

Gud Disisons Gud Lidasip

**A Community Facilitation
Guide to Support Young
Women's Leadership**



Young Women's Leadership Program



PACIFIC WOMEN
SHAPING PACIFIC DEVELOPMENT

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Guide to Support Young
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Young Women's Leadership Program

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SHAPING PACIFIC DEVELOPMENT

Welcome

This guide is a resource for individuals and groups in Papua New Guinea who want to strengthen (strongim) leadership and decision-making in their organisation or community, so that everyone can work together to achieve common goals. It includes information and activities to help communities reflect on different leadership and decision-making styles, and encourages communities to work towards inclusive and transparent decision-making. This guide is targeted towards young women in Bougainville, but can also be used for other groups.

Inclusive and transparent decision-making is sometimes called ‘good governance’.

Inclusive means ‘including everyone’ – this means women, men, boys and girls, and any other marginalised groups in the community. Examples of some marginalised groups are:

- + people with disabilities (pipol husait karem disabiliti)
 - + in-married women (meri husait marit ikam long komuniti bilong yumi)
 - + uneducated people (pipol husait ino skul gut)
 - + young people (yangpla man meri)
- ... and many others.

Good governance means making sure leaders include all the people who might be affected by a decision in the process of decision-making. It also means that leaders respect and value the knowledge and opinions of all the people involved. Listening to the voices of everyone in the community (women, men, boys and girls) will support leaders to make better decisions for today and tomorrow.

Governance is the process of making decisions and carrying them out to achieve a shared goal.

Good leadership and decision-making usually involves:

- + representing men, women, youth and children so that anyone who has an interest, or is affected by a decision, is given a chance to take part in decision-making
- + making decisions fairly and having clear rules in place about how decisions are made
- + making sure people can see what leaders do, so that the decision-making process is as transparent and as clear as possible.

Sometimes, even though we try to make good decisions, it can be difficult. But don't worry, this guide can help! It will look at different types of leadership and different ways of making decisions, and help you to think about how decisions are made in your community. It also covers some important skills for strong leadership: communication, self-esteem, public speaking and dealing with conflict.

This guide will support you to start conversations and ask questions. It won't tell you what is best or what to do, but it will help you talk about what kind of decision-making will fit your community best. **Good luck!**

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Introduction

Every day, we all make many decisions – like what to eat, what to do, where to go and who to spend our time with. We make decisions that we think will be good for us now and in the future – like going to the garden or fishing so that we have food to eat, or baking cakes to sell at the market to make money.

We make these decisions by thinking of what will benefit ourselves and others around us,
today and in the future.

We also make decisions with other people – our families, classmates, church and community groups. We make decisions together because we have a common (shared) goal. We sometimes give group decisions different names like planning, budgets or governance. Although they have different names, we use similar skills to make both individual and group decisions.

The decisions that we make in groups are also made to benefit us, today and in the future. But sometimes when we make decisions with a group of people, we all have different ideas about what is best. It is important to think about who is involved in decision-making and how decisions are made, to make sure all the voices in the community are heard.

When women and men make decisions together, better decisions are made for the whole community.

This is because both women and men have a chance to share their knowledge and perspectives. In Papua New Guinea, women and men often have different roles and responsibilities in the family and the community, which means they have different needs and different knowledge. If decisions are made without one group, important knowledge can be missed and there is a danger that decisions will benefit only one part of the community, instead of everyone.

Good leadership means representing women, men, boys and girls, making fair decisions, and making sure other people can see what we do. **No one is born a leader, we need to learn and practise special skills to help us make good decisions and be good leaders** (mama ino karim umi lida. Umi nid lo lainim how long kamap lida).

This guide will look at the qualities and values of good leadership and decision-making. It cannot tell you what is right or wrong for your community or organisation, but it can help you to start conversations about how to make decisions that include all the people that are affected by them.

The goal of this guide is to create space for women, men, boys and girls in Papua New Guinea to think and talk about decision-making processes and leadership in their community. It encourages women and men to share responsibility for decision-making and leadership in different groups, like the family, church and community groups.

Who is this guide for?

This guide was adapted from Live & Learn Environmental Education Solomon Islands/International Women's Development Agency for use in the Autonomous Region of Bougainville (AROB) and also in Papua New Guinea, to support community-based staff and volunteers to facilitate workshops with target communities. The guide has been adapted specifically for use with young women leaders. Bougainville Women's Federation (BWF) will use this guide to facilitate trainings for young women leaders in the districts.

The guide can also be used by local governments, Non- Government Organisations (NGOS), churches, Community-Based Organisations (CBOs) and individuals as part of formal or informal education to promote inclusive decision-making and leadership.

How to use this guide

This guide will help you, as a facilitator, to run sessions with your community or organisation on leadership skills, decision-making, and governance. It is important to remember that you know the group better than this guide does, so feel free to change any of the sessions to better fit your participants.

This guide is divided into nine sessions. You can work through the guide starting from Session 1 through to Session 9, or you can just present the sessions that are relevant to participants. The guide encourages you to use the learning circle approach when delivering the sessions (see page 15).

Sessions 1–5 focus on leadership and decision-making in the community. Sessions 6–9 focus on leadership skills. These are helpful for all members of the community; not just people in official positions.

At the start of each session, you will find learning outcomes. These tell you the goals of the session and can help you decide if a session is relevant to your participants.

It is important that you let participants know what the learning outcomes of the sessions are at the start of each session.

In each session you will also find background information to help you introduce the topic and activities. It is important to read through this information before you run a session, so that you are familiar with the ideas and the words used. Reading through the session will give you time to:

- + think of extra information participants might need
- + think about questions they will ask and prepare answers
- + make sure that you have the materials you need for each activity.

Every session has different activities to run with participants. They are intended to help start a discussion on the topic. You can run through each of the activities or use your knowledge of the group to choose which activity or discussion is most relevant.

At the end of each session is a short summary about the ideas that have been discussed and the new skills that have been practised by participants. This is to help you close the session and remind the participants what you have covered during the session.



Glossary

Throughout this guide you will see underlined words. Any word that is underlined is explained in the glossary on page 121.

Please look through the glossary before you start to use this guide so that you understand all of the words and can explain them to participants.

Running sessions

To facilitate means to 'make things easy'. Your role as a facilitator is to create a space where people feel safe to share ideas and experiences and learn new things. This means that participants feel comfortable not just attending sessions but also expressing their honest opinions. Think about the relationships that exist between participants and make sure that you run activities and discussions in a way that helps all participants feel comfortable about sharing their thoughts.

You do not have to be an expert on the topic, but it is important to read and understand the information in each session before running a session. Take time to read through the guide and the glossary, and ask others for help if you find any parts confusing.

Tips for good facilitation

- + **Read each session before you run it**, and make sure that you understand it. Think about questions participants might ask and make sure you are ready to answer them. Ask others for help if you need it. Think about how you will translate the words and ideas into local language, if necessary.
- + **Allow enough time** to work through each session. It is important not to rush, so that there is time for all of your participants to be heard.
- + **Be friendly and inclusive** – make sure you encourage men, women and youth to participate in the sessions. If you notice that some participants are not talking, then direct questions towards them. For example, if you notice that women are not talking, you could say, 'We have heard from some of the men, what do some of the women think?' You can do the same for young people, or people from different groups within the community.

- + When running the sessions, **encourage all participants** to share their ideas and experiences. Be open to the ideas and opinions of the participants and allow time for them to be discussed. Sometimes participants will have different views and might disagree with each other or feel uncomfortable with what other people have said. Sometimes you may disagree with a participant's opinion, but it is important to make sure you allow all opinions to be heard and you are always respectful. We all have the right to share our opinions so long as we are respectful of others.
- + **Be aware that some participants may face challenges** during some of the discussions. For example, some participants may be challenged by a discussion about traditional gender roles and women being involved in community decision-making and leadership. It is important to make sure that there is enough time and a safe space for participants to talk about these challenges.

Introducing each session

Here is a quick checklist to help you start each session.

1. Welcome all the participants and thank them for coming.
2. Make sure that all participants can hear you and each other clearly. It is better to work in a small group of 10 –15 people to make sure that all participants can be involved.
3. Introduce yourself and the learning outcomes of the session, and tell the group when you will take breaks and when you will end the session.
4. If participants do not know each other, run through an activity where they can introduce themselves and become familiar with each other (and you!). There are some suggestions below.
5. Explain that you will be leading discussions and activities and that you are there to help participants in the learning process. Encourage the group to ask as many questions as they need to.

Work with the group to agree on some 'ground rules' before the discussion begins. Ground rules are rules about how the group will interact during the session. Some ground rules may include: one person speaking at one time, respecting each other's opinion and no interrupting. Encourage participants to each suggest a ground rule, maybe by using one of the activities on page 14, such as 'talking ball' or 'secret hat'. Make sure that everyone agrees on each ground rule.

Icebreakers

As a facilitator, you will work with different groups: some who already know each other and some who do not. If the participants do not know each other, or you think it is appropriate, start the session with a game to help everyone learn each other's name and a little bit about each other. Here are some ideas:

- + **Two truths and a lie:** Participants take it in turns to say their name, then three things about themselves – two are true and one is a lie. The rest of the group guesses which one is a lie. (e.g. I have three brothers; I am from Buka; cassava is my favourite food).
- + **Silent introductions:** Participants make pairs and introduce themselves to their partner without speaking. They can act, draw or point to things. They can share information such as what food they like, what sport they like or don't like, where they are from, etc. After 3 minutes, swap roles so that the other person can introduce themselves. Afterwards go around the circle and have the pairs introduce each other. Some of the comments may be incorrect, so let each person introduce themselves too!

- + **Action introductions:** Ask everyone to stand in a circle and take turns introducing themselves by saying 'Nem bilong mi [Maria]' in a loud confident voice. When they say this sentence they need to do fun action like jumping, stepping forward, dancing, reaching high in the air with their arms, etc. Then the rest of the group must say back to the participant 'nem bilong yu [Maria]' and copy the action. Go around the circle until everyone has introduced themselves.

Facilitation tips

Facilitating a group can be difficult. Here are some ideas and tips for creating a welcoming space and helping all members of the community feel comfortable participating.

- + **Including the whole community**

The words 'participants' and 'community' are used throughout this guide. They represent men, women, boys and girls. It is important to encourage all members of the community to attend the sessions, so talk to participants to make sure you run the session at a time of day when everyone can attend. Also consider the needs of people with disabilities and talk to them about extra support they might need to attend the session. This might mean running the session close to their home, helping them arrive at the venue, or visiting them before the session to discuss the topics and activities so that they feel comfortable participating.

It is important that the participants feel comfortable during the sessions. The learning circle (page 15) is designed to allow space for everyone to participate and feel relaxed. For some topics, it is suggested that you split participants into separate groups of men, women, boys and girls. This is to help participants feel comfortable sharing their thoughts. Let everyone know that if they are not comfortable, they are welcome to leave the session and come back later.

+ **Respecting culture, kastom and religion**

Culture, kastom and religion are at the heart of leadership and decision-making in Papua New Guinea, and will influence participants' opinions and thoughts. Some participants may not be comfortable with the idea of inclusive leadership (leadership which involves men, women, boys and girls) because of their understanding of religious or kastom teaching. If participants do feel this way, it is important to talk to them about what is making them uncomfortable. There is an activity in Session 1 to help discuss these topics.

Always be respectful of everyone's opinions and encourage them to share them with the group. Talking to a religious leader or a local Chief before some sessions may also be helpful. You can discuss the session with them, ask for their input on parts of the session or invite them to attend the session.

