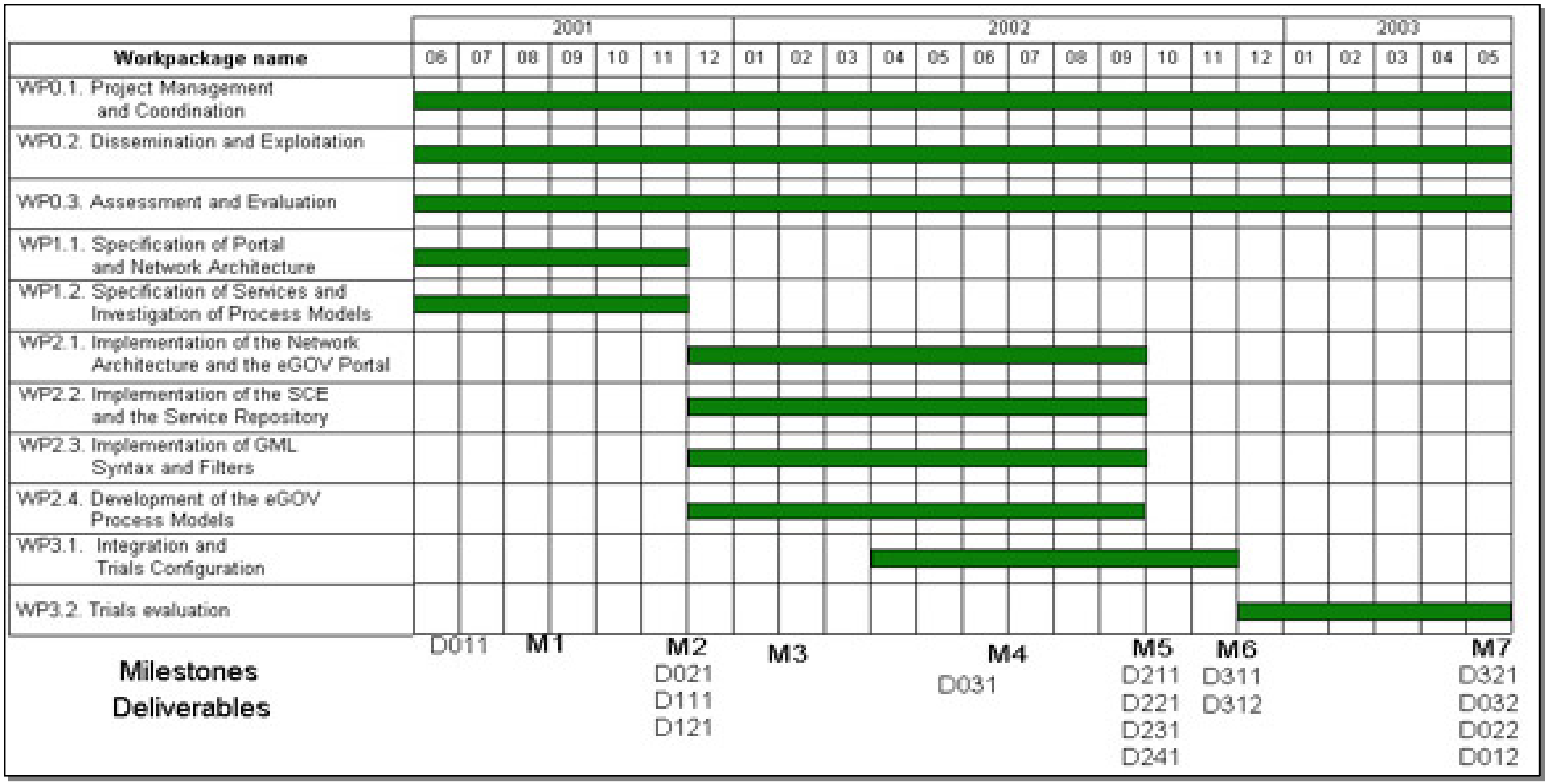
Objective

- A specific step or milestone, which enables you to reach a goal. It is a result, not an activity
- You take responsibility for making it happen, so make sure it is:
  - Specific
  - Attainable, yet challenging
  - Measurable
  - Understandable to all

Logical Framework

Narrative Summary	*Objectively Verifiable Indicator*	*Means of Verification*	*Critical Assumptions*
Project Goal	Signs, markers of progress		
Project Objective			Factors influencing success
Outputs			
Activities Project logic & description		Sources of information	

GANTT Chart


2001
2002
2003
Workpackage name
06 07 08 09 10 11 12 01 02 03 04 05 06 07 08 09 10 11 12 01 02 03 04 05
WP0.1. Project Management and Coordination
WP0.2. Dissemination and Exploitation
WP0.3. Assessment and Evaluation
WP1.1. Specification of Portal and Network Architecture
WP1.2. Specification of Services and Investigation of Process Models
WP2.1. Implementation of the Network Architecture and the eGOV Portal
WP2.2. Implementation of the SCE and the Service Repository
WP2.3. Implementation of GML Syntax and Filters
WP2.4. Development of the eGOV Process Models
WP3.1. Integration and Trials Configuration
WP3.2. Trials evaluation
Milestones
Deliverables
D011
M1
M2
D021
D111
D121
M3
M4
D031
M5
D211
D221
D231
D241
M6
D311
D312
M7
D321
D032
D022
D012

Team Meetings

- Who: People directly involved; those with a stake in the outcome; resource people
- What: Always provide agenda in advance; record and communicate action items
- How: clear roles; facilitate (task & maintenance); assure participation

PROJECT PLANNING & MANAGEMENT TOOLS

S.W.O.T. ANALYSIS

SWOT Analysis (or TOWS Analysis) is a powerful technique for identifying **Strengths** and **Weaknesses**, and for examining the **Opportunities** and **Threats** you face. Used in a business context, it helps you carve a sustainable niche in your market. it can help you uncover opportunities that you are well placed to take advantage of. And by understanding your weaknesses, you can manage and eliminate threats that would otherwise catch you unawares. By looking at yourself and your competitors using the SWOT framework, you can start to craft a strategy that helps you distinguish yourself from your competitors, so that you can compete successfully in your market.

STRENGTHS

- ✓ What advantages does your company have?
- ✓ What do you do better than anyone else?
- ✓ What unique or lowest-cost resources do you have access to?
- ✓ What do people in your market see as your strengths?

Consider this from an internal perspective, and from the point of view of your customers and people in your market. And be realistic: It's far too easy to fall prey to "not invented here syndrome". Also, if you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths! In looking at your strengths, think about them in relation to your competitors - for example, if all your competitors provide high quality products, then a high quality production process is not a strength in the market, it is a necessity.

WEAKNESSES

- ✓ What could you improve?
- ✓ What should you avoid?
- ✓ What are people in your market likely to see as weaknesses?

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

OPPORTUNITIES

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

Useful opportunities can come from such things as:

- Changes in technology and markets on both a broad and narrow scale
- Changes in government policy related to your field
- Changes in social patterns, population profiles, lifestyle changes, local events, etc.

A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

THREATS

- ✓ What obstacles do you face?
- ✓ What is your competition doing?
- ✓ Are the required specifications for your job, products or services changing?
- ✓ Is changing technology threatening your position?
- ✓ Do you have bad debt or cash-flow problems?
- ✓ Could any of your weaknesses seriously threaten your business?

Carrying out this analysis will often be illuminating - both in terms of pointing out what needs to be done, and in putting problems into perspective. You can also apply SWOT analysis to your competitors. As you do this, you can see how and where you should compete against them.

EXAMPLE: A start-up small consulting business might carry out the following SWOT analysis:

Strengths	*Weaknesses*
• We are able to respond very quickly since we have no bureaucracy, etc. • As our current amount of work is small, we have plenty of time to devote to customers • Our consultants have strong reputations • We can change direction quickly if we find that our marketing is not working • We have little overhead, so offer good value	• Our company has no market presence or reputation • We have a small staff with a shallow skills base in many areas • We are vulnerable to vital staff being sick, leaving, etc. • Our cash flow will be unreliable in the early stages
Opportunities	*Threats*
• Our business sector is expanding, with many future opportunities for success • Our local government wants to encourage local businesses with work where possible • Our competitors may be slow to adopt new technologies	• Will developments in technology change this market beyond our ability to adapt? • A small change in focus of a large competitor might erase out any market position we achieve

The consulting business may therefore decide to specialize in rapid response, good value services to local businesses. Marketing would be in selected local publications, to get the greatest possible market presence for a set advertising budget. The consultancy should keep up-to-date with changes in technology where possible.

LOGFRAME

Logframe stands for 'Logical Framework', and is essentially a very simple method of **tying in goals and objectives into inputs, processes and outputs.**

It is widely used by development agencies such as the World Bank. Logframe was developed in the 1970s mainly for infrastructure development projects, dating back to a mixture of strategic planning and management by objectives models, with all the strengths and weaknesses of such approaches on highly complex projects. Logframe is now used by many (if not most) development agencies in some form or other, but for much more than just infrastructure outputs.

The Logical Framework has the following advantages:

- It brings together in one place a statement of all the key components of a project (this is particularly helpful when there is a change of staff)
- It presents them in a systematic, concise and coherent way, thus clarifying and exposing the logic of how the project is expected to work
- It helps to ensure that inputs and outputs are not confused with each other or with objectives, and that wider ranging goals are not overlooked
- It clarifies the relationships which underlie judgments about likely efficiency and effectiveness of projects
- It identifies the main factors related to the success of the project
- It provides a basis for monitoring and evaluation by identifying indicators of success, and means of quantification or assessment

The main problem with logframe, as with any 'tool', is that while originally developed and envisaged as a longer process of reflection and correction, with updating of the matrix as and when conditions changed, it is now often carried out as a one-person desk exercise job of filling in a table that is never updated.

Logical Framework Matrix

Narrative Summary	*Verifiable Indicators*	*Means of Verification*	*Assumptions*
Project goal: Overall rationale for the project, overall problem the project is aiming to solve or contribute to.	What are the quantitative ways of measuring, or qualitative ways of judging, whether these broad objectives are being achieved?	What sources of information exists, or can be obtained cost-effectively?	What external factors are necessary for sustaining objectives in the long run?
Project purpose: Result that the project hopes to generate by producing project outputs. The project should have only one clearly stated purpose.	What are the quantitative measures or qualitative evidence by which achievement and distribution of impacts and benefits can be judged?	What sources of information exist or can be provided cost-effectively? Does provision for collection need to be made under inputs-outputs?	What conditions external to the project are necessary if achievements of the project's purpose is to contribute to reaching the project goal?
Outputs: Indicate each of the outputs that are to be	What kind and quantity of outputs, and by when will	What sources of information?	What are the factors not within the control of the

Narrative Summary	Verifiable Indicators	Means of Verification	Assumptions
produced by the project in order to achieve project purpose.	they be produced?		project which, if not present, are liable to restrict progress from outputs to achievements of project purpose?
Activities: Indicate each of the activities that must be undertaken in order to accomplish the outputs.	We recommend that VI's are included against all activities. This is essential for projects reporting and monitoring against the Logical Framework.	What are sources of information?	1) What external factors must be realised to obtain planned outputs on schedule? 2) What kind of decisions or actions outside the control of the project are necessary?

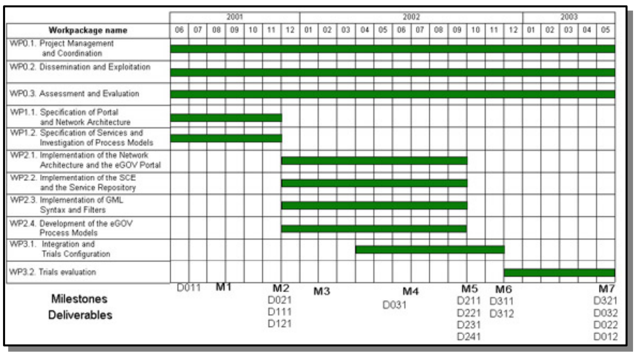
A GANTT CHART

A Gantt Chart is a popular type of bar chart that **illustrates a project schedule**. Gantt charts illustrate the start and finish dates of the terminal elements and summary elements of a project. Terminal elements and summary elements comprise the work breakdown structure of the project. Some Gantt charts also show the dependency (i.e., precedence network) relationships between activities. Gantt charts can be used to show current schedule status using percent-complete shadings and a vertical "TODAY" line (also called "TIME NOW").

The advent of personal computers in the 1980s resulted in the ability to produce and edit elaborate Gantt charts. These desktop applications were primarily intended for project managers and project schedulers. In the late 1990s and early 2000s, Gantt charts became a common feature of web-based applications, including collaborative groupware.

The initial format of the chart was developed by Henry L. Gantt in 1910. Although now considered a common charting technique, Gantt charts were considered quite revolutionary at the time they were introduced. Gantt charts have become a common technique for representing the phases and activities of a project work breakdown structure, so they can be understood by a wide audience.

A Gantt chart is easily comprehended for small projects that fit on a single sheet or screen, but they can become quite unwieldy for projects with more than about 30 activities. Larger Gantt charts may not be suitable for most computer displays. A related criticism is that Gantt charts communicate relatively little information per unit area of display. That is, projects are often



considerably more complex than can be communicated effectively with a Gantt chart.

Gantt charts only represent part of the triple constraint of projects, because they focus primarily on schedule management.

Although project management software can show schedule dependencies as lines between activities, displaying a large number of dependencies may result in a cluttered or unreadable chart.

Because the horizontal bars of a Gantt chart have a fixed height, they can misrepresent the planned workload (resource requirements) of a project. In the example shown in this article, Activities E and G appear to be the same size, but in reality they may be orders of magnitude different. A related criticism is that all activities of a Gantt chart show planned workload as constant. In practice, many activities (especially summary elements) have front-loaded or back-loaded work plans, so a Gantt chart with percent-complete shading may actually miscommunicate the true schedule performance status.

TIME MANAGEMENT USING MICROSOFT OUTLOOK HELP

Scheduling time to complete a task is a problem most professionals face daily. You not only have to find time to devote to each task — you also have to determine your priorities and fit all your tasks together efficiently. For example, imagine that you receive an e-mail message asking you to create design ideas for an internal training. While you'd like to work on it, the first obstacle is finding the time to work on it. You can use Microsoft Office Outlook® 2003 to help, with a three-step process:

1. Use the message to create a task.
2. Assign a priority to the task.
3. Drag the task onto the calendar, blocking out the time necessary to accomplish it.

Note: This requires that the Navigation Pane be displayed, including the Calendar, Mail, and Tasks buttons. First, open Outlook. Then, on the View menu, click Navigation Pane.

Part One: Create a Task from an E-Mail Message

Use an e-mail message that you have received to create a task.

1. Click Mail in the Navigation Pane to display e-mail messages.
2. Select the message you're interested in scheduling.
3. Drag the message to the Tasks in the Navigation Pane. A task window opens, with the message header and text automatically inserted in the task window text box. *Note: The information is copied into the task window, but the original e-mail message is not deleted or moved from its original location.*
4. In the task window, select options on the Task tab and the Details tab.
5. Click Save and Close.

Part Two: Prioritize and Sort Tasks

Set priority levels for your tasks

By default, tasks have a Normal priority level, but you can change the level to Low or High.

1. Click Tasks in the Navigation Pane to display the Tasks list.
2. Double-click the task to open it.
3. In the Priority box, click the High priority level so this task gets top attention.
4. Click Save and Close.

Sort tasks in priority order

1. Click Tasks in the Navigation Pane to display the Tasks list.
2. On the View menu, point to Arrange By, and then click Importance.

Schedule time to complete the task

1. Click Calendar in the Navigation Pane to display the calendar.
2. On the Calendar toolbar, click Day 1 Day or Work Week 5 Work Week to open the calendar.
3. On the View menu, click TaskPad to open the TaskPad next to the calendar.
4. In the calendar, select the period of time you want to allot to your task. For example, if you need a three-hour block of time to devote to your task, that's how much you should select.
5. Drag the task from the TaskPad onto the calendar. The Appointment window opens.
6. In the Appointment window, the date and time that you selected are already entered. You can also add more notes and details.
7. Click Save and Close.

A quick glance at your calendar will now show that you're busy. Moreover, if someone sends a meeting request for that time, it will be clear that you're unavailable.

[i]

[i] *Microsoft Outlook Help adapted from: Microsoft On-Line Assistance > Outlook 2003 > Work Essentials with Outlook > Human Resources*

Running Effective Meetings

An excellent facilitator does many things in a meeting and needs to have lots of practical and theoritical understanding of how groups work. A facilitator's checklist should include the following:

Before the Meeting:

- Make a plan. Think about how to approach each agenda item. Are there any specific agenda items which may need a special format for discussion or resolution? Are their issues which will evoke strong feelings or emotions? Make contingency plans.
- Check the environment. Enough chairs, is there food or snacks available, does the lighting set the right mood, is it stuffy, warm enough, is there space to do what I want to do? Check supplies. Do you have everything you need? Paper, pens? etc.
- Write the agenda and meeting goals for all to see using action words to describe outcomes.
- Review outstanding old decisions or discussions from the last two meetings minutes. Is there a follow-up needed?
- Check yourself. Are you feeling well and have the energy to facilitate today? Take time to silently prepare yourself.
- Assign volunteers for meeting tasks such as scribe, doorkeeper, etc.

At the Beginning of the Meeting:

- As people first come into the room, check the body language of each person. Is there tension in the room? Excitement?

As the Meeting Begins:

- Start informally. Share how you are feeling, any special things happening today. Ask for feedback and help making the meeting work well. Share the goal(s) for the meeting with the group.
- The beginning of the meeting is crucial. It is the launching point for the whole energy of the meeting. A meeting launch should be light and lively and get people energized. A group that starts into a meeting laughing and sharing will be have a better probability at handling agenda items with a positive attitude. As you plan your facilitation and examine the agenda items, think about ways to present the items that are creative and interactive.
- Check in with the agenda:
  - ✓ Review the agenda and prioritize. Ask for any additions or deletions.
  - ✓ Set times for discussions and assign each item an owner.
  - ✓ Be sure that items on the agenda are appropriate for large group discussion rather than small group work.
- Announce who is filling the other roles, if you have them.

As the Meeting Progresses:

- For each item on the agenda summarize previous discussions or decisions about the agenda item to bring everyone up to date.
- Watch for dominance of speaking time and ask those who are quiet for ideas and thoughts. Ask: " I'd like to ask those who have not yet spoken to contribute."
- Summarize points and clarify discussion. If an agreement is being sought, point out pertinent elements as they emerge in discussion and test them. It helps to write down on large paper the topic or issue under discussion so everyone can see and refer to it.
- Catch any items which have not been resolved, or come up in a discussion and ask the group what to do with them.
- Note digressions and remind members to stay on task. Write related digressions up on the board and ask the group to delay consideration of this until later - then after the current issue is finished, ask the group what to do with it.
- Make sure you have eye contact with the people you speak to. Listen for and watch body language to catch any unexpressed issues or feelings. Watch for restlessness and take breaks when you sense the need for one.
- Guide members who speak too much to be briefer. Watch for comments which create a negative environment and point it out to the group.
- Be sure any tasks generated are assigned to specific individuals or groups.

As the Meeting Ends:

Review all task assignments and list any decisions made so any misunderstandings can be cleared before people leave. Debrief the meeting with yourself at least, or with the group. What went well, what could be improved.

Praise! Praise! Praise!

Praise people twice as much as you criticize. Never let any good deed or action go unhearalded in the group. Say thank you publically at every meeting. Recognize the value of people's contributions at the beginning or within the meeting. It works wonders. One of the best ways to boost group morale and keep it high, is to notice people's work and praise it regularily.

Other Meeting Roles

Most groups use a combination of roles during a meeting. A role is a specific job, such as facilitator or note taker. When you create process roles be sure to discuss and write down the duties and expectations of each role. Some example roles you might create are:

- Facilitator: Guides the meeting process.
- Note taker: Takes notes. Often rotated. Do not automatically assign the professional secretary to take notes.
- Meeting climate watcher: Looks for feelings such as anger or frustration. Monitors how group is treating individuals.
- Turn keeper: Keeps track of the order people indicated they want to participate.

- Time keeper: Keeps track of how much time has been spent on an issue. Advises group when time allotted for an agenda item is up.
- Door manager: Sits near the door and fills in late comers with the current status of the meeting and what has been discussed so far.

Setting a Clear Meeting Agenda

- After facilitation, the next most important meeting process is to outline a clear agenda. Put the agenda on a board at the meeting so everyone can see it. Let members know what is on the agenda before the meeting.

- Write out each agenda item as a goal or an action. Rather than writing down "discuss budget" as an agenda item, analyze the goal for the item. Write it as a specific task that needs doing such as: "*define budget categories and develop tentative amounts in each category". This helps to organize the thinking of the participants and makes it very clear exactly what is being done or asked for.

- Be sure to identify the type of each item, is it a discussion, a brainstorm for ideas, or a decision? Provide background information with the item so people know WHY this is on the agenda.

- One common problem is prioritizing the agenda. Sometimes there are so many things to deal with that meetings may take hours and hours. As a group, examine each item to ensure it is something the large group should be dealing with. Can a small group be entrusted to make the decision on this item?

  One idea is for the facilitator to set a time limit for discussion of each issue and then defer further action to a sub-group or another meeting. In this case when the time limit is reached the facilitator explicitly asks permission to continue, with the knowledge that other items later on the agenda might not get dealt with.

- Identify resources for each agenda item. Is there a committee or person who knows about this agenda item? Talk with them and assign them the task of introducing the issue and provide background information.

Setting the Flow of the Meeting

Arrange the agenda so there is a mix between short, easy-to-deal-with items and more complex items. Do some easy items on the agenda first to get warmed up and a build a sense of accomplishment. Watch the atmosphere. Take breaks when people seem restless.

Think about how to use breaks in the flow. For example, sometimes a break allows people to informally talk with each other about an issue and this can be exactly what is needed before the group can move forward. If an issue is going around and around between three or four people, call a break and encourage those people to eat some food and talk to each other about their issues. Breaks are very important to keep the energy level high.

Getting Started with Brainstorming

One way to begin approaching the discussion of a particular topic is the free-form brainstorm. The value of brainstorming is that people will hear or see something that will trigger an idea. If you are leading this exercise, try to keep track of non-participants and make it a point to call on them for their ideas. Some people need to be asked. One way to do this is when the ideas slow down, do a "round robin," asking each person in turn for an idea. If they have no new ideas, they can pass.

Before you get started clearly define the brainstorming subject. It can be helpful to address the subject as a question such as Why, How or What. Be sure the note-takers are writing down the ideas as they are contributed, and give them time to do it correctly. You can also write ideas on cards or post-it notes. Once all the ideas are listed they can be easily sorted, categorized, and moved around.

Using Proposals

Sometimes discussion about an agenda item can be started by using a proposal. An effective proposal gives every member as complete a picture of the issue as possible, without being more than one page. Some elements to include:

- An overview which describes why this item is important and worth group time.
- Goals you want the issue to achieve.
- A description which details what the item is about and its history.
- A list of pro's and con's.

Once a proposal is introduced (and ideally it should be distributed before the meeting so people have enough time to think about it), discussion can happen about the issues and concerns, and a modified proposal can be drafted. Be careful, however; sometimes starting a discussion with a proposal can lead the group astray by starting at a particular place which may exclude other ideas or options. It can be helpful to introduce a starting proposal as just a starting place to get discussion going on the issue, rather than finished thinking about the issue.

Giving Everyone a Voice

- Each group defines how members will participate and have their ideas heard. Smaller groups can simply take turns speaking. Some groups use more formal techniques, like raising a hand to ask to speak. As the number of people in a meeting increases beyond twenty, maintaining continuity in a discussion becomes difficult when people are processing and sharing different types of information. Several groups write ideas on post-it notes to signify different kinds of input such as green for "I have information about that," or red for "stop the process." Another way of getting all the voices heard is to break up into small groups and then have each group do a brief report.

- Not every one will attend every single meeting. Informing everyone in the group in advance what the meeting agenda is and what decisions are to be considered will help members decide their priorities. If someone who has important information or strong feelings does not know about the meeting and cannot attend they may feel left out. In some groups if members don't attend a meeting, or submit a written opinion, they have given up their voice in the decision. Other communities contact absent members for approval of any decisions. Make an agreement about how to handle participation from people who do not attend a meeting. It can be very frustrating to hold up a decision because one or more people missed the meeting where all the information about their concerns was discussed and dealt with. Decide how many people must be present to constitute a quorum.

- It happens occiasionally that a decision made on one day, needs to change on another day. Sometimes new ideas or information come up that makes reopening a decision a good idea. Reopening decisions can use a lot a group time to discuss the same issues as before and so having some agreement about how to reopen decisions is helpful. Be careful about reopening decisions for people who do not attend meetings. Discussing the same discussions over again for the benefit of one person sets up a situation that is ripe for frustration, expecially if the same individual is missing meetings and holding up the rest of the group.

- The cooperative process frequently requires giving information and getting input from everyone in the group. In large groups this can take considerable time, and even small groups can take an inordinate amount of time to hear everyone. There are several alternative ways to get people's opinions without tying up the whole group for several hours.

  - ✓ A very simple way to deal with large groups is to break them up into smaller groups. Another way to lighten the meeting load is to create ways outside of meeting time to gather people's opinions, such as with a questionnaire.

  - ✓ Once you have brainstormed a list of ideas, a way to quickly prioritize a list is to print the list and give everyone a set of stickers and let them place stickers next to the items that they find most important.

  - ✓ Another way of gathering input quickly is the two coins method. Give every person in the group two coins of the smallest denomination in your country and place a container in the middle of the group. To speak, a person puts a coin into the container which buys them 1 minute of group time. You only get to use one coin in a round, and once your coins are gone, you don't another chance to speak until all the pennies are spent. Once a round is done, and everyone has spoken, the facilitator calls for another round until, all the pennies are spent, or until no one raises their hand.

  - ✓ Recognize when a topic should be sent to a small group. It is a very large waste of human talent to have thirty adults spend an hour sitting through a discussion that only four or five people are involved in and care about. One way to gauge this is to ask the group how many wish to continue the discussion. If only a few hands go up, and if the topic can be deferred, create a task force or action group and give them the task of presenting a proposal at the next meeting.

Maintaining Group Memory

Document all decisions. Minutes or notes of meetings are the group's memory, and every effort should be made to keep them accurate and up to date. In the case of many legal forms, minutes of meetings are a requirement. If you do not keep records of your decisions, you will very likely have to make the decision again later. If you have phone conversations with government planning or permitting agencies, write down what was said, by whom, and on what date. Minutes and records should be available in some form to every member, or posted in the meeting space so they can be read. It is a good idea to read the decisions made and action items assigned at the end of the meeting so any corrections can be made while the discussion is still fresh in everyones mind.

The action minutes format works well. Divide a paper into two columns, with the left column taking up 1/3 of the page and the right column using the remaining 2/3rds. The agenda item goes into the left column, discussion notes goes into the right column. In the left column under the agenda item goes the names of people who have action items and any dates for completion of those items. If a decision is made, write the word Decision on the left side, and the full text of the decision on the right. This system makes it very easy to scan a large number of minutes for information and decisions.

Used with permission. Adapted from Rob Sandelin at Consensus Works!
(http://www.ic.org/nica/Process/Effmeet.html)

MEETING AGENDA FORMAT

Meeting Subject
Date
Time (start-end)
Location

Organizer / Facilitator:

Participants:

Observers (if any):

Note Taker:

Background Docs:

Please Bring:

Agenda Items / Lead / Time Allotted:

1.

2.

3.

4.

etc.

Action Items / Responsible Person / Priority / Due Date:

1.

2.

3.

4.

etc.

الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Professional Development Training

Module 4-1
Oral Presentations

INSTITUTE OF INTERNATIONAL EDUCATION

SESSION 4-1: ORAL PRESENTATIONS

SESSION AT A GLANCE

Content	Time	Activity
Introduction	10 minutes	Mini-survey
Oral Presentation Basics	30 minutes	Interactive lecturettes on techniques and guidance
Oral Presentation Practice	90-120 minutes	Practice in small group, with feedback
Wrap-Up	3 minutes	Discussion
Total Time	**3 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	Participants will likely have a variety of experience in public speaking - ranging from little to none, possibly. Fewer things in life provoke as much anxiety, and this session aims to provide a tiny bit of experience and some tips, though it does not claim to provide a complete course in oral presentations.
Learning Objectives	By the end of this session, participants should be able to: 1. Make effective formal presentations using appropriate visual aids and delivery techniques 2. Use the SPRA formula (for speaking in public)
Materials and Supplies Needed	• Agenda (in Participant Packet) • HO1: Public Speaking Tips from a Professional (1 per participant) • HO2: How to Stop Rambling and Start Focusing (1 per participant) • FC: Practice Instructions • HO3: Presentations Observation Checklist (1 per participant) • Flipcharts, tape and markers

Set Up Before the Session	• Make sure room is large enough (or that you have breakout space) for four or five groups to simultaneously handle to practice presentation rounds – it could get noisy.
Potential Issues	*This session ideally calls for two-three Instructors to help manage the practice rounds.* *Please add additional issues here as you gain experience with this session over time.*
Alternative Delivery	*Please add other session variations that you have used, or have contemplated using.*

SESSION DELIVERY

Introduction *10 minutes*	*Welcome*: Introduce the session; you can use the following: ✓ I'd like to take a mini-survey: raise your hand if you have ever: given a speech before a large crowd; introduced someone at a gathering; taught a class; represented a group with authorities; been interviewed by the media? ✓ Think about your emotions of those moments, how well (or not so well) it happened, as well as people's reactions. Capture your ideas in one-word answers, and write each word on a post-it note. Bring your post-its to the front and put them all on these FCs (have two blank ones ready in front). As you are putting them there, look at what the others are putting up. ✓ Read some of the words – putting all similar/identical ones together. It doesn't need to be completely organized, but you want to graphically give participants a sense of the range of emotions that were provoked, and the extent to which they share many of the same reactions. ✓ Ask: Is it a surprise that you have so many of the same reactions as your colleagues? What's the most common? Go over *Learning Objectives*, above, and check for understanding. Explain that we have only a few hours but will try and get everyone some stand-up

	experience so that they have at least one practice upon which to build future skills, and lessen some of the anxiety that these words on FCs indicate.
Oral Presentation Basics *30 minutes*	Ask participants to list some of the tips they have seen for creating PowerPoint presentations (white space, logical order of thoughts, main points only – not too much wording; simple design. We'll touch on some of these points as well today, so this should be a good review, but we will go beyond PPT. Launch into lecturette on oral presentations, making sure to cover these points (which are in the handout). Preparing your Presentation: Most people are afraid they won't know what to say – preparation is the key: • Find out about the audience, think about all the approaches that would interest these folks – don't reject ideas until you're ready to sit down and prepare. You must be able to explain to yourself and others • Use the outline feature of Word, or write each idea on a post-it note. These two tools let you rearrange ideas as much as you want. Cut and paste – you may prepare two or three versions before you are satisfied. Ask a trusted colleague for feedback, but remember – you are the one who must be comfortable saying/doing what you prepare. • Do the must know / nice to know / don't need it test, and discard unnecessary ideas. What is the ultimate value to your audience of what you have to say – how will this make their day more productive; help them do their job better; make them laugh? • Are you excited about what you have to say? You need to be. • When you have the main points decided, put them on cards to practice, practice, practice. If you will demonstrate something, practice in advance with the same materials you will use later. • Use appropriate transitions and connections in your presentation. "Announce" or otherwise indicate when you are about to share a particularly important point. Delivering your Presentation • Show up early and check everything out • Dress appropriately for the occasion; if you are unsure – find out from the organizers; if you cannot find out err on the side of too formal. • Practice handling your cards or slide clicker until you manipulate them/it smoothly. • Do not apologize in advance for what you are going to say or that you are nervous – this only calls attention to this and people will then focus on it – just jump in after a few deep breaths. • Focus on people who are paying attention – not those who aren't. • Keep your language natural – avoid unnecessarily big words and jargon. • Move around from the podium if you can – do not stand behind it as a shield, or grip it tightly. If you move around (but not too much) and

	speak confidently you appear very smooth. If you must stay behind a podium, make sure to keep your gestures free and flowing. • Make eye contact with audience members, but do not linger – you want the whole room in your peripheral vision. • If someone asks a question and you can't hear, do NOT approach the person, but from where you are and in a clear voice ask her to repeat her question or comment – you want everyone to hear; it's not just a two-person conversation. Instructors should include any other information from the handout that seems appropriate; just make sure to not talk too long. Also remember to add plenty of questions, and encourage participants to ask questions and provide tips, as well. Distribute HO on Public Speaking Tips from a Pro and give them a couple of minutes to look it over. Make sure you note the formulas for specific formal events on pages four and five.
	Unprepared Presentations: Note that we have talked so far about prepared speeches. Perhaps the most anxiety-producing form of public speaking is when we are called on without preparation. Why is this so disturbing, and what happens when we are called on to speak this way? *(We speak on and on, repeating ourselves, etc.)* We begin to not make sense. We have one more formula to propose, this one for those situations where we are called on to speak ad hoc. Distribute the HO Stop Rambling & Start Focusing so participants can follow along this time. The formula is: Situation – Proposal – Reasons – Action Walk participants through the meaning of this, using the HO as a guide – main points are on page 1. Model using the formula, using a situation of a media person asking about the Professional Development program. • *Situation – women throughout the region are entering the workforce and starting their own businesses in record numbers, most not having well-developed skills in these basic management areas.* • *Proposal – __Sponsoring NGO__ wants to provide these skills in an easily accessible package to local women, and worked with IIE to create this specific program.* • *Reasons – we feel that providing such basic skills make sense economically for the individual women involved. It also makes sense from a human resources perspective, and civil society development perspective to have potential citizens with skills that are necessary for participation in the community.* • *Action – we're looking forward to spreading this program, and providing further training opportunities in this community.* Ask for a volunteer participant (or a table of them) to quickly try it out. Make sure that the four words are clearly visible so people can look at them.

	They can choose their own situation, or other participants can "throw" one at them.
Oral Presentation Practice *90-120 minutes*	*Set-Up*: After dividing the participant into groups containing five-six people. Put the following instructions (in shorter form) on FC and talk the participants through the tasks: Each participant will prepare a five minute presentation, to be presented to the small group. Choose any topic you wish; just make sure you can talk for five minutes about it. You will have 30 minutes to prepare your presentation, using AV equipment or nothing at all. One person in the group will be the official observer/note-taker, and will use the observation checklist provided. This person will also be the time keeper. The rest will be the audience. We will have five or six rounds – depends on the number of people in the group (6 is the maximum, however). The job of observer will shift for each round, so everyone will be a speaker, an observer and an audience member. When the round starts, the timekeeper will say GO and the speaker will begin; when the time keeper says STOP, the speaker must stop, whether she has finished or not. At that point, the speaker can ask for specific feedback. The observer then shares the notes on the checklist and the "audience "can give feedback, too. Remember good feedback rules! After five minutes of feedback, the second round begins. Start the rounds, and make sure to circulate and observe all of the small groups.
	Debrief: This has been a long session and a lot of work for the participants. Applaud them for their risk-taking and explain that in the various groups there were many new insights gained that we'll want to focus on now. You might want to ask participants to call out answers, rather than calling on individual people to give lengthy answers – there will be a lot of people who want to talk about this… Processing Questions: • How did it go for you? (general comments) • What emotion were you feeling as you gave your presentation? • What feedback was most common? • How did your feedback sessions go? • Were they harder than you expected? Generalizing Questions: • What was the biggest thing you realized about yourself as a presenter in this exercise? • What for you is the key piece of advice you had not thought about before, but now realize its importance?

	• What would you say to a friend faced with giving a presentation to help her calm down? • Did you learn anything here today that contradicts your previous beliefs about speaking in public? <u>Application Questions</u>: • When will be the soonest/next time you need to use this knowledge (kinds of situations, at work or otherwise)? • Any thought today about how you might approach preparing for that presentation? • Ask everyone to reflect for a moment about who they might ask to be their coach or rehearsal partner for the next time they do this.
Wrap-Up *3 minutes*	Applaud the participants once again for trying an activity which they may have originally found uncomfortable. They did a great job. Return to the session's learning objectives and check to make sure they were achieved. Announce that the afternoon's activities will be less intense – business writing.

Public Speaking Tips from a Professional

TIPS TO PREPARE YOUR SPEECH

- ✓ INQUIRE about background of audience, purpose of meeting and speeches which will be delivered before yours.
- ✓ RESEARCH and collect data, exact figures, latest developments, interesting little known facts, expert opinions, any other relevant information which would humor, fascinate or surprise the audience.
- ✓ BRAINSTORM carry a rough paper or spiral book with you all the time. Let your mind play freely, lazily, on all facets of the subject. Whenever and whatever flashes of ideas, phrases, thoughts and interesting remarks, come to your mind, immediately jot down. Do not select or reject any idea at this stage. Keep playing more on them, wildly, like a child. Give free hand to your creativity.
- ✓ SIT down with your data and scraps, organize them into a few major points and discard all the rest as unnecessary data.
- ✓ WRITE a systematic sequential essay ie. the <u>body</u> of your speech.
- ✓ EDIT it for content, ruthlessly.
- ✓ AUDIO-EDIT. Read the write up aloud, and hear it as the audience will. Replace "difficult-to-the-ears" words and phrases with simpler, sweeter ones. Speech is not a written essay, which can be read again to understand. Remember, you are NOT memorizing your speech here – you are checking for content and language.
- ✓ THINK of an attention catching, sparkling line of <u>opening</u>, and impact-making, memorable <u>punch line</u> for closing.
- ✓ SPEAK the complete speech once. Polish your opening and punch-line.
- ✓ MAKE one or two small cue cards of crucial data, etc. and tear up the long essay you wrote earlier.
- ✓ REHEARSE once with cue cards; check your timing and smooth flow.
- ✓ FORGET it, your preparation is over. Keep Polishing your punch line
- ✓ REMEMBER to take your cue cards with you on the speech day.

DELIVERING YOUR SPEECH

- ✓ LEARN to handle your cue cards smoothly. Write big, bold letters. If people come to know that you are using a cue card, there is no great harm… and if they don't they will be much impressed. Never read <u>basics</u> (i.e. name of V.I.P, organization, occasion etc.) from a cue card.
- ✓ Your SPEECH should be not too long nor too short. If you wish to shorten it on the spot, you should delete one complete point/paragraph. It is always a good policy to prepare more but speak less.
- ✓ NEVER expect to recall <u>exactly</u> what you had written and rehearsed. Speak as it comes to you naturally. It will be far superior to the write-up.

- FOCUS on all the people who are listening (not on those who are not). Do not get distracted by disturbances, if any. If it is minor, ignore the disturbance and go ahead. If it is major, wait till things settle down, make an appropriate comment and go ahead. If a V.I.P has arrived, announce his/her presence, and go ahead. Never take it personally. In any case, never loose your charm and calm.
- IGNORE it if you have erred and no one noticed. If one is pointed out, admit and correct it.
- ACCEPT if anyone gives additional data - thank the person.
- QUESTIONS from audience are welcome signs. It shows they have listened to you. Answer if you can, otherwise ask all present to answer. Do not bluff; do not feel hurt. Answer with wit, tact and humour. Answer short and sweet.
- It is perfectly NORMAL to feel nervous: Just don't show it!
  - NEVER begin with an apology.
  - NEVER carry a written speech
  - NEVER memorize any speech

YOUR PHYSICAL PRESENTATION

- HOW ARE YOU DRESSED: It should be comfortable for you, and comfortable for the audience too. It should suit the occasion. Don't feel shy, find out from the organizers how others will be dressed: formal or informal. Avoid glittery ornaments and flashy dresses – the simpler the better!
- HOW IS YOUR POSTURE: Be comfortable and confident: straight and poised. Don't swing, shift or jump. Don't lean forward / backwards, or put your weight on the podium. Body in attention, hands and feet at ease is the general idea.
- HOW ARE YOUR GESTURES: Hands free and flowing, but not too much. Make the habit of starting speech with hands held lightly in front (to avoid nervous gestures). Once you are comfortable allow them freedom. Gestures add effect to your speech.
- HOW IS YOUR EYE CONTACT: Look in the eyes of people. Move your eyes in slow smooth cycles to cover the entire audience, especially corners. It catches attention. It creates rapport and it gets you … affection and applause.
- HOW IS YOUR VOICE: Bring variations by changing loudness and tone as per mood of your words and theme of your speech. Modulate your voice. Use it to add emphasis etc. It brings life in to your speech.
- HOW IS YOUR LANGUAGE: Should be comfortable for you and the audience. Use words which are natural to you, use phrases which are understood by all. Avoid bookish language, or too technical Jargons. Some foreign language words are not easy to translate - don't. You can add few sentences of local language for effects. Do not mix languages so much or so many times that it irritates.
- Above all check - HOW IS YOUR SMILE TODAY?

TIPS TO OVERCOME STAGE FEAR

- ✓ PREPARE beforehand. But never ever prepare, think or worry about it once you are at the venue. Always speak short, soft and sweet. People will like you.
- ✓ REACH the venue before the program starts. Familiarize yourself with the room, dais/podium, microphone, organizers, staff, people, etc. casually.
- ✓ GREET maximum people, circulate, make short introductions with new faces, smile at strangers, laugh lightly, cheer up.
- ✓ RELAX yourself in a chair physically and mentally while awaiting your turn: take a deep breath, make a short and secret meditation, mentally play your favorite sound track, feel friends cheering you up, or see the scene of past success. Then focus your full attention on what is going on in the meeting. Keep your chin up and eyes-right on the stage.
- ✓ RISE when your name is called out, walk normally (not casually or lazily) to podium/dais/stage/front of room. Once there, look at the people all around, smile, take your stance.
- ✓ GIVE a smooth and little longer salutation, begin slowly. Within a few seconds you will feel in full command, then go full swing.
- ✓ SEEK and GRAB opportunities for speaking. As a beginner make more numbers of small and successful speeches, it builds your confidence!
- ✓ ACCEPT to speak only on familiar subjects with sufficient time to prepare. Otherwise politely refuse. It is very good to speak on new subjects, but not foolishly, and not as a beginner.
- ✓ HUMOUR: Any person speaking with a sporting, jolly nature, with a touch of humour is well received by listeners, in spite of his short-comings or mistakes. Humour is to be sprinkled not added. CAUTION : Too much humour even in serious, formal matters, or humour every time: makes you known as a joker: people will hear you but not listen to you.
- ✓ HEART: Say only that, which you really believe in and follow. Request only what you are yourself prepared to do. Whenever and whatever you speak from your heart, it will naturally become effective speaking.
- ✓ HUMILITY: Being humble is The Best technique. Give your opinion or comment as a small friend, give advice as a sincere thought you have for everyone including you. Just remove "**I**" and "**YOU**" from your speech, and substitute "**WE**." It will be a sure success.

WHEN HOSTING FORMAL EVENTS

Here you are speaking on behalf of the organization. Therefore you must speak soberly, showing the pride and politeness of your organization. The important thing is to show polish and grace. You must pronounce every name and designation correctly. Take maximum care with the foreign names. Use perfect grammar and elegant language. Gracious style and smooth fluent delivery is the objective. It is wise to avoid jokes and other gimmicks. Simple, straight, crisp and cute speech is the best. Here are four easy formulas to use for formal events:

WELCOME ADDRESS: There is a protocol of the order in which you welcome the gathering. Also remember that the welcome is always done standing. An easy-to-remember formula is: "M. G.O.O.S.E."

- *M* **M**s. Chairman, guest of honor Ms. __, other dignitaries, guests and invitees, press, delegates/participants, ladies and gentlemen.
- *G* **G**eneral welcome to the _____ (exact name of the program); organized by/conducted by/hosted by _____ (name of the organization).
- *O* **O**rganization: Say two sentences about the organization.
- *O* **O**ccasion: Say a few sentences about importance of the program
- *S* **S**pecial welcomes: Welcome one by one, in one or two sentences in the same order as above (i.e., chief guest, guest of honor, invitees, press, people)
- *E* **E**nd: Once again welcome everybody and hope that……… They will enjoy, it would be very useful, a memorable experience, a turning point, a milestone, create history, open a great future, reach new heights . . . .

INTRODUCTION OF A SPEAKER: The purpose is to highlight the presence of, and build image of, the person, so both the guest and the audience are in the best mood. First, get their biographical data (bio). Then, get more details. If possible talk to the person. Find out the real human being behind the picture - unknown facts, personal interests, achievements in other fields, their philosophy, travel abroad, interests in charity/service etc. An effective sequence for introductions is: "T.O.P.S."

- *T* Topic: of this meeting (one-two sentences)
- *O* Occasion: of this meeting (one-two sentences). Briefly relate the presence of this person in this meeting.
- *P* Person: Build up the person by relating relevant bio information in an orderly manner.
- *S* Salute: Closing sentence. Highlight and announce the name of V.I.P. ie. *"May we present to you the Chairman of ___ Group of Companies, Managing Trustee of ____, and a renowned author, Ms. Laila Kamal!"*

Remember:

- ✓ An introduction should not be more than two-three minutes.
- ✓ Don't praise falsely, it is insulting. Don't praise too much, it is gratuitous.
- ✓ Don't repeat adjectives, don't use clichés, it is boring (i.e. She is great this, great that… One and only… None other than… etc.)
- ✓ An introduction is not a reading of the bio - it is image building.
- ✓ Do not disclose the name until the end, even if it is on the program.
- ✓ After finishing the intro just say a small "thank you".

CONCLUDING A PROGRAM: This is a simple and sweet task, using the "Three C" Formula:

- *C* **C**onclude: One sentence to indicate that the program has completed, and how interesting/meaningful/memorable it has been. Avoid using boring clichés ("a grand success!")
- *C* **CHAP**(s), or people involved who deserve to be thanked specially in this sequence:

- **C**hief guest, guest of honor, other guests,
- **H**elpers like major donors, sponsors, etc.
- **A**ssistance - people who assisted you in other small ways, free hall, advertisements, free publicity, lunch, tea, vehicles, music volunteers, media etc.
- **P**articipants

C **C**U (see you) Once again, on behalf of your organization, thank all and hope to see them again in your future program / act on the resolutions of this meeting etc.

Remember: We don't thank ourselves, so do not thank your president, project director, host chapter, manager, team workers etc. As you are speaking on behalf of the organization, you may choose to list your colleagues as being especially appreciative of the help provided by those listed in the chart above.

ANNOUNCEMENTS: A simple sequence that is generally quite effective is:

Intro.. via a sentence or two to create suspense, interest. Wake them up and catch their attention.

Name.. of the program/organization. Where, when, who can join, fees, faculty etc.

Appeal… to join, to consult, to donate, to applaud etc.

How… to contact: phone, email, website, person in room, etc.

Repeat… loudly, in one sentence: date, time, venue, contact person

AND FINALLY… THREE THINGS YOU SHOULD MAKE HABITUAL:

✓ GRAB OPPORTUNITIES: Anywhere, any time, jump at a chance to stand up and speak in front of people. There is no alternative to practice. It is never enough. Practice, practice, practice!

✓ LEARN NOT COPY: Observe other speakers' techniques, tact, tricks, learn from them, but never ever mimic anyone. Develop your own strengths and style.

✓ TAKE FEEDBACK: Have a few close friends who give you frank and true feedback about your performance. The best people are those who are learning public speaking with you. In case a friend asks your feedback, give it honestly using the A.C.E. formula:

First: APPRECIATE

Then: CRITICIZE

Finally: ENCOURAGE

Adapted from: www.artofspeaking.com - Mahavir Mohnot, Bangalore, India

TIPS FOR SUCCESSFUL PUBLIC SPEAKING

Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But, too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations:

Mastering the Material

- ✓ Know your material. If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary. Speak with conviction - really believe in what you are saying. Persuade your audience effectively. The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from INTRODUCTION (Thesis statement) to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION (re-state thesis, summary, and logical conclusion).
- ✓ Do not read from notes for any extended length of time although it is quite acceptable to glance at your notes infrequently. Speak loudly and clearly. Sound confident. Do not mumble. If you made an error, correct it, and continue.

Maintaining your Own Comfort Level

- ✓ Relax. Ease tension by doing exercises. Visualize yourself giving your speech. Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
- ✓ Don't apologize. If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed. Keep silent.
- ✓ Realize that people want you to succeed. Audiences want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
- ✓ Concentrate on the message -- not the medium. Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will dissipate. Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm.
- ✓ When you are presenting in front of an audience, you are performing as an actor is on stage. How you are being perceived is very important. Dress appropriately for the occasion. Be solemn if your topic is serious. Present the desired image to your audience. Look pleasant, enthusiastic, confident, proud, but not arrogant. Remain calm. Appear relaxed, even if you feel nervous. Speak slowly, enunciate clearly, and show appropriate emotion and feeling relating to your topic.
- ✓ Body language is important. Standing, walking or moving about with appropriate hand gesture or facial expression is preferred to sitting down or standing still with head down and reading from a prepared speech. Use audio-visual aids or props for enhancement if appropriate and necessary.

Interacting with the Audience

- ✓ Maintain sincere eye contact with your audience. Use the three-second method, e.g. look straight into the eyes of a person in the audience for three seconds at a time. Have direct eye contact with a number of people in the audience, and every now and then glance at the whole audience while speaking. Use your eye contact to make everyone in your audience feel involved.
- ✓ Speak to your audience, listen to their questions, respond to their reactions, adjust and adapt. If what you have prepared is obviously not getting across to your audience, change your strategy mid-stream if you are well prepared to do so. Remember that communication is the key to a successful presentation. If you are short of time, know what can be safely left out. If you have extra time, know what could be effectively added. Always be prepared for the unexpected.
- ✓ Pause. Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.
- ✓ Add humor whenever appropriate and possible. Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.
- ✓ Know when to STOP talking. Use a timer or the microwave oven clock to time your presentation when preparing it at home. Just as you don't use unnecessary words in your written paper, you don't bore your audience with repetitious or unnecessary words in your oral presentation. To end your presentation, summarize your main points in the same way as you normally do in the CONCLUSION of a written paper. Remember, however, that there is a difference between spoken words appropriate for the ear and formally written words intended for reading. Terminate your presentation with an interesting remark or an appropriate punch line. Leave your listeners with a positive impression and a sense of completion. Do not belabor your closing remarks. Thank your audience and sit down.

Logistics

- ✓ Establish rapport with your audience. Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room. Vary the tone of your voice and dramatize if necessary. If a microphone is available, adjust and adapt your voice accordingly.
- ✓ Know the room. Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the microphone and any visual aids. Know the audience. Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
- ✓ When using audio-visual aids to enhance your presentation, be sure all necessary equipment is set up and in good working order prior to the presentation. If possible, have an emergency backup system readily available. Check out the location ahead of time to ensure seating arrangements for audience, whiteboard, blackboard, lighting, location of projection screen, sound system, etc. are suitable for your presentation.
- ✓ Master the use of presentation software such as PowerPoint well before your presentation. Do not over-dazzle your audience with excessive use of animation, sound clips, or gaudy colors which are inappropriate for your topic. Do not torture your

audience by putting a lengthy document in tiny print on an overhead and reading it out to them.

- ✓ Have <u>handouts</u> ready and give them out at the appropriate time. Tell audience ahead of time that you will be giving out an outline of your presentation so that they will not waste time taking unnecessary notes during your presentation.

Adapted from Toastmasters International

HOW TO STOP RAMBLING AND START FOCUSING

With little more than a moment's notice, quickly-named spokespersons all over the world are asked to appear before the cameras to report on important happenings. Many of these people have never spoken at routine press conferences before, let alone those which are broadcast across a city, the region or worldwide. Still, they prove to be articulate, unflappable, and extremely adept at transmitting important technical information to the average listener. The crucial factors to their success: quick analysis and concise, coherent communication.

These skills don't come naturally to most of us, yet in business we need them nearly every day. When put "on the spot" most executives don't suffer too often with not having enough to say – rather, it's rambling on too long without purpose.

Many business people figure that if they talk long enough, they're sure to get their point across. But according to speech writing professionals and trainers, nothing could be further from the truth. "Many great ideas are turned down or ignored, " they say, because they just aren't understood.

Here's a simple formula – and some practical advice – that will help you to talk sensibly when you are under pressure.

The SPRA Formula

Suppose you've been asked to attend a meeting on the new compensation plan your department has been researching. Your supervisor interrupts her presentation and casually suggests that you address the group on the middle management wage survey you have been preparing. You know what's going on, but you weren't expecting to have to make a presentation today. How do you safely get through this uncomfortable situation? Try thinking SPRA:

Situation… Proposal… Reasons… Action…

- ✓ *Situation*: Acclimate your audience, for example: *"As Mrs. Belhaj has mentioned, I've been looking into whether our middle management wage structure is competitive. In fact, I've done an informal analysis of salary levels in similar companies in town."*

- ✓ *Proposal*: Get to the main point, for example: *"And based on what I have seen, I believe we should develop a new compensation structure."*

- ✓ *Reasons*: Give back-up rationale, for example: *"Our wages are nearly 4 percent lower overall, and our turnover rate at the middle management level is 25 pecent higher than it was three years ago."*

- ✓ *Action*: Close with a proposed action, for example: *"I realize this may be a difficult thing to convince top management of, so I think we should do a more formal survey, taking a look at companies in our industry across the entire region."*

This formula is good in just about any situation, but it's particularly helpful when time is limited and and you absolutely must get your point across. People, in general, are very poor listeners, experts say, so it's important to have your thoughts flow in a logical order. Technical specialists, in particular, have a tendency to provide more information than is needed. And the formula can be great for a confused or unfocused speaker.

Give and Take

Now that you've got your proposal eloquently launched, here are a few strategies to keep in mind when your audience isn't entirely on your side, or worse, thinks you're seriously wrong.

1. *Uncover your opponent's hidden agenda.* Be sure you understand precisely what is behind your opponent's reistance. Is there a concern you can put to rest? A need your proposal isn't addressing? Ask questions if you don't get any answers in the course of your conversation or meeting.

2. *Diplomacy pays off.* Don't fight off someone's counterargument with a dismissive comment such as *"you're wrong"* or *"that won't work."* You'll only get a defensive response. If possible, ease into your defense with something positive.

   For example, *"You've obviously spent a great deal of time researching this subject, Fatima…"* Then, don't lose ground by continuing with a *"but"* or *"however."* That will only signal that you really have no patience for your opponent's point of view. It's far better to focus on an aspect of your opponent's position that you value. Asking a question is one way to do this: *"So, you're saying that the solution is to find a new vendor?"*

3. *Don't forget your silent allies.* When you are in a group, direct questions to others you are certain will back you up: *"I know, Hatem, that you saw this when you used that vendor last year. Am I right?"*

4. *Raise opposition before anyone else can.* If there's a hole in your plan that you know will not go unnoticed, patch it up before anyone else has a chance to use it against you. This is not the same thing as apologizing in advance – just pointing out what you already know. For example: *"I know Central Survey's staff is less knowedgeable our company than Universal Data, but the data collection that Central did for us last year on a related issue was the best I've seen yet."*

5. *Give in – when you can.* You don't want to appear as an argumentative perfectionist, so concede on some of the smaller points, while working to win the larger agrument..

6. *When you don't have all the facts ready to go, call a time out.* It doessn't hurt to admit that you would like to give the subject more thought before you comment. As the the specialists note, you can't be afraid to say *"I don't know."*

Adapted from A. J. Auman; Career Movers; no date.

ORAL PRESENTATIONS OBSERVATION CHECKLIST

Participant: ______________________ **Title/Subject**: _____________________

	Observation Question	*Yes, No, N/A*	*Comments*
Topic & Purpose	1. Topic sufficiently limited? 2. Specific purpose established?		
Content & Organization	Introduction: 3. Gains attention? 4. Gives needed information? 5. Makes purpose clear? 6. Relates topic to audience?		
	Development: 7. Main points clearly stated? 8. Clearly, logically organized? 9. Effective transitions? 10. Enough supporting evidence? 11. Evidence clearly presented? 12. Effective visual aids?[i]		
	Conclusion: 13. Emphasizes main points? 14. Provides note of finality? 15. Ends with high interest?		
Delivery	Body: 16. Eye contact established? 17. Posture straight? 18. Natural gestures?		
	Voice: 19. Rate appropriate? 20. Volume adequate? 21. Pronunciation clear? 22. Enunciation distinct? 23. Vocalized pauses avoided?		
	Language: 24. Uses expressions appropriate to speaking situation? 25. Word choice appropriate?		
	Other: 26. Maintains control of feelings 27. Appropriate handling of questions		

[i] Visual Aids:
1. Uses visual aids to show how things look, work, or are related to one another.
2. Uses visual aids to highlight important information and to create interest.
3. Selects appropriate visual aids
   a. Uses flip charts, boards, or transparencies for small, informal groups.
   b. Uses slides or films for major occasions and large groups.
4. Limits each visual aid to three or four graphed lines or five or six points.
5. Uses short phrases.
6. Uses large, readable type.
7. Makes sure equipment works.