+ **Making sure one (or a few) of the participants don't do all the talking**

As a facilitator, you need to make sure that all participants have the opportunity to speak. If someone is talking too much, try saying, 'Those are

interesting points, thank you for your contribution. Let's see what others think'. One idea is to give each person the same number of items (e.g. stones, leaves, matches) and tell them they have to give one to you every time they speak. When they have no more items left they cannot speak again and must allow others in the group to contribute.

+ **Encouraging participation**

Silences are very useful and can give people time to think and learn, and they create an opportunity for people who don't usually talk to speak up. If, however, there are long silences and no-one is speaking, try asking a question to start the conversation again, or try one of these quick exercises to encourage participation.

Fist to five: To see if participants agree or understand a topic, ask them to close their eyes and raise their hands in the air. If they don't agree, or don't understand, they keep their hand in a fist. If they agree or understand, they put all five fingers in the air. If they are not sure or only understand or agree a little bit they put only two or three fingers in the air. This is so you can understand what the participants are thinking, without them having to speak up and tell you.

Agree or disagree: Place a piece of paper with 'agree' on one side of the workshop space, and 'disagree' on the other. Read out a statement (e.g. 'Logging is not good for the community' or 'Women are good leaders') and ask participants to move towards either agree or disagree, depending on what they believe. If participants are unsure, they can be somewhere in the middle. To start a discussion, ask several

different participants why they chose the spot they are standing in. This activity can be fun because it gets the participants up and moving around the room.

Talking ball: To encourage participants who might be afraid to share an idea or opinion, you can throw a soft ball to a participant while asking them a question. The ball distracts them and makes it easier for them to say what they think. They can then throw it back to you, or to other participants to continue the discussion. This is a good way to allow different people to speak if the same people keep on speaking.

Secret hat (or bucket, or pot): Participants write down a note or question on a piece of paper, scrunch it up and put it in a hat. You then pass the hat around the group and everyone takes a turn to read a piece of paper and comment on it. This can be a good way to start discussions about topics that might be sensitive or difficult.

+ **Different levels of literacy and education**

Remember that some people will not be able to read or write, or will not be confident because they have not completed school. It is important to be sensitive to everyone's different abilities and to respect that everyone has valuable knowledge and opinions. Some of the activities require people to write down notes on paper. Don't point out people who are finding the activity difficult. Try instead to create opportunities for them to talk about their ideas, walk around the group and offer help, or change activities so that everyone feels comfortable participating.

The learning circle

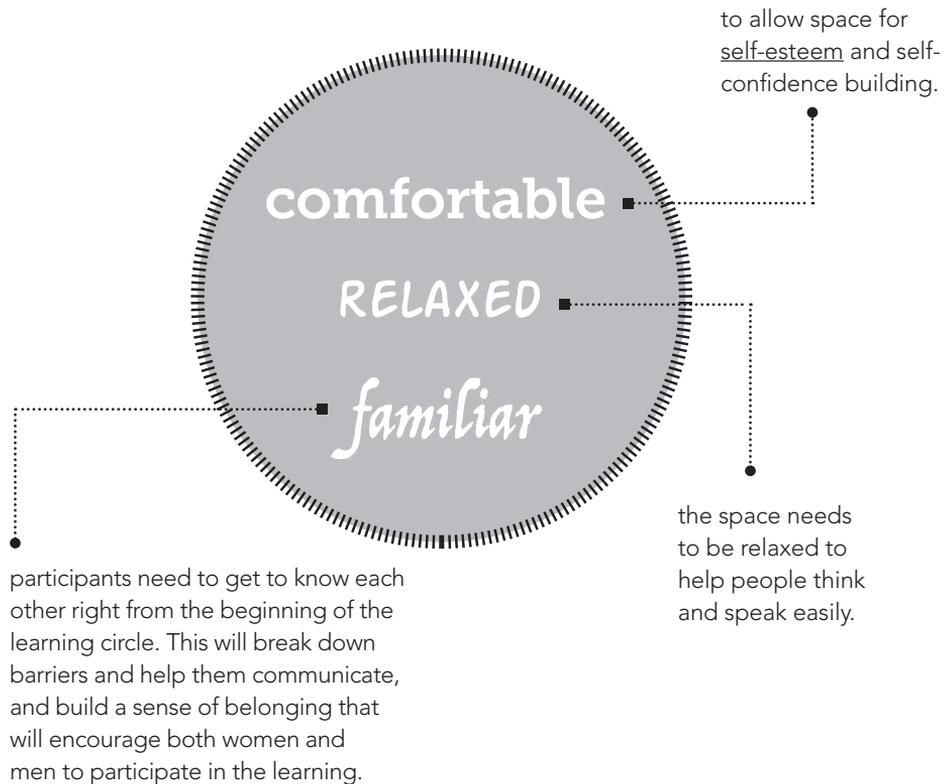
This guide encourages facilitators to use the 'learning circle' facilitation technique when delivering many of the activities and discussions. **Learning circles are about creating the space and opportunity for everyone to share and participate.** Generally, a learning circle is made up of 10–15 people who come together to share ideas, and discuss, explore and learn about issues.

Key principles of the learning circle

In a strong and nurturing learning circle:

- + Everyone's contribution, ideas and opinions are valued and respected.
- + The space is safe and allows each person to learn and share.
- + Discussions, decision-making and teamwork includes women, men and youth, and encourages everyone to participate.
- + The materials and information are available in the community.
- + The approach is strength-based and develops a sense of ownership.
- + Participants are encouraged to develop a range of skills, and build self-esteem and self-confidence.
- + The approach is flexible and can be applied to a variety of situations and audiences (e.g. from formal training to community workshops and discussions).

Participants should feel:



To encourage a successful learning circle the facilitator:

- + Provides support for people to organise and work together, learn from each other about any issues, and for everyone to contribute to find ways to address the issue.
- + Is not expected to be an expert or have the answers to the issues, but to coordinate discussion on the issue and make sure everybody – including women, men, youth and marginalised groups – has their say.
- + Motivates participants to take control of the learning process, direct the aims of the learning and the expected outcomes.

For further information on learning circles, please refer to: Live & Learn Environmental Education 2009, Learning Circle Facilitator's Manual, Live & Learn Environmental Education, Solomon Islands.

A woman with dark skin and hair pulled back is the central figure. She wears a headband made of white cowrie shells and a necklace of the same shells. Her dress is dark blue with a vibrant floral pattern in purple, white, and gold. She holds a bright green rectangular sign with both hands. The sign has the text 'I am a leader for Change' written in a dark green, cursive font. The background is a wall covered in a dense, colorful pattern of blue, red, and white triangular flags or bunting. The lighting is bright and even, highlighting the woman's features and the textures of her clothing and the sign.

I am a
leader for
Change

Session 1: Leadership



Learning outcomes

1. To see that men, women and youth all have a right to be leaders in the community.
2. To identify different types of leaders at all levels of community and country.
3. To discuss what religion and *kastom* say about leadership.

TIP

It is important to allow enough time for all participants to share their views and to be sensitive to the fact that many people will have strong opinions on who can and cannot be a leader.

It is a good idea to discuss this session with a respected community leader who supports women's participation in decision-making, and ask them to help you facilitate the session.

Think about how you will deal with disagreements in the group and what messages you can give to participants about respecting different opinions.

Who can be a leader?

Leadership is about working with people and motivating them to achieve a goal. Good leaders earn respect and help people to work together to achieve their common goals.

Leadership is not just for managers, bosses or big men. Everyone can be a leader by discovering and using the skills and power within them to make a difference each day. (Power will be discussed in more detail in Session 2).



Activity 1.1: Blind walk (30 - 45 minutes)

Materials

Large space close to the workshop area, blindfolds (any kaleko will work!)

Instructions

1. Ask all the participants to stand in a line and put on their blindfolds so they can't see.
2. Walk around the group and quietly guide each participant to reach out and touch the shoulder of the person in front of them with their right arm. Remember to quietly tell the person that you are going to touch them so they are not surprised or scared! For example, 'Frank, I'm going to put your arm on Mati's shoulder now.'
3. Now go to the first person in the line, and tell them that you are going to lead them on a journey, but there are some hazards on the way. **Tell them it is their responsibility to lead the group safely.** You must quietly pass warnings on to the first person only, for example, 'There is a tree to your left ...', 'We are now turning right ...' and then allow them to pass these warnings along to other group members.
4. Guide the line of blindfolded participants through a short course. For example, you may guide them under a table or volleyball net, around a tree or under a branch. **Remember to look out for the blindfolded participants to make sure nobody gets hurts.**
5. When you reach the end of the obstacle course, tell the first person that you are finished and ask them to remove the blindfold. Allow time for the message to be passed on.
6. Ask everyone to sit in a circle for a reflection on the activity.

Reflection

Lead a discussion by asking these questions:

- + How did you feel when you were blindfolded?
Did you feel safe? Did you feel scared? Did you feel frustrated?
- + How did you know where to walk?
- + What made the walk difficult? What would have made it easier?
- + What do you think this activity can teach us about leadership?

Remind the group that a leader helps us to achieve a common goal or vision (e.g. building a health clinic, protecting the environment, making the community safer, improving sanitation). They help to guide or make decisions and implement them. In this activity, the person at the front of the line, the leader, was guiding the group to achieve the goal of making it safely to the finishing point. Communication was very important for the other participants to know what was happening. If communication was poor, people at the end of the line may have been frustrated and confused, or even in danger.



Activity 1.2: What is a leader? (15 minutes)

Materials

Butcher's paper, markers

Instructions

1. Lead a brainstorming activity of responses to the question:
 - + What is a leader?
2. Ask participants to think about what a leader **does** and **who they are**, rather than what qualities or skills leaders have. For example, 'leaders make decisions', not 'leaders are kind or strong'.
3. Remind participants that it is okay to call out single words and not a complete definition. Encourage all participants to contribute. You might need to throw around a 'talking ball' (see page 14) to encourage participants to share.
4. List all the words on butcher's paper at the front of the group, summarise the responses, then share the information below with the group.
5. Ask participants to share their thoughts on this definition of a leader. Compare this definition with the brainstorming activity on the butcher's paper. Ask the participants if their ideas were similar to this definition. What words were similar? Were any ideas different? Do they want to add any more ideas to the butcher's paper?

A leader is a person who leads or guides a group, organisation or country. A leader is someone followed by others. There are many different kinds of leaders in our communities: Chiefs, pastors, women's group leaders, mothers and fathers, teachers, sports captains, nurses, youth leaders and many more.

Sometimes leaders have different titles, like president, chief, manager, boss or principal. **Other leaders have no title but they are still strong leaders in the home, in the community and in the nation.**

A leader is someone who guides other people towards a shared goal.

Now that the participants have a common understanding of what a leader is, move on to the next activity, which will ask them to think of leaders in their community.



Activity 1.3: Leaders in our community (30 minutes)

Materials

Butcher's paper, markers

Instructions

1. Give participants a few minutes of quiet time and ask them to think about leaders in their community. For each different leader, ask them to think about the common goal the leader is working towards. For example, the police chief is working towards keeping the community safe.

Some participants may focus on what leaders are doing wrong or how they are not achieving their goals. Try to stay positive and think about the goal the leader is working towards, not on whether the leader is doing a good job or not.

TIP

2. Encourage participants to consider all the different leaders in communities – men, women and youth – who guide others to achieve a common goal. The list might include students at the local school, sports players, parents, teachers, nurses, male and female church leaders, as well as MPs, police chief, etc.
3. After a few minutes ask participants to find a partner and share their thoughts with their partner. After 2 or 3 minutes ask them to swap and the other partner can share what they thought.

4. Divide a piece of butcher's paper into three columns. Lead a discussion with the group about leaders and their goals. Make a list of as many different leaders and goals as you can in the first two columns of the butcher's paper. Leave the last column free for the next discussion. Your paper will look like this:

Leader	Common goals	
For example:		
Teacher	Educating students	
Village Police	Keeping the community safe	

5. Leave the butcher's paper where everyone can see it, because you will need it for the next discussion. Tell the participants that now that you have a list of the leaders in the community, you will talk about the different kinds of people who are leaders and the different groups that they lead. Before we go to the next activity, let's look at the case study below.



Activity 1.4

Case Study A: Leadership in a chicken project (30 minutes)

This is a story of how young women can be leaders in their communities. Analyse the story and answer the questions below. It also shows barriers young women face as leaders in their communities. Through discussions identify other barriers and how young leader can overcome them in achieving their goals.

Get someone to read this story:

A women's group in a village had a chicken project. All age groups were represented in the group. The women had weekly meetings to discuss issues of the project. One day, during the meeting, a young girl was giving her views on the discussion at hand. As she was talking one of the older women shouted at her and told her to shut up. She said, "Don't listen to this young woman. She doesn't come often to work in the chicken yard." Although the young girl had good ideas to contribute, she did not because she felt intimidated by the older woman.

Discussion questions:

1. How many different types of leaders are represented in this project?
2. What do you think are their goals and how do they want to achieve these?
3. Do you think this young girl in this story has the same goal as the other members?
4. How could she have participated positively in this project, without the older women intimidating her?

Reflection

This story has shown us that young women too can be leaders but sometimes we do not think about them in this way. Young women show leadership qualities in their communities through social, political and economic activities, (i.e chicken project – this chicken project made her a leader. As part of the project group she had the same goal which is to make money to improve their lives.)

As part of the discussion, think of the story:

1. What would you have done if you were in the same situation as the young girl?
2. What leadership qualities did the young girl display?
3. How does gender contribute to barriers to young women's leadership?



Activity 1.5: Leadership in our community (45 minutes)

Materials

Butcher's paper from last activity, markers

Instructions

1. Ask everyone to look at the butcher's paper from the previous activity. Now ask participants to think of what group in the community each person on the list leads – for example, the classroom, the family, women's church group, the community, etc.
2. Ask participants to share their thoughts with the person next to them for 2 minutes. Then ask each pair to share their ideas with the group. Write these groups in the third column. Your paper will now look like this:
3. If participants think of more leaders and their common goals during this discussion, they can also be added to the butcher's paper.

Leader	Common goals	Group
For example: Police officer	Keeping the community safe	Community members
Teacher	Educating students	Students

Reflection

Ask participants to look at the list of leaders on the butcher's paper and lead a discussion by asking these questions:

- + Was it difficult to think of leaders in the community? Or was it easy? Why?
- + Were there more leaders than you expected? Or less?
- + Are there many women, youth and men who are leaders? Is one group represented on the paper more than the other? For example, are there more women than men? More youth than women? Talk with the participants about why it might be this way.

Sometimes we think of leaders as only big men, chiefs, pastors or politicians. But actually there are many different leaders in the community. Leaders might be men or women, boys or girls, young or old. They might have finished school or not finished school, have worked in Port Moresby or overseas, or lived in the village their entire lives. All of the different groups in our communities have leaders.

Religion, *Kastom* and leadership

It is important to give participants the chance to discuss what they think kastom and religion say about who can be a leader and who can participate in decision-making. For example, some participants might think that women's leadership is not allowed, because of their understanding of religious or kastom laws. Other people think that religious and kastom stories show the importance of everyone in the community working together, so they think women and men should both be leaders and take part in decision-making.

The goal of this guide is to encourage both men and women to work together to make good decisions for the future of their family and community. It is important to give participants a chance to discuss their thoughts and views on leadership and decision-making, and to ask questions about why men and women sometimes do not share decision-making and leadership equally. It is very important to always be respectful of participants' opinions, even if you disagree with them.

It is a good idea to ask male and female elders, or community or religious leaders, to help you lead these discussions, or to come and talk to the group about their thoughts on leadership and decision-making. If you are going to do this, it is important to go and speak with these leaders before your session, and ask them to help you find examples from religious or local kastom stories that encourage inclusive leadership.

Religion and leadership (45 mins)

Religion and beliefs can have a big impact on the way that people think about leadership and decision-making. It is very important to encourage participants to think about their views on what their religion says about leadership and decision-making. Religion is very personal, so there might be many different opinions in your group.

Talking to local religious leaders (men, women and youth) about teachings and messages that are important to them is a good way to start thinking about religion and leadership. Ask them:

- + What do you think your religion says about leadership and decision-making?
- + Are there any religious stories that encourage men and women to work together in decision-making?
- + Are there any religious stories that show women as potential leaders in the community?

Once you have spoken to some different religious leaders, invite them to come and share their thoughts with participants. Start a discussion using religious stories or teachings as the starting point. Here are some suggestions of different themes and ideas you might like to discuss, but you might like to think of some others too.

Equal rights and value

Find an example of a religious story that talks about equality or says that all people are equal, regardless of whether they are men or women. Start a discussion with participants by reading the story and asking:



What do you think this story means?

What does it say about who can be a leader or make decisions?

.....

Talk to participants about the idea that everyone has a right to the same privileges and blessings. Encourage them to discuss what they think it means and what it says about leadership.

Courage

Find an example from your religion that talks about someone having the courage to do something that not everyone accepted or to reach out to people that not everyone respected. Talk about the idea that it takes a lot of courage to reach out to women and encourage them to participate, when that is not something everyone in the community accepts or agrees with.

Start a discussion with participants by reading the story or discussing examples and ask them:



What do these examples show us?

Does anyone know any other stories about courage?

Can you think of any examples in this community where someone has shown courage and has done something different that has been good?

How did people react?

Did people agree with them when they made a change?

Do people agree with them now?

Women's Leadership

Find some examples of women's leadership from your religion. Start a discussion with participants by reading stories or discussing examples, and ask them:



What do these examples show us?

What makes these women good leaders?

Are there women in your community who are strong leaders?

What do they contribute?

Do others people support them?

What can you do to support women leaders in your community?



Activity 1.6: Religion and leadership (15 minutes)

Materials

Paper, pens (optional)

Instructions

1. Ask the group to think quietly about a thought, question, idea or opinion related to religion and leadership. Participants can write down their thoughts, or just think of them. Allow 2 minutes of quiet time for participants to think to themselves.
2. Ask participants to split into four groups – men, women, boys and girls.
3. Ask the participants to each share their thoughts with the group. Make sure that all participants have the chance to contribute. Ask someone in the group to take down notes of what ideas, questions or opinions have been shared.
4. Allow 10 minutes for the groups to discuss and note down their thoughts.
5. Now ask the participants to come together and, for each group, to take turns in sharing some of their thoughts, opinions and questions. Some may have questions that people in the room want to discuss and others may not want to discuss their idea with the whole group.

REMEMBER: We all have different ideas and views about what is good leadership and who has the qualities of a good leader.

Some participants may not have a strong view, but have questions they want to ask. It is important that as a group, we can share our ideas and respect other people's opinions.

NOTE

***Kastom* and leadership (30 minutes)**

Just like religion, *kastom* and our interpretation of *kastom* stories can have a big impact on the way that we think about leadership and decision-making. Encouraging participants to think about their own views on *kastom* teachings, leadership and decision-making is very important. There are many cultures in Papua New Guinea, so in different communities there will be different *kastom* stories and different ways of understanding these stories and their messages.

Talk to male and female elders about *kastom* stories and teachings, and try to collect as many different stories as you can. Discuss these stories with different people and ask them what they think the message of the story is. You might be surprised at how many different messages people take from just one story.

Ask them:

- + What do you think *kastom* says about leadership and decision-making?
- + Are there any *kastom* stories you think encourage men and women to work together in decision-making?
- + Are there any *kastom* stories that show women as potential leaders in the community?

Once you have spoken to some different male and female elders and other community members about *kastom* stories, invite them to come and share their thoughts with participants. Start a discussion using the following questions as guide. These are just suggestions. You might like to think of some other questions to ask too.



What do these stories show us about leadership and decision-making?

Does everyone see *kastom* stories in the same way?

Are there any *kastom* stories that encourage men and women to work together in decision-making?

How can we be respectful of *kastom* and encourage women to take part in decision-making and leadership?

What can we teach young people about *kastom* and leadership?



Activity 1.7: *Kastom* and leadership (45 minutes)

Materials

Paper, pens (optional)

Instructions

1. Ask the group to think quietly about a thought, question, idea or opinion about what their religious text says about leadership and men and women, or what they understand about *kastom* laws and leadership. Participants can write down their thoughts, or just think of them. Allow 2 minutes of quiet time for participants to think to themselves.
2. Now ask the participants to split into four groups – men, women, boys and girls.
3. Ask the participants to each share their thoughts with the group. Make sure that all participants have the chance to contribute. Ask someone in the group to take down notes of what ideas, questions or opinions have been shared.
4. Allow 10 minutes for the groups to discuss and note down their thoughts.
5. Now ask the participants to come together and, for each group, to take turns in sharing some of their thoughts, opinions and questions. Some may have questions that people in the room want to discuss, others may just be a small idea, and do not need to be discussed with the whole group.



Activity 1.8

Case Study B: Leadership and Kastom

Let's look at this case study and learn how we can be respectful of kastoms and encourage women to take part in decision making and leadership.

In many societies in PNG and Bougainville, customary beliefs and traditional attitudes lead people to view women's roles as being in the home and in the kitchen. Despite efforts to change attitudes towards gender equality and women's rights (particularly in relation to family and sexual violence), many men and women still believe that women are not equal to men and should not take on leadership roles. Many women, including educated and powerful women, experience violence at home as a reaction to their leadership roles and responsibilities.

In order to take on and maintain leadership roles, many Melanesian women must negotiate and balance their right to participate as equal members of society with traditional expectations in the community and family. Women who maintain respect for culture, kastoms, traditions, and comply to expectations of men earn respect from elders and everyone in communities, including their husbands. It's a balancing act, women have to balance all these in order to please everyone. This often involves taking on leadership and other roles in the community on top of upholding roles and responsibilities in the home. Communication is key to maintaining this balance. Better understanding and balance is achieved through experience.

In this case study, we want to show that leadership is good and positive for families as well as community and the nation. We want to show that you can be a leader and still maintain the expectations of family, community and society.

Have someone read the story and answer the questions below:

Story

A 26 year old woman heard that the Young Women's Leadership Project would be run in a neighboring village. When she enquired she was invited to attend the training. At first, she did not show up at the training. After a week she showed up. When asked why she did not attend the training she said, "My husband stopped me from attending saying, who will look after the children and do the housework? Will you be paid to attend this training?"

Discussion questions:

1. What challenge did this young woman face in this story?
2. What are the customary or traditional beliefs and attitudes that made the husband stop this young woman from attending the training?
3. What do you think the young woman or the project team could have done to avoid this problem with the husband?
4. How do you think her training could contribute to the family's wellbeing and contribute to the community?
5. How can the project support this young woman to negotiate her traditional roles and responsibilities, as well as her right to participate in opportunities like this training?
6. How could the young woman's husband, family and community support her to balance traditional roles and responsibilities and leadership opportunities?

LEADERSHIP IS SENSITIVE TO KASTOMS AND BELIEFS, GENDER INCLUSIVE AND DEMOCRACY

Summary of Session 1

In this session, we have had the opportunity to learn about the importance of good leadership in the community. We have discussed what a leader is, what leaders we have in the community, and what groups in the community are led by these leaders. This has helped us to identify how women, men, boys and girls can all be leaders in Papua New Guinea and Bougainville communities. We have also had the opportunity to discuss our thoughts, opinions, ideas and questions about religion, *kastom* laws and leadership, and what these say about women in leadership.