WIT MENA

الشرق الاوسط و شمال افريقيا

Women in Technology : Middle East and North Africa

Professional Development Training

Module 4-2
Business Writing

SESSION 4-2: BUSINESS WRITING

SESSION AT A GLANCE

Content	Time	Activity
Introduction	5 minutes	Interactive discussion
Business Writing Best Practices	60 minutes	PPT-guided discussion with mini-exercises
Application	110 minutes	Practice exercises (write, critique and correct)
Wrap-Up	5 minutes	Discussion, evaluation forms
Total Time	**3 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	This session is an overview of business writing standards. Recognizing that correspondence, technical terminology, report formats and legal documents vary between countries, this session focuses on internationally shared concepts, and on common sense issues faced in workplaces everywhere. Instructors should use their discretion in deciding what is culturally appropriate for their workshops.
Learning Objectives	By the end of this session, participants should be able to: 1. Explain the structure and tone of common business report and correspondence types 2. Critique common errors and propose corrective adjustments

Materials and Supplies Needed	• Agenda (in Participant Packet) • PPT: Writing Business Messages • HO1: Writing Business Messages (PPT Handout) (1 per participant) • HO2: Answer Key for Mini-Exercises (1 only for Instructor) • HO3: Business Reports (1 per participant) • HO4: Email Etiquette (1 per participant) • HO5: Business Letters (1 per participant) • Flipcharts, tape and markers
Set Up Before the Session	• Make sure to carefully read and master the handouts before the session, since many of the PPT examples used are taken from those handouts. • Cue PPT • Make extra paper and pens are available
Potential Issues	Portions of this session are based on conventions/nuances of the English language, which may or may not translate well to Arabic. Check to see whether they do, especially in the PPT slides with PRACTICE exercises. Replace with appropriate cautionary guidance in Arabic grammar and vocabulary, if necessary. *Please add issues here as you gain experience with this session over time.*
Alternative Delivery	Ideally, each participant would have a computer on which to write her practice letters, and multiple printers would be available. Knowing that this is a very remote possibility, it is designed for participants to hand write their practice work. *Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

Introduction *5 minutes*	When you sit down to write a business letter or email, what are the steps that you go through in your head? Possible answers: *figure out what I want to say, gather the enclosures together, figure out how I should sound (tone), look for the correct contact information, etc.* Do some writing tasks produce more anxiety than others? What are they, and what contributes to the anxiety, in your opinion? Possible answers: *giving bad news, reporting on progress, introducing a new idea, getting*

	people together for a task, etc. Go through the session learning objectives, explaining that this session is designed to help reduce their anxiety, since it covers all of the things that they have just now mentioned. Note: be sure to acknowledge issues they've listed that will not be covered in the session, and indicate where they can get help for them.
Business Writing Best Practices *60 minutes*	Cue *PPT*. Distribute HO1 Writing Business Messages (PPT Handout) so they can take notes during this session. Work through the slides, adding information as you progress, from your personal experience. This should be quite interactive; ask participants to give examples from their own experience throughout. Make sure to carefully read and master the handouts before the session, since many of the PPT examples used are taken from those handouts. This PPT contains *exercises* as well as information. Slides 14, 16, 18, 20, 22, 23, 25, 27, and 34 are mini-exercises that let participants practice the idea that was just presented. As these slides appear, ask for volunteers to rewrite / match / answer. They can talk with their neighbors, or simply volunteer the answers individually. Make sure to call on a variety of participants for answers. Use *HO2 Answer Key* to correct on the spot, and be ready to clarify or provide additional examples. *Slide 32 is a Group Task*: Give each table a different type of report, as listed on Slide 31: 1) General 2) Progress 3) Feasibility 4) Research 5) Evaluation The instructions are on Slide 32: "At your table, create a report structure that is appropriate to the type of report you are assigned. Present your report structure on large paper. You have five minutes to prepare." They can refer to the report elements on slide 31 of their handouts. As each group presents its report structure, focus on the pieces they have chosen to include in the BODY section, and why. Make sure that everyone has understood the logic. You can distribute HO3 Business Reports at this time. Slide 34 concerns Emails. After you have corrected the Email True/False Exercise, distribute HO4 Email Etiquette. When you have completed the entire PPT, distribute HO5 Business Letters. Ask them to look through it with you, since they will use this for the practice portion of this session. Draw their attention to the different parts of the handout, especially the part on editing, since they will all play that role shortly. Give them a break, and ask them to look at the handout over the break.
Business Writing Practice	Ask if they are ready for some real practice. Have the instructions below on FC (or in a HO). Note the time overall of 90 minutes of group work – the breakdown is approximate. Explain the process to the participants, ask for questions, and let them go. Make sure to be available during this time for

110 minutes	clarifications and other participant needs. Note: There is a 20 minute debrief at the end. *The Process* • Find a partner you'd feel comfortable with as each other's "editor." Together, look over your session notes and the handout "Business Letters." *5 minutes* • Write a business message of your choosing. (Each of you!) *30 minutes* • Trade papers with your editor. Read and edit your partner's work. Return the page, and discuss each other's edits. Remember principles of good feedback. *20 minutes* • Revise your business message. *10 minutes* • When you are satisfied with your work, trade papers again. Read and edit your partner's work. Return the page, and discuss each other's edits. *20 minutes* • Revise again, if necessary, until you are both satisfied with the messages. *5 minutes* **Return to the large group at __ o'clock.** *The Content* • Any topic. Any type of message. Can be your real work; an imaginary situation at work, or with a business, local administration, or other type of organization; can be with an individual you know or do not know. • Length: Choose a specific topic that you can address in about one page or a medium e-mail. (Don't make it too short – give yourself something to practice with, and your editor something to edit!)
	At the 90 minute point, gather all participants in plenary. If you have seen any really good examples during the exercise, ask the writers if they would be willing to share with the group. Two would be good. The point is to start this debrief on a high. Comment that you saw many other great examples, and that you'd like to talk about the exercise now and gather a few lessons. *Process Questions*: • What happened? • To what extent were you satisfied with the end product? (Just curious - how many of you worked on real versus imagined tasks/situations?) • How did you find the experience of acting as editor? • Did your editors end up doing things other than simply editing? • Please give examples of some of the most helpful edits. • What was tough about this exercise? Easy? *Generalization Questions*: • What are the main things you learned about the process of writing a business message? (Note a few on FC if they are really good – not necessary to capture all.)

	• What are the main things you learned about the role of editor? *Application Questions*: • To what extent do you feel better prepared to write, critique and correct communications in your work? • What will be the main things you want to remember to use in your particular job? (These will be very personal.) • To what extent will you be able to assist colleagues with their business writing? • Last comments of the day?
Wrap-Up *5 minutes*	Thank participants for their energy during this day of learning and practice. Ask participants to turn to the objectives for the day (or uncover them if you have had them on FC) for the two main sessions (oral presentations and business writing) and ask if they thought the objectives had been achieved. Hand out the two-page daily journal and ask them to fill it out. Page 1 is for them to keep, as it is a personal action-planning tool. You will collect page two when they have finished.

الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Writing Business Messages

Know your audience

- You will be able to write most persuasively if you know your audience and their expectations, and if you organize your message to address their needs.

Know your audience

- Sometimes you will know your audience personally.
- Other times you will not know your audience personally, or you will need to write to more than one person.

When you know your reader

- Put yourself in your reader's place and look at your message through that person's eyes.
- If your message does not meet your reader's needs or if it isn't at his or her level of understanding, your message may be ignored.

Before you write, think about your reader:

- How interested, knowledgeable or involved in the subject is she?
- What is her purpose for reading? To make a decision? To be better informed?
- Does she have special concerns or strong views about the subject?
- How does she regard me personally and professionally?
- What is her style of doing business?

When you do <u>not</u> know your reader

- There are two general types of business readers: skimmers and skeptics.
- Your documents will be most effective if you write for both types of readers.

(to skim: to take off the top layer)

Skimmers are usually very busy. They quickly review only the main points. Therefore:

And the point is…?

- – State the main points clearly and up front
- – Place the most important information at the beginning or ending of paragraphs
- – Highlight key information

Skeptics tend to read documents carefully, question their validity and the writer's claims. Therefore:

– Include sufficient details and evidence.
– Provide specifics: examples, numbers, dates, names, percentages...

Convince me!

When communicating with people from different cultures:

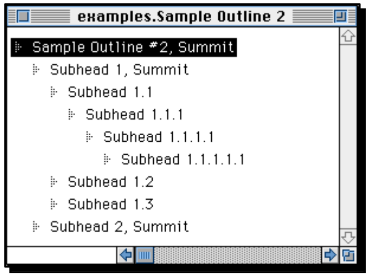
- ✓ Maintain formality—use titles and family names and convey an attitude of propriety.
- ✓ Avoid slang, jargon, and other figures of speech.
- ✓ Be specific and illustrate your points with concrete examples.
- ✓ Provide summary.

Writing for both skimmers and skeptics at the same time…

Use knowledge of your audience to develop and organize the content of your message to create documents that can be skimmed easily and read critically.

Determining Content

- Outlining: create a hierarchy of ideas; use the feature in MS Word



- Brainstorming: alone or with colleagues; edit afterwards

- Clustering: a form of mind-mapping

Good Business Writing…

… in any language, is characterized by:

- ***Clarity***: unambiguous wording
- ***Brevity***: short, no repetitions, uncomplicated
- ***Simplicity***: easy words and short sentences

CLARITY

Use specific words that your reader can picture:

- Vague: She is associated in various teaching capacities at several regional institutions.
- Clear: She teaches Arabic literature at the American Universities of Cairo and Beirut.

CLARITY - PRACTICE

Revise the following to be more specific:

1. This furniture is designed to give maximum flexibility. (What does flexibility mean)?
2. Every retailer, large or small, can effectively use this display. (What does effectively suggest)?
3. The Wall Street Journal is one of the most read newspapers in the business world. (Use some statistics).

BREVITY

Use as few words as possible to convey your meaning:

- Poor: In light of the fact that you have failed to take the test during the time in which it was available, I am at this point going to have to fail you from the class.
- Better: Because you missed the deadline to take the test, you did not complete the class.

BREVITY - PRACTICE

Match the simple word to the longer phrase:

At the present time	Because
At your earliest convenience	So
Due to the fact that	Therefore
In the event that	Now
Under the circumstances	If
In order that	Soon

SIMPLICITY

Use easy words and short sentences to avoid confusion:

- What? Subsequent to the passage of the subject legislation, it is incumbent upon you to advise your organization to comply with it.
- Better: After the law passes, you must tell your employees to comply with it.

Careful - jargon & complicated words do not make you sound more intelligent!

SIMPLICITY - PRACTICE

Simplify this statement: "Satisfaction of these requirements must occur prior to approval of any such request and issuance of any such permit."

Combine one word from each column to make a nonsense / jargon statement.

A	B	C
Integrated	Management	Options
Total	Organizational	Flexibility
Systematized	Monitored	Capability
Functional	Digital	Programming
Synchronized	Incremental	Projection
Compatible	Third-Generation	Hardware
Balanced	Policy	Contingency

Active & Passive Voice

Active: "My supervisor is looking into the issue."

Passive: "The matter is being looked into."

Passive Voice can be used when you want to soften the message, remain uncommitted, or when the actor is unknown or unimportant

Careful - people often overuse passive voice, thinking that it makes writing sound diplomatic or official.

Active & Passive Voice PRACTICE

Rewrite the following into Active Voice:

1. A report on the salary increases was requested by the company executives.
2. For the final report a cover letter was used.
3. At our corporate headquarters decisions are made.
4. Graphic construction is analyzed in the next section.

Assertive Business Writing

- To show assurance and authority, avoid "maybe" words and phrases (*possibly, perhaps, could, etc.*).
- Borrow from journalism: start with a conclusion and then support it.

"I believe that we should use Vendor X, based on the following criteria…"

Assertive Business Writing
PRACTICE

Revise the following to be more assertive:

1. In that particular instance, the opinions of the committee members ranged all the way from those who wanted to modify or change some of the rules to those who thought all of the rules were already absolutely perfect.

2. The only obstacle in the way of his finishing the multi-part series is the current status of his application for citizenship.

Assertive Business Writing PRACTICE

Which is more in the journalistic style?

a. We looked over the research, talked to the employees, and checked the budget. We have decided to go ahead with the expansion.

b. We have decided to expand our operation. The research supports it. The employees are for it, and the budget will sustain it.

Selling ideas, goods and services

Accentuate the Positive

- Avoid negative forms of words (useless, non-existent, ex-employee, undecided, etc.)
- Use WHEN instead of IF - assume the best

  “When you confirm, I’ll send you…”
- Use AND instead of BUT - your reader won’t feel she has done something wrong

  “We received your order and are awaiting your payment.”

Selling ideas, goods and services - PRACTICE

Rewrite the following to be more positive:

1. If you fail to make a payment within the next two weeks for the purchase made on January 3, your credit with us will be in danger.
2. Unfortunately, we refuse to give customers a definite quotation until they let us know the end use of their system.
3. The material you ordered can't be shipped until July 2.

Selling ideas, goods and services

YOU Statements: Focus on how the reader will benefit, not on what you provide

"I can teach you…"

"You will learn..."

"Our hotel has the best city views."

"You will enjoy the best views of the city from our hotel."

Selling ideas, goods and services - PRACTICE

Turn these into YOU statements:

1. Our software is easy to use.
2. Our team has an excellent idea for the Annual Plan.
3. I've found space for you in the January course.
4. Our Division has some of the most innovative processes in this entire company.

Writing about complaints or problems

Good News / Bad News Format

1. Open with reinforcing good news
2. Explain the bad news
3. Offer a solution
4. Express confidence in solving the problem

Good News / Bad News Format

Dear ______,

I was very happy to be accepted into the Professional Development program

However, I am unable to complete the program in January because of my work schedule.

Is it possible to enroll me in the June program?

I look forward to eventually attending this course.

Sincerely, __________

Responding to a Complaint

1. Make sure you have all the facts!
2. Refer to the complaint specifics
3. If at fault, apologize early.
4. Explain how it happened only if relevant
5. Be specific about how you will solve it
6. If you cannot solve it as demanded, try to make partial adjustment

Business Reports

Types

General, Progress, Feasibility, Research, Evaluation

Standard elements

Cover letter, Title Page, TOC, Exec Sum, Introduction, Section/Division Introductions, Body, Conclusions, Recommendations, References/Bibliography, Appendices

Body depends on report type

Methodology, Findings, Discussion, Objectives, Results, Criteria, Alternatives, Evaluation Findings

Business Reports PRACTICE

GROUP TASK:

- At your table, create a report structure that is appropriate to the type of report you are assigned.
- Present your report structure on large paper.
- You have 5 minutes to prepare.

Business Emails

– Same principles; slightly different format
– Special issues:

- Response time
- Concise language
- Attachments
- Preview / summary
- Who to copy
- "Flaming"
- CAPITAL LETTERS
- Symbols ☺😐☹
- "Reply to All"

Business Emails PRACTICE

True or False?

1. Reply to everyone included in the original message, no matter what issue you are replying to.
2. If an email requests information that will take a lot of time to research, you must still respond quickly, if just to acknowledge the request.
3. People will just have to read the entire email (even if it's long) since it's all important.
4. Flaming is OK as long as it is between friends.
5. ALL CAPITAL LETTERS MEANS IT'S REALLY IMPORTANT!

Did I effectively reach my audience?

- When you have finished writing your message, evaluate your writing by considering whether or not you effectively addressed your reader.
- It may be necessary to rewrite or reorganize the document to make your message clear.

20-second test

Skimmers are likely to spend 20 seconds or less to decide whether or not to read your document. Skim yours for that time, and highlight what stands out:

- Does it convey your message clearly?
- Have someone else skim your document and ask the same question.

Testing your assertions

Expect skeptical readers to question every assertion that you make; highlight each of your major assertions:

- Is it clearly stated?
- Did I include enough details and examples to support it?
- Is it clear what I want the reader to do or know?
- Do I provide enough context, or is more background information needed?

When editing another's work…

- Do not change the meaning
- If you are not certain, check with the writer
- Do not change the style unless it is inappropriate
- Be careful not to over-edit
- Edit with empathy towards the writer

Writing Business Messages

ANSWER KEY – MINI WRITING EXERCISES

Slide 14: Clarity: revise the following to be more specific:

1. This furniture is designed to give maximum flexibility. (What does flexibility mean)?
   You can arrange this furniture to fit any size room.
   You can add pieces as you afford them.
   This furniture has add-on drawers, shelving, etc.

2. Every retailer, large or small, can effectively use this display. (What does effectively suggest)?
   This display always attracts customers.
   This display is easy to use even if you have a small store.
   You can use this display for many kinds of items.

3. The Wall Street Journal is one of the most read newspapers in the business world. (Use some statistics).
   More than 30 million people read it every day.
   People in 150 countries around the world read it.

Slide 16: Brevity: match the longer phrase and shorter word:

At the present time	Because	Now
At your earliest convenience	So	Soon
Due to the fact that	Therefore	Because
In the event that	Now	If
Under the circumstances	If	Therefore
In order that	Soon	So

Slide 18: Simplicity: Simplify this statement:

"Satisfaction of these requirements must occur prior to approval of any such request and issuance of any such permit."

"You must complete these requirements before we give you a permit."

Slide 20: Rewrite the following into Active Voice:

1. A report on the salary increases was requested by the company executives.
   The executives requested a report on the salary increases.

2. For the final report a cover letter was used.
   We used a cover letter for the final report.

3. At our corporate headquarters decisions are made.
   We make those decisions at our corporate headquarters.

4. Graphic construction is analyzed in the next section.
   The authors analyze the graphic in the next section.

Slide 22: Revise the following to be more assertive:

1. In that particular instance, the opinions of the committee members ranged all the way from those who wanted to modify or change some of the rules those who thought all of the rules were already absolutely perfect.
   Not all the committee members wanted to change the rules.

2. The only obstacle in the way of his finishing the multi-part series is the current status of his application for citizenship.
   His unfinished citizenship application prevented him from completing the series.

Slide 23: Which statement has a more "journalistic" style?

A. We looked over the research, talked to the employees, and checked the budget. We have decided to go ahead with the expansion.

B. We have decided to expand our operation. The research supports it. The employees are for it, and the budget will sustain it. *(conclusion first, then reasons)*

Slide 25: Rewrite the following to be more positive:

1. If you fail to make a payment within the next two weeks for the purchase made on January 3, your credit with us will be in danger.
   We look forward to receiving your payment within two weeks , so that your accout remains in good standing.

2. Unfortunately, we refuse to give customers a definite quotation until they let us know the end use of their system.
   We are happy to provide specific quotes when we know more about how our customers's needs.

3. The material you ordered can't be shipped until July 2.
   The material you ordered will be shipped as early as July 2.

Slide 27: Turn these into YOU statements:

1. Our software is easy to use.
   You'll find that our software is easy to use…

2. Our team has an excellent idea for the Annual Plan.
   You'll see that this idea for the Annual Plan fits well with….

3. I've found space for you in the January course.
   You're most welcome to attend the January course.

4. Our Division has some of the most innovative processes in this entire company.
   You'll benefit from the innovative processes that our Division has created.

Slide 34: Email - True or False:

1. Reply to everyone included in the original message, no matter what issue you are replying to.
   False – reply only to those people who need to know what you have to say

2. If an email requests information that will take a lot of time to research, you must still respond quickly, if just to acknowledge the request.
   True – people do expect emails to be responded to more quickly than regular mail; do not leave the person wondering if you ever received the message.

3. People will just have to read the entire email (even if it's long) since it's all important.
   False – many people will not read long emails. Make it easier for people to decide by providing a short summary or list of topics, so they can go directly to the part that concerns them. Or, signal a specific reader – "Salwa, can you please look carefully at paragraph seven?"

4. Flaming is OK as long as it is between friends.
   True – as long as it respects the "rules" of flaming.

5. ALL CAPITAL LETTERS MEANS IT'S REALLY IMPORTANT!
   False – it is simply annoying to the reader, and might make the reader <u>not</u> want to read it.

BUSINESS REPORTS

GENERAL INFORMATION

Reports, like proposals, are a standard part of business writing and are *situationally defined*. That is, what is included in a report, the type of report written, and the organization of a report are *determined by the situation that gives rise to the report*. Despite their variety, however, all reports have one thing in common: they are a description of a task, project, or research activity either at its completion or at some mid-point to recount and summarize your actions.

Good report writing includes the ability to plan the layout and organization of the report; you must decide what elements are useful in the report and how to include them so that they form an effective framework for the material and information you wish to relate to your reader.

Short reports and those that are standardized don't require a great deal of special arrangement of the material. However, longer reports or special reports must contain elements that require special attention.

In addition to the information or material you wish to communicate, these elements include cover letters or memos, letters of transmittal, title pages, tables of contents, headings, summaries, formal and standard introductions, conclusions, special instructions, glossaries, appendixes, recommendations--in addition to the body of the report. Not all reports contain all of these elements. You must decide which to include by the context and situation in which you are writing and by your reader's needs.

Reports often go hand-in-hand with proposals as they tell of the progress of the proposed project or describe the proposed project at its conclusion. Reports also summarize the conclusion of a research or other type of project. Finally, reports can be short or long, formal or informal.

Quite often, reports have a transmittal memo or letter that identifies the report and explains the key points. The memo or letter can also describe the situation that gave rise to the report. Do not worry about the report and the transmittal letter/memo containing the same information--they will. Reports and their transmittal documents are often separated as they travel from reader to reader, thus need to be redundant. In addition, the different sections of a report must stand alone--even if this seems repetitive. Some readers will only read one section of your report, so each section must be complete.

Formal reports usually contain the **following standard elements**:

1. Letter of Transmittal
2. Title Page
3. Table of Contents
4. Executive Summary or Abstract
5. Formal Introduction
6. Section or Division Introductions
7. Body: Methods, Facts, Discussion, Objectives, Results, Criteria, Alternatives, Evaluation (depending on the type of report you are writing)
8. Conclusion
9. Recommendation
10. Bibliography/References
11. Appendixes

ELEMENTS CONTAINED IN THE BODY OF A REPORT

General Reports Usually Contain the Following Elements:

1. Introduction: Tells the reader what is to be gained from reading the report.
2. Methods: Explains how the reported upon material or information was gathered and allows the reader to determine if your facts are reliable.
3. Facts: Contains the information or material that you have determined to be useful, necessary, or important to your reader.
4. Discussion: Explains how the facts are interpreted from your (or your organization's) point-of-view.
5. Conclusion: Tells how the facts are significant and what they mean.
6. Recommendation: Explains what the reader or the organization should do or think.

Progress Reports Usually Contain the Following Elements:

1. Introduction: Explains what report covers and its purpose. May give some background information.
2. Facts and Discussion:
   - *Past Work*: Reports on how the work is progressing as planned. Tells of the results thus far.
   - *Future Work*: Explains what needs to be done and what progress is to be expected.
3. Conclusions: Tells the reader what overall conclusions may be drawn about the work/project.
4. Recommendations: Tells the reader what he/she or the organization should do or think.

Feasibility Reports Usually Contain the Following Elements:

1. Introduction: Gives necessary background information. Tells why the reader or the organization should consider the reported upon alternatives.
2. Criteria: Explains the ways in which the decision-making criteria are reasonable and appropriate.
3. Methods: Explains the methods used to collect the information or material and allows the reader to determine that the facts are reliable.
4. Results: Tells what the research produced.
5. Alternatives: Explains the important features and drawbacks of the alternatives (overview).
6. Evaluation: Tells the reader how the alternatives compare to the criteria.
7. Conclusions: Explains the overall conclusions that may be drawn about the alternatives.
8. Recommendation: Tells what the reader or organization should do or think and explains which alternative is the best.

Research Reports Usually Contain the Following Elements:

1. Introduction: Explains why the project is important.. Gives any necessary background information.
2. Objectives: Describes what you are trying to discover or find out.
3. Methods: Explains the research methods in detail. Allows the reader to determine if these methods are reliable and are able to contribute the necessary information..
4. Results: Tells the reader what the research produced.
5. Discussion: Discusses the results, how they are interpreted from the researcher's point-to-view, and how they are important to the company or business.
6. Conclusion: Tells how the results are significant and what they mean.
7. Recommendation: Discusses what the reader or company should do or think.

HEADINGS

Another feature typical of reports is the use of headings to separate the report's different elements. Headings help the reader follow the organization of the report and understand the hierarchy of the report's information. Following is a description and illustration of how headings are usually used. Some organizations, however, use a different format.

Headings of the First Rank

Headings of the first rank show more space above than below them. These headings are usually centered and each letter can be capitalized. Headings of the first rank should be displayed in the largest type. The typeface may be different from the type used for the text, but it should be compatible with the text's typeface.

Headings of the Second Rank

A second-rank heading starts three or four lines below the previous section, flush with the left margin and on a line by itself. Important words begin with a capital. The size should be smaller than first-degree headings, but larger than the text type.

Headings of the Third Rank

A third-rank heading is usually indented on a line by itself and is a line below the preceding text. It is capitalized in the same manner as a second-degree heading, but it is usually smaller than a second-degree heading. Third-degree headings may be the same size as the text, but they are usually darker or of a different type face so that they cannot be easily confused with the text.

Headings of the Fourth Rank

Headings of the fourth rank usually form the first words of a paragraph. If they refer to material covered in more than one paragraph, they may be set off from the text with a period. If they refer only to one paragraph, they may form the beginning words of a sentence. If they are the same size and style as the text type, they are set off from the text in some other way, such as by italics, boldface, or underlining.

REFERENCE LIST

Often used interchangeably, the words *bibliography* and *reference list* refer to two different things. A bibliography is a itemized list of all the materials available for a topic. A reference list details all the materials and information the author referred to in a report. Normally, reports contain reference lists.

Your reference list is a catalogue of all the sources of information that you have used in your report. Each time you use information from or directly quote another person or organization, you must attribute the information to its source with an in-text citation. The in-text citation refers the reader to the reference list where details about the source of the information are listed. In this way, your reader can trace the source of your information easily. If you use the words or thoughts of another (either by quoting or paraphrasing) without attributing the information to its source, you are guilty of committing *plagiarism*

The format of a reference list and in-text citations depends on several things. The most important determinant of the format or style of reference lists and in-text citations is the identity of the person or organization for whom the report is being written. If you are writing for publication, the publicizing organization dictates which style to use. If you are writing for a company or other organization, use the style that is usual for that company. When in doubt, ask. If there is no usual style, default to APA or MLA style. Make sure to follow the formatting style for both the reference list and the in-text citations carefully. Whichever style you opt for, make sure that you use the same style for both the reference list and the in-text citations.

Reference: Modern Technical Writing, 5th ed. by Theodore A. Sherman & Simon S. Johnson Prentice-Hall Englewood Cliffs 1990.

EMAIL ETIQUETTE

Why do you need email etiquette?

A company needs to implement etiquette rules for the following three reasons:

Professionalism: by using proper email language your company will convey a professional image.
Efficiency: emails that get to the point are much more effective than poorly worded emails.
Protection from liability: employee awareness of email risks will protect your company from costly law suits.

What are the etiquette rules?

There are many etiquette guides and many different etiquette rules. Some rules will differ according to the nature of your business and the corporate culture. Below we list what we consider as the 31 most important email etiquette rules that apply to nearly all companies.

1. Be concise and to the point. Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than reading printed communications and a long e-mail can be very discouraging to read.

2. Answer all questions, and pre-empt further questions. An email reply must answer all questions, and pre-empt further questions – If you do not answer all the questions in the original email, you will receive further e-mails regarding the unanswered questions, which will not only waste your time and your customer's time but also cause considerable frustration. Moreover, if you are able to pre-empt relevant questions, your customer will be grateful and impressed with your efficient and thoughtful customer service. Imagine for an instance that a customer sends you an email asking which credit cards you accept. Instead of just listing the credit card types, you can guess that their next question will be about how they can order, so you also should include some order information and a URL to your order page. Customers will definitely appreciate this.

3. Use proper spelling, grammar & punctuation. This is not only important because improper spelling, grammar and punctuation give a bad impression of your company, it is also important for conveying the message properly. E-mails with no full stops or commas are difficult to read and can sometimes even change the meaning of the text. And, if your program has a spell checking option, why not use it?

4. Make it personal. Not only should the e-mail be personally addressed, it should also include personal i.e. customized content. For this reason auto replies are usually not very effective. However, templates can be used effectively in this way, see next tip.

5. Use templates for frequently used responses. Some questions you get over and over again, such as directions to your office or how to subscribe to your newsletter. Save these texts as response templates and paste these into your message when you need them. You can save your templates in a Word document, or use pre-formatted emails. Even better is a tool such as ReplyMate for Outlook (allows you to use 10 templates for free).

6. Answer swiftly. Customers send an e-mail because they wish to receive a quick response. If they did not want a quick response they would send a letter or a fax. Therefore, each e-mail should be replied to within at least 24 hours, and preferably within the same working day. If the email is complicated, just send an email back saying that you have received it and that you will get back to them. This will put the customer's mind at rest and usually customers will then be very patient!

7. Do not attach unnecessary files. By sending large attachments you can annoy customers and even bring down their e-mail system. Wherever possible try to compress attachments and only send attachments when they are productive. Moreover, you need to have a good virus scanner in place since your customers will not be very happy if you send them documents full of viruses!

8. Use proper structure and layout. Since reading from a screen is more difficult than reading from paper, the structure and lay out is very important for e-mail messages. Use short paragraphs and blank lines between each paragraph. When making points, number them or mark each point as separate to keep the overview.

9. Do not overuse the high priority option. We all know the story of the boy who cried wolf. If you overuse the high priority option, it will lose its function when you really need it. Moreover, even if a mail has high priority, your message will come across as slightly aggressive if you flag it as 'high priority'.

10. Do not write in CAPITALS. IF YOU WRITE IN CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. This can be highly annoying and might trigger an unwanted response in the form of a flame email. Therefore, try not to send any email text in capitals.

11. Don't leave out the message thread. When you reply to an email, you must include the original mail in your reply, in other words click 'Reply', instead of 'New Mail'. Some people say that you must remove the previous message since this has already been sent and is therefore unnecessary. However, I could not agree less. If you receive many emails you obviously cannot remember each individual email. This means that a 'threadless email' will not provide enough information and you will have to spend a frustratingly long time to find out the context of the email in order to deal with it. Leaving the thread might take a fraction longer in download time, but it will save the recipient much more time and frustration in looking for the related emails in their inbox!

12. Add disclaimers to your emails. It is important to add disclaimers to your internal and external mails, since this can help protect your company from liability. Consider the following scenario: an employee accidentally forwards a virus to a customer by email. The customer decides to sue your company for damages. If you add a disclaimer at the bottom of every external mail, saying that the recipient must

check each email for viruses and that it cannot be held liable for any transmitted viruses, this will surely be of help to you in court (read more about email disclaimers). Another example: an employee sues the company for allowing a racist email to circulate the office. If your company has an email policy in place and adds an email disclaimer to every email that states that employees are expressly required not to make defamatory statements, you have a good case of proving that the company did everything it could to prevent offensive emails.