In Session 2 we will talk about power, the difference between power and authority, and different ways that we can all use power in a positive way.

Session 2: Power



Learning outcomes

1. To understand the difference between power and authority, and how they are related.
2. To understand what is meant by power over, power with, and power within.
3. To identify differences between men's and women's power and authority.
4. To discuss the challenges of sharing power and talk about how power can be shared more equally.

Power and authority

Leadership is about guiding and influencing other people, so we need to think about how we make people believe us, listen to us and follow the directions we give. To understand how we guide others and how we are guided by others, it is important to understand the difference between power and authority.

To influence means to affect (change) the actions, decisions or behaviour of others. For example: The candidate influences people to vote for him by buying rice for them.

Power

Power is the ability of people to achieve the change that they want, or to influence the actions of other people. Everyone has power in some situations in their lives. In every group or situation there are people with more power than others. There are people who influence others and people who are influenced by others.

PERSONAL POWER: A person gets personal power from their personality or their expert knowledge. For example, an elder might be powerful because of their knowledge of *kastom* stories, someone selling food at the market has power because they supply food that other people need.

Power is the ability to influence people or situations.

Authority

Authority is the permission to use power.

AUTHORITY: Authority is when someone has a position that gives them the right to give instructions and expect them to be carried out (i.e. chief of police, MP, manager, school principal or parent). Authority is given from above, such as from a boss or board, or below, from the people.



Activity 2.1: What is power? What is authority? (15 minutes)

Materials

Soft ball or something else to pass around, butcher's paper, markers

Instructions

1. Ask participants to stand in a circle. Ask them what they think of when they hear the words 'power' or 'authority'. Each person just needs to say one word, and then pass the ball on to another participant. Keep throwing the ball until everyone has had a turn.
2. As the participants pass the ball around, write down on butcher's paper the words that are being suggested.
3. After everyone has shared their ideas, remind everyone of the words that have been written on the butcher's paper. Point out the words that were similar and talk about the most common ideas that came up.
4. Explain to participants that in this session, you will be discussing power, and then share the information on power on page 42-43.



Activity 2.2: Power in decision-making (45 minutes)

Materials

Paper and pens, butcher's paper, markers

Instructions

1. Ask participants to think of a time when they have wanted to influence a person or make a decision, but have not had the power or authority to do so.
2. Ask participants to think about who did have the power to influence that person or make that decision. Who gave that person the authority?
3. Ask participants to make groups of three and share their answers.
4. Now ask the small groups to share with the whole group and write up the answers on butcher's paper.

Person who has power/authority	Where did the power come from?
For example: Chief	Tribe / community
Pastor	Church
Teacher	Government / education authority
Village organiser	Provincial government

Reflection

Lead a discussion with the group by asking these questions:

- + Where did the people in power get their authority from? Was it from below (the people) or above (a boss)?

For example: An MP takes his power from the people because they vote for him so they give him the authority to make decisions. A teacher gets their power from above because the government gives them the authority to tell the students what to do.

- + What do you notice (see) about the people with power/authority? Are they male or female? Educated? Older or younger?
- + Who has power and authority in your community? Are they males or females? Why is it like this?

Ask the group to think about the list of people who have power/authority on the butcher's paper, and anyone else who they think is powerful. Then ask them to think about times when these people might not be very powerful and why?

For example: The teacher might be powerful in the classroom, but they might not feel very powerful when talking to the school principal or meeting with the school board.

Allow the group to discuss other examples.

Remind participants that sometimes we have power in some situations, but in other situations or with other people we do not. It is important to think about who has power, where it comes from and who gives it to them. Thinking about power and authority helps us to see where we can be more powerful and also, who in our community has the power and authority to help us to reach our common goals.

Power over, power with and power within

Sometimes when we think of power, we think of negative power, or of people using their power to control us. But power can be used in different ways. Sometimes people use their **power over others**, but in other situations people use their **power with others**. We also have **power within ourselves**. So, what is the difference?

Power over (wea wanpela man/meri o grup wea ol laik kontrolim sampla lain)

Power over is the kind of power that we usually think of when we think of power. Power over is sometimes known as force, coercion, intimidation, discrimination, corruption or abuse. Power over is when an individual or group tries to control others. It is used when people believe they are superior (better) or have more rights than others. When someone is using power over others they do not listen to different opinions or ideas. They think that their way is best and that they have the right to make decisions for others. Power over can be intentional or unintentional. It can make others feel like they have no power.

Power over looks like:

- + big boss type
- + violent or non-violent threats and actions
- + being in control
- + telling people what is wrong with them
- + telling people what to do and how to do it
- + blaming and judging other people
- + excluding others from decision-making
- + not allowing others to participate
- + stopping people from making their own choices.

**Activity 2.3:****Case Study C: Chief's Power Over**

This case study of a young woman leader and a relative who is the chief of the clan will illustrate a situation young leaders face in PNG societies. Chiefs are powerful and well respected and so they feel they have the right to make decisions for the family, clan or tribe. This activity will show how this particular chief is using his power over the young leader. The young leader feels powerless and sees this as a barrier.

This short story illustrates barriers young women frequently face in their communities, and will guide participants to think about how they can overcome barriers by understanding different types of power.

Instructions

1. Divide participants into groups. Give them a copy of the story below.
4. Ask someone to read a story aloud. It helps to get everyone's attention.
5. Give the groups time (approx. 20 minutes) to discuss the questions provided.
6. Lead a discussion with the whole group, asking them to reflect on their own experiences of power over and discuss solutions to overcome similar situations in future. Allow at least 15 minutes for this reflection.

Story

Young women leaders also face challenges from male chiefs in the villages. For example: in a case where a husband and wife fought and the wife had gone back to her people in another village. When the chief showed up to bring the man's wife back, an uncle of the wife demanded money from the husband. The young woman leader intervened and protested to the chief: *'If you take the money you are not solving the problem. You will use the money to buy your tin fish and rice but this couple will still have marital problems. Why don't you counsel them and send them away instead.'* The chief then shouted at the young leader and said: *'Who are you to tell me what to do? I am the Chief!'* The chief took the money from the husband and gave it to the woman's uncle. The Chief then told the young woman's family that she should not be involved in discussing issues in the community

Discussion questions

1. What kind of power did the chief display? Why does he have that kind of power?
2. How did the chief use his power? What was his goal?
3. How do you think the young leader felt?
4. Think of the young leader who spoke up for the couple, what next steps should she have taken?
5. If you were in a similar situation, what next steps would you have taken?
6. The young leader in this story saw this situation as a barrier. Do you agree? Explain.
7. From your discussions, list actions you can take to move forward, if you find yourself in similar situations.

Reflection

Lead a discussion by asking these questions:

1. Have you experienced this type of power before, and how did you feel?
2. What did you learn from this story as a young leader?
3. How do you feel about 'power over'?

Next we talk about power with, which is finding something in common and sharing power with them or others.

Power with (wea pipol wok wantaim narapla na sharim power)

Power with is finding something in common with others and working together to build strength and achieve goals. People who use their power with others are happy to share control and take time to discuss decisions so that more people can participate and be involved. They listen to each other and respect one another's opinions (*tingting*). Power with each other can be very strong, because you are using everybody's strengths and knowledge.

Power with looks like:

+ Respect

Respect for others and their individual skills and opinions (*tingting*). This includes women, men, youth and other marginalised groups, like people with disabilities (pipol husait karem disability), in-married women (meri husait marit ikam lo komuniti bilong umi), uneducated people (pipol husait ino skul) unmarried mothers, (meri husait ino marit), young people (yangpla man meri)... and many others.

+ Sharing

Sharing information and knowledge, resources, skills and decision-making.

+ Working together

Working together with others and including them by asking and listening to their opinions (*tingting*).

+ Valuing everyone's opinion (*tingting*)

Asking others to participate, giving equal value to everyone's opinion (*tingting*), respecting others.

+ Honesty

Not being secret. Making sure others can see what you do.



Power within (wea yumi yet luksave long strong, na save blong wokim wok na luksave lo pawa bilong yumi yet).

Power within is about understanding ourselves as individuals and what we are good at. It is about our confidence and self-esteem (see Session 7). Power within is the ability to see the skills and strengths we all have inside us. Some of these strengths and skills might be things we can already do (writing, building, weaving, talking to leaders etc.) and others might be things we think we would be good at but have not done yet (public speaking, leadership, managing money etc.). Power within is about believing in ourselves.



Choose one of the following activities to complete with the participants, or do both!



Activity 2.4: *Power standstill* (45 minutes)

Instructions

1. Divide participants into three groups. Try to have an equal number of males and females in each group.
2. Tell the groups that they will need to create a 'standstill' to represent one of the kinds of power. A 'standstill' is when people use their bodies to create a picture without movement or talking.
3. Give each group a type of power to represent: power over, power with or power within.
4. Allow the groups 5 minutes to prepare their 'standstill'.
5. When each group is ready, bring them together to demonstrate their 'standstill'. When each group makes their 'standstill', ask the audience these questions:
 - + What kind of power is this?
 - + What is the group doing to show that kind of power?
6. Once they have correctly guessed the kind of power being represented, ask everyone:
 - + Have you experienced this kind of power before? How did it feel?
 - + Is this kind of power common in your community or organisation? Share an example of when it was used.
 - + Are there times when other kinds of power might work better?
7. Repeat steps 5 & 6 for the other two groups.

Reflection

Lead a discussion by asking these questions:

- + What did you learn from this activity?
- + How did it make you feel?

Explain to participants that it is important to understand different kinds of power and how we use them in different situations, and how they make us and other people feel.



Activity 2.5: *Pawa piksas* (45 minutes)

Materials

Power picture cards (three sets), butcher's paper, pens

Instructions

1. Divide participants into two groups, with a mix of men and women and youth in each group.
2. Give each group a set of the power picture cards (found in the back of this guide).
3. Ask the groups to pass around the cards and discuss them.
4. Ask the groups to talk about what kind of power they see in each picture, and then for each picture discuss:
 - + Is this kind of power common in your community?
 - + What are some examples of this kind of power being used?
 - + What is good about this kind of power? What is bad about it?
 - + How does this kind of power make people feel?
 - + Think about different examples of this kind of power being used and discuss:
 - i. Is this the best kind of power to use in this situation? Why/why not?
 - ii. Would a different kind of power work better?
5. When they have discussed each card, lead a discussion by holding up each card and asking groups to share what they thought about that kind of power.

Reflection

Lead a discussion with the whole group, by asking: What did you learn from the activity?

Summary of Session 2

In this session we have learnt about power and authority and the differences between the two. We have been encouraged to think about where power and authority come from; above or below. We have also been encouraged to think about the people with power and authority in our communities, and whether these people are male, female, young, old, etc.

We have also been introduced to the different kinds of power – power over, power with and power within and have thought about how each kind of power can be used in different situations.

In Session 3 we will talk about leadership and governance. We will talk about 'good' leadership, what 'governance' means, and what leaders can do to practise 'good governance'.

Session 3

Leadership and governance



Learning outcomes

1. To identify the qualities and skills of good individual and group leadership.
2. To understand the term 'governance' and what contributes towards 'good governance'.
3. To demonstrate how good leadership and good governance are related.

Good leadership

A good leader has the qualities, skills, experience and knowledge to inspire other people to get things done. Good leadership is about giving guidance and direction. Depending on how leaders use power and authority (see Session 2), they can either make a community or organisation weaker or stronger.

A good leader makes a group stronger by encouraging its members to be committed and cooperate (work together). Good leaders need to listen, be honest, and make wise and fair decisions.

Here are three things all good leaders must do:

REPRESENT EVERYONE

Everyone (men, women, youth and children) who has an interest in a decision should be given a chance to take part in decision-making.

This means that everybody who has an opinion on the subject should be listened to. Everyone who the decision will affect should have a chance to take part in the decision-making process and information about the topic should be available to everyone who wants it. Leaders should make decisions about what is best for everyone, not just themselves.

MAKE DECISIONS FAIRLY

Rules must be put in place so that decisions can be made fairly and efficiently.

After everyone has been heard, a decision has to be made. Groups need to make sure that there are clear rules in place about how decisions are made. Everyone in the organisation must agree with these rules so that they can trust that decisions are being made fairly. There also needs to be a clear way for people to be heard if they disagree with the decision or if they think the agreed process has not been followed. This helps to avoid conflict and ensure cooperation when implementing the decision.

MAKE SURE PEOPLE CAN SEE WHAT THEY DO

Decision-making processes should be as transparent, flexible and as clear as possible.

Everyone should be able to see who is responsible for what within an organisation/group and how the goals of the organisation/group are being achieved. Decisions made by the leaders of an organisation need to be communicated to all members. Members should be able to ask for more information about what is happening in the organisation whenever they like.



Activity 3.1: What makes a good leader? (45 minutes - 1 hour)

Materials

Butcher's paper, markers

Instructions

1. Ask the group to brainstorm the skills, attitudes and behaviours of a good leader. Make a note of all the responses on butcher's paper and put it at the front of the group so everyone can see it. Your page should look like this:

Individual	
Honest	
Good listener	
Fair / just	

2. Go through each item in the list and ask participants:
 - + Who has these skills, attitudes and behaviours? Men, women or both? (For example, you could ask: Are women honest, or just men? Are women good listeners? etc.)
3. Once you have gone through the whole list, ask:
 - + Do women have the skills, attitudes and behaviours of a good leader?
 - + Why do you think some people say that women cannot be leaders?

This discussion helps participants to think of the skills, attitudes and behaviours that good individual leaders have. It shows that both women and men have the potential to be good leaders!

Participants might feel strongly that including women in leadership and decision-making is against *kastom* or religious teachings. Before this session, think about what you might say to participants to help them see that women and men have the same ability (skills) to be leaders. It is important to help participants see that even if they believe women and men should have different roles in the community, both have equal ability (skills) to lead.

TIP

Think back to Session 1 and the discussion you had with male and female church and community leaders about women and leadership.

The next discussion will ask participants to think about how an organisation can show good leadership.

4. Explain to participants that you will now use the list of the skills, attitudes and behaviours of good individual leaders to think about good organisational leadership. Go through the list and ask: If a group wants to show good leadership, what does it need to do to be honest? What does it need to do to be a good listener? What does it need to do to be fair and just? Sometimes the answer will be the same, but sometimes it will be different.

For example:

Individual	Organisation
Honest	Transparent
Good listener	<p>Listens to everyone in the community (men, women, youth and children)</p> <p>Represents and responds to people's needs</p>
Fair / just	Fair decision-making processes
Principles/ morals /values	Clear mission/values
Gets things done	Doesn't just talk, really gets things done
Trustworthy	Trustworthy
<p>Respectful/ respectable</p> <p>Is a respectable person (no 02, no drinking etc.)</p>	Shows respect to other people
Good communication skills	<p>Share what they know and talk with the community</p> <p>Let the group know about the decisions they make</p> <p>Hold meetings in local language so everyone can understand</p>

More examples of the personality and skills of good leaders are:

- + earns respect and inspires people to work together
- + is accountable and committed to their role
- + has good negotiation skills
- + uses power wisely
- + recognises their own weaknesses
- + knows when to ask for help or seek out more information
- + helps communities and organisations achieve their goals
- + has respect for culture
- + is wise.

This discussion helps participants to think about what is needed to have good organisational leadership. This will be helpful for the next discussion on governance. Put the butcher's paper somewhere to the side where everyone can still see it for the rest of this session.

What is governance?

Governance is the process of making decisions and carrying them out.

Governance happens in groups at all levels of society. Governments, businesses, NGOs, churches, communities and families all have different governance practices. Sometimes there are formal policies and documents that make it clear how decisions are made, who makes them and who is responsible for doing the work that follows. Sometimes processes are not formal, but everyone understands who is responsible for making decisions and carrying them out.



Activity 3.2: What is governance? (45 minutes)

Materials

Butcher's paper, markers

Instructions

1. Share the information under 'What is governance?' with the group.
2. Divide participants into groups of four or five people. Give each group a sheet of butcher's paper and markers. Ask participants to try to explain their understanding of governance. Let them know they can draw, write single words or write sentences. Ask them these questions:
 - + When you hear the word governance what do you think of?

- + What are some examples of governance that you see in your everyday life?
- + Who is involved in governance in your community and in Papua New Guinea as a nation?

Encourage participants to come up with as many ideas as possible, and remind them that there are no right or wrong answers.

3. After group work is finished, ask each group to present their poster.
4. When each group has shared their poster, ask everyone these questions:
 - + What ideas were similar or different?
 - + Why do you think there were different responses?

Encourage participants to think about different types of governance and about why different people in the group might see governance differently. For example, women and youth may see governance in the community differently to men. Explain that everyone in the community has a right to know which governance (decision-making) processes are used and should be able to openly discuss how decisions are made.

Good governance

Good governance is about making decisions based on what is best for everyone, rather than what is best for one person or family. It is also about making sure that the voices of all people (men, women, youth and children) are heard in decision-making, especially about the sharing of resources.

Good governance is about making decisions that contribute to **a better future for the whole community**. This means thinking about the long-term effects of our decisions. Although some decisions might benefit us today, they may cause problems in the future. Good governance is about making good decisions for the future as well as the present. This can be difficult, which is why it is important to hear from all of the people who might be affected by a decision, as they may have interesting or new ideas and opinions to contribute.



Activity 3.3: What is good governance? (45 minutes - 1 hour)

Materials

Story to give to the participants. A possible story is provided below, but you may like to use a different real-life situation the group is familiar with or are dealing with at the moment.

Community leaders have been approached by a businessman who is interested in logging some of the community's land and in return will pay a large sum of money.

Instructions

1. Divide the participants into two groups: group A and group B.
2. Provide each group with the story above and ask them to list the people involved. Explain that these will be the roles they play in the drama.

Possible roles to choose from: Member of the community who was approached by the businessman, chief, pastor, community elders, women's leader, natural resource management group member, adult male, adult female, person with a disability, youth leader

3. Tell the participants that group A will be demonstrating good leadership and 'good governance', and group B will be demonstrating bad leadership and 'bad governance'.
4. Encourage the participants to have fun with their stories and exaggerate their performances so their meanings are clear.
5. Allow each group 15 minutes to prepare their stories.
6. Ask them to take it in turns to perform.

Reflection

After both groups have performed, lead a discussion by asking these questions:

- + What happened in each drama? Why did it happen?
- + Who in the community will people listen to?
- + Who in the community can influence people to take action? Why?
- + Who in the community will people not listen to?
- + Who in the community cannot make people take action? Why not?
- + Does the story from the drama make you think of any example of governance in your community or organisation?
- + What have you learnt?

Summary of Session 3

In this session, we have discussed the qualities of good individual leadership and good organisational leadership, and we have seen that both women and men have the potential to be good leaders. We have talked about governance, and what makes 'good' and 'bad' governance, and shown this to the group. We have been encouraged to think about how men, women and youth see governance differently.

In Session 4 we will discuss different kinds of leadership in the community and how leaders can use power. This will also encourage us to think about how we are leaders in the community.

Session 4

Leadership in your community



Learning outcomes

1. To identify different kinds of leaders in our community and country, and discuss which styles of leadership would benefit the community and country most.
2. To reflect on our own leadership styles and recognise opportunities for greater involvement in decision-making.

Types of leadership

A leader is someone who guides other people towards a common goal.

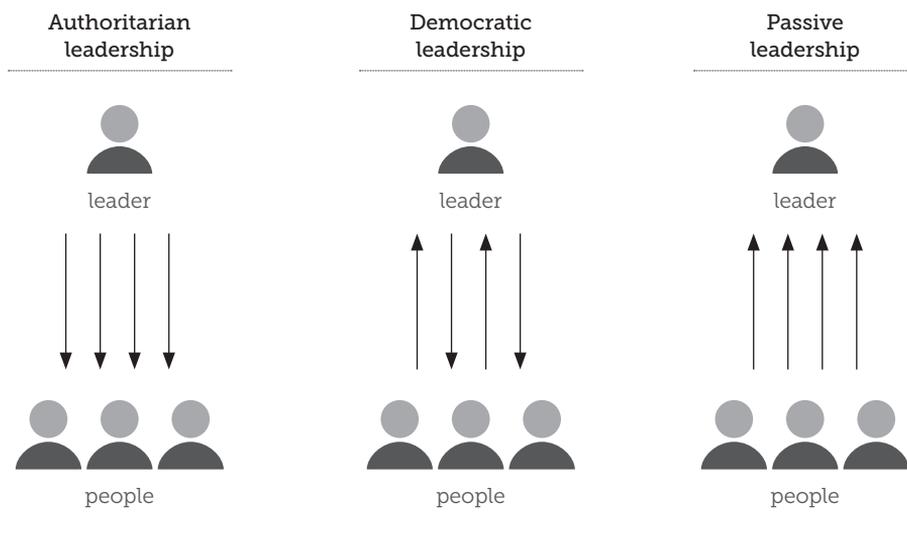
There are many different ways that leaders try to achieve these goals.

Some people say there are three main types of leaders: authoritarian, democratic and passive. Draw these diagrams and place them in front of the group where everyone can see. Explain each type of leadership and use the diagram to show how decisions are made. Explain to the group that the arrows represent power and influence.

Authoritarian leadership is when a leader gives tasks and orders to people but does not listen to the people or ask them for suggestions, improvements or feedback. In this kind of leadership, the leader is using **power over** others. An authoritarian leader works towards their own vision, does not consult with others, and makes decisions alone or with a small, powerful group only.

Democratic leadership is when a leader consults people before making decisions or taking action. A democratic leader works towards a vision that is shared by the community. In this kind of leadership, the leader is using their **power with** others. They discuss what is being considered with the community, they are willing to negotiate and compromise, and they make sure the goal they are working towards is clearly understood and agreed to by all people.

Passive leadership is when a leader does not have their own vision and is led by other individuals or groups in the community. A passive leader works to please the people in a particular group, and makes no decisions or takes no action unless told to by the people.



The arrows in this diagram represent power and influence.



Activity 4.1: Acting out leadership styles (1 hour)

Instructions

1. Split participants into three groups. If there are enough people, separate them into a group for women, men and youth. This is so everyone feels comfortable sharing their opinions in the group.
2. Ask each group to think of a situation, decision or problem they can all relate to (i.e. planning a church fundraiser, organising a feast day, deciding on rules for a conservation area). Each group will think of a different story.
3. Now give each group a different leadership style – authoritarian, democratic or passive.
4. Give the groups 5 minutes to prepare a short drama demonstrating the group dealing with the situation in the leadership style you have given them.
5. After 5 minutes, bring the groups together and ask them to perform their drama.
6. After each group, lead a short discussion by asking these questions:
 - + What leadership style did the group present?
 - + What did the group do to demonstrate that leadership style?
 - + Is this something you have seen in your community before? If so, where? How did people react to this leadership style in your community?

Reflection

After each group has performed, ask them to sit with their groups and lead a discussion by asking these questions:

- + What leadership style do you prefer? Why?
- + What style of leadership would benefit your community the most?