13. Read the email before you send it. A lot of people don't bother to read an email before they send it out, as can be seen from the many spelling and grammar mistakes contained in emails. Apart from this, reading your email through the eyes of the recipient will help you send a more effective message and avoid misunderstandings and inappropriate comments.

14. Do not overuse "Reply to All." Only use "Reply to All" if you really need your message to be seen by each person who received the original message.

15. Mailings: use the Bcc: field or do a mail merge. When sending an email mailing, some people place all the email addresses in the To: field. There are two drawbacks to this practice: (1) the recipient knows that you have sent the same message to a large number of recipients, and (2) you are publicizing someone else's email address without their permission. One way to get round this is to place all addresses in the Bcc: field. However, the recipient will only see the address from the To: field in their email, so if this was empty, the To: field will be blank and this might look like spamming. You could include the mailing list email address in the To: field, or even better, if you have Microsoft Outlook and Word you can do a mail merge and create one message for each recipient. A mail merge also allows you to use fields in the message so that you can, for instance, address each recipient personally. For more information on how to do a Word mail merge, consult the "Help" in Word.

16. Take care with abbreviations and emoticons. In business emails, try not to use abbreviations such as BTW (by the way) and LOL (laugh out loud). The recipient might not be aware of the meanings of the abbreviations and in business emails these are generally not appropriate. The same goes for emoticons, such as the smiley :-). If you are not sure whether your recipient knows what it means, it is better not to use it.

17. Be careful with formatting. Remember that when you use formatting in your emails, the sender might not be able to view formatting, or might see different fonts than you had intended. When using colors, use a color that is easy to read on the background.

18. Take care with rich text and HTML messages. Be aware that when you send an email in rich text or HTML format, the sender might only be able to receive plain text emails. If this is the case, the recipient will receive your message as a .txt attachment. Most email clients however, including Microsoft Outlook, are able to receive HTML and rich text messages.

19. Do not forward chain letters. We can safely say that all of them are hoaxes. Just delete the letters as soon as you receive them.

20. Do not request delivery and read receipts. This will almost always annoy your recipient before he or she has even read your message. Besides, it usually does not work anyway since the recipient could have blocked that function, or his/her software might not support it, so what is the use of using it? If you want to know whether an email was received it is better to ask the recipient to let you know if it was received.

21. Do not ask to recall a message. Biggest chances are that your message has already been delivered and read. A recall request would look very silly in that case wouldn't it? It is better just to send an email to say that you have made a mistake. This will look much more honest than trying to recall a message.

22. Do not copy a message or attachment without permission. Do not copy a message or attachment belonging to another user without permission of the originator. If you do not ask permission first, you might be infringing on copyright laws.

23. Do not use email to discuss confidential information. Sending an email is like sending a postcard. If you don't want your email to be displayed on a bulletin board, don't send it. Moreover, never make any libelous, sexist or racially discriminating comments in emails, even if they are meant to be a joke.

24. Use a meaningful subject. Try to use a subject that is meaningful to the recipient as well as yourself. For instance, when you send an email to a company requesting information about a product, it is better to mention the actual name of the product, e.g. 'Product A information' than to just say 'product information' or the company's name in the subject.

25. Use active instead of passive. Try to use the active voice of a verb wherever possible. For instance, 'We will process your order today', sounds better than 'Your order will be processed today'. The first sounds more personal, whereas the latter, especially when used frequently, sounds unnecessarily formal.

26. Avoid using URGENT and IMPORTANT. Even more so than the high-priority option, you must at all times try to avoid these types of words in an email or subject line. Only use this if it is a really, really urgent or important message.

27. Avoid long sentences. Try to keep your sentences to a maximum of 15-20 words. Email is meant to be a quick medium and requires a different kind of writing than letters. Also take care not to send emails that are too long. If a person receives an email that looks like a dissertation, chances are that they will not even attempt to read it!

28. Don't send or forward emails containing libelous, defamatory, offensive, racist or obscene remarks. By sending or even just forwarding one libelous, or offensive remark in an email, you and your company can face court cases resulting in multi-million dollar penalties.

29. Don't forward virus hoaxes and chain letters. If you receive an email message warning you of a new unstoppable virus that will immediately delete everything from your computer, this is most probably a hoax. By forwarding hoaxes you use valuable

bandwidth and sometimes virus hoaxes contain viruses themselves, by attaching a so-called file that will stop the dangerous virus. The same goes for chain letters that promise incredible riches or ask your help for a charitable cause. Even if the content seems to be bona fide, the senders are usually not. Since it is impossible to find out whether a chain letter is real or not, the best place for it is the recycle bin.

30. Keep your language gender neutral. In this day and age, avoid using sexist language such as: 'The user should add a signature by configuring his email program'. Apart from using he/she, you can also use the neutral gender: "The user should add a signature by configuring the email program'.

31. Don't reply to spam. By replying to spam or by unsubscribing, you are confirming that your email address is 'live'. Confirming this will only generate even more spam. Therefore, just hit the delete button or use email software to remove spam automatically.

32. Use cc: field sparingly. Try not to use the cc: field unless the recipient in the cc: field knows why they are receiving a copy of the message. Using the cc: field can be confusing since the recipients might not know who is supposed to act on the message. Also, when responding to a cc: message, should you include the other recipient in the cc: field as well? This will depend on the situation. In general, do not include the person in the cc: field unless you have a particular reason for wanting this person to see your response. Again, make sure that this person will know why they are receiving a copy.

How do you enforce email etiquette?

The first step is to create a written email policy. This email policy should include all the do's and don'ts concerning the use of the company's email system and should be distributed amongst all employees. Secondly, employees must be trained to fully understand the importance of email etiquette. Finally, implementation of the rules can be monitored by using email management software and email response tools.

See www.emailreplies.com for additional tips.

BUSINESS LETTERS

BUSINESS LETTERS

The two most important parts of the business letter are the first paragraph, which contains the purpose, and the last paragraph, which contains the outcome.

The purpose should state clearly why you are writing the letter. Be direct. There's nothing wrong with writing, "This letter is to let you know. . . ." Sometimes you might want to introduce the purpose with a brief reference to seeing the person again or enjoying yesterday's lunch. But don't belabor the issue. Use that only as an introduction.

Must you always include the purpose in the first paragraph? No. There are two exceptions. One is the good news/bad news letter. The other is a letter that mentions or asks for something to which the reader might react adversely. For example, in a letter asking for a raise, begin with a discussion of your accomplishments and the reasons you deserve a raise.

The body of the letter includes the details of your topic. Write from the reader's perspective. What is in it for her? Anticipate her questions. Don't tell her anything she doesn't care about or need to know. Too much detail can be confusing.

The last paragraph should contain the outcome. It tells the reader what he is supposed to do or what to expect. For example, "I'll call you next week."

Keep your sentences and paragraphs short. Limit the letter to one page if possible. Brief letters are read first and responded to quickly.

CLARITY, BREVITY, SIMPLICITY

Clarity, brevity and simplicity are the three goals of effective communication. Think of them as the larger context in which you will find the other guidelines and techniques of good writing.

Clarity: Clear writing is writing that cannot be misunderstood. Clarity means there can be no ambiguity in your writing. When writing is clear, your words can have only one meaning.

Brevity: Mark Twain, the famous American writer, wrote to a friend, *"Sorry for the long letter. I didn't have time to write a short one."* Brevity doesn't mean writing the perfect first draft; it means editing to cut repetitious and unnecessary information and complicated words that might alienate your reader.

Brevity means using as few words as possible to convey your meaning. If you can delete a word without changing the meaning, do so. For example, does "very" add meaning to "hungry"? Of course, because you can be mildly hungry or extremely hungry. On the other hand, you cannot be very famished.

Simplicity: Use easy words and short sentences to convey your meaning. When possible, use one- and two-syllable words. Many times, when you use words with three syllables or more, you force your reader to work too hard. It's far better to write, "Grandmother, what big eyes you have," than to tell granny that her ocular implements are of an extraordinary order of magnitude.

Don't worry. You won't sound stupid. The fact is that simple writing is a sign of clear thinking and hard work. Writing that is wordy and rambling is a sign of a writer who doesn't care or doesn't know any better. Using simple words does not mean you should limit your vocabulary. On the contrary, with a large vocabulary, you can express yourself clearly and precisely-in as few words as possible. A good vocabulary lets you use one word to convey your meaning rather than several words to define what you're saying. With a strong vocabulary, you can say "tolerate" instead of "put up with" and "imminent" rather than "likely to occur at any moment."

EDITING

Written business communication often requires the input of more than one person. When editing another's work, keep these guidelines in mind.

First, don't change the meaning. Be careful when substituting, deleting or adding a word, phrase or even punctuation. Changes in the text might significantly alter the writer's meaning.

If you're not certain about revisions, check with the writer first. The writer should keep a copy of the original for verification in case discrepancies occur, and each draft should be clearly marked with a number or revision date.

When editing, don't change the style unless it is inappropriate. Although some uniformity is often desirable within a department or company, we all have the right to our own "voice." (And it is very difficult to write in a style that is not one's own.) If the writer's style is ornate or circumspect, the editor should not change the style to one that is simple or direct unless the original style is inappropriate.

Be careful not to over-edit. Be sure all changes are justified. Saying the same thing another way is not justification for changing another person's writing. The revision should be better, not just different.

Edit with empathy. Consider using a very light, thin mechanical pencil when editing. If you want to be sure the revisions are easy to see, use bright green, orange or purple ink. Red ink can evoke a negative emotional response. Control your ego; remember that an editor's role is that of co-pilot, not pilot. Edit with an open mind, a big heart and a light hand.

GOOD NEWS/BAD NEWS LETTER

The "Good News/Bad News" letter is one of the most effective letters you can write. This letter is appropriate when you have a legitimate complaint and want resolution. For example, the hotel where you stayed had no hot water, and you had to shower in cold water before your business meeting. You feel you should not have to pay the full amount for the room, and you would like compensation.

The crucial elements of the good news/bad news letter are structure and tone. The structure has four parts: (1) an opening paragraph of good news (2) the bad news (3) a solution (4) an expression of goodwill.

- The opening paragraph should prepare your reader by reinforcing with good news. Try to say something positive about your past experience with the company, individual or product. Good news sets the stage and puts the reader on your side.

- The body of the letter should explain the bad news. Be clear about the problem. Give as much detail as the reader needs, but don't tell the reader anything she doesn't care about or need to know.

- Paragraph three should offer a solution to the problem. Do you want a refund, an exchange, a credit to your charge account? When you offer a solution, you save the reader time. She doesn't have to call you to find out how you would like the problem settled.

- End the letter with an expression of confidence in the problem being solved. Remember that the person to whom you are writing is not responsible for creating the problem. She didn't design, manufacture, package, ship or deliver your purchase.

The tone of the letter is important. Sound objective. Explain the facts without being judgmental. Don't blame the reader for the problem. Avoid the personal pronoun "you." Use passive voice rather than active voice.

Instead of saying "You sent me the wrong part," try "The wrong part was sent to me," or "I received the wrong part." The tone should focus on the problem, not who was responsible for the error.

Be tactful and diplomatic. If you sound angry or rude, you will not encourage the reader to solve your problem quickly.

Here's an example of the good news/bad news letter.

> *Dear Sir or Madam:*
>
> *I have stayed at your hotel numerous times during business engagements, and I have always been satisfied with the service and accommodations.*
>
> *Unfortunately, during my recent visit on July 11, 2006, there was no hot water available, and I had to shower in cold water before a business meeting.*
>
> *I'm sure you will agree that the charge of $100.00 for a room with no hot water is unreasonable. I would appreciate some kind of partial refund on my Visa account number xxxxxxxxxxxxx, expiration date xxxx.*
>
> *Thank you for your consideration. I look forward to being a guest at your hotel again.*

LANGUAGE THAT SELLS

When you sell a product, service or idea, you'll want to understand the difference between features and benefits, the principal components of selling.

Features are easy to define: it's what you do or produce. Your clients need to know the features of your business, but what they BUY are the benefits. Features are centered on the seller, benefits on the buyer. Your clients want to know how they will benefit from your product or service. Will they save time, increase sales, improve morale, be more efficient, present a better image?

To write about benefits, try viewing your product or service from the customer's perspective. The easiest way to write about benefits is by using "you language." Re-write these examples with "you language."

Original Language	*Re-Written with "You" Language*
I can teach you.	You will learn.
Our software is easy to use.	You will find our software easy to use.
Our hotel has the best city views.	You will enjoy the best views of the city from our hotel.

Notice that these revisions are from the perspective of the buyer. Whenever you define a feature, ask yourself if you can write the same fact as a benefit. Instead of thinking "This is what WE offer," think "This is what YOU get."

MANIPULATING THE LANGUAGE

Three watchwords of good writing are Clarity, Brevity, and Simplicity (CBS). The definition of clear writing is "writing that cannot be misunderstood." If we mean school bus, we don't want to write vehicle, because vehicle is too vague, too general. All readers will create the same mental image with the words school bus. But if we write vehicle, the reader might envision a car, motorcycle, boat, truck or bus.

Most of the time our goal is to write clearly, but sometimes we intentionally want to be vague. We might strive for ambiguity because we want to

- soften a harsh message
- hide our true meaning
- imply a different meaning
- remain uncommitted
- respect the feelings of others

Compare these two sentences. How do they differ? Which is more direct, which vague? Who are the intended audiences?

1. XYZ Corporation pleads guilty and agrees to pay $50 million.
2. XYZ Corporation confirms $50 million settlement agreement.

The first sentence was a headline in a major metropolitan newspaper. The second was a headline in an industry newsletter. Notice that the second sentence softens the bad news by avoiding the mention of pleading guilty. To plead guilty is an unambiguous legal term that means the same to all readers.

Here's another example. This is from a full-page ad for a company that sells (or maybe hoped to sell?) electricity.

"At XYZ Energy Resources, we offer electricity that features sources like water, wind and underground steam."

What does it mean to "feature sources like" water, wind and underground steam? Is there a commitment here about the source of the electricity? Is the company trying to present itself as environmentally friendly? Is the company hoping the reader will infer that XYZ Energy Resources doesn't create electricity by burning fossil fuels?

The examples about confirming a settlement and creating electricity are examples of manipulating the language. If you want to find other examples of manipulation, read the message from the president of a company that had a bad financial year. You'll find such messages in the front of annual reports. Look for the "letter to the shareholders."

To intentionally write in a vague style is a skill-though not always an admirable one. It is a skill used by people who understand the power of words. Words, after all, create meaning. Most of the time when we write in a vague style, we do so unintentionally. Look at this example:

"The non-profit group is expected to get a portion of the proceeds, about $7,000."

To what does $7,000 refer? Is it the proceeds or a portion of the proceeds? The sentence above was from an article in my local newspaper. My guess is that the writer meant to convey that the non-profit organization would get about $7,000. Notice how there is no room for misunderstanding if we revise the sentence to read, "The non-profit group is expected to get about $7,000, a portion of the proceeds."

This particular kind of unintentional ambiguity is called a misplaced modifier. That's a fancy way of saying that descriptive words are in the wrong part of the sentence. The easiest way to remember "misplaced modifier" is with this example: "The little girl stood next to the horse in the blue dress." Of course we all know that horses prefer red dresses, not blue.

PURPOSE

Before you begin to write, it is important to identify your purpose: your reason for writing. Are you going to explain, persuade, promote goodwill, analyze, warn, justify?

Your writing will seldom have only one purpose. Since you will usually have a combination of purposes, you will want to clarify them first. For example, perhaps you want to promote goodwill by thanking your customer for the new order for fire extinguishers. You might also want to remind your customer about the importance of following the safety rules when using the extinguishers. In addition, maybe you want to persuade him or her to take advantage of your volume discount. After you have separated your purposes, you will need to prioritize them; doing so will help you organize your thoughts before you begin writing.

In a letter, memo or email, it's a good idea to start by clearly stating the purpose: "This letter is to let you know that the fire extinguishers will be delivered on Friday, May 2." Don't make the mistake of thinking you are merely conveying information. Always ask yourself what purpose the information serves. And don't avoid identifying the purpose altogether: chances are if you don't know where you are going, you'll end up somewhere else (and any old road can take you there).

RESPONDING TO A COMPLAINT LETTER

- Before responding, you should investigate what happened. Be sure you have all your facts. Then decide what you can do to remedy the situation.
- Refer to the complaint letter by date.
- Identify the item, problem, etc.
- If you or your company is at fault, apologize early in the letter.
- Explain how the error occurred only if that information is relevant or important.
- Be specific about how you will solve the problem.
- If you cannot solve the problem the way the customer wants, try to make a partial adjustment.

Similar versions of this document appear on a variety of website.; the author is unknown. See http://www.business-letter-writing.com/for links to many business letter writing websites.

WIT MENA

المرأة والتكنولوجيا

WOMEN IN TECHNOLOGY

الشرق الاوسط و شمال افريقيا

Women in Technology : Middle East and North Africa

Professional Development Training

Module 5-1
Applying for the Job

SESSION 5-1: APPLYING FOR THE JOB

SESSION AT A GLANCE

Content	**Time**	**Activity**
Introduction & Personal Experience	30 minutes	Personal SWOT exercise & small group brainstorming
CV & Cover Letter Basics	30 minutes	PowerPoint-guided discussion
CV & Cover Letter Practice	100 minutes	Write/Revise & Feedback
Debrief & Wrap-Up	20 minutes	Interactive discussion
Total Time	**3 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	Writing a CV and a cover letter are difficult tasks, world-wide. Participants, whether they are new graduates, re-entering the work force, or just starting their own business, routinely underestimate and under-write their CVs; this session aims to provide the basics and allow plenty of time for practice and feedback.
Learning Objectives	By the end of this session, participants should be able to: 1. Draft an attractive, accurate and informative CV and cover letter
Materials and Supplies Needed	• Agenda (in Participant Packet) • HO1: Personal SWOT Analysis (1 per participant) • PPT: CVs and Cover Letters • HO2: Sample CVs (1 per participant) • HO3: Sample Cover Letters (1 per participant) • HO4: PowerPoint Handout (1 per participant) • Projector for PowerPoint • Flipcharts, tape and markers

Set Up Before the Session	• **Make sure that participants have brought previous/current CVs and cover letters with them! If possible, send word with the course confirmation so that they come prepared.** • Cue PowerPoint presentation • Copy handouts and arrange for proper distribution
Potential Issues	*This session will work moderately well if participants do not bring current or old CVs with them, but it works MUCH better if they do – since critiquing what is one's <u>own</u> is much more powerful than working with samples.* *Please add additional issues here as you gain experience with this session over time.*
Alternative Delivery	*Instructors are encouraged to replace or supplement the sample CVs (and possibly cover letters) with local examples that a) conform to local layout conventions and b) reflect the kinds of jobs participants are likely to seek.* *Please add other session variations that you have used, or have contemplated using.*

SESSION DELIVERY

Introduction *5 minutes*	*Welcome*: Introduce the session; you can use the following points: ✓ Not everyone is fond of writing their CV or cover letters – they don't think they have good enough experience to show ✓ Women often find it difficult to speak confidently about their experience, since in some cultures it sounds boastful. ✓ This session seeks to help you get across the information employers find compelling and useful enough to want to invite you for an interview. Go over *Learning Objectives* (above) and check for understanding. Make sure that participants know that we do not have enough time to fully complete a CV today, but that we will get them started, get them resources, and get them connected to each other so they have a built-in support group for the process.
10 minutes	*Individual Reflection*: Ask participants to remind the group what the **SWOT** tool from Module 3 is, and what it is used for. We talked about it as a tool for teams and companies, but it is also quite commonly used on a personal planning level. Distribute Personal SWOT handout to each participant and go over the questions quickly in the four quadrants, pointing out how similar

	they are to the questions used in the business SWOT version. Give the following task (orally): *"This analysis sheet is to help with your own personal reflection. In the next 10 minutes fill in as much as you can. We will not collect or share the results with the group (unless you want to share with a friend, of course). It is solely to get you in the mood for working on your CV."* When the allotted time is up, ask if anyone has any questions or comments on the use of SWOT for personal reflection. Move quickly into the next section, which will help us to look at our experience with CVs and cover letters.
15 minutes	*Reflection on Personal Experience*: Ask participants to group themselves with the closest three or four people around them, and announce that we will discuss CVs for exactly the next five minutes. Show a FC with the following questions: ✓ What was the most frustrating aspect of writing this? What made you most nervous? ✓ Who gave you help? ✓ What samples/resources did you have at your disposal? Call time and announce that you would like them to discuss the same questions, but this time concerning writing Cover Letters. Call time again and ask participants to quickly share what they discussed. Note key words in FC, making sure to distinguish between comments on CVs and cover letters. Ask clarifying questions as necessary; relate the kinds of comments they give to a few of the topics that will be covered in the PPT.
Creating Your CV and Cover Letter *30 minutes*	*Interactive PPT Presentation*: As you go through each slide, ask participants to be looking at their own CV and cover letter, and to be noting down changes they would like to make. Do not accept too many questions at this point, since you will give them time after the PPT to work individually, but you should accept a few. HO: Distribute sample CVs and Cover Letters. When finished, explain that next we'll spend an hour working on CVs and get feedback. Then we shall do the same with our Cover Letters.
CV Practice *50 minutes*	*Individual/Pairs Task:* Distribute copies of the PPT Handout. On one FC write the following instructions: • For 30 minutes work on the CVs you have brought or would like to begin • Consult your Personal SWOT analysis and make sure your CV reflects that analysis. • At ___ o'clock *(30 minutes after they start),* find a partner and take turns sharing are what you have revised/initiated. 10 minutes each.

	• Reconvene in large group at ____ o'clock. • Tell your partner where specifically you would like feedback. On a separate FC, write the following: • Feedback givers should make sure to: • Use the CV guidelines provided today • Use good business writing guidelines • Observe feedback rules: "When you say/arrange/organize/color/describe as you have done here, my reaction is__________." • Use good questioning, paraphrasing and summarizing. Make yourself (and any other resource people) available to participants during this time.
Cover Letter Practice *50 minutes*	*Individual/Pairs Task:* Same process as before, but with cover letters. On the same FC as before, make a show of changing this to **cover letter**. Change the times. • For 30 minutes work on the cover letters you have brought or would like to begin • Consult your Personal SWOT analysis and make sure your cover letter reflects that analysis. • At ___ o'clock *(30 minutes after they start),* find a partner and take turns sharing are what you have revised/initiated. 10 minutes each. • Reconvene in large group at ____ o'clock. • Tell your partner where specifically you would like feedback. On a separate FC, write the following: • Feedback givers should make sure to: • Use the cover letter guidelines provided today • Use good business writing guidelines • Observe feedback rules: "When you say/arrange/organize/color/describe as you have done here, my reaction is__________." • Use good questioning, paraphrasing and summarizing. Make yourself (and any other resource people) available to participants during this time.
Debrief *20 minutes*	Use the following questions, and add your own. Reflection/analysis questions:

	• Did you make progress with your CVs and cover letters? • What are some examples of really helpful feedback that you received? • What areas did you find that you already do well in? • How did you find the process of working with a partner to provide feedback? Who else are you now thinking would be a good "reviewer?" Generalization questions: • What advice would you give someone who asked you about writing CVs and cover letters? • What are the most important issues to keep in mind when preparing your CV? • What are the 3 most important things to keep in mind when writing your cover letter? Application questions: • Do you feel like you made progress on your CV today? • What else are you going to work on? • Who will you be using as a resource that you didn't use before? Wrap-up: Last comments about this morning's session? Thank the participants for all the hard work. Turn back to the session objectives and check whether they have been met. Note that after a well-deserved break, we will return with the final Professional Development session, where they will use much of what they covered this morning to perfect their job interview skills. After all, preparation is a big part of success.

PERSONAL S.W.O.T. ANALYSIS WORKSHEET

SWOT is also a tool to develop your career in a way that takes best advantage of your talents, abilities and opportunities. Think about yourself with the questions in each quadrant, and fill in as much as you can. Keep this sheet, and revise it periodically.

Strengths[1]	*Weaknesses*[2]
• What advantages (for example, skills, education or connections) do you have that others don't have? • What do you do better than anyone else? • What personal resources do you have access to? • What do other people (and your boss in particular) see as your strengths?	• What could you improve? • What should you avoid? • What things are the people around you likely to see as weaknesses?
Opportunities[3]	**Threats**
• Where are the good opportunities available to you? • What are the interesting trends you are aware of?	• What obstacles do you face? • What are the people around you doing? • Is your job (or the demand for the things you do) changing? • Is changing technology threatening your position? • Could any of your weaknesses seriously threaten you?

[1] *Consider this from your own perspective, and from the point of view of the people around you. Be as objective as you can. If you are having any difficulty, try writing down a list of your characteristics - some of these will be strengths - then think about them in relation to the people around you. For example, if you're a great mathematician and the people around you are great at math, then this is not likely to be a strength in your current role, it is likely to be a necessity.*

[2] *Consider this from a personal and external basis: Do other people perceive weaknesses that you do not see? Do co-workers consistently out-perform you in key areas? It is best to be realistic, and face any unpleasant truths soonest.*

[3] *Useful opportunities can come from such things as: changes in technology, markets and your company, government policy related to your field, social patterns, population profiles, lifestyle changes, etc., or local events. A useful approach to looking at opportunities is also to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.*

SAMPLE CV:
International Style

Zohaira El Zoghat

American University of Beirut · P. O .Box 1234/3456, Beirut, Lebanon. · Tel 1: 999999-888888 (Beirut)
Tel 2: 555555-7777777 (Damascus)· e-mail: zzz@aub.edu.lb

Objective: To secure a position that allows me to apply my skills in electronics engineering in a fast-paced consumer electronics company.

Personal Data:
Date of Birth: March 26, 1975
Place of Birth: Qatana, Syria
Nationality: Syrian & Lebanese
Marital Status: Single Female

Education:
Bachelor of Science in Electronics Engineering, Concentration of Telecommunication Engineering (2000), Damascus University. Damascus, Syria.
Note: Ranked second among the graduates of the academic year 1999 -2000.

Master of Engineering, Computer and Communications Engineering (CCE). Thesis in Digital Image Processing. Date of graduation: June 2004, American University of Beirut A.U.B. Beirut, Lebanon.

Related Skills:
Hardware: Z80 Microprocessor, Intel 8085 Microprocessor, Analog Design, Digital Design, RF Design, Digital signal processing, Digital image processing.

Design Tools: Function generator, oscilloscope, digital voltmeters, and logic analyzer.

Computer:
Operating System: MSDOS, Microsoft Windows, Windows NT.
Design: PSPICE, MATLAB, and MATHEMATICA
Programming Language: FORTRAN, PASCAL, Assembly
General: Microsoft Word, Microsoft Excel and Visio Technical

Language:
Fluent in Arabic and English.

Undergraduate Projects:

Function generator design: Generating sinusoidal, triangular and rectangular small signals using digital techniques.

Ultrasonic guiding device for the Blind: The device used ultrasonic transmitters and receivers aided with the 8031 Intel processor to perform a desired algorithm. The program was written in assembly language and stored in an external EPROM chip. The project provided a clear path for the user by producing an audible signal.

Graduate Projects:

Digital signal processing: Musical sound processing: Designing filters and doing all the needed simulations using MATLAB to see the frequency response, gain response and the pole-zero plot of these filters. The aim of this project is to design filters able to generate single echo, multiple echoes or infinite number of echoes for the original direct sound (input of the filter). The project included also all the needed simulations for designing comb filters, teeth filters, first order filters and shelving filters, second order filters and equalizers and high order equalizers.

Digital Image Processing: Designed an algorithm to trace the boundary of an object in a digital image, using MATLAB and then displaying the contour.

Thesis: Boundary Extraction Methods for Segmentation, Representation and Description in Digital Image Processing. The research concentrated on showing the advantages of the four-neighbor connectivity approach, which is used to trace the contour of objects, over the eight-neighbor connectivity approach in terms of the chain code's efficiency and the compression ratio that can be achieved. Another boundary extraction method using morphological operations was developed in the research.

Experience:
Graduate Assistant, American University of Beirut
Beirut, Lebanon 2003 - 2004

Assisted a professor in the computer simulation of digital circuits (RC Integrators) using both PSPICE and MATLAB.

Assisted an instructor in the area of electromagnetic fields and radar systems.

Worked as an instructor in the Microprocessor Lab: Duties included teaching the students, correcting their reports and assisting in the assembly of electronic circuits.

Programmed microprocessors based on the Z80 and the Intel 8085 using Assembly language.

Worked as an instructor in the physics dept/AUB (Electricity and Magnetism Lab.)

Working as a research assistant with a professor in the area of digital image processing: The work includes investigating the properties of a new edge detecting technique with a smoothing effect.

Teaching, American University of Beirut
Beirut, Lebanon 2002 - 2003

Worked as an instructor in the physics dept/AUB (Electricity and Magnetism Lab.)

Worked as an instructor in the physics dept/AUB (Electronics Lab.)

Hardware/Software Engineer, Allied System Group

Beirut, Lebanon 2000 - 2002

Duties included the installation and maintenance of software and hardware related products.