After the groups have discussed their ideas, ask for some volunteers from each group to share what they learnt from the discussion with the whole group.

Your leadership in the community

Some people think they only need to make wise decisions and guide people if they are in a certain position. Often leaders with authority (e.g. chief, pastor, savings club president) make decisions for the whole community or group, so others in the community who do not have a position (e.g. young people, housewives) do not think about decision-making and leadership.

Making wise decisions is important at all levels. If the group has completed Session 1, ask them to remember the different groups and leaders they thought of in the community. This may include: family, sports clubs, church groups, government, savings clubs and many more.

Being a leader is all about making good decisions and guiding others towards a common goal. It is also about setting an example for others and influencing what happens around you. This could be in a community, a large or small group, or the family. Everyone has the potential to be a leader in one or more of these places.

People are not born with leadership and good decision-making skills. They learn from experiences throughout their life about how to make decisions for themselves and others. For example, being involved in a church group, sports team or working for a business means we are talking to different people, hearing their ideas, and sometimes have the opportunity to travel or learn new skills. This can teach us important skills like building new relationships, listening to different opinions, making decisions in a group, following instructions and more. All these skills can help us to be a better leader in future.

We do not need to have a formal position to be a leader. Taking responsibility and contributing to groups that you are interested in means that you are showing leadership!



NOTE



Activity 4.2: Where am I a leader? (45 minutes - 1 hour)

Materials

Pens, paper, butcher's papers, markers, lots of sticks and leaves

Instructions

This activity will be divided into two parts. The first part is an individual activity; the second part is a group activity.

Part 1

1. Give each participant a piece of paper. Give them these instructions:
 - + Draw a tree to represent your community.
 - + In the different branches, write or draw pictures of what is happening in the community.
 - + Try to include all the activities you are involved in the community (e.g. family, school, church, community organisations, savings clubs, women's groups, sports groups, etc.).
2. Ask each participant to look at the tree and think about where decision-making is happening in the community. Ask them:
 - + Is it in all branches or just some?
 - + Where do you think most decisions are made in your community?
3. Now ask each participant to think about times that they have shown leadership. Ask them:
 - + When have you shown leadership in the community?
 - + Was it in just one or in many of the branches?
4. Tell participants to put a small star next to the branches where they have shown leadership.
For example, a mother shows leadership in her family by planning the food for the day. A young person may show leadership in their sports team.
Allow a few minutes for participants to think about this. Encourage them to put as many stars as they like on their paper.
5. Ask participants to find a partner. Tell them to share their trees with each other and interview their partner about what they have drawn in their tree. After 2 minutes ask the participants to swap.
In the interviews, participants may ask questions like:
 - + Tell me about your tree. What did you draw on your tree?
 - + Where did you put a star? How do you think you show leadership in this area?
 - + Before doing this activity, did you think of yourself as a leader?

Part 2

6. After all the participants have shared with their partner, ask them to bring their individual pictures and make one big circle.
7. Provide the participants with a large piece of butcher's paper, or a few pieces taped together.
8. Help participants to draw one big tree that includes all of the branches of their individual trees. If members of the group have thought of the same activities or groups on their personal branches, then draw just one branch on the big tree (i.e. one branch to represent family, one to represent school, one to represent a savings club) even though many participants will be members of that group.
9. Ask each participant to choose a few leaves or sticks for themselves. Ask the women and girls to collect leaves, and the boys and men to collect small sticks.
10. Now ask each participant to place their leaves and sticks onto the branches where they had put stars on in their individual tree (i.e. if they put a star on their 'school' branch, then they can now place a leaf or stick on the big tree's school branch). Participants do not need to say which leaf is theirs or put their name on the leaf/stick.
 - + Allow 10 minutes for the groups to prepare their trees. The tree should start to become full with leaves, representing where women and girls are leaders, and sticks, showing where men and boys are leaders.

Reflection

After the group has prepared a big tree, bring everyone together and lead a discussion by asking these questions:

- + What can you see when you look at the tree?
- + Are the sticks and leaves on different branches? Where are there more sticks and where are there more leaves? What does this say about men's and women's leadership in the community?
- + Can you see the sticks or leaves that you put down to represent where you show leadership in the community? (Participants do not need to point them out, they can just think to themselves about where they show leadership). Are there other sticks or leaves around yours? Do you think you have power in this part of the community? What is it that allows you to show leadership in this part of the community and not others?
- + What did you learn from this activity?



Activity 4.3: Role Models for Leadership (1 hour)

Materials

Pens, paper, butcher's papers, markers.

Instructions

1. Divide participants into small groups (4-6 people) and ask each group to appoint a group leader, a writer and someone to present the discussion to the whole group. Allow about one hour for the discussion.

Part 1

2. Each participant in the group will think of a woman she considers a leader and whom she admires. The leader can be a political official or someone in her everyday life: a family member, church leader, President of a women's group in her district, a youth leader, or a sports leader.
3. Focus on the challenges that this leader confronted as well as the skills she demonstrated in addressing problems. Consider the type of support (e.g. family, friends neighbours, community, church leaders) that may have influenced or assisted this leader to carry out her objectives.
4. Each participant shares their story with their small group. Keep the story short to allow for discussions that will follow.

Part 2

5. Each group select **two stories** you wish to share as a group with the rest of the class.
6. On the butcher paper list the following:

Name and role of the woman leader	Qualities and skills of the leader	Support networks that help this leader

7. Presentations by each group.

Reflection: Role Models for Leadership

After the whole group presentations on the women leaders they admire, consider the following questions.

For whole group discussion:

1. Are there similar themes or situations that reoccurred in many of the stories? What kind of events led the women to take action?
2. What leadership qualities and skills did many of the women have in common?
3. How did the support of networks, organisations, institutions and/ or individuals play in helping the women leaders to achieve their goals?

For individual reflection: ask participants to think about the following questions, and then share with the person next to them.

4. Think about a time when you overcame a challenge in your life. What qualities and skills did you use to overcome that challenge? What roles did support networks play in meeting your challenge?
5. Which leadership characteristics/skills do you feel you have? Which additional leadership characteristics/skills do you wish you had?
6. Are there family restrictions or community expectations that stop you from fulfilling your leadership potential?
7. What are some strategies you may use to meet these expectations or overcome barriers?
8. What steps might you take to nurture your leadership characteristics/ skills, or encourage others (friends, family members, peers)?
9. Would you identify yourself as a leader? Why or why not?
10. Would others consider you a leader?

Idea for participants: Local Mentoring Program

After the Role Model exercise, as a group you may want to set up a Local Mentoring Program. You may start thinking about it now and by the time you finish this leadership training program you will have come up with names of some leaders with leadership qualities and skills in your community whom you admire. Some of them may have been discussed in your group sessions. These leaders can be invited to become mentors for your group. Try to make sure you have all sectors of your community represented. Church, local government council, women's groups, education, NGOs, kastom, politics etc.

Your current group is the beginning of your leadership network. After agreeing some names (5 – 10 leaders you admire) the group should write to them to ask if they would be willing to be the group's mentor.

In your letter, you would describe who you are, your objectives, and your activities. Most important of all, you will need to say why you have chosen this particular leader to be your mentor.

Remember! You know the qualities and skills of leaders you admire. State these in your letter to them.

Also include in your letter, what you want your mentors to do with the group. It is important to set expectations for the mentor and the young women, so they know what they are committing to. This might include regular meetings with the young women's group, providing advice on particular projects, or being available to support young women leaders when they face challenges or have questions.

These mentors are your support group as a young woman leader. You will call on them anytime for support and advice. You can use the social media, telephone, and letters or meet them face to face.

Keep your mentoring network alive as this is one of your support networks as a young leader.

Summary of Session 4

In this session, we have learnt and talked about different kinds of leadership – authoritarian, democratic and passive leadership. We have talked about what kind of leadership style they prefer, and what kind of leadership would be good for our community or organisation.

There are many opportunities for leadership in the community, and we have been able to identify where and how we are leaders in our group or community. We also looked at where women and men show leadership in the community.

In Session 5 we will talk about how we make decisions together as a group and different ways of doing this.

Session 5

Making decisions together



Learning outcomes

1. To understand the importance of sharing power in decision-making.
2. To see the benefits of men's and women's equal participation in decision-making.
3. To think about decision-making in the groups we are a part of.

Good decisions

In Session 3 we discussed how good leadership involves three important things. Ask the participants if they remember what these are? Here is a reminder.

Good leaders:

- + represent everyone
- + make decisions fairly
- + make sure people can see what they do.

There are different ways to make fair decisions. How we make decisions is the key to how our community is organised and how it will develop. Decision-making influences every part of our lives including our health, our religion, our education, our access to resources and our relationships.

Decision-making is at the heart of leadership and governance. Decisions can be about long-term planning or about everyday issues, like if it is safe to travel by boat when the sea is rough, which students are selected to go on a special school trip and who has to walk to the store at night to buy kerosene.



Activity 5.1: What is a good decision? (30 minutes)

Materials

Butcher's paper, markers

Instructions

1. Ask participants to split into groups of three. Ask each group to think of five qualities that make a decision a 'good' decision. These are things that the participants think are important to consider or include when making a decision.
2. After a few minutes, ask all the participants to share what qualities they thought of. Put the butcher's paper somewhere that all participants can see it and write the qualities on it.

Some examples of good decision-making qualities may include:

- + transparent – people can see what decisions you have made
- + based on reliable and trustworthy information
- + have been made after people who will be affected have shared their opinions or concerns and have been listened to (consultation)
- + clear to the group of people who are making the decision
- + made according to a set of rules or principles
- + carried out and followed through
- + fair
- + represent everyone.

TIP

Reflection

When everyone is finished, you will have a checklist of what is important when making decisions. Lead a discussion by asking these questions:

- + Can women/men/youth make good decisions? Why? Why not?
- + Who makes decisions in your community or organisation? Why?
- + Is decision-making shared among all the members of the community? Why? Why not?
- + Are there any barriers or challenges to sharing decision-making in your community or organisation?

Now that the group has talked about how to make a 'good' decision, the next section will help you discuss different ways of making decisions.

Decision-making processes (90 minutes)

Every group is different so it is important for all groups to think about different types of decision-making and decide what will work best for their group. Some groups will use one decision-making method for all situations, and others will decide that for different decisions there needs to be different processes.

There are three main ways to make decisions: **consensus** (olgeta wanbel long wanpela poin), **majority** (planti lain wanbel) and **authority** (yu gat pawa long wokim disison) decision-making.

Consensus decision-making

Consensus means agreement. Consensus decision-making means an agreement on a decision by all members of a group, even if it is not their first choice. It is a way of making decisions that allows many people to participate and share their opinion (*tingting*). People work together and cooperate to make decisions, even if they don't always get their way. Consensus decision-making is about active participation and sharing power equally (see Session 2 for more information about power).

A consensus decision does not mean that everyone agrees on every detail, or that everyone thinks the same thing. Ideally, a consensus decision reflects shared understanding, agreement to support a decision, and a commitment to take action for the benefit of the group.

Consensus decision-making allows a group to use all of the group members' ideas and knowledge. By combining their knowledge, the group can often make a better decision than what one person would think of alone. For consensus decision-making to work, it is important that the members of the group trust and respect each other and believe that each member agrees on the best interests or goals of the group.

It is important to have a good leader or facilitator to help a group reach a consensus and make sure that everyone's concerns have been addressed (see Session 3 for more information about good leadership).

Q

Ask the participants if they can think of some advantages and disadvantages of this process? Here are some suggestions.

Advantages:

- Members are more engaged and committed to a decision when they have had the opportunity to contribute to the decision-making process.
- Everyone agrees on the decision.
- Everyone is able to participate in the decision-making process.
- This method encourages creative decisions, which are based on good information and input.
- All members feel they have had equal opportunity to influence the decision and will continue to support the group.

Disadvantages:

- It can take a long time to make a consensus decision.
- People who do not want to cooperate might dominate the group's discussion to try and make everyone agree with them.

Majority decision-making

Majority decision-making is when a decision is made based on what **most** members of the group want. Majority decision-making usually involves each member of the group being given one **vote** and then the votes being counted. Who is allowed to vote is decided by the governance rules of the group (e.g. the Constitution of some CBOs says that only board members can vote when decisions are being made). It is up to each organisation to decide who can vote and how many votes makes up a 'majority'. Some groups agree that anything over half (50%) is a majority and others agree that more than two-thirds of members must agree before a majority vote is accepted.

This method is a quick way to make decisions, however, it can mean that some people's opinions are not considered. This may cause challenges when taking action after a decision is made. Sometimes a large group of people within our community or organisation might often think the same thing, and therefore they often get to make up the majority for decision-making. This means the other smaller groups in the community or organisation (the minority) might often have their opinions ignored in the decision-making process. They will feel powerless in the group, and may be frustrated and not committed to the final decision.

Ask the participants if they can think of some advantages and disadvantages of this process? Here are some suggestions.

Advantages:

- This method of making decisions is fast.
- This method uses democratic participation in the process.
- This method is good when not all of the group members trust each other or have the same goal.
- This method is useful when there is strong disagreement on issues or values.

Disadvantages:

- The views of minority groups may not be addressed, which can break up the community/organisation into smaller groups that do not agree. It also means the needs of groups that are not powerful (e.g. people with disabilities, women, rural communities, etc.) will not be given as much attention as the needs of powerful groups.
- Not everyone will agree with the decision that has been made.

Authority decision-making

Authority decision-making is when one person makes decisions on behalf of a group. The group may think of ideas and have discussions about the decision, but the final decision is made by one person, or a small elite group. Sometimes, the person/people with authority may not consult the group at all, and make the decision without talking with the group first.

Ask the participants if they can think of some advantages and disadvantages of this process? Here are some suggestions.

Advantages:

- Decisions can be made very fast, without the group forming to discuss. Decisions can be made quickly in an emergency.

- This method is useful when everyone in the group is not willing to participate or cooperate.
- This method is useful when there is little commitment in the group.
- This method is helpful when there is a clear solution.

Disadvantages:

- Members of the group may not think the decision-making process was fair.
- Members may be unhappy with the decision.
- The person/people with authority might make a decision that benefits them personally, but not the group.
- The group may not feel ownership about the decision or the work that needs to happen afterwards.
- The leader misses a valuable opportunity to learn from the members of the community or organisation.

Each group should consider their goals, circumstances, resources and the kind of decisions they need to make when they decide which decision-making method is best for them.



Activity 5.2: Decision-making processes

Materials

Pens, markers and notepaper. Butcher's paper with the topics and questions written up as they are below.

Prepare three pages of butcher's paper with each of the topics and the prompt questions written on it before starting the session.

TIP

Instructions

1. Ask participants to split into groups of four to six people. Make sure there is a gender balance in the groups.
2. Ask each group to choose a group they belong to as an example for this activity. It is good to try and have some different examples (e.g. savings club, conservation group, hospital board, family, etc.) but if everyone is a member of the same group it is okay for them to all discuss that group.

3. Place the three pieces of butcher's paper with the three topics and prompt questions written on them in a place where everyone can see.
4. Ask the group to discuss each of the following topics and use the prompt questions to encourage discussion. Give the groups time to discuss their answers before moving onto the next topic. Ask one person from each group to take notes.
 - + **How has the group made decisions in the past?**
 - a. Are decisions usually made by the consensus, majority or authority method?
 - b. What kind of decisions does our group make?
 - c. When do problems arise with decision-making?
 - d. What method would help our group to overcome these problems?
 - + **Agreeing on rules for decision-making**
 - a. Who do we need to talk to when making decisions?
 - b. Should we ask for more information from elders, the community or other relevant people who are involved to help us make decisions?
 - c. Should we always rely on one form of decision-making or would a mix of methods also work?
 - d. What will we do if there is a deadlock? Does the chair/president/chief have a final vote? Do we vote again? Do we keep discussing the issue until everyone agrees?
 - + **Make sure decision-makers have all the information they need.**
 - a. How can we make sure all decision-makers have the information they need to make decisions? Who can help with this?
 - b. What methods can we use to be sure everyone is informed?
5. Allow at least 30 minutes for the groups to discuss these questions and take notes.
6. When everyone is ready, ask the groups to come together and to take turns to each share three important or interesting points from their discussion.

Reflection

After each group shares some points of their discussion, lead a discussion with the whole group asking these questions:

- + Did you find this activity helpful? What was useful?
- + Has your group ever talked about how you make decisions before?
- + What kind of decision-making do you like best? Why?
- + What kind of decision-making best suits your organisation or community?

Often we make many decisions in our groups, but we do not talk about how we make decisions, or what rules to follow when we make a decision. This can be a source of conflict (see Session 9) and create frustrations in the group. A good leader (see Session 3) will have conversations about how decisions will be made in the group, organisation or community.

Making decisions together

(90 minutes)

Making decisions together, or inclusive decision-making, is when women, men, boys and girls work together to make decisions that affect them and their community.

It means involving stakeholders in decision-making, as well as hearing their opinions. Stakeholders are people who are affected by the decisions. This means it is important to consider everyone affected by the decision, even if they are not a part of your family, group, organisation or community.

Q

Ask the participants to think of an example of a time someone has helped them make a decision and if it has been useful. What was useful about it? Could they have made the same decision alone?

Ask participants to share with a partner for 2 minutes, and then ask a few participants to share examples with the group.

Including other people in our decision-making can help us make better decisions. This is because by including more people, we include more knowledge and different kinds of knowledge. Often other people think of ideas that we just don't think of by ourselves! It also means that we create a shared understanding of what will happen next and how we will move forward with our decision. Usually, the people who are included in the decision-making process will be more committed and helpful when implementing the decision, because they have some ownership of the decision. Making decisions together also helps us share power with other members of the group (see Session 2), and promotes equality and fairness within our community.

As we discussed in Session 3, **good leaders represent everyone, make decisions fairly and are transparent.**

Q

Ask the participants to share an example of a time they have been excluded (not included) in a decision that affected them. Ask: Why do you think you were they excluded? How did it make you feel?

Ask participants to share with a partner for 2 minutes, and then ask a few participants to share examples with the group.

A consequence is the outcome or result of something that has happened before. Our decisions will have consequences for others, but unless we ask them to be involved in the decision, we may not know what those consequences are. Making decisions together in our groups and with our stakeholders is also important because others may think of consequences of decisions that we just wouldn't know or think of by ourselves. Other people or groups may also make decisions that have consequences for us. If we are not included in their decision-making, then we can be affected without being consulted. This can make us feel powerless and upset.

Ask the participants to share an example of a time someone else has made a decision or completed an action that has affected them, without talking to them first. Ask:

Q

- How did it make you feel?
- How would you have changed what happened?

Ask participants to share with a partner for 2 minutes, and then ask a few participants to share examples with the group.



Optional Activity 5.3: Decision-making check-up

Materials

Pens, markers and butcher's paper for each group with headings written out clearly, ten seeds, stones/leaves per participant for 'voting'

Instructions

1. Split participants into four groups with a mix of women and men, boys and girls in each. Give each group a different group or organisation to discuss, for example, national government, savings club, family, local church group, etc.
2. Make sure every participant has ten voting items each (stones/ leaves etc.)
3. Give each group a piece of butcher's paper with the following headings and a large square under each heading. Ask them to write the group or organisation they were given onto the butcher's paper as a heading.

Very true	True	A little bit true	Not sure	Not true

4. Explain that you are going to read out some statements and you want participants to think about their group and then vote on how true the statement is.
5. Read each statement and allow some time for each participant to vote, by putting a stone/ seed/leaf under the heading that they agree with. Each participant in a group may choose to vote differently.
6. After each statement, give the groups time to discuss their responses. Ask them:
 - + Which response was most common?
 - + Why do you think people choose that answer? Is this good or bad?
 - + Do any changes need to be made to improve decision-making in this organisation?
7. You might like to ask someone in each group to take notes.

Statements

1. The loudest voices in the group have the biggest say when making decisions.
2. Group leaders do not consult with members of the group before making decisions.
3. Group leaders don't give much feedback to community members about decisions.
4. There are no rules for decision-making within the group.
5. Group leaders are often absent or busy with other things, so it is hard to make decisions.
6. Group leaders often make decisions without enough information or without taking advice from other people in the group and outside the group.
7. Group leaders avoid making difficult or unpopular decisions.
8. Group leaders don't talk about bad decisions and will not admit to mistakes.
9. Group leaders operate in secret and people can't see how they make decisions.
10. Group leaders fail to maintain the confidentiality of decisions that are made in confidence.

Reflection

After you have read out all the statements ask groups to take it in turns to share their responses with the other groups. They might want to say what group or organisation they were discussing and comment on any disagreements or discussions they had while voting. Allow the other participants to ask them questions. Allow 5 minutes for each group.

After each group has presented, discuss together ways that groups might be able to improve their decision-making practices.

Summary of Session 5

In this session, we have had the opportunity to talk about the qualities of good decision-making. We have learnt about different kinds of decision-making – Consensus (*olgeta wanbel long wanpela poin*), majority (*planti lain wanbel*) and authority (*yu gat pawa lo wokim disison*), decision-making, and the advantages and disadvantages of each. We have also considered how power is used in different kinds of decision-making.

We have learnt about inclusive (*yumi olgeta wantaim toktok*) decision-making, and talked about making better decisions that represent everyone and the importance of considering consequences (*wanem samting kamap long toktok o pasin bilong yu*). We have also talked about who makes decisions in the community, and how decisions are made in different areas, such as national government, families and church groups.

In the next part of the guide, we will look at specific leadership skills. In Session 6 we will talk about communication skills, such as body language and listening.

Leadership skills: **Introduction**

The following four sessions focus on key skills that individuals need to be strong leaders in the home and in the community.

The skills discussed here will help participants to cope with problems, allow them to build solid relationships, and will help them to become strong and confident people. These skills are easy to use in real-life situations and you should encourage participants to practise these skills after the session, then report back to the group about their successes and challenges.

The following four sessions concentrate on the skills needed for good leadership, such as communication, thinking, managing emotions, assertiveness, self-esteem building, dealing with challenging situations and relationship skills.

The topics that will be covered are:

Session 6: Communication

People with good communication skills and strong values are able to share their opinions with others respectfully, and listen and learn from others.

Session 7: Self-esteem and confidence

People with self-confidence will be able to make their own decisions and can deal with pressure.

Session 8: Public speaking

People with good public speaking skills are confident in sharing their views about decisions and issues that affect them and their community.

Session 9: Conflict resolution

People who can handle challenging situations are confident leading groups because they can overcome difficult situations to achieve a good result.