Maintenance engineer, Arabic Computer Center
Damascus, Syria 1999 - 2000

Provided computer related hardware/software maintenance and support to employees throughout the company.

MONA BASHIR

Cover Letter:
New Graduate

PO Box 9999
Alexandria, Egypt
20.3.555.5555

Ms. Al Rashid
ABC Investments, Inc.
1111 Airport Road
Cairo, Egypt

Dear Ms Al Rashid,

My outgoing personality, my sales experience, and my recently completed education make me a strong candidate for a position as an insurance broker for ABC Investments, Inc.

I recently graduated from the University of ___ with a degree in marketing, where I was president of both the Future Business Leaders Club and the Student Marketing Association. Although a recent graduate, I am not a typical new graduate. I attended schools in Egypt, Jordan and Kuwait. While completing full course loads, I also worked such jobs as radio advertising sales, newspaper subscription sales, and restaurant work, all of which enhanced my formal education. I have the maturity, skills, and abilities to embark on a career in brokerage, and I'd like to do this in Egypt, my home.

I will be in Cairo next week, month, and I'd like very much to talk with you concerning a position at ABC Investments. I will follow up this letter with a phone call to see if I can arrange a time to meet with you.

Thank you for your time and consideration.

Sincerely,

Mona Bashir

Enclosure

Cover Letter: Referral

PO Box 9999
Alexandria, Egypt
20.3.555.5555

Ms. Al Rashid
ABC Marketing, Inc.
1111 Airport Road
Cairo, Egypt

Dear Ms Al Rashid,

Ibtisama Nourad, of Gulf Advertising, suggested I contact you regarding the possible public relations opening in your firm.

As an editor/writer for Alexandria's newest city magazine, I've developed my talent and experience as a public relations writer. Because the staff is small, I've worn a number of hats, including: developing the editorial format and individual story concepts, writing numerous articles, editing copy, laying out the magazine, and supervising production.

Prior to my current position, I was highly involved in the public relations industry, working for Khoury & Khoury, where I prepared numerous press releases and media guides, as well as managed several major direct mail campaigns.

My high degree of motivation has been recognized by my previous employers who have quickly promoted me to positions of greater responsibility. I was promoted from assistant editor to editor of Alexandria Monthly after only five months.

I am eager to talk with you about the contribution I could make to your firm. I will call you the week of April 25th to see if we can find a mutual time and date to get together and discuss the possibility. Your consideration is greatly appreciated.

Cordially,

Mona Bashir

Enclosure

Cover Letter:
Unsolicited Inquiry
Sample 3.

PO Box 9999
Alexandria, Egypt
20.3.555.5555

Ms. Al Rashid
Cairo Research Institute, Inc.
1111 Airport Road
Cairo, Egypt

Dear Ms Al Rashid,

As marketing companies are increasingly called upon to supply information on magazine readership to publishers, there is a growing need for trained and experienced professionals in the field.

My marketing/research experiences and my master's thesis have dealt with improving marketing research studies so they can better define magazine audiences to potential advertisers. Because of this, I am certain I could give you valuable assistance in satisfying research demands, managing key projects, and improving the marketing tools you currently use.

I will be completing my master's degree in December and would be interested in making a significant contribution to the Research Institute's profitability in a marketing/research capacity.

I am sure my services would be useful to you, and I will call you in early October to discuss an interview.

Thank you for your time and consideration.

Sincerely,

Mona Bashir

Enclosure

Cover Letter: Response to Advertisement

PO Box 9999
Alexandria, Egypt
20.3.555.5555

Ms. Al Rashid
Cairo Girls' Academy
1111 Airport Road
Cairo, Egypt

Dear Ms Al Rashid,

Perhaps I am the "multi-talented teacher" you seek in your "Multi-Talented Teacher" advertisement in today's Cairo Times. I'm a versatile teacher, ready to substitute, if necessary, as early as next week. I have the solid teaching experience you specify as well as the strong computer skills you desire.

I am presently affiliated with a highly regarded private elementary school. Mr. Boussen, the headmaster, will certainly give you a good reference. The details of your advertisement suggest to me that the position will involve many of the same responsibilities that I am currently performing.

In addition to the planning, administration, and student-parent counseling duties I highlight in my resume, please note that I have a master's degree as well as a current teaching certificate.

Knowing how frantic you must be without a fifth grade teacher, I will call you in a few days. Or if you agree upon reviewing my letter and resume that I am the teacher you need, call me at the home number listed above, or at 555-7327 during business hours.

Thanking you most sincerely for your time and consideration.

Cordially,

Mona Bashir

Enclosure

Cover Letter: Email

Date: Tues, 15 May 2006 19:52:59 -0700 (EDT)
From: Mona Bashir [mbashir@yahoo.com]
Subject: Seasoned Sales Rep With MBA Ideal for Regional Sales Manager (mtt-01/3439)
To: alrashid@marriott.com
Content-Type: text/plain; charset=us-ascii

Dear Ms Al Rashid,

Having broken sales records and exceeded sales quotas in all my previous positions and recently completed my MBA in marketing from the School of Managerial Leadership at ____ University, I am an ideal candidate for the regional sales manager position at Marriott Vacation Club International.

As the leading sales representative for _____ Vacation Club, I developed key sales material, trained new sales reps, and reinvented the way club memberships are sold. My team's revenue was more than double the average for the entire operation.

The vacation club industry is a dynamic and growing industry, and I am convinced I can help Marriott grow its reputation and dominant position in the industry.

We should meet to discuss the position. I will contact you in the next 10 days to arrange an interview. Should you have any questions before that time, please feel free to call me at 20-3-555-2341 or email me. Thank you for your time and consideration.

Cordially,

Mona Bashir

Enclosure

Cover Letter: 2-Column Format

PO Box 9999
Alexandria, Egypt
20.3.555.5555

Ms. Al Rashid
Public Health Associates International
1111 Airport Road
Cairo, Egypt

Dear Ms Al Rashid,

When I read your ad for an Associate Director on the PHAI website, I couldn't help noticing how well your requirements align with my experience, education, skills, and background.

While my enclosed resume provides a good overview of my strengths and achievements, I have also listed some of your specific requirements for the position and my applicable skills:

You require:	I offer:
Ability to coordinate and oversee the work of subordinates.	Experience supervising 25 office employees and ensuring staff efficiency as a public-health program director.
Ability to strategically plan, develop and implement programs and operations toward achievement of team's mission, goals, and objectives.	Experience developing and implementing treatment programs as a public-health program director.
The analytical skills to perform needs assessments, evaluate current programs, and initiate changes or adjustments to current systems and improve operations.	Success in having brought order out of chaos at an inner-city health clinic and vastly improving processes there.
Problem-solving and decision-making abilities.	Success in solving numerous problems at inner-city clinic, such as reducing number of emergency and drug-seeking patients; lobbying for HIV-information dissemination; and increasing number of patients that could be given routine care.
Financial and personnel management expertise.	Expertise in both areas, through public-health and office-management background.
Interpersonal and communication skills that promote ability to serve as a liaison and resource.	Significant experience giving presentations, speaking persuasively, and interacting successfully with diverse individuals.

Since my experience and expertise fit your requirements so closely, I believe that I am one of the people you'll want to see. I plan to contact you to follow up on this letter and see if we can arrange a meeting. In the meantime, please feel free to call me at my home number listed above. I look forward to our meeting. Thank you for your time and consideration.

Sincerely,

Mona Bashir
Enclosure

الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Applying for the Job: CVs & Cover Letters

MEPI

INSTITUTE OF INTERNATIONAL EDUCATION

What is a CV*?

- A CV is a personal summary of your professional history and qualifications.
- It includes information about your career goals, education, work experience, activities, honors, and any special skills you might have.

CV: *curriculum vitae.* Latin: “course of life”

General Guidelines

- Length: Limit an *entry-level resume* to one page. Be as concise as possible.
- Font: Avoid fonts smaller than 10 point and larger than 12 point.
- Paper: Use standard size paper of medium weight.
- Print your resume with a laser or high quality ink-jet printer.

Design / Layout

- CV is a “sales” document - put the important information up front
- Simple is best - highlight main messages for skimmers
- Avoid busy fonts, excess design elements
- Match your industry standards; know local preferences

Preliminary Research

- ***Find out***
  - General job information
  - Desired qualifications and skills
  - Key values and words

- ***Check with***
- WWW
- Trade journals, magazines, and newsletters
- Directories
- Company literature

Identifying Information

Name

Address 1

Address 2

Email Address

Telephones

- Put your name and contact information prominently at the top of your resume.
- Avoid using a nickname to identify yourself.
- Consider including your homepage URL or fax number if you have one.

Objective Statement

- 1-3 sentence summary of your area of expertise and career interest.
- Use complete sentences or use descriptive phrases with minimal punctuation.
- Relate your existing skills directly to the job you are seeking. Demonstrate what you can do for the company, rather than what they can do for you.

Objective Statement

Avoid over-generalizations:

"A position allowing me to utilize my knowledge and expertise in different areas."

Avoid focusing only on what a company can do for you:

"A position where I can gain experience in working on biological problems."

Be as specific as possible:

"A position which allows me to apply my background in engineering and high performance computing to biological problems."

Education

- An important section for recent college graduates or current students.
- Begin with the highest level of educational achievement. Include:
  - university attended, degrees earned, major, minors, grade average, date of program completion, etc.

Relevant Courses

- List relevant courses you took **outside of your major field of study** if they:
  - Help you stand out from the crowd
  - Have provided you with specific skills or knowledge
- Include this information in the education section of the resume.

Employment Experience

- Include jobs you have held that are related, in some way, to the job you are seeking. Can be both paid and volunteer positions.
- Be creative with this section of your resume by describing and emphasizing your experiences in the most relevant way possible.

Employment Experience

- Include information such as company name and location, job title, dates, and duties performed.
- Make this section easy to read by using spacing and bullets.
- Use action phrases to highlight the duties you have performed.

Employment Experience Example

Hospitality Intern (May-August 2005)

Marriott Restaurant, Cairo

- Oversaw the planning, production, preparation and prompt delivery of food
- Assisted in training and retraining new and experienced employees
- Created a positive and healthy atmosphere in the restaurant

Action Phrases

- Action phrases will help you avoid being too brief and from understating your qualifications.
- Think about your qualifications as a professional would.

Parallel Phrases

- Make your descriptions easy to read through parallel structure.
- Set up a pattern and stick with it.
- In the previous example, all the verbs are parallel: “oversaw,” “assisted,” and “created” are all past tense verbs.

Activities and Honors

- Include relevant activities and honors that you could discuss with your prospective employer or that have given you valuable experience or skills.

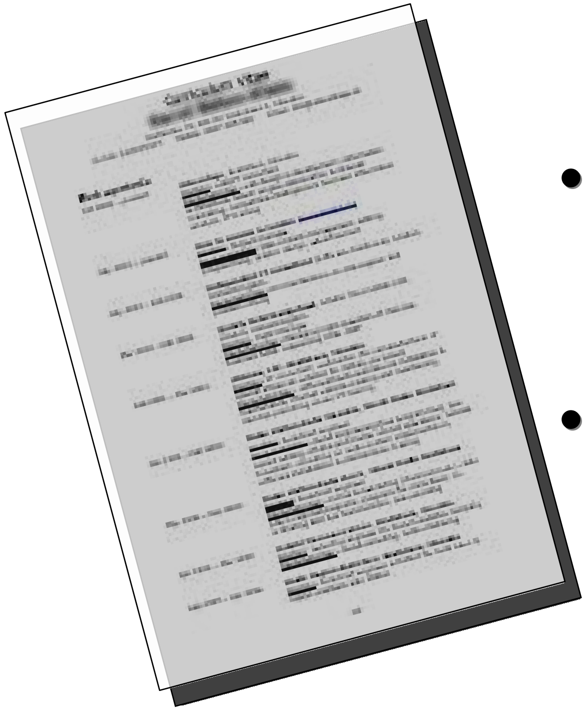
Specialized Skills

- Include skills that make you unique, such as computer skills, foreign language skills, or military service.
- Be specific in describing your special skills; name computer programs you know, how long you studied a foreign language, or your dates of military service.

References

- In general, do not include the names and addresses of your references on your resume.
- It is enough to state that references are available upon request.
- Choose professional references rather than character references. Employers and professors who know you and your work are the best references.

Reference Sheet



- Include the names, addresses, and phone numbers of your references.
- Always ask permission before you include any information on your reference sheet.
- Consider giving your references a copy of your resume so they will be prepared to talk to employers.

What Is a Cover Letter?

A cover letter expresses your interest in, and qualifications for a position to a prospective employer.

What Should My Cover Letter Accomplish?

- Your cover letter should introduce the main points of your resume.
- It should also help you to “sell” your qualifications to the prospective employer.

Cover Letters

HEADER

- ✓ Address your letter to the person who will interview you. (Find the name in company publications; phone & ask for the name or for the personnel manager.)

FIRST PARAGRAPH

- ✓ Get the reader's attention, stimulate interest, and be appropriate for the job you are seeking.
- ✓ Make your goal clear to readers.
- ✓ Preview the rest of your letter. Highlight the qualifications you will discuss throughout the letter.

<u>Solicited</u> Application Letter

- Solicited application letters are letters written in response to an advertised job opening.
- It is appropriate to mention where you learned of the opening in the first paragraph.

I believe that my knowledge of public relations and my proven communication and leadership skills make me a strong candidate for the position of Media Relations Coordinator that was posted by ___.

Unsolicited Application Letters

- Unsolicited application letters are written to companies that have not posted a job opening.
- It is important to gain the reader's attention and persuade them that you can contribute to the company's goals.

As one of the fastest growing publishing houses in the world, do you have an opening in your acquisitions department for a recent college graduate with a major in English and publishing and editing experience?

Goals of the Body Paragraphs

- Highlight your strongest qualifications for the position for which you are applying.
- Demonstrate how these qualifications will benefit the employer.
- Refer employers to your enclosed resume.

Detailing Your Experience

- Show (don't tell) employers your qualifications
- Include specific, credible examples of your qualifications for the position.
- Use numbers, names of equipment you've used, or features of a project that may apply to the job you want.

As a banking representative at ___, I provided quality customer service while promoting the sale of products to customers. I also handled more than $20,000 a day and was responsible for balancing the bank's ATM machine.

Using Active Language—Don'ts

- Don't be vague in your descriptions.
- Don't use weak verbs such as endeavored, tried, hoped, and attempted.
- Don't use sexist language such as chairman and manpower.

Vague: "I worked as a telephone agent at ___."

Weak: "I attempted to attract customers."

Using Active Language—Do's

- Use concrete words to describe your experience.
- Use present tense to discuss current activities and past tense for previous job duties or accomplishments.
- Be as specific as possible in descriptions; list dollar amounts and figures when you can.

Weak: I attempted to attract customers.

Strong: I initiated a program to attract customers to ___, which resulted in a 5% increase in sales for the month of June.

Organizing Your Cover Letter

- In general, no longer than one typed page.
- In body, emphasize strongest, most relevant qualifications. Include two or three strongest qualifications from your CV.
- Make it easy for readers to scan your letter - begin each paragraph with a topic sentence.

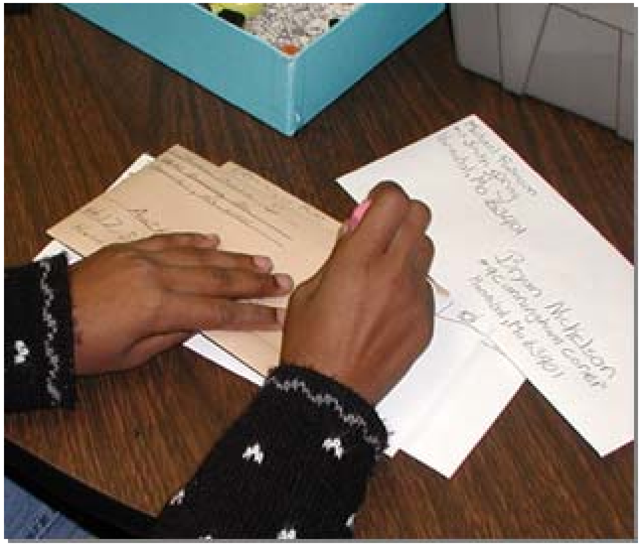
Concluding Your Letter

- Conclude by asking for a personal interview.
- Be flexible regarding a date and time for the interview.
- Be specific about how the interviewer should contact you.
- Include a thank you.

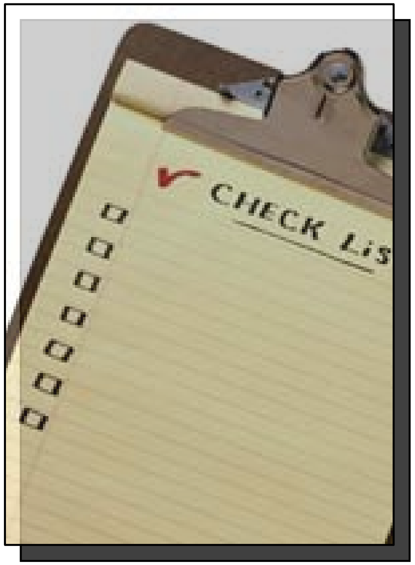
I would welcome the opportunity to discuss these and other qualifications with you. If you are interested, please contact me at (317) 555-0118 any morning before 11:00 a.m., or feel free to leave a message.

Delivering Your Letter With Your Resume

- Coordinate the design of your letter with the design of your resume.
- Be sure to send both to prospective employers; they both reveal different kinds of information about you.



Key Points to Remember



- Appeal to company values, attitudes, goals, projects, etc.
- Elaborate on the information in your resume.
- Provide evidence of your qualifications.
- Proofread carefully for grammatical and typographical errors. The letter should be error-free.

الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Professional Development Training

Module 5-2
Job Interview Skills

MEPI

INSTITUTE OF INTERNATIONAL EDUCATION

SESSION 5-2: JOB INTERVIEW SKILLS

SESSION AT A GLANCE

Content	Time	Activity
Introduction	30 minutes	Role play and interactive discussion
Practice Interviews	90 minutes	Practice with observers
Interview Follow-Up	20 minutes	Sample thank you letters exercise
Wrap-Up	10 minutes	Discussion, evaluation form
Total Time	**3 hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	This is the second and final session in Module Five "Entering the Job market." It is also the last full session of the Professional Development Program. As such, it brings together almost all of the skills and knowledge covered in the previous modules – Ideally, all participants will have attended the other four modules, and you should freely incorporate information from them into this module. But this might not be the case; therefore, be sure to ascertain who has and who hasn't. While being careful not to alienate or offend those who haven't attended Modules 1-4, you should still try to make as many references to previous Professional Development sessions as possible (noted in the delivery notes below).
Learning Objectives	By the end of this session, participants should be able to: 1. Anticipate and respond appropriately to common interviewer strategies used in a variety of work settings 2. Use appropriate techniques to begin and wrap up an interview

Materials and Supplies Needed	• Agenda (in Participant Packet) • HO1 Intro Role Play Info (one per participant) • HO2 Top Ten Interview Mistakes (one per participant) • FC: 10 Common Interview Mistakes • HO3 Sharpening Job Interview Skills (one per participant) • FC: Interview Exercise Instructions • HO4: Job Descriptions for Interviewing Practice (one per participant) • FC: Interview Observation Instructions (?) • HO5: Sample Thank You Letters (one per group) • Flipcharts, tape and markers
Set Up Before the Session	• Set up interview areas – a desk and two chairs in the middle, with an observer chair off to the side. • Set up FC so you can easily uncover them for discussions. • **Participants should bring their current CV (in whatever state of preparation it is in) to use in the practice exercise of this session. Inform Participants before the course – possibly when confirming their enrolment.** • Cut sample thank you letter pages (HO5) in half before handing to groups
Potential Issues	This Session requires two instructors – one for the introductory role play, and then one to manage the large number of practice interviews, which make up the bulk of the session. Instructors will need to prepare their roles so that some negatives and positives come out – be creative with Mona and the Fortnum's representative in Alexandria (see HO1 and delivery notes below). As this is the last session in the Professional Development Program, an additional wrap-up of the full program is included in the section "To the Instructors," including a final program evaluation form. *Please add issues here as you gain experience with this session over time.*
Alternative Delivery	*Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

Introduction *30-40 minutes*	*Role Play*: Instructors will engage in some theatre to start the session. As soon as people are in their seats, start the role play (you will show learning objectives in a few minutes). Invite participants to observe the role play, noting positive things they see, as well as, negative things they see (no observation checklist this time). Ask them to be as detailed as possible, since we will talk about it afterwards.

	Identify the players and their roles. Provide the Role Play Information HO. *Instructors will need to prepare their roles so that some negatives and positives come out – be creative with Mona and the Fortnum's representative in Alexandria.* Conduct the role play for 5-10 minutes. When the short role play session is over, share the learning objectives for the session, and explain that we will first discuss the professionals' advice for interviewing, as well as their warning lists of the biggest mistakes. Using a FC (right) with a simple list of common interview *mistakes* (from the "10 Mistakes" HO) go through each mistake in an interactive manner with participants, asking for examples from the role play and from real life. When you finish, ask if there were any other negative items they observed in the role play. Discuss as necessary, making sure that participants are in agreement about these behaviors. 10 Common Interview Mistakes 1. Poor handshake (where appropriate) 2. Talking too much 3. Talking negatively about past employers 4. Arriving late/too early 5. Rudeness to receptionist 6. Asking about benefits 7. Not preparing 8. Verbal mannerisms 9. Not enough/too much eye contact 10. Not matching communication style Move in a more positive direction, by asking what the participants saw that was well done in the role play. Record their observation on FC, and then use this as the basis to go through some of the main points on the "Sharpening Interview Skills" HO. You can keep this in your hand with main points highlighted as you do this, so you can refer to it. You do not need to cover every single point, but the ones you feel are most pertinent from each section of the handout. Do spend some time discussing the last section of the handout on what interviewers want to know when they ask certain common questions. Make sure to make the connection between the work they put into their CV and the homework they will have done before the interview. Distribute the two HOs at this time, before moving forward with practice. Note that they will want to consult this as they prepare their practice interview.
Practice Interviewing *90 minutes*	Ask participants to self-select into groups of 3 people. Explain that we are going to do some more practicing, in 3 rounds – interviewer, interviewee and observer. • Interviewee: choose a job to apply for from among the samples we provide, and prepare for an interview. Prepare yourself. Provide it to the interviewer before your "appointment." • Interviewer: Invent some background for the job (which you might have to provide the candidate before the appointment?!). Also prepare your "personality" and some interview questions. • Observer: Use the HO and your notes of good and not-so-good interview behaviors. Use good feedback skills – write down things you observed, not what you interpreted! You will also be the timekeeper. Timing for this exercise: • Reading, choosing jobs, deciding who goes in which order, preparation for the interview – 10 minutes • Interview 1 – 10 minutes. Followed by 10 minutes feedback • Interview 2 – 10 minutes. Followed by 10 minutes feedback • Interview 3 – 10 minutes. Followed by 10 minutes feedback Thank the participants for trying out new behaviors as interviewees. Thank them for

	helping their colleagues practice; it also required a lot of concentration and hard work to be good observers and rehearsal partners. Debrief (about 20 minutes) the practice rounds in plenary with the following questions: • Process Questions: general comments. What were the easiest parts of being an interviewee? The most difficult? Was the third interview any different than the first? What changed and if so, why did it evolve? How did you feel? • Generalization Questions: What were the most important personal realizations for you? What about for your group? • Application Questions: how would you describe your level of confidence with the interview process now that you have had some practice? What advice would you provide others who have not had this practice experience? What is the probability that you will be able to continue providing feedback to each other after the Professional Development Program?
Interview Follow-Up *20 minutes*	*Thank You Letters*: Ask what happens AFTER the interview? Yes, you must follow up with a thank you note. Let us take a look at some examples of thank you notes, since – as you might expect – there is more than one way to write them. They will work in groups at their tables (up to 6 sample letters are provided). Provide each table a sample thank you letter. Ask them to discuss the letter and after 5 minutes be prepared to: • Quickly read the letter aloud for everyone. • Say what your particular letter aims to do other than simply say "thank you?" *Instructor answer key:* 1. *Acknowledges career networking help* 2. *Provides interview afterthoughts* 3. *This one is indeed a general "thank you"* 4. *Stresses fit of the candidate to a particular job* 5. *Does "damage control" for mediocre interview by providing additional information* 6. *Further stresses the candidate's strengths* Instructor should pursue with the following: • What specifically did the writer say to stress her particular point? Further questions for the entire group, once all letters have been shared: • In addition to making your point, and now that you have met the person him/herself, how else would you want to tailor your thank you note? *Match interviewer's communication style.* • What is the value of tailoring your thank you notes? *Good manners, check on the status of your application, provide additional information or references.* • How would you adapt this for your own use?
Wrap-Up *10 minutes*	Thank participants for their energy during this day of learning and practice. Ask participants to turn to the objectives for the day (or uncover them if you have had them on FC) for the two main sessions (applying for the job and interviewing) and ask if they thought the objectives had been achieved. Hand out the 2-page daily journal and ask them to fill it out. Page 1 is for them to

	keep, as it is a personal action-planning tool. You will collect page 2 when they have finished. As this is the last session in the Professional Development Program, an additional wrap-up of the full program is included in the section "To the Instructors," including a final program evaluation sheet.

INTERVIEWING ROLE PLAY

MONA BASHIR
PO Box 9999 ✷Alexandria, Egypt ✷Mobile: 07960 999999 ✷ E-mail: bashir9999@hotmail.com

Employment

1999 - 2000, Alexandria, Egypt, The Natural Group (a manufacturer and retailer of locally produced natural foods and supplements)

Sales Assistant

- Advised the main shop's customers about organic and health foods
- Developed new business in smaller satellite stores, explaining the benefits of supplements and organic food to potential new customers
- Increased sales at both the main and the satellite shops. The extra profits were used to expand the business by establishing a new shop

1997 - 1999, Cairo, Egypt, The Sony Corporation (a Japanese conglomerate which develops and manufactures consumer and industrial electronic equipment world-wide)

Administration Assistant, General Affairs Department

- Examined incoming mail and redirected this to the appropriate division
- Translated foreign letters (written in English) into Arabic

Customs Clearance Officer, Import Division, Sony Air Cargo

- Completed reports (e.g. bills of entry) to facilitate the import of goods from abroad
- Managed customs enquiries and procedures

Education

Sep 2001 - June 2002 Britannia School of English, Alexandria
English language school; Certificate awarded in June 2002

1993 - 1997 _____ University, Cairo
Degree in International Relations

Other Skills

- Computer literate: good knowledge of Word, Outlook, PowerPoint and Excel
- Fluent in English; practical knowledge of French

Personal Details

- Date of Birth: 6 January 1975
- Nationality: Egyptian

MONA BASHIR
PO Box 9999 ✷Alexandria, Egypt ✷Mobile: 07960 999999 ✷ E-mail: bashir9999@hotmail.com

Fortnum & Mason's
181 Sea View Boulevard
Alexandria, Egypt

3 August 2002

Dear Sir/Madam,

Re: Job as a part-time sales assistant (reference: JBW5014)

I would like to apply for the job of a part-time sales assistant in the food section of Fortnum & Mason's new retail store in Alexandria, as advertised in the _______ on 2 August. Please find attached a copy of my CV.

My previous jobs include two years as a sales assistant in an organic food shop in here in Alexandria. This has given me experience of dealing with customers, as well as cashier skills and a basic knowledge of food retailing. I have been living in Alexandria since last September, and am currently studying English at a language school. I have good English communication skills. My fluency in Arabic will certainly be useful when dealing with your local customers. I am an enthusiastic worker, and enjoy working in a team. I am available to begin work immediately.

I would welcome the opportunity to discuss the job vacancy with you on the telephone or at an interview. I can be contacted most easily on my mobile telephone or by e-mail (see details at the top of this letter).

Sincerely,

Mona Bashir

Fortnum & Mason Background *(fictional adaptation, inspired by Wikipedia):*

Fortnum & Mason, often shortened to just "Fortnum's", is a department store headquartered in London and established in 1707 by William Fortnum and Hugh Mason. Its fame rests almost entirely on its celebrated food department. It is also the location of a celebrated tea shop.

In 1761, William Fortnum's grandson Charles went into the service of Queen Charlotte, and the royal affiliation led to an increase in business. The store began to stock specialty items and luxury meals. Fortnum supplied dried fruit, spices and other preserves to the British forces during wartimes, and during the Victorian era it was frequently called upon to provide food for prestigious royal functions. Its luxury picnic baskets remain popular with England's upper class, especially at holiday time.

In 2001, the store was acquired by the Canadian W. Garfield Weston, and is run by his granddaughter, Jana Weston Khayat. The store is now undergoing a major renovation – in 2007 it will reach 300 years in operation. Fortnum & Mason PLC operates department stores, includes retailing and wholesaling in the UK and overseas. Retailing accounted for 87% of 2001 revenues and wholesaling, 13%.

Avoid These 10 Interview Mistakes

We've all heard stories of job candidates who looked great on paper but who were absolute disasters in person. With fewer and fewer interview opportunities available in this competitive market, it's essential to make the best possible first impression. You can learn from the mistakes of others and avoid the **top 10 worst interview mistakes**.

1. Poor handshake: In cultures where handshaking is standard, the three-second handshake that starts the interview is your first opportunity to create a great impression. But all too often an interview is blown right from the start by an ineffective handshake. Once you've delivered a poor handshake, it's nearly impossible to recover your efforts to build rapport. Here are some examples:

- ✓ The Limp Hand: Gives the impression of disinterest or weakness
- ✓ The Tips of the Fingers: Shows lack of ability to engage.
- ✓ The Arm Pump: Sincerity is questionable, much like an overly aggressive salesman.

Even if you're a seasoned professional, don't assume you have avoided these pitfalls. Your handshake may be telling more about you than you know. Ask for honest critiques from several friends who aren't afraid to tell you the truth.

2. Talking too much: Recruiters and employers detest over-talkative people. Over-talking takes two forms:

- ✓ Taking too long to answer direct questions. The impression is that this candidate just can't get to the point.
- ✓ Nervous talkers. The impression is that this candidate is covering up something or is plainly lying.

To avoid either of these forms of over-talking, practice answering questions in a direct manner and avoid nervous talking by preparing for your interview with role-play.

3. Talking negatively about current or past employers/managers: The fastest way to talk yourself out of a new job is to say negative things. Even if your last boss was terrible, never ever state your ill feelings about him/her. No matter how reasonable your complaints, you will come out the loser if you show that you disrespect your boss, because the interviewer will assume that you would similarly speak ill of him or her. When faced with the challenge of talking about former employers, make sure you are prepared with a positive outlook on your experiences.

4. Showing up late or too early: One of the first lessons in job-search etiquette is to show up on time for interviews. Many job-seekers don't realize, however, that showing up too early often creates a poor first impression as well. Arriving more than 10 minutes early for an interview is a sure sign that the job seeker has too much time available. Don't diminish your candidate desirability by appearing desperate. Act as if your time were as valuable as the interviewer's. Always arrive on time, but never more than 10 minutes early.

5. Treating the secretary or receptionist rudely: Since the first person you meet on an interview is usually a secretary or receptionist, this encounter represents the first impression you'll make. Don't mistake low rank for low input. Often that receptionist's job is to usher you into your interview. The receptionist has the power to pave your way positively or negatively before you even set eyes on the interviewer. The interviewer may also solicit the receptionist's opinion of you after you leave.

6. Asking about benefits, vacation time or salary: What if a salesman asked to see a report of your credit worthiness before allowing you to see the merchandise? That would be ridiculous, and you'd walk away in disgust. The effect is almost the same when a job-seeker asks about benefits or other employee resources during the first interview. Wait until you've won the employer over before beginning that discussion.

7. Not preparing for the interview: Nothing communicates disinterest like a candidate who hasn't bothered to do pre-interview research. On the other hand, the quickest way to a good impression is to demonstrate your interest with a few well thought out questions that reflect your knowledge of their organization.

8. Verbal mannerisms: An ill-at-ease candidate seldom makes a good impression. The first signs of nervousness are verbal mannerisms. We all have them from time to time -- "umm," "like," "you know." Ignore the nervousness in your stomach and show calm confidence by avoiding verbal mannerisms. You can also sometimes avoid these by pausing for a few seconds to gather your thoughts before each response.

One of the best ways to reduce or eliminate them is through role-play. Practice sharing your best success stories ahead of time, and you'll feel more relaxed during the real interview.

9. Not enough/too much eye contact: Either situation can create a negative effect. Avoid eye contact and in some cultures you'll seem untruthful or disinterested; offer too much eye contact, and in other cultures you'll seem forward or pushy. If you sometimes have trouble with eye-contact balance, work this issue out ahead of time in an interview practice session with a friend who knows the culture of the business to which you are applying.

10. Failure to match communication styles: It's almost impossible to make a good first impression if you can't communicate effectively with an interviewer. But you can easily change that situation by <u>mirroring</u> the way the interviewer treats you. For instance:

- ✓ If the interviewer seems all business, do not attempt to loosen him/her up with a joke or story. Be succinct and businesslike.
- ✓ If the interviewer is personable, try discussing his/her interests. Often the items on display in the office can offer a clue. Remain professional at all times, however.
- ✓ If asked a direct question, answer directly. Then follow up by asking if more information is needed.

Allowing the interviewer to set the tone of conversation can vastly improve your chances of making a favorable impression. You can put the interviewer at ease -- and make yourself seem more like him or her -- by mirroring his or her communication style.

Final Advice

Just as a strong resume wins you an opportunity to interview, strong interview skills will win you consideration for the job. You already know that you won't earn an interview unless your resume sets you apart as a candidate of choice. Similarly, you should know that polishing your interview skills can mean the difference between getting the job offer -- and being a runner-up.

Start your job search with a resume that creates a stellar first impression, then back those facts up with your extraordinary interview skills. You will have made yourself a better candidate by avoiding these ten interview pitfalls. And no one will have to talk about you as the candidate who "almost" got the job.

Adapted from Deborah Walker of AlphaAdvantage.com, appearing in http://www.quintcareers.com/

SHARPENING JOB INTERVIEW SKILLS

Preparation is the first essential step towards a successful interview. Employers will not be impressed with candidates that do not prepare themselves for interviews and possess little or no information about the company for which they are being interviewed.

Your Dress: dress in smart clothes. Do not wear casual clothes even if you know that it is the company's policy.

Homework: know the following:
- ✓ The exact time and location of the interview.
- ✓ The interviewer's correct title and pronunciation of his or her full name.
- ✓ Specific facts about the company: its plant, office or store locations, its products and services, its recent business growth, its growth potential for the future. There are also a number of helpful documents and research publications: the company's website and its annual reports.
- ✓ You should also be aware of relevant facts and figures regarding your present or former employer. Refresh your memory on this, as you will be expected to know a lot about a company for which you have previously worked.

Questions to ask the interviewer. Remember that an interview is a two-way street. The interviewer will try to determine through questioning whether you are the right person for a specific job. Likewise, you must determine through questioning whether this potential employer will provide the opportunity for career development that you seek. Besides this, the interviewer will be impressed by your interest in the company and by intelligent questions. Some questions you might ask include:

- ✓ Can you give me a detailed description of the position?
- ✓ Why has the position become available?
- ✓ What is the culture of the company?
- ✓ What induction/training program is there?
- ✓ What kinds of people have previously been successful in the company?
- ✓ What advanced training programs are available for those who demonstrate ability?
- ✓ What plans has the company for future development?
- ✓ Which are the company's best selling products or services?
- ✓ What is the next step?

The Interview: During the interview, you will be assessed for your strengths and weaknesses. In addition to this, specific personal characteristics will be examined, such as attitude, aptitude, stability, motivation and maturity. Some interview do's and don'ts:

- ✓ **DO** arrive on time or a few minutes early. Late arrival for a job interview is never excusable.
- ✓ **DO** fill out any application forms neatly and completely. If you have a personal resume, be sure that the person to whom you release it is the person who will actually do the hiring.
- ✓ **DO** greet the interviewer by his or her title and surname. If you are not sure of the name pronunciation, ask the interviewer to repeat it.
- ✓ **DO** shake hands firmly.

- ✓ **DO** wait until you are offered a chair before sitting. Sit upright in your chair and look alert and interested at all times.
- ✓ **DO** be as professionally charming as possible; it is very important that you demonstrate your interpersonal skills during the interview.
- ✓ **DO** be a good listener as well as a good talker.
- ✓ **DO** smile. **DO** look the interviewer in the eye.
- ✓ **DO** follow the interviewer's leads. Try, however, to obtain a full description of the position and its duties at an early stage so that you can communicate your appropriate background and skills accordingly.
- ✓ **DO** make sure that your good points get across to the interviewer in a clear, factual and sincere manner. Waffle will get you nowhere. Bear in mind that only you can sell yourself and make the interviewer aware of the benefits that you can offer to the organization.
- ✓ **DO** always conduct yourself as if you are determined to get the job you are discussing. Never close the door on opportunity. It is better to be in a position where you can choose from a number of offers - rather than only one.
- ✓ **DON'T** wear your sunglasses, either on your face or on top of your head.
- ✓ **DON'T** wear too much make-up.
- ✓ **DON'T** have your mobile phone on. (If you need it switched on to trace calls, put it on silent, not vibrate.)
- ✓ **DON'T** smoke even if the interviewer smokes and offers you a cigarette.
- ✓ **DON'T** answer questions with a simple "yes" or "no". Explain yourself whenever possible. Describe those things about yourself that relate to the position on offer.
- ✓ **DON'T** lie. Answer questions truthfully, frankly and as close to the point as possible.
- ✓ **DON'T** make offensive remarks about your present or former employers.
- ✓ **DON'T** 'over-answer' questions. The interviewer may steer the conversation into politics or economics, which can be controversial topics. It is best to respond to such issues honestly, yet trying not to say more than is necessary.
- ✓ **DON'T** enquire about salary, holidays, bonuses etc. at the initial interview unless you are positive that the interviewer wants to hire you. You should, however, know your market value and be prepared to specify your required salary or range.

Be prepared to answer questions such as:

- ✓ Why did you choose a career in accountancy/IT/sales/banking/marketing..etc?
- ✓ What kind of job are you seeking?
- ✓ What is your technical experience?
- ✓ Why would you like to work for our company?
- ✓ What do you want to be doing in your career five years from now?
- ✓ When was your last salary review?
- ✓ What style of management gets the best from you?
- ✓ What interests you about our product/service?
- ✓ What have you learned from some of the jobs you have held?
- ✓ Which did you enjoy the most and why?
- ✓ What have you done that shows initiative in your career?
- ✓ What are your major weaknesses and what are your strengths?
- ✓ What do you think determines a person's progress in a good company?
- ✓ Are you willing to relocate?
- ✓ What are your hobbies?
- ✓ What does "teamwork" mean to you?

Negative Factors to Avoid

During the course of the interview, the interviewer will be evaluating your negative attributes as well as your positive ones. Listed below are some negative traits that are frequently evaluated during the course of an interview and which most often lead to rejection:

- ✓ Poor personal appearance
- ✓ Overbearing, aggressive, arrogant, or superior demeanor
- ✓ Inability to express thoughts clearly - poor diction or grammar
- ✓ Lack of career planning - no purpose or goals or foresight
- ✓ Lack of interest and enthusiasm - passive and indifferent
- ✓ Lack of confidence - nervousness
- ✓ Over-emphasis on money - interested only in remuneration
- ✓ Disapproval of past employers
- ✓ Failure to look the interviewer in the eye; limp handshake
- ✓ Failure to ask good questions about the job and company
- ✓ Lack of interview preparation - failure to research the company - resulting in an inability to ask intelligent questions

Closing the Interview

- ✓ IF you are interested in the position enquire about the next interview stage. If the interview offers the position to you and you want it, accept on the spot. If you wish for some time to think it over, be polite and tactful in asking for that time. Set a definite date on which you can provide an answer.
- ✓ DON'T be too discouraged if no definite offer is made nor a specific salary discussed. The interviewer will probably want to consult colleagues or interview other candidates (or both) before making a decision.
- ✓ IF you get the impression that the interview is not going very well and you have already been rejected, don't let your discouragement show. Once in a while an interviewer who is genuinely interested in your possibilities may intend to discourage you in order to test your reaction.
- ✓ THANK the interviewer for the time spent with you.

Interview Follow-up

- ✓ Send a brief "thank you" to the interviewer or call and express appreciation for getting the chance to discuss the job opening. Remember to express your interest once again in the job opening and the company. Try to send the letter within 24 hours of your interview.

Common Questions and How to Approach Them

Tell me about yourself.	The interviewer is asking about you as a person, not merely about your job skills.
What kind of starting salary would you be expecting?	You are being asked to name a figure. A wrong answer may eliminate you. You may respond by asking the salary range of the position, or you may state that you have researched the position and are confident the company will make a competitive offer. You may state your prior salary range.
What is your greatest strength/weakness?	Be honest, and do not exaggerate strengths. Present a weakness in a positive fashion and show how you can overcome the weakness.
Why did you leave your last job?	Do not speak poorly of your last employer. You may be looking for a better opportunity, more challenge, or professional growth. Your prior company may have downsized… Maybe you relocated.
What did you like most/least about your last position?	Present your answers in a positive manner.
Can you work under pressure?	Be honest. You may use past work experience to demonstrate you can work under pressure.
What did you think of your last boss?	Be sincere. Address the qualities you genuinely admired.
What five words would you say describe you best?	Be prepared for this type of question. Memorize your answers.
Why should I hire you?	Summarize the job description and how you meet qualifications. You may include information obtained when researching the employer.

Additional reference: www.theworksource.org

SAMPLE JOB DESCRIPTION 1: COMPUTER TECHNICIAN, CITY OF _________

Definition: Under supervision of a Division Manager, installs, maintains, troubleshoots and upgrades computer hardware, software, personal computer networks, peripheral equipment and City-wide electronic mail systems; assesses user training needs and trains users in effective use of applications; makes recommendations regarding hardware and software acquisitions; prepares documentation and provides user assistance to City staff; and performs related work as required.

Class Characteristics: This is the first level of the computer technical support classification series. It is distinguished from the higher level Computer Specialist class by the latter's more advanced and specialized responsibility to provide support to the City's Geographic Information System (GIS) and other special use systems. Incumbents perform general technical support functions, including physical installation, assembly, configuration and maintenance of the personal computer network linking all City departments. An essential element of this classification is the provision of prompt and effective problem-solving and troubleshooting to City employees through a centralized help desk when system failures or dysfunctions occur.

Examples of Key Duties: (Duties are illustrative and not inclusive and may vary with individual assignment.)

- Installs, configures and upgrades operating systems and software, using standard business and administrative packages; may modify specific applications for use in operational departments.
- Installs, assembles and configures computers, monitors, network infrastructure and peripherals such as printers, scanners and related hardware; pulls cables and rewires or directs the rewiring of cables as required for new installations and office reconfiguration.
- Troubleshoots problems with computer systems, including troubleshooting hardware and software, e-mail, network and peripheral equipment problems; makes repairs and corrections where required.
- Acts as a technical resource in assisting users to resolve problems with equipment and data; staffs a centralized help desk to facilitate exchange of information and advice; implements solutions or notifies outsource providers as required.
- Makes hardware and software acquisition recommendations including helping users assess needs and providing justification for equipment and services.
- Assists in instructing City staff in the use of standard business and administrative software, including word processing, spreadsheets and database management; provides instruction or written documentation where required.
- Assists with the planning, design, research and acquisition of new or upgraded hardware and software systems; maintains current knowledge of hardware, software and network technology and recommends modifications as necessary; and,
- Performs other duties of a similar nature or level.

Qualifications:

Education and Experience: Equivalent to completion of two years of college-level coursework in computer science, information technology or a related field and two years of general computer installation, maintenance and repair experience; or, an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job as listed above.

Licenses: Must possess and maintain a valid XXX driver's license and a satisfactory driving record.
Physical Requirements and Working Conditions: Must possess mobility to work in a standard office setting and to use standard office equipment, including a computer, stamina to maintain attention to detail despite interruptions, strength to lift and carry objects weighing up to 40 pounds; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone.

Knowledge of: (at entry)
- Computer hardware, software and peripherals such as central processing units, servers, monitors, cables, network systems, printers, plotters and modems;
- Functions, operations and technology related to City financial, business and administrative applications and related hardware and software;
- Current technology related to City applications, networks and telecommunications and the equipment and software required to maximize system support;
- Procedures for installing, configuring, upgrading, troubleshooting and repairing applicable software, hardware and peripherals;
- Principles, practices, hardware and software related to the establishment and maintenance of local and wide area networks (LANs and WANs); and
- Techniques for explaining technical concepts and procedures to non-technical users.

Skill in: (at entry)
- Installing, configuring and upgrading operating systems and software, using primarily standard financial, business and administrative application practices;
- Installing, configuring, assembling and repairing computers, monitors, network infrastructure and peripherals such as printers and related hardware;
- Monitoring the City's LANs and WANs;
- Troubleshooting and solving hardware and software problems;
- Instructing users on new or upgraded computer applications and hardware;
- Using initiative and independent judgment within established guidelines and procedures;
- Organizing own work, setting priorities and meeting critical time deadlines; and
- Communicating effectively with co-workers, subordinates, superiors, the general public, representatives of public and private organizations and others sufficient to exchange or convey information.

SAMPLE JOB DESCRIPTION 2: REPRESENTATIVE OF RETAIL SALES

Email this job to a friend

Job Description

YOU ALWAYS... complete the deal. You're ambitious, tuned in to customers' needs and just how to address them. You belong with _____ Wireless, the largest and most reliable wireless network in the industry. Knowing it takes a 110% effort to exceed sales goals, you're committed to doing whatever it takes to be successful. After all, it's not about "time." It's about results! Analyzing customers' needs, developing product and service solutions and completing sales will be your main focus. As a member of the team, you will make sure the store meet its sales goals, all while delivering the best in customer service. The results: tremendous earning potential with room to grow.

Company: ______ Wireless
This position has no specific location due to the job responsibilities.

Website: www.______wireless.com
Post on site: From 8/17/2006 until 10/16/2006
Categories: Sales / Telecommunications
Job Type: Regular
Full/Part Time: Full Time
Salary: Salary plus Commission
Location Notes: The Retail Sales positions are located throughout ____.

Job Requirements

Excellent interpersonal, communication and negotiation skills make you a top-notch candidate. We expect computer proficiency and 2+ years' customer service, marketing or sales experience. Wireless industry experience a plus. Multi-lingual candidates are highly desirable.

Education Requirements

A bachelor's degree is preferred.

Benefits

It takes dedicated, hard-working people like you to provide the largest, most advanced, nationwide wireless network. That's why we offer some of the best benefits around. And the best part is, the day you start is the day your medical/dental/vision/life insurance, paid vacation, training and tuition reimbursement benefits start. We also offer competitive time off and employee assistance programs so you can manage work with the rest of your life.

SAMPLE JOB DESCRIPTION 3: MORTGAGE LOAN OFFICER

Posted by: ABCD Bank
Hiring Entity type: Banks and Financial Services.
Position Type: Direct, Full-Time
Compensation: ******
Benefits: Retirement package, health Insurance, paid vacation -
Relocation: No relocation assistance provided
Position Functions: Banking/Brokerage, Real Estate / Mortgage, Sales
Travel: Unspecified
Accept candidates: in same state/locale
Minimum Education: Bachelor Degree
Minimum Experience: 1 year
Cover Letter: No cover letter requested
Job Code: Job# 174776 / Latpro-826984
Date Posted: Aug-07-2006

Job Category: Sales Primary Purpose: Responsible for the sales and marketing of ABCD Mortgage Loan products within bank policies and procedures as well as consistent, effective referrals of mortgage clients for other bank services, (Integrated Relationship Management), including the qualifying package of services, and insurance products.

Essential Duties and Responsibilities: Following is a summary of the essential functions for this job. Other Duties may be performed, both major and minor, which are not mentioned below. Specific activities may change from time to time. **1.** Execute effective mortgage marketing plans to meet or exceed agreed upon mortgage production goals. **2.** Maintain a complete and thorough knowledge of ABCD Mortgage Strategies, Policies and Procedures, as well as secondary market investor's guidelines utilized by the bank. **3.** Adhere to and comply fully with any and all ABCD Bank policies and procedures related to internal and external rules and regulations, particularly those established by law. **4.** Provide mortgage clients sound mortgage advice based on a full understanding of client needs as well as ABCD Mortgage products and their benefits. **5.** Consistently execute on ABCD's referral process by introducing mortgage clients to other bank services for sales opportunities. **6.** Assist Mortgage Loan Administration with client, attorney, or appraiser document follow-up as determined through quality control or post closing review.

Requirements

Required Skills and Competencies: The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. 1. Secondary school diploma or equivalent education and related training. 2. Minimum of one year experience in banking and/or lending environment with basic knowledge of residential property types. 3. Good organizational skills. 4. Good written and verbal communication skills. 5. Possess solid interpersonal and negotiation skills. 6. Demonstrated proficiency in relevant computer applications. 7. Ability to provide own transportation to travel as needed.

Desired Skills 1. Bachelor's degree in Business, Marketing, Accounting, or related studies. 2. Two or more years of experience in residential mortgage lending with solid knowledge of the local market and regulations. 3. Completion of elective training curriculum in Mortgage Lending.

ABCD Bank recognizes and values the diversity of its employees, clients and business partners. ABCD Bank offers competitive salaries and has an outstanding benefit program. To apply for this position, please click on apply below. Visit our career center and apply to Job# 174776. "There's opportunity here" - ABCD Bank

SAMPLE JOB DESCRIPTION 4: MANAGER OF VOLUNTEERS

Job Purpose:

Managers of Volunteers manage volunteer resources to assist in the delivery of the organization's programs and services. This includes directly managing volunteers, and/or providing guidance, support, resources and tools to staff who supervise volunteers.

Primary Duties and Responsibilities:

Managers of Volunteers perform some or all of the following duties:

Plan the Volunteer Program/Service

- Develop and implement goals and objectives for the volunteer program which reflect the mission of the organization
- Assess the need for volunteers to enhance program/service delivery
- Develop a budget for the volunteer program activities
- Conduct ongoing evaluation of the programs and services delivered by volunteers and implement improvements as necessary

Organize the Volunteer Program/Service

- Develop, administer, and review policies and procedures which guide the volunteer programs and services, and reflect the overall values of the organization
- Develop and administer forms and records to document the volunteer activities
- Identify volunteer assignments that provide meaningful work for volunteers and write the volunteer position descriptions in consultation with staff as appropriate

Engage Volunteers

- Promote the volunteer program to gain community support of the volunteer program and the organization
- Develop and implement effective strategies to recruit the right volunteers with the right skills
- Develop and implement an intake and interview protocol for potential volunteers to ensure the best match between the skills, qualification, and interests of the volunteers and the needs of the organization
- Implement a screening process for potential volunteers according to accepted screening standards and practices

Lead the Volunteer Program/Services

- Train staff to work effectively and cooperatively with volunteers
- Orient volunteers to increase their understanding of the organization, its clients, its services and the role and responsibilities of volunteers
- Ensure that volunteers are given appropriate training to be successful in their positions
- Ensure that volunteer check-in procedures are followed and records of volunteer hours are maintained according to established procedures
- Ensure that volunteers receive the appropriate level of supervision
- Assist with conflict resolution among clients, staff and volunteers according to established procedures
- Establish and implement a process for evaluating the contribution of individual volunteers
- Plan and implement formal and informal volunteer recognition activities to recognize the contribution of volunteers to the organization

Control the Volunteer Program/Services

- Evaluate the risks associated with each volunteer position and take appropriate action to control the risks associated with the program or service
- Ensure that volunteers work in a safe, healthy, and supportive environment in accordance with all appropriate legislation and regulations
- Evaluate the contribution of each volunteer on an annual basis
- Prepare an annual report on the contribution of the volunteer program to the organization
- Administer and monitor expenditures for the volunteer program against the approved budget

Qualifications

Education

- University Certificate in Volunteer Management is an asset
- Post Secondary education in social sciences, human resources, community development, or adult education is an asset

Professional Designation

- Certification from the National Administrator of Volunteer Resources or the equivalent provincial association is an asset
- Membership in ____ Association or the equivalent association is an asset

Knowledge, Skills and Abilities

- Knowledge of current trends, resources and information related to volunteerism
- Knowledge of the Management of Volunteer Resources

Proficiency in the use of computers for:

- Word processing
- Data base management

Personal Characteristics

The Program Manager should demonstrate competence in some or all of the following:

- Behave Ethically: Understand ethical behavior and business practices, and ensure that own behavior and the behavior of others is consistent with these standards and aligns with the values of the organization.
- Build Relationships: Establish and maintain positive working relationships with others, both internally and externally, to achieve the goals of the organization.
- Communicate Effectively: Speak, listen and write in a clear, thorough and timely manner using appropriate and effective communication tools and techniques.
- Creativity/Innovation: Develop new and unique ways to improve operations of the organization and to create new opportunities
- Focus on Client Needs: Anticipate, understand, and respond to the needs of internal and external clients to meet or exceed their expectations within the organizational parameters.
- Foster Teamwork: Work cooperatively and effectively with others to set goals, resolve problem, and make decisions that enhance organizational effectiveness.
- Lead: Positively influence others to achieve results that are in the best interest of the organization.

- Make Decisions: Assess situations to determine the importance, urgency and risks, and make clear decisions which are timely and in the best interests of the organization
- Organize: Set priorities, develop a work schedule, monitor progress towards goals, and track details, data, information and activities.
- Plan: Determine strategies to move the organization forward, set goals, create and implement actions plans, and evaluate the process and results.
- Solve Problems: Assess problem situations to identify causes, gather and process relevant information, generate possible solutions, and make recommendations and/or resolve the problem.

Experience

- 3-5 years of supervisory or management experience

Working Conditions

- Managers of Volunteers work in an office environment, but monitoring the activities of volunteers may sometimes take them into non standard workplaces.
- Managers of Volunteers may be required to work some evenings and weekends.

SAMPLE JOB DESCRIPTION 5:
ON-SITE CALL CENTER CUSTOMER SERVICE REPRESENTATIVE

Summary:

- Work either full-time or part-time on-site at a call center in any of four metropolitan areas in the as a Customer Service Representative (CSR). Note: This is not a telephone sales or telemarketing position.
  Location 1 OnSite-2005-001
  Location 2 OnSite-2005-002
  Location 3 OnSite-2005-003
  Location 4 OnSite-2005-004

- Answer incoming telephone calls in a fast-paced work environment.

Personal Requirements

- High School diploma or equivalent
- Minimum of 6 months of experience in customer service, secretarial, reception, or telemarketing work
- Able to speak English fluently enough to be clearly understood over the telephone
- Type accurately at a minimum speed of 20 words per minute
- Navigate and use the Internet easily and proficiently
- Pass a detailed background investigation consisting of
  - o Verification of previous employment
  - o Verification of your education credentials
  - o Criminal background check
  - o Freedom from open bankruptcy judgments and liens
  - o Freedom from taxes owed
- Able to perform multiple tasks on a computer while conducting telephone conversations
- Able to pass certification testing at the conclusion of training

Preferred Skills

- Multiple language skills
- University preferred

Job Performance Requirements

- Function comfortably in a fast-paced, performance-based call center environment where every call is monitored, recorded, and assessed to see if you meet required performance levels.
- Carry out several tasks at the same time:
  - o Take rapidly-arriving incoming telephone calls one immediately after another
  - o Conduct yourself and answer customer inquiries in a courteous and professional manner
  - o Search for and enter information on 4-6 open windows, while you are on the phone

- Follow the processes and procedures that the call center defines for handling calls on every call. These include:
  - o Answer incoming calls on the first ring
  - o Follow specific scripts your call center managers provide for you.
  - o Provide callers with accurate and complete answers
- Work the number of hours per day determined by the call center and the needs of the business.

SAMPLE JOB DESCRIPTION 6: COORDINATOR, TRAINING

SUMMARY:

Under general supervision, schedules and coordinates the administrative aspects of training and development programs serving employees and/or non-credit students at the University of ______. Provides a variety of comprehensive administrative support to the department.

DUTIES AND RESPONSIBILITIES:

1. Schedules workshops, instructors, and rooms; assists instructors with course setup and other training requirements.
2. Administers training accounts, including billing, issuance of expenditure documents, and monthly reconciliation. Registers workshop participants and generates related documents.
3. Produces or coordinates the production of instructional material required for workshops.
4. Develops catalogs and other promotional materials.
5. Reviews training requests and enrollments; adjusts training schedule as required according to enrollment data. Manages and archives training records.
6. Extracts enrollment data; compiles and prepares statistical reports for management review.
7. May lead, guide, and train staff/student employees, interns, and/or volunteers performing related work; may participate in the recruitment of volunteers, as appropriate to the area of operation.
8. Ensures proper care in the use and maintenance of equipment and supplies.

MINIMUM JOB REQUIREMENTS:

Secondary school diploma or equivalent with 3 to 5 years experience directly related to the duties and responsibilities specified; directly related, completed degrees from accredited institutions may be substituted for experience on a year-for-year basis.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:

- Ability to set up, adjust, and operate audio and video equipment.
- Ability to utilize an automated accounting system; database management skills
- Ability to develop training aids and instructional materials using a range of media.
- Knowledge of general accounting principles.
- Knowledge of supplies, equipment, and/or services ordering and inventory control.
- Organizing and coordinating skills.
- Ability to create, compose, and edit written materials.
- Knowledge of planning and scheduling techniques.
- Ability to gather data, compile information, and prepare reports and basic statistical analyses Ability to compile and produce course catalogs and promotional materials.
- Ability to make administrative/procedural decisions and judgments.
- Knowledge of community education agencies and resources.

DISTINGUISHING CHARACTERISTICS:

Position requires: a) scheduling, organizing, and facilitation of training and organizational development events and programs; b) interaction with client individuals and departments on various training and/or organizational development issues; c) coordination of the administrative and facilities aspects of training and development activities; d) coordination of assembly and production of instructional/educational materials.

WORKING CONDITIONS AND PHYSICAL EFFORT:

- Work is normally performed in a typical interior/office work environment.
- No or very limited physical effort required; no or very limited exposure to physical risk.

Thank You Sample 1.

PO Box 9999
Amman, 1234 Jordan
962.6.555.5555

Ms. Al Rashid
ABC Business Systems, Inc.
1111 Airport Road
Amman, 1111, Jordan

Dear Ms Al Rashid,

Thank you again for agreeing to be a member of my personal "network." This is an important time in my life as I take the plunge to change careers, and I truly value the advice of professionals like you who know the consulting field so well.

I especially appreciate your offer to introduce me to other professionals and consultants in your network, which I know will be extremely helpful to me in establishing myself.

Ms Al Rashid, I can't thank you enough for your willingness to help me launch this next phase of my career. I will be sure to keep you informed of my progress. And please do not hesitate to contact me if you think of any additional suggestions for expanding my network and establishing myself as a consultant.

Sincerely,

Mona Bashir

Thank You Sample 2.

PO Box 9999
Amman, 1234 Jordan
962.6.555.5555

Ms. Al Rashid
Razzie Magazine
1111 Airport Road
Amman, 1111, Jordan

Dear Ms Al Rashid,

I'd like to thank you for the time you spent talking with me about the marketing-research analyst position you have open at Razzie Magazine. I am very excited about this position and convinced that my marketing training equips me more than adequately for the job.

I intended to mention during the interview that last summer I attended a three-week intensive workshop on SPSS, the foremost marketing-research software. I know the job description mentions the ability to use SPSS, and I wanted to make sure you knew that I am extremely well-versed in the use of this software. Please contact me if you have any questions about my ability with this program or about any of my other qualifications.

As you know, my work-study position in the institutional research office at University provided an excellent background for marketing research work.

I look forward to hearing from you soon about the position, and I again thank you for meeting with me.

Sincerely,

Thank You Sample 3.

Mona Bashir
PO Box 9999
Amman, 1234 Jordan
962.6.555.5555

Ms. Al Rashid
ABC Insurance
1111 Airport Road
Amman, 1111 Jordan

Dear Ms Al Rashid,

Thank you for taking the time to discuss the insurance broker position at ABC Insurance with me. After meeting with you and observing the company's operations, I am further convinced that my background and skills are a good match your needs.

I appreciate that you took so much time to tell me about the company. It is no wonder that ABC Insurance retains its employees for so long. I feel I could learn a great deal from you and would certainly enjoy working with you.

In addition to my qualifications and experience, I will bring excellent work habits and judgment to this position. With the countless demands on your time, I am sure that you require people who can be trusted to carry out their responsibilities with minimal supervision.

I look forward, Ms Al Rashid, to hearing from you concerning your hiring decision. Again, thank you for your time and consideration.

Sincerely,

Mona Bashir

Thank You Sample 4.

PO Box 9999
Amman, 1234 Jordan
962.6.555.5555

Ms. Al Rashid
Community Health Services
1111 Airport Road
Amman, 1111 Jordan

Dear Ms Al Rashid,

Thank you so much for taking the time to interview me today for the social worker position.

I felt a wonderful rapport not only with you, but with the whole Community Health Services staff. I am more convinced than ever that I will fit in beautifully as a member of the team and contribute my skills and talents for the benefit of residents in the Community Health Services district.

I can make myself available for any further discussions of my qualifications that may be needed.

Again, Ms Al Rashid, I very much appreciate you and your staff taking so much time to talk with me about this exciting opportunity.

Sincerely,

Mona Bashir

Thank You Sample 5.

PO Box 9999
Amman, 1234 Jordan
962.6.555.5555

Ms. Al Rashid
Amman Training Group
1111 Airport Road
Amman, 1111 Jordan

Dear Ms Al Rashid,

Thank you for the time you spent to interview me for the seminar leader position.

After our interview, I'm convinced that I have the three ingredients you're looking for in your workshop/seminar leaders. I know you expressed concern in our meeting that I have not worked in a personnel department. I want to stress, however, that I have participated significantly in the hiring process for a community group I am a member of, and have completed two human-resources courses.

As for your requirement for public-speaking experience, I also served as leader of volunteer orientation groups at this community group, and acted periodocally as its spokeswoman. Finally, I have enclosed some writing samples to further demonstrate the third requirement, my communications skills.

Thank you again, Ms Al Rashid, for this opportunity to interview for the seminar leader position. Given the chance to show what I can do, I won't disappoint. I look forward to the next step in the process.

Sincerely,

Mona Bashir

PO Box 9999
Amman, 1234 Jordan
962.6.555.5555

Thank You Sample 6.

Ms. Al Rashid
ABC Laboratories, Inc.
1111 Airport Road
Amman, 1111 Jordan

Dear Ms Al Rashid,

I'd like to thank you for talking with me about the research assistant position in your hydrology lab. I truly appreciate all the time and care you took in telling me about the job and learning more about me.

I'm so pleased that you agree that my univeristy research project in hydrology provides me with excellent experience for this position. I am eager to bring my passion for hydrology to the research-assistant position, and I am convinced the knowledge and experience I've already cultivated make me the best researcher for the job.

I very much look forward to learning of your decision soon. Please feel free to contact me if you need more information about my qualifications.

Thank you again for the exciting interview.

Sincerely,

Mona Bashir

الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Professional Development Training

Instructor Notes

INSTRUCTOR NOTES

This document contains essential tools for the management of the Professional Development course, as well as important background material on facilitation skills that is especially important for technically skilled people new to the delivery of participatory, experiential training.

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PARTICIPANT NOTEBOOK CONTENTS

Make sure you have provided handouts with holes punched in the paper, so they are ready to insert under the correct tab of the notebooks.

	In Notebook on Day One	*To be Added during the Program*
Before Tab 1	• Welcome Letter • Preliminary Participant List • Program Agenda (use template) • WIT Program and/or Sponsoring NGO Overview	• Program Learning Objectives
Tab 1	• Daily Program Review Sheet	• Stages of Group Development • Teamwork Survey • Task & Maintenance Roles • Assessing Listening Behavior • Active Listening Techniques • Feedback
Tab 2	• Daily Program Review Sheet	• Problem Solving • Creative Problem Solving • Force Field Analysis • Decision Making Traps
Tab 3	• Daily Program Review Sheet	• Situational Leadership Exercise • Situational Leadership • Conflict Management Styles • Conflict Management Guidance • Managing the Work (Powerpoint Handout) • Planning Tools • Running Effective Meetings • Meeting Agenda Format
Tab 4	• Daily Program Review Sheet	• Public Speaking Tips from a Professional • Tips for Successful Public Speaking • Stop Rambling & Start Focusing • Business Messages (Powerpoint Handout) • Business Reports • Email Etiquette • Business Letters
Tab 5	• Daily Program Review Sheet	• Personal SWOT Analysis • CVs and Cover Letters (Powerpoint Handout) • CVs and Cover Letters Guidance • Sample CV • Sample Cover Letters • Mistakes in Interviews • Sharpening Interview Skills • Sample Thank You Letters

DAILY PROGRAM REVIEW PAGES

- Compile the responses and post on the wall for each new day, so participants can see that a) you looked at it, and b) they can see what others are saying.
- Make adjustments to your upcoming sessions, after discussion between Instructors and Program Managers.
- At the beginning of the next Module, thank participants for their feedback, and comment as necessary (i.e., note where comments have led you to adjust something they might have become accustomed to already.)

ATTENDANCE SHEETS

Participants can sign in and out (in which case you might want to put the attendance sheet on the wall by the door), or they can sign in only. You, yourself, can note if people leave early. The danger here is that your notes are open to dispute.

PROGRAM ATTENDANCE AND COURSE CREDIT POLICY

Knowing that there are always situations that can't be avoided – women especially are responsible for responding to family emergencies, for example – WIT organizers should make a clear attendance policy, and make sure people understand it… even during the registration/application process.

- How many sessions can they miss and still receive "credit" for the program? It is suggested that since the program is only 5 days long, more than 2 missed sessions (20%) means they haven't really completed the course. However, if the Modules are being run concurrently, it might be possible for a participant to attend another group's course. This defeats the purpose of having the same group of women work through this program together, which is designed to create a strong sense of community.
- How late can they be for a session and still be considered to have completed it? 15 minutes? 30 minutes?
- Can they makeup the missed sessions by working independently with the instructor? This is normally tough for instructors to do, since the sessions depend on group work and the interaction of participants. Further, people might conclude that WIT essentially provides individualized instruction, and is therefore not fair to other participants.

Decide what makes sense for the local conditions, WIT program resources, and the long-term sustainability of the program.

PARTICIPANT HEALTH AND SAFETY

Make sure you know where a first aid kit is and have identified someone to provide emergency services, if necessary. Do any participants have qualifications in this area?

In situations where you must leave the building, follow best practices:

a) Decide beforehand and tell the participants a safe place where they should meet after leaving the building.

b) Show a simple building map on FC with emergency exits and the safe meeting place.

c) Ask for two participant volunteers who will take responsibility for making sure everyone is accounted for.

THE EXPERIENTIAL LEARNING APPROACH[1]

This learning approach is based on experiential learning theory (Kolb and Fry 1975; McCaffery 1986) and is participatory by design. It is a learner-centered approach involving experience followed by a process of reviewing, reflecting, and applying what has been learned. Participatory methods keep learners active in the learning process. They are involving and interactive, and they encourage communication and group work. They are action oriented and experience based.

This experiential and participatory approach was chosen to enhance effective skill transfer, to facilitate conceptual and attitudinal development, and to encourage appropriate changes in learners' behavior. The experiential learning cycle is especially useful for skill training because most of its techniques are designed to involve the learners in practicing the skill. The experiential model helps people assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications. Learners ground the lessons in their actual environment by considering the question of what can or should be done differently as a result of the learning experience.

The Adult Learner Understanding the adult learner is critical to the success of this learning approach. The adult learner has particular needs (Knowles 1978; McCaffery 1986; Zemke and Zemke 1981). Adult learners need continual opportunities to identify their needs and recognize the relevance of their learning in terms of their own lives. Adult learners need self- directed learning opportunities in which they can actively participate. They need to actively think, to do, and to reflect on experiences, to discuss with others, and to practice and learn new skills. The adult learner needs interactive communication with both the facilitator and fellow learners, which is different from one-way facilitator-to-learner communication. The learner needs to continually reassess the question: "Where am I now and where do I want to go?"

The Facilitator The role of teacher/trainer/facilitator is to manage or guide the learning process rather than to manage the content of learning. Adult learners need to be able to share the responsibility for learning with the facilitator. The experience of adult learners

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[1] **References**

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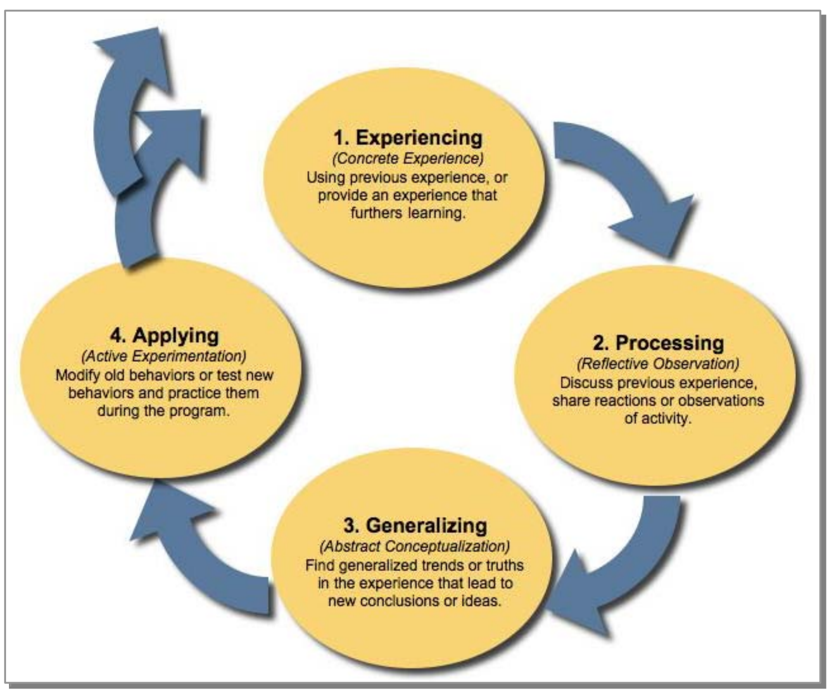
should be viewed and used as a rich resource in the learning environment and they should be encouraged to contribute to the learning environment whenever possible.

The Experiential Learning Cycle Experiential learning is a phrase often heard in the educational world. The strength of the approach is in the completeness of its cycle, which consists of four stages, each as important as the preceding or following one. The four stages are (1) experience, (2) process, (3) generalization, and (4) application. The term "experiential" is often misused in practice. Experiential learning seems to mean letting people participate in a presentation, having a question-and-answer session after a lecture, or a role play or case study without the subsequent steps of the model. The final stages are often left out of the design of the program. As a result, the power of experiential learning is significantly diminished or negated altogether. The stages of the experiential learning cycle are outlined below.

Experience: The experience stage is the initial activity and data-producing part of the cycle. This phase is structured to enable learners to "do" something. "Doing" includes a range of activities, such as participating in a case study, role play, simulation or game, or listening to a lecture, watching a film or slide show, practicing a skill, or completing an exercise.

Process: In this stage, learners reflect on the activity undertaken during the experience stage. They share their reactions in a structured way with other members of the group. They may speak individually, in small groups, or as a full learning group. They discuss both their intellectual and attitudinal (cognitive and affective) reactions to the activities in which they have engaged. The facilitator helps the learners to think critically about the experience and to verbalize their feelings and perceptions, and he or she draws attention to any recurrent themes or patterns that appear in the learners' reactions. The facilitator must also help the learners conceptualize their reflections so they can move toward drawing conclusions.



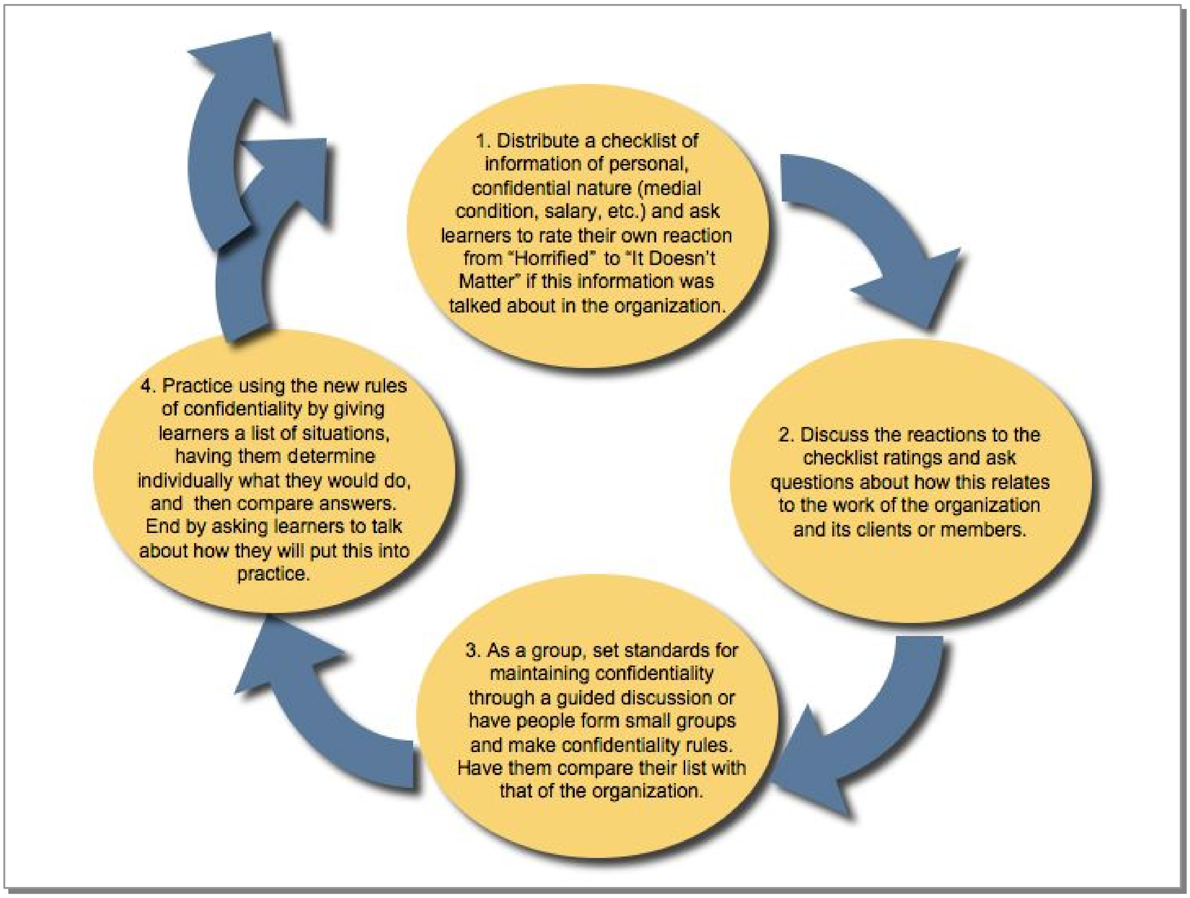
Generalization: In the generalization stage, the learners form conclusions and generalizations that might be derived from, or stimulated by, the first two phases of the cycle. The facilitator must help the learners think critically to draw conclusions that might apply generally or theoretically to "real life." This stage is best symbolized by the following questions: "What did you learn from all this?" and "What more general meaning does this have for you?"

Application: After learners have formed some generalizations, the facilitator must guide the learners into the application stage. Drawing upon the insights and conclusions reached during the generalization stage (and previous stages), learners can begin to incorporate what they have learned into their lives by developing plans for more effective behavior in the future. Techniques used to facilitate the application stage can include action plans, reviewing each other's action plans, formulating ideas for action, sharing action plans with the whole group, and identifying additional learning needs. The facilitator assists during this process by helping learners to be as specific as possible.

Evaluation An integral aspect of the experiential learning approach is evaluation completed at the end of the discussion group. Feedback from learners identifies specific applications of lessons learned. Evaluation can also help to improve future courses.

Example Here is an example of how to use the cycle in planning in a 20- 30 minute training for adults on "Confidentiality." The learning objective is:

"The learner will be able to describe three to five appropriate behaviors when dealing with issues of confidentiality as it applies to organizational and client information."



WRITING LEARNING OBJECTIVES

What is a learning objective?

It is a way of describing the objectives of a training session or course in terms of what the participants should be able to do at the end of that training. It must be stated clearly and precisely so that everyone who reads it will know exactly what the desired outcome of the training is. By ensuring this precision, at the end of the session or program everyone can easily agree on whether the objectives of the program have been achieved.

Why use learning objectives?

The main advantage of learning objectives is their exactness in giving direction to a training session. By knowing exactly where you want to go, it is easier to determine how to get there. Clearness of goals also makes it easier for trainers or teachers to communicate among themselves and cooperate on a program – each of the trainers can agree on what outcome is desired and can work to achieve it. Thus, each trainer can support the achievement of another's objective, even while teaching her own.

Behavior learning objectives are…

- … Action-oriented and are thus ideal for short programs such as Professional Development.
- … People-oriented since they focus the trainer on constantly trying to improve the course or session as it goes along and to improve the training inputs from one course to the next.
- … Responsibility-oriented, since they encourage both the trainer and the learner to take the responsibility for achieving the objectives of the training.

How should learning objectives be written?

A learning objective should be a statement of what the participant should be able to do at the end of the session. In order to assure that every objective is written in these terms, there are three basic rules to follow. Any learning objective that does not conform to the following rules is by definition not a behavioral learning objective:

1. A learning objective must state what behavior is desired as the **outcome of the training**. Thus, it must specify what the participant will be able to do at the end of the training that she was not able to do before the training. It is not concerned with the content of the session; nor is it a description of what the instructor intends to do to achieve the desired outcome.
2. The **learner (trainee, participant) must be the subject** of the sentence. That is, they are written in terms of the participant's actions. The objective should not specify what the instructor will do, but only what the learner will be able to do at the end of training.
3. A learning objective must state the desired outcome of the training in **observable, measurable actions**. Only actions (behavior) can be observed and measured, which is what the instructor does to determine whether the program has been successful.

Learning objectives must focus on the results, or outcome of training

This means that the objective is concerned with what the learner will do at the end of training, or the results from a given program – it does not describe how to go about achieving those results. Different instructors may have different ways of achieving the same result, but the objective is concerned only with the final result. A statement describing action to take place during the training is merely a description of training activities.

	Unsuitable Learning Objective	*Corrected Learning Objective*
Example 1	*The trainee will be given the opportunity to have actual practice doing community work related to classroom theory.* Rationale: "have actual practice" is not an objective; it is a learning activity – a way to achieve an objective.	*The trainee will be able to perform community organizing work, using techniques as described in the course manual.* Discussion: non-behavioral objectives tend to be vague; "will be able to perform" is a definite result.

Helpful introductory phrases to use include:

- By the end of the program, the trainee will be able to…
- After completing this book, the student will be able to…
- As a result of the course, the participants will be able to…

Learning objectives should also state conditions under which the trainee should be able to perform:

- Under the following conditions, participants will be able to…
- When presented with…, the trainee will be able to…

Learning objectives must have the trainee as the subject of the sentence

A learning objective is concerned with what the trainee will be able to do, not with what the instructor will be able to do. Therefore, the objective must specify the subject, as well as use action verbs. If it does not specify a subject, we cannot be sure who is expected to do the action. Subjects are usually "trainees, participants, students, you," etc.

	Unsuitable Learning Objective	*Corrected Learning Objective*
Example 2	*To discuss the pollution problem and its implications.* Who will discuss – the instructor? The student? A guest speaker? A video? Form this objective it is not clear, since no subject has been specified.	*The trainee will be able to explain the pollution problem and lists implications to a group of secondary students.* This is only one possible way of interpreting the original sample 3. But notice that "trainee" has become the subject of the sentence.

Learning objectives must use action verbs

This means that the learner must do something we can see and measure. If we cannot see what the participant does, how can we evaluate whether she is doing it correctly?

	Unsuitable Learning Objective	*Corrected Learning Objective*
Example 3	*The trainee will be able to understand the causes of the pollution problem.* The question here is what we mean by "understand." Perhaps if we think about the way this verb might be <u>tested</u>, we can think of some verbs that are in fact observable. This might include "list, explain, describe, write an essay on."	*Trainees will be able to list the main causes of the pollution problem as discussed in class.* Of course there are other ways of interpreting "understand." You may be able to think of several more than are given here. And that is exactly why the word "understand" cannot be used in a learning objective – it is too vague.

There is more than one type of learning, and so the action verbs one uses for these types of learning will be quite different. In the 1950s, a university committee led by Professor Benjamin Bloom identified three domains of learning (below). Domains can be thought of as categories. Trainers often refer to these three domains as **KSA (Knowledge, Skills, and Attitude).**

- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)

The next two pages contain dozens of action verbs that are commonly used for each of these three types of learning.

The cognitive (knowledge) domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

Cognitive Domain Category	*Useful Action Verbs*
<u>Knowledge</u>: Recall data or information.	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
<u>Comprehension</u>: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
<u>Application</u>: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Cognitive Domain Category	*Useful Action Verbs*
the work place.	
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Source: Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

The affective (attitude) domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed the simplest behavior to the most complex:

Affective Domain Category	*Useful Action Verbs*
Receiving Phenomena: Awareness, willingness to hear, selected attention.	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	Answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on internalizing / accepting a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value	Adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes,

Affective Domain Category	*Useful Action Verbs*
system. The emphasis is on comparing, relating, and synthesizing values.	identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Characterization: Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Source: Krathwohl, D. R., Bloom, B. S., & Bertram, B. M. (1973). Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Co., Inc.

The psychomotor (skills) domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories listed the simplest behavior to the most complex:

Psychomotor Domain Category	*Useful Action Verbs*
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	copies, traces, follows, react, reproduce, responds
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without	Assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.

Psychomotor Domain Category	*Useful Action Verbs*
hesitation, and automatic performance.	*NOTE: The action verbs are the same as for Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.*
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	Adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Source: Simpson E. J. (1972). The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House.

SELECTED TRAINING TOOLS AND HOW BEST TO USE THEM

While the session designs for the Professional Development program are quite detailed, instructors are encouraged to adjust these designs after they have had a bit of practice. Some of the most popular interactive training techniques are discussed below, and include recommendations for how to best use them. They are:

- Small Group Work
- Case Studies
- Role Plays
- Lecturettes

Small Group Work

Adults learn best by drawing from their own experience and from interaction with other adults. Therefore, adult learners benefit from a training environment that allows them to reflect on several levels – as an individual, with a small group and in a large group. The instructor needs to vary the format to allow learning to occur at each of these three levels. Structured exercises done in small groups provide opportunities for learners to practice together a new skill or to formulate in their own words newly acquired knowledge. It is one of the more frequently used techniques in adult learning.

When preparing to divide learners into small groups, the challenge for the trainer is to formulate a task that will reinforce the knowledge or build skills in a meaningful and efficient way. Therefore, the task needs to bee stated so that it is directly related to the objectives of the session. It also needs to be clear and relatively simple, so that learners can begin their work quickly and complete it within a reasonable time frame. Finally, any small group work needs to be debriefed, not just at the level of the task itself, but also moved along to the level of generalizing lessons and on to applying the learning. Small group work, whatever the nature (especially games), is never done for its own sake, but to achieve a learning objective.

Small groups can be used for…

- Building problem solving skills to deal with a particular problem or issue
- Building planning skills to deal with how to approach a particular issue or opportunity
- Providing opportunities for practicing a new technique or skill
- Providing opportunities for participants to react to each other's approach, giving advice, feedback and constructive help
- Providing opportunities for participants to share experiences, both problems and solutions that might be helpful

Make your small group work effective:

- Be very clear in giving task instructions – write on a flipchart or provide in a handout. Keep it simple!
- Divide the large group into the number of small groups appropriate for the task. Three ways (among many) to divide are: 1) count off 1-2-1-2-etc., 2) distribute colored cards randomly, 3) self-selection.
- Provide an appropriate amount of time to accomplish the task
- The instructor should monitor the groups unobtrusively, yet when necessary, remind them of the time and encourage them to move forward. Resist the urge to hover and provide too much information – the point is to let them do the work!
- Have a clear plan for how to manage the small groups sharing the results of their work in large group.
- Lead a summary discussion about all the ideas presented. End the discussion using the generalizing and application parts of the experiential learning cycle.
- Make sure you do all the exercises or small group tasks yourself (all the way through the debrief questions) before administering them to participants, to verify that they are indeed do-able, and provide the kind of learning moments you intend!

Case Studies

A case study is a versatile learning tool – it can be used for problem identification and problem solving, developing alternative approaches and strategies, decision-making and portraying field experiences, among other uses. The exact form of the case study will depend on the function it is intended to serve, and should be designed and delivered as a full session – not simply the written paragraphs telling a story. Characteristics of well-designed case studies are:

- Clearly written, Clear situation, Characters are real to participants
- Analysis of a situation/problem, Application activity is important, Avoid abstractions and unnecessary details
- Solution should not be obvious, Solution should be solvable, Situation is relevant

- Exercises and/or questions follow the case itself, Exciting, Encourages empathy

Creating the case: A case study is a narrative account of a series of events or situations around a specific problem or problems. There are a wide variety of problems that could be part of a case study: relationship difficulties between people, loss or lack of funds, unclear roles between people who work together, a bureaucratic system, inadequacies, etc. One way to organize your thoughts as you write your narrative is – quite simply – beginning, middle and end. Below listed under each category are questions that should be addressed or answered in that section of the narrative:

Beginning	Middle	End
• Where is the situation occurring and in what context? This sets up the framework for the problem(s) the case will be addressing. • Who are the major characters and elements and what are their relationships to each other? • What is the situation of these characters at the beginning of the case; what issues do they face; what are their thoughts about the issues?	• What problem situation(s) are developing? • What events and factors are contributing to the problem(s)? • Where are the major characters and what are they doing? • Are there minor characters now entering the picture? Who are they and what connection do they have with the situation(s)? • What systematic problems are being addressed and how are they being developed?	• What is the status of the problems now? • What are the major/minor characters doing and what are their thoughts and feelings? • What has happened to the relationships between the major characters? • How can the ending occur in such a way as to allow for differing interpretations?

General template that can be used for case studies:

1. Introduction, climate setting, objective, present the design of the activity
2. Participants read the case
3. Small groups discuss, using discussion questions provided
4. Facilitator leads large group discussion:
   a. Share results of group discussions
   b. Debrief: what were the actions, thoughts reactions of each character?
   c. Analyze: What were the consequences of their actions?
   d. Apply: what alternate strategies might they now use?
5. Role play a situation allowing participants to try out the strategies they suggest. Debrief the role play, repeat with new players if desired.
6. Generalize learnings and discuss application to real life of participants.

Role Plays

Using role plays with groups can be an active and interesting way to get students involved in reflection. Role plays involve students identifying a problem situation and assuming the identities of those persons affected by the problem in order to act out potential solutions. A major benefit to this kind of activity is that it asks participants to try to understand the experiences of others. For example, a role play about a parent who does not want her child disciplined by a tutor requires that a participant assume the role of the parent and try to understand the reasons for her feelings.

Role plays are also beneficial in that they actively engage participants in problem-solving. Participants are challenged to develop potential solutions to the identified problem and then try out their comfort level in implementing the solution. In the process participants can realize the strengths and weaknesses of the proposed solutions, and may discover new facets of the problem. Equally important, participants learn more about their own strengths and weaknesses in handling such situations and can receive feedback from other group members in order to improve their knowledge and skills.

Role plays can involve as many or as few people as the situation warrants but should allow several participants to observe so that they may offer additional ideas and insights from the seemingly neutral point-of-view of an "outside."

The facilitator should consider starting the exercise with a simplified version of the problem and can then add complexity as the role play progresses. You can move toward more complex situations by offering more background information as the role play progresses (for example, the tutored child has a history of aggression), or adding facts (for example, the parent will stop bringing his/her child for tutoring unless the tutor agrees not to discipline the child). Participants should be encouraged to contribute to this problem generation as well as to the development of the solutions. Whenever possible, scenarios should come from real events encountered in participants' experiences.

The set-up: In most instances, the facilitator will create the role play ahead of time. A scenario will be written down and distributed or read to all group members. Certain roles may be defined ahead of time and shared with only a few members who will be acting the role play out. In any case, encourage creativity and spontaneity. In other instances, however, role playing exercises are implemented on the spur of the moment, suggested by the facilitator or someone else in the group as a creative means of exploring a particular problem or issue. There is no right or wrong way to perform a role play, as long as mutual respect is maintained.

Who starts? Generally, each group will have a few extroverts who can be called upon to begin a role play. Another possibility is inviting people who are most familiar with a given situation to begin the exercise.

How long should the role play last? Enough time should be given for the actors to explore the various intricacies of the situation. If it feels as if the role play has degraded into something silly or irrelevant to the discussion, the facilitator can then step in and call the role play off. If it appears as though the actors are stuck in a given situation, a more interactive approach is suggested. One technique to involve observers is to instruct them to intervene in the role play to off their ideas by tapping the shoulder of the person whose role they wish to play. For example, if a participant has a different idea for how a tutor might respond, she should tap the shoulder of the person playing the tutor, replace them in that role, and then act out their idea.

Follow-up debriefing: The facilitator must make sure that the entire group is aware that the role play has ended. Sometimes, in the spirit of the moment, the participants can cross boundaries of acceptability. In some situations, one person may be playing the “bad guy" much to the disdain of the group. It should be stressed that the actors have left their roles and are now themselves.

Sometimes as the debriefing unfolds, another dilemma is encountered. The facilitator can suggest another scenario to role play to explore the issues.

Lecturettes

Helping individuals to integrate personal learning with conceptual material based on theory and research findings is among the most important objectives of training. Using input from participants can provide a stimulating and potentially powerful mode of for presenting lecture material in a group. We call this approach experiential lecture (presentation) or "lecturette" when they are short. In other words, a portion of the lecture materials is imbedded in the learners. It is the facilitator's task to tap that material, to focus it, to make it come alive conceptually. Lecurettes may also be used to provide short, succinct statements of principles, theories, models and research findings.

Why lecturettes? With a little imagination a facilitator can make almost any conceptual input participatory. The primary advantages for doing so are:

- **To involve participants:** in general it is important to avoid putting participants in a passive mode, because their commitment can result only from their sense of ownership through meaningful involvement.
- **To assure relevance and understanding**: it is difficult to anticipate what will be the important to each participant. When they are engaged, they "own" it much more readily. Also, lecturettes help the facilitator detect misunderstandings and correct misconceptions.
- **To maintain a connection**: "presentations" can create a sense of distance between speaker and listener. By maintaining an open relationship with the group, the facilitator can challenge the learners in non-threatening ways to look within themselves for conceptual models, rather than relying on the "expert" to always provide the answers.

How to start: It is usually advisable to engage in some quick activity to get participants ready for a lecturette. Do not spend a lot of time on them – move quickly into the lecturette. Some techniques you can use are:

- **Associations**: Participants call out their associations with a term, or complete a sentence written on a flipchart.
- **T charts or plus/minus charts**: Facilitator gives the topic and ask participants to put their reactions on one category.
- **Assigned listening**: Tell one portion of the group to listen to all the things they like about the topic, and one portion to listen for what they don't like about the topic.

These can be used together, but be careful not to make this preparation so complicated that it detracts from the input that follows. How this introduction goes will give you clues about how to begin the lecturette.

During the presentation, the instructor needs to maintain effective contact with participants and to intersperse the input with activities or questions to give participants deeper understanding. Some examples:

- *Can you think of an incident in your experience that illustrates this point?*

- *What are some examples from today's news that re examples of this?*
- *What new terminology can we create for this concept? Or: How then can we define this concept in one sentence?*
- *What do you hear me saying about this concept?*
- *Pretend you are reporters – ask me a couple of good tough questions on what we've just covered*
- *Complete this sentence: "Right now it occurs to me that…"*

It is important to repeat that these techniques used in excess can work against effective learning. The significant considerations are a) to keep the participants actively involved with the content and b) to make certain that they see the big picture.

Asking Questions: The Heart of "Interactive"

In addition to using good summarizing, paraphrasing, reflecting and questioning as described in Module 1-2 Interpersonal Communications, instructors need even more well-developed skills in questioning. As instructors we tend to ask questions in the "knowledge" category 80% to 90% of the time *(see first row in the table below)*. These questions are not bad, but using them all the time is not good, since it doesn't let participants really work through the information and apply it fully.

You should always try to utilize a variety of more complicated questions *(see rows 2-6 in the table below).* These questions require much more "brain power" and a more extensive and elaborate answer. The sessions designs in the Professional Development Program include a variety of questions already, however, instructors are encouraged to supplement these with questions based on the local context. **Six question categories**[2] most commonly used are:

Type	*Used for …*	*Examples*
Knowledge Questions	• Remembering • Memorizing • Recognizing • Recalling identification • Recall of information	• Who, what, when, where, how…? • Describe…
Comprehension Questions	• Interpreting • Translating from one medium to another • Organization and selection of facts and ideas	• Retell… • How would you describe this in simpler language to…?
Utility Questions	• Problem solving • Applying information to produce some result • Use of facts, rules and principles	• How is… an example of…? • How is… related to…? • Why is… significant?

[2] Based on Bloom et al (1956); see also the section on Learning Objectives.

Type	*Used for ...*	*Examples*
Analysis Questions	• Subdividing something to show how it is put together • Finding the underlying structure of a communication • Identifying motives • Separation of a whole into component parts	• What are the parts or features of...? • Classify... according to... • Outline/diagram... • How does... compare/contrast with...? • What evidence can you list for...?
Synthesis Questions	• Creating a unique, original product that may be in verbal form or may be a physical object • Combination of ideas to form a new whole	• What would you predict/infer from...? • What ideas can you add to...? • How would you create/design a new...? • What might happen if you combined...? • What solutions would you suggest for...?
Evaluation Questions	• Making value decisions about issues • Resolving controversies or differences of opinion • Development of opinions, judgements or decisions	• Do you agree that ...? • What do you think about...? • What is the most important...? • Place the following in order of priority... • How would you decide about...? • What criteria would you use to assess...?

GLOSSARY

CV	Curriculum Vitae; for practical purposes, used interchangeably with "resume"
Brainstorm	Technique consisting of putting forth many ideas for review at a later stage.
Debrief	To review what has happened in the exercise that has just finished
Experiential	Adj. Based on experience: derived from or relating to experience as opposed to other methods of acquiring knowledge
FC	Flip chart, easel with paper
Feedback	The process of providing information so a person can discover the impact of her words and actions on others
Fishbowl	Role play where the action is in the middle of a circle, with observers around the perimeter taking notes
Gantt	Activity planning chart, named after Henry Gantt
HO	Handout
Lecturette	Brief presentation
LogFrame	"Logical Framework" (project design tool)
MM	Magic marker
PERT	"Performance Evaluation and Review Technique" (planning tool)
PPT	PowerPoint

Round Robin	Continuously repeating sequence, such as a team of three each taking turns doing a task, rotating the roles
SPRA	"Situation, Problem, Reasons, Action" (communication formula)
SWOT	"Strengths, Weaknesses, Opportunities, Threats" (decision-making tool)
UP	"Unlimited Potential" (Microsoft program)

LIST OF USEFUL WEBSITES AND RESOURCES

Women in the News

- www.aljazeera.net
- www.bbc.co.uk
- www.themuslimwoman.org

Electronic Images of Women

- www.themuslimwoman.org
- www.images.google.com Search on: "women muslim"

Management Training Resources (Online and Otherwise)

- www.astd.org American Society for Training and Development: With members in over 100 countries and 15,000 organizations, ASTD is the leading association for workforce learning professionals. Members receive exclusive around the clock access to valuable research tools, timely publications, networking opportunities, product and conference discounts, and much more. Info-Lines are short reference tools that succinctly cover training design, delivery and management topics.
- www.businessballs.com Free resources for the ethical development of people, business and organizations. For learning, self-development, for helping others, and for bringing more compassion and humanity to organizations and beyond. Classical and innovative concepts and materials - made simple, free and fun.
- www.managementhelp.org This library is a free community resource to be shared and contributed to by users and readers across the world. The overall goal of the library is to provide leaders and managers (especially those with very limited resources) basic and practical information about personal, professional and organizational development.
- The Pfeiffer Handbook of Structured Experiences: Learning Activities for Intact Teams and Workgroups. Hardcover. Jack Gordon (Editor), Pfeiffer, June 2004. Includes more than one hundred learning designs that target the growth and development of individuals who work in teams or within a collaborative for a team or an organization. The experiences are organized according to the level of participant involvement, beginning with relatively low-risk activities and progressing to highly involving exercises. The book is further organized into three topical categories: Communication and Trust; Roles and Processes; and Leadership and Decision Making. A standard resource – includes more than 100 ready-to-use training designs with clearly stated outcomes.

- www.thiagi.com/games 100 free exercises (games) for many classroom purposes. The post-card exercise in the Professional Development Wrap-Up session design is a widely-used example. These have been created, used and submitted by practicing facilitators. The Thiagi website also contains excellent references on facilitating the work of groups.
- www.trainingzone.co.uk TrainingZONE – free UK site for corporate training professionals with an online network of 32,000 members. Includes: training news and features, newswires, Expert Guides, Answers page.
- www.toastmasters.org: Useful, free tips on public speaking from this international membership association.

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الشرق الاوسط و شمال افريقيا

WIT MENA

Women in Technology : Middle East and North Africa

Professional Development Training

Curriculum Introduction

INTRODUCTION TO THE PROFESSIONAL DEVELOPMENT CURRICULUM

SESSION AT A GLANCE

Content	Time	Activity
Welcome & Introductions	10 minutes	Self-introductions
Ice Breaker	20 minutes	Little Known Facts exercise
Expectations, Objectives	10 minutes	Brainstorming & discussion
Logistics, Norms, Wrap-up	20 minutes	Brainstorming & discussion
Total Time	**1 hour**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	Need to set the stage for the entire program, and get the rationale, stakes, purpose and norms laid out so they can be referred to later on. You also want to set the climate for the program (which will be reinforced in each module and session, but it's important to start from the very beginning that this is a highly participatory program, and they may be asked to contribute in ways they have not been accustomed to in the past. So they need to see from the beginning that it's a very supportive environment, yet designed to provide them some very concrete and valuable skills for their future employment or business ventures.
Objectives	By the end of this session, participants should have: 1. Made the acquaintance of other program participants 2. Voiced their expectations for the program 3. Shown a verbal understanding of the program content, purpose and demands

Materials and Supplies Needed	• Participant Binder (1 per participant), containing at least:
	  • Welcome Letter (optional)
	  • Participant list (preliminary)
	  • Program Agenda
	  • WIT Overview and/or Sponsoring Organization Overview
	  • Daily Program Review for each Module (5 total per Binder)
	• Name Tents, with names written beforehand (1 per participant)
	• Attendance Sheet (Instructor's original only; one per day/Module)
	• Index cards or paper cut into pieces about 15cm x 10cm (1 per participant)
	• HO1: Professional Development Program Learning Objectives (1 per participant)
	• Flipcharts, tape and markers

Set Up Before the Session	• Arrange name tents so that people are mixed randomly at the tables – use registration information to make sure there is good distribution among tables. • Print the Daily Program Review document **single-sided only**, since participants keep the first page and hand in the second page. • Place a participant binder at each seat, but leave out HO1 with the detailed learning objectives, which you will distribute during the session
Potential Issues	*Please add issues here as you gain experience with this session over time.*
Alternative Delivery	If the WIT representative needs more than five minutes, such time will need to be added to this program. Specific tea break times have not been included on the course agenda, since these times always seem to shift slightly each day. You may want to decide with participants a target time for your daily tea breaks, and ask for a volunteer to remind the Instructors that it's time for tea. *Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

Welcome & Introductions *10-15 minutes*	*Welcome*: Once all participants are seated, the WIT representative should open the Professional Development Program to give an overview/rationale, and how the Professional Development fits in with the UP and Business Basics program. She should then introduce the instructor(s). Say your own brief welcome, provide your credentials and note that we have a full program, which we will describe shortly. However, we need to first introduce ourselves. Please stand and introduce yourselves in random order, providing us these three pieces of information (you can write on FC if you think it is necessary), to start with: 1. My name and how I would like to be addressed by the people in this room. 2. My work / volunteer activity / schooling currently involved in. 3. A "fun" question, such as "If you had asked me a year ago what I'd be doing on this day, I would have guessed: _______________. You can also come up with your own. Just remember that you don't want people to talk too long, and that it must be a little fun, in order to set a comfortable tone. Make sure to model what you ask them to do, by going first. Establish a climate of friendliness, fun and seriousness, where needed. Go quickly, and say that you'd like participants to be as brief as you. When they are finished, thank them and announce that in fact, we'd like to know even more about them, and explain that our first activity is designed to uncover hidden talents that participants have. Pass around **Attendance Sheet**, set up so that you may use it to correct contact information and provide participants with an updated participant list by the end of the day.
Ice Breaker *20 minutes*	*Little Known Facts Exercise*: Distribute **index cards** to each participant. Ask the participant to write a little-known fact (LKF) about herself in the index card and keep it hidden from the others. Collect all the cards and set them aside. Ask the participants to stand up, walk around, meeting each other, and share two little known facts about themselves – one of these LKFs should be the one written on the card. After a few minutes, ask the participants to return to their seats. Organize the participants into teams and distribute equal numbers of LKF cards to each team. Ask the participants to work with their teammates to match each LKF card with the person in the room who wrote it. They should do this by sharing the information they collected earlier during the walk-around phase. (Some LKF cards may belong to the members of the team itself, simplifying this task.)

	After a suitable pause, randomly select one of the teams to present its report. This team should read the LKF cards, one at a time, and identify the writer. The team earns one point for pointing to the correct writer and one more point for correctly naming the writer. The team loses one point for pointing to an incorrect writer or incorrectly naming the writer. No points are earned or lost if the team confesses its ignorance.  Repeat the procedure with each of the remaining teams. The team with the highest score wins the game. Debriefing: There is something intriguing about what facts people choose to reveal about themselves, so conduct a quick debriefing using these questions. Although the questions ask about people in general, they are designed to encourage the participants to reflect on their own individual behaviors, in participation for the Professional Development program: • What facts do people reveal about themselves? • Which is easier: to write anonymous statements or to talk about them in a face-to-face situation? • How would the types of little known facts vary between extroverts and introverts? Between men and women? Between younger and older people? • Do you think that this icebreaker will produce similar results when used with people from other cultures?
Expectations and Program Objectives *10 minutes*	Now that we know who we are, let's take a look at what we want from this course, and compare it with what the course is designed to provide. Ask participants to reflect individually for three to five minutes, and finish this phrase with as many different answers as they wish. **"By the end of the Professional Development Program, I want to be able to…"** Explain that you'd like to capture their ideas as quickly as possible, and invite participants to call out their expectations while you very quickly write them on FC. No discussion unless the wording is unclear. If you have a co-trainer, this process is immensely easier – one talks while the other writes. When no more ideas are forthcoming, walk participants through the **Agenda**, noting where certain expectations will be covered. Clearly highlight those expectations that are outside the scope of the Professional Development Program, and distribute **HO1 Program Learning Objectives**. Ask participants to read these learning objectives carefully, since they form the core of the program contents; you will be going over these carefully at the beginning and end of every session they attend. Show the participant binders and explain that they will receive handouts and exercises as the sessions progress. The course does not require homework readings and assignments. **HOWEVER, it will be very important for Module 5 (Entering the Job Market) that they bring their most current CVs and any cover letters they have used or are working on.** If they have not yet created

	a CV, bring materials such as their previous job descriptions, lists of courses they have attended, etc. The Program is designed for five full days of training, and we have scheduled it to be the most convenient for all of you; we expect that you will attend all sessions, in order to have fully completed the course. We're looking forward to seeing you at each Module! Check for understanding and concurrence, and move ahead to "Logistics & Norms."
Logistics & Norms *10 minutes*	*Logistics*: Provide (best if on FC) information on: • Program start and finish times • Tea breaks and lunches: when and what is provided • Bathrooms, rest areas, off-limits areas • Phones and/or computer access • Other building information (elevators, security, etc.) • Other services in the area (restaurants, banks, etc.) • Emergency: telephone number in the building, first aid services; evacuation procedures • Other: ____________________ *Group Norms*. Start a FC for these; you may wish to post building rules and regulations here (smoking rules, security badges, for example) to begin with. However, what you are going for is internal norms that the group is willing to abide by – and that will help maintain their learning environment. Explain that since they are here voluntarily and have provided detailed expectations for success – we need to set down some norms for working effectively together. Encourage them to be specific. For example, if someone offers, *"respect each other's ideas,"* ask for some examples of how we can do that.
Wrap-Up *10 minutes*	Explain that we will end each session of each module (two or three sessions per module) with personal reflections and a short assessment of the session. They will be written, with participants keeping one of two pages, and handing in the other. Direct their attention to the last pages in each section of the binder, where you will have included a Daily Program Review sheet. For now, we'd like to wrap up with a few questions that we'd like the group as a whole to reflect on. • What are your reactions to the program as it has been explained? • How did you feel during the icebreaker, and during the other sessions when we asked for your input? • How does this level of participation compare with other trainings /meetings / schools you are accustomed to? • What advice can you give to each other about making the most of this course, given the high degree off participation built into each module?

	Thank participants for having jumped so enthusiastically into the course, and express how happy you and the organizers are to have them there.

WOMEN IN TECHNOLOGY
المرأة والتكنولوجيا

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WOMEN IN TECHNOLOGY

PROFESSIONAL DEVELOPMENT PROGRAM ATTENDANCE

DATE: ____

	Name	*Arrival Time*	*Departure Time*
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WIT PROFESSIONAL DEVELOPMENT PROGRAM AGENDA TEMPLATE

(Date) Professional Development Program Introduction

11:00 – 12:00	Welcome, Introductions, Preliminary Activities

(Date) Module One: Teams in the Working World

09:00 – 11:00	Team Development
11:00 – 13:00	Interpersonal Communication
13:00 – 14:00	*Lunch Break*
14:00 – 16:00	Interpersonal Communication, continued
16:00	*Adjourn*

(Date) Module Two: Managing Your Work

09:00 – 12:00	Problem Solving
12:00 – 13:00	*Lunch Break*
13:00 – 16:00	Decision-Making
16:00	*Adjourn*

Date Module Three: Managing Your Team

09:00 – 11:00	Leadership
11:00 – 13:00	Conflict Management
13:00 – 14:00	*Lunch Break*
14:00 – 16:00	Task Management
16:00	*Adjourn*

(Date) Module Four: Professional Presentation

09:00 – 12:00	Oral Presentations
12:00 – 13:00	*Lunch Break*
13:00 – 16:00	Business Writing
16:00	*Adjourn*

(Date) Module Five: Entering the Job Market

09:00 – 12:00	Applying for the Job
12:00 – 13:00	*Lunch Break*
13:00 – 16:00	Job Interview Skills
16:00	*Adjourn*

(Date) Professional Development Program Wrap-Up

11:00 – 12:00	Course Closure and Presentation of Certificates

WIT Professional Development Program

Program Learning Objectives

	Sessions	*Learning Objectives (by the end off this session, participants should be able to....)*
Module One: Teams in the Working World	**Team Development**	✶ Explain why groups operate in different ways at different stages ✶ Recognize and demonstrate appropriate task and maintenance behaviors in group settings ✶ Decide strategies to ensure effective group performance
	Interpersonal Communication	✶ Demonstrate appropriate listening and face-to-face communication techniques ✶ Demonstrate approriate feedbcak techniques
Module Two: Managing Your Work	**Problem Solving**	✶ Describe common creative problem solving approaches and discuss their advantages and disadvantages
	Decision-Making	✶ Describe common techniques and discuss their advantages and disadvantages ✶ Choose the appropriate decision-making process based on the task and the group ✶ List common decision-making stressors and traps
Module Three: Managing Your Team	**Leadership**	✶ Describe leadership styles ✶ Discuss the implications of the situation and one's personal style in demonstrating leadership
	Conflict Management	✶ Choose the appropriate conflict management style and technique for a given situation
	Task Management	✶ Explain the different levels of planning and when each needs to be used ✶ Describe optimal usage of common task management and planning tools and techniques ✶ Structure and facilitate a meeting
Module Four: Professional Presentation	**Oral Presentations**	✶ Make effective formal presentations using appropriate visual aids and delivery techniques ✶ Use the SPRA formula (for speaking in public)

	Sessions	*Learning Objectives (by the end off this session, participants should be able to….)*
	Business Writing	✶ Explain the structure and tone of common business report and correspondence types ✶ Critique common errors and propose corrective adjustments
Module Five: Entering the Job Market	**Applying for the Job**	✶ Draft an attractive, accurate and informative CV and cover letter
	Job Interview Skills	✶ Anticipate and respond appropriately to common interviewer strategies used in a variety of work settings ✶ Use appropriate techniques to begin and wrap up an interview

DAILY PROGRAM REVIEW

PART ONE

Please review the learning objectives and your notes for today's sessions.

Morning Session: ______________________________________

Afternoon Session: ____________________________________

	Within the next week?	*Within the next month?*	*Within the next year?*
What are the things I have learned today that I am ready to accomplish or put into practice…			
What will be my larger objective for each of those things I listed?			
What resources or support will I need in order to do so?			
What will I regularly review, to see if I have had the intended effect?			
With whom will I share my successes & frustrations?			

Please keep this page for your own use.

DAILY PROGRAM EVALUATION

PART TWO

For today's morning and afternoon sessions, please rate your agreement with the statements below, using the following scoring: **1 = strongly disagree, 2 = disagree a bit, 3 = neither agree nor disagree, 4 = agree a bit, 5 = agree strongly.** Please give the completed page to the Instructor. Your comments, in addition to the scores, will be very useful. Thank you for your time!

	Morning Session	*Afternoon Session*	*Comments*
1. I was knowledgeable about this subject matter before this course.			
2. I feel that I achieved the learning objectives.			
3. The instructor(s) was knowledgeable about the subject matter.			
4. The instructor(s) demonstrated good training facilitation skills.			
5. I had adequate opportunity to contribute during the training.			
6. I felt comfortable participating in the activities.			
7. The exercises (assessments, role plays, practical applications, etc.) were very useful.			
8. The reading material was presented in a useful fashion.			
9. I am likely to use what I learned in my current job.			If so, how?
10. I am likely to use what I learned in other aspects of my life.			
11. I have access to other sources of information about the subject matter.			If so, which?

12. The best part of today's module was:

13. The one thing that could improve today's module most is:

14. In one sentence, how would you describe today's module?:

الشرق الاوسط و شمال افريقيا

Women in Technology : Middle East and North Africa

Professional Development Training

Curriculum Wrap-Up

WRAP-UP TO THE PROFESSIONAL DEVELOPMENT CURRICULUM

SESSION AT A GLANCE

Content	Time	Activity
Program Feedback	15 minutes	"Postcard from a friend"
Personal Action Plan	15 minutes	Revising collected action plans
Participant Feedback	15 minutes	The "ultimate" feedback exercise
Certificates	15 minutes	Ceremony
Total Time	**1 hour**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	Need to formally wrap up the program for those who have completed all five modules, and do so in a way that reinforces some of the skills learned: action planning and providing feedback. It's also important to have people leave the room excited to go out and practice what they've learned, and excited to have made good contacts. The "ultimate feedback" activity is a fun and lively way to provide this closure.
Objectives	By the end of this session, participants should have: 1. Developed a personal action plan 2. Provided feedback on the overall program 3. Provided feedback to each other 4. Received recognition (certificate) for completing the program

Materials and Supplies Needed	• Agenda (in Participant Packet) • Certificates (1 per participant) • A postcard-sized piece of card stock (1 per participant) • Flipchart paper, tape and markers
Set Up Before the Session	• Before this session, ask participants to make sure they have their collected first pages of the Daily Review (their mini-action plans). • Make sure to have the appropriate people sign the certificates the day before the session, and that you have carefully checked the spelling of the participants' names before signing them. • Set up the room with chairs in a large circle, since the writing activity does not last long, and you will need the space for the presentation of certificates.
Potential Issues	Make sure to complete the action planning and feedback activities before any guests arrive – these are not spectator events! *Please add issues here as you gain experience with this session over time.*
Alternative Delivery	We always want to end on an "up" note; having a local celebrity or sponsor to help hand out certificates is always a good idea when it's possible. *Please add variations that you have used, or have contemplated using.*

SESSION DELIVERY

Program Feedback *15 minutes*	Welcome participants to the program closure. As they have come to recognize in all the sessions of this program, we depend on reflection and feedback to move us forward in being able to plan how to apply what we learn. Thank them for faithfully filling in their personal action planning sheets, and for providing such good program feedback to instructors and organizers. Announce that we have chosen very different types of exercises for our final wrap-up. *Postcard to a Friend Exercise*: This activity encourages participants to recall what happened in the Professional Development Training Program, identify personal highlights, and come up with second thoughts about how they could have benefited more. Verbally present the following scenario, using your own words: *"Imagine it's three months ago, and you received an e-mail note from a friend indicating*

	that she's going to attend the Professional Development Training Program. She is curious about your experiences with the program and wants your advice on how to get the most out of it. You are ready to respond to her by sending her a postcard." Individual Postcards: Ask participants to think back on the Professional Development Training program and recall one or two highlights. Also ask them to think about what two pieces of advice they should give this friend. Distribute a blank "postcard" to each participant and ask her to write a short, friendly note incorporating the highlights and the advice. Give them five minutes. Ask participants who have finished ahead of the others to decorate their postcards with sketches, cartoons or whatever… When everyone has concluded, collect the postcards and thank the participants. Put them to the side – these are your final evaluation forms! Group Postcards: Organize participants into teams of three to seven people and ask them to share/compare what they wrote on their individual postcards. Ask each team to now write a joint note to the imaginary friend using large letters on a sheet of FC paper positioned horizontally (landscape format). Give them five minutes. After a suitable pause, ask teams to tape their giant postcards to the wall. Invite participants take a gallery walk and review the products from the other teams. Reconvene the large group, and ask for comments (since now they expect a debrief!) Thank everyone for their feedback, both public and individual, and ask them to take out their collected first pages of the daily Review (their mini-action plans).
Personal Action Plan Revisions *15 minutes*	Ask participants to take five minutes to review their collected first pages of the Daily Program Review. Ask them to adjust their plans as needed, in light of new knowledge and skills they have obtained in the Professional Development Training Program, and in light of changes that have occurred in their personal situations. Remind them that these pages are for their own personal use, and will not be collected. They are welcome, however, to share any portion with instructors or other program participants, if they would like feedback. After 10 minutes, call an end to the in-class revisions, and ask how the participants feel about using this kind of tool on a regular basis. Applaud the participants' seriousness in reflecting and planning throughout the program, and if there are no further questions or comments, announce the next-to-final program activity.
Ultimate Participant "Feedback"	If you have been using the English term of feedback, explain that we are now going to make a little joke with this word – we are going to write FEED BACK on each other's backs! Ask for a volunteer, and tape a pre-cut FC paper to her back. Then demonstrate, by writing some positive personal feedback for the

15 minutes	volunteer. Ask another participant to read it for the generous volunteer. Invite them all to write a little something for each of the other participants, noting that they will be able take the physical "feedback" home as a memento of the Professional Development Training program. Provide pre-cut FC paper to participants and show how to tape it to their backs at the shoulder. Hand out magic markers and let them go. There is sure to be a lot of laughing as people circulate, writing and reading what others have written. When they are finished, take a short break, and then move participants into position for receiving certificates, if this is to happen.
Certificates *15 minutes?*	Follow accepted customs for presenting certificates, if this is to be done. However, since the program has been so participatory, participants will have had plenty of experience with speaking in front of their peers. You might therefore want to include remarks from participants. You can even ask them to reflect and decide how they want to present… if not formal remarks, then some other form of participant closure.

SESSION NUMBER: SESSION TITLE

SESSION AT A GLANCE

Content	**Time**	**Activity**
Introduction	__ minutes	
	__ minutes	
	__ minutes	
Wrap-Up	__ minutes	
Total Time	__ **hours**	*All times are approximate!*

SESSION PREPARATION

Context & Purpose	
Learning Objectives	By the end of this session, participants should be able to: 1.
Materials and Supplies Needed	• Agenda (in Participant Packet) • PowerPoint: ____________ • Flipcharts, tape and markers
Set Up Before the Session	•
Potential Issues	

Alternative Delivery	

SESSION DELIVERY

Introduction __ *minutes*	
xxxxxx __ *minutes*	
yyyyyyy __ *minutes*	
Wrap-Up __ *minutes*	

Title

Start text here