Session 6: Leadership skills **Communication**



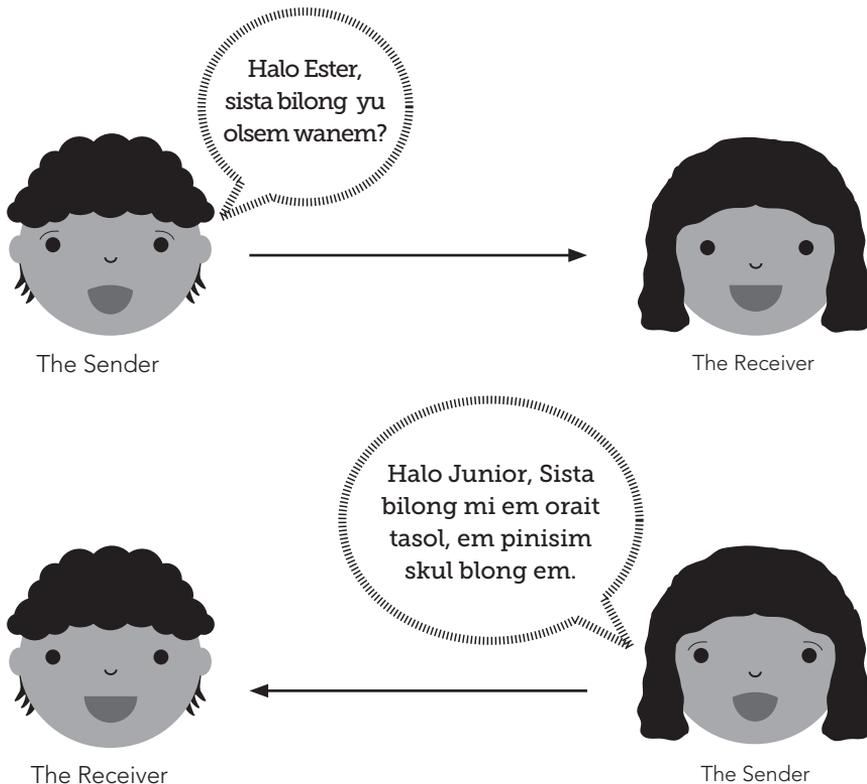
Learning outcomes

1. To understand what communication involves.
2. To understand the different ways of listening, and acknowledge the importance of listening for good leadership and decision-making.
3. To have a chance to practise using listening and communication skills.

Communication skills

(90 minutes)

Communication is the process of sharing information, thoughts and feelings between people through speaking, writing or body language. It is made up of many different parts, like talking, gestures, listening, asking questions and responding to each other. **Communication is all about sending and receiving messages.**



Many people think talking is the most important part of communication, but we say a lot with our body and our facial expressions too. Some studies say that 90% of communication is non-verbal. That means we take more information from someone's tone (how they says something – loud, quiet, angry), their body language (how they use their body to show what they are feeling) and their facial expressions (how they use their face to show what they are feeling), than from the words they say.

Successful leadership requires strong communication skills. Good communication is when there is a common understanding of the message. This means that the message is passed on clearly so that there is no confusion between the people communicating. When messages are not communicated well, there may be misunderstanding, frustration and conflict. We sometimes call this miscommunication.



Activity 6.1: Passing the message

Instructions

1. Ask everyone to stand in a circle, one step away from each other.
2. Give a message on a piece of paper to one person in the circle and explain that everyone must pass the message to the person next to them by whispering only. Anyone who is not whispering or listening should cover their ears. The person listening must pass on what they heard.

Possible messages to use. (You can translate them into local language or tokpisin, or just create your own sentences.)

A woman went to buy rice, ice and shampoo for lice, but they was no ice and her hair felt nice so she just bought rice.

Dad asked his daughter to go to the market to tell her Mum that her sister just had a baby.

3. This process continues until the message comes back to the first person. Ask the last person to say the message out loud and check with the first person to see if it is correct.
4. Try again with a second message and start with a different person.
5. Lead a discussion by asking participants these questions:
 - + Did the message change as it got passed around or did it stay the same?
 - + What made it easy to understand the message? What made it difficult to understand the message?
 - + What were some things people did to help make the message clear?
 - + What can we learn from this activity?



Activity 6.2: Tell me what you see

Materials

Communicating cards, paper, markers

Instructions

1. Ask the participants to find a partner and choose who is Partner A and who is Partner B.
2. Ask the participants to sit with each other back to back. This can be on chairs or on the ground.
3. Tell Partner A to draw a simple drawing that has five interesting details. For example a house with a big door (1), a special roof (2), a palm tree outside (3), and a man outside (4) in a hammock (5). Make sure that their partners cannot see the picture.
4. Give Partner B paper and markers or pens and ask them to wait for Partner A to complete their drawing.
5. When all Partner As have completed their drawing, explain that Partner B now has try to draw the exact same picture, without looking! Partner A must use their communication skills to help them.
6. When everyone is finished ask Partner B to show Partner A their picture. Then lead a reflection.

Reflection

- + What happened? Were the pictures the same? Why/why not?
- + What was difficult? Was it easier for the one talking or the one drawing?
- + How did the activity make you feel?
- + What can we learn from this activity about communicating in our organisation or community?

Listening skills

Listening is one of the most important parts of communicating and a very important skill for good leadership. Listening starts with you. To become an effective listener, stop talking, open your ears and open your heart. Remember communication is about much more than just words. **Listen** to what people are really trying to tell you, instead of just **hearing** what they are saying – you will learn a lot about yourself in the process!

Good listening skills mean that you:

- + listen from the heart
- + use your body to show that you are listening
- + avoid distractions and concentrate on the person speaking
- + ask questions to understand what is being said
- + repeat back what you understand has been said to you.

NOTE



Activity 6.3: How do we listen? (30 minutes)

Materials

Butcher's paper, markers

Instructions

1. Tape three pieces of butcher's paper together and draw an outline of a person on it. Make it big! Maybe ask a child to lay on the paper and you can trace around the child's body.
2. Ask participants to sit in a circle so they can all clearly see the butcher's paper and give them some markers.
3. Ask the participants to discuss the signs of a good listener and draw symbols, pictures and words on the person to show what they talk about.

Reflection

When they have finished, stay sitting around the butcher's paper and lead a discussion with the group about the difference between 'hearing' and 'listening' by asking these questions:

- + What do you think the difference between 'hearing' and 'listening' is?
- + Look at what was drawn/written on the body. Are these signs of 'hearing' or 'listening'? Why?

- + Have you ever been in a situation where the person is not really listening to you? How did it make you feel? Does anyone want to share an example with the group?
- + What can people do to show that they are listening to what you are saying? Encourage participants to add these to the picture.

As a group, discuss why it is important for a leader to be a good listener.



Activity 6.4: Communication dramas (45 minutes)

Instructions

1. Split participants into four groups and let them know they will all be acting out a small drama. Read them this story.

A family is discussing the wedding of their cousin. The wedding is next week so they are talking about what needs to be prepared and who is responsible when their mother arrives home and has an exciting idea she wants to share with everyone.

2. Explain that each group will be given three examples of good or bad communication to include in their play. Go to each group and tell them the three examples, so that the other groups cannot hear.

Group 1

- + listening very, very carefully
- + using their hands and body to show how they feel and help tell the story
- + distracted by the radio/music.

Group 2

- + using eye contact
- + asking someone nicely to do something
- + not caring about the feelings of the other person.

Group 3

- + ignoring what the other person is saying
- + asking questions about what they are saying
- + using your body language to show that you are listening.

Group 4

- + busy texting on your mobile phones
- + telling people what to do in an angry way
- + repeating what the person has told you.

3. Give each group 10 minutes to prepare. Ask the group to think about the consequences of these examples of good or bad communication and include them in the play. For example, if someone is distracted by music, other people in the play might be sad because they are being ignored, they might be angry, they might repeat what they said, they might walk away, etc.
4. After each performance lead a discussion with the groups watching by asking:
 - + What examples of good or bad communication did you notice?
 - + How did the group show them?
 - + How did each example of good or bad communication affect other people in the play (drama)?
 - + Are these examples of good or bad communication common in your community?
 - + What did you learn from this play (drama)?

Reflection

When everyone has performed, ask the groups to make one large circle and lead a discussion by asking these questions:

- + What are the important skills in listening?
- + Why might these be important for leaders?
- + What happens when leaders do not have good listening skills?
- + What happens when leaders do have good listening skills?

Summary of Session 6

In this session, we learnt about different parts of communication and sending and receiving messages. We talked about listening and the qualities of good listening. We practised different signs of communication and demonstrated good and bad signs of listening. We talked about why listening is important for leadership and decision-making.

In Session 7 we will talk about self-esteem, and learn to identify our personal strengths and the strengths of others.

Session 7: Leadership skills **Self-esteem**



Learning outcomes

1. To understand what is meant by low self-esteem and high self-esteem.
2. To become aware of the consequences of low self-esteem and high self-esteem.
3. To build confidence in ourselves by identifying positive qualities and skills.

What is self-esteem? (90 minutes)

Self-esteem is how we think about ourselves. High self-esteem is when we think, 'I am a good person who is valuable to others,' and low self-esteem is when we think, 'I do not have a lot of value and do not like who I am.'

When thinking about self-esteem we can ask:

- + Am I a good person? Do other people respect me?
- + Do I contribute something positive to my family and community? What do I contribute?
- + Are there some things that I'm good at? Are there things I could do better?
- + Do I get along well with other people?
- + Do I compare myself to other people often?

Self-esteem is very important to living a positive and happy life. It affects how we think, act and even how we relate to other people. When we have **high self-esteem** we can handle challenging situations with confidence.

When we have **low self-esteem** it can be hard to deal with challenges because we don't have confidence in our skills and strength. Low confidence causes negative thoughts, which means we are likely to give up easily.

Self-esteem has a direct effect on our happiness and health!

Low self-esteem

Low self-esteem means that when we think about ourselves, we are not very happy with who we are or what we do. Low self-esteem encourages negative thinking and causes us to believe the bad things other people say about us or to imagine bad things people might say about us. We all have times when our self-esteem is low. For some people this is very often and for others it is just happens sometimes.

Sometimes low self-esteem is caused by things that happen in the community or family, like people laughing at what we say or how we look, people judging us (e.g. because we are uneducated, a single mother, young, etc.) and people gossiping.

Q

Ask the participants if they can think of some of the characteristics of low self-esteem? If needed, throw a 'talking ball' around the room to encourage people to participate.

Someone with low self-esteem might have these characteristics:

- + being very critical of themselves
- + being unhappy with their personality or body
- + being very sensitive to criticism or advice
- + finding it difficult to make a decision; being afraid to make a mistake
- + feeling guilty for past mistakes for a long time
- + being negative or expecting things not to work out
- + being jealous of others.

High self-esteem

High self-esteem is the opposite of low self-esteem. If we have high self-esteem we will be confident, happy, highly motivated and have the right attitude to succeed. We will be more confident to speak up for ourselves or our group, to find solutions to problems or to ask for help.

People with a healthy level of self-esteem usually believe in some values or principles (like honesty, generosity, fairness, etc.) and will defend them when other people disagree with them. They are confident to put forward an opinion or make personal choices based on their values and beliefs. They do not let others manipulate them or convince them to do something they don't agree with.

People with high self-esteem think that they are equal to others in the group or the community. They accept that people are different and have different talents, and are not jealous of others.



Ask participants if they can think of some of the characteristics of high self-esteem? If needed, throw a 'talking ball' around the room to encourage people to participate.

Someone with high self-esteem might have these characteristics:

- + having strong values or principles
- + feeling happy with their body and personality
- + making choices about what they think is best
- + feeling confident to try new things, even if they are challenging
- + not being manipulated by others
- + having fun.



Activity 7.1: 'I am ...'

Materials

One sheet of paper for each person, one marker or pen for each person

Instructions

1. Ask participants to find a space on their own and explain that they will be doing this activity alone, and no-one else will be looking at their notes or asking them to share their thoughts.
2. Ask participants to write ten positive sentences about themselves that start with the words, 'I am ...' Examples might be, 'I am an intelligent young woman.' or 'I am a really good friend to others.'
3. Allow participants to move away from the group and sit somewhere private to complete the activity. Remember that some participants may not feel confident writing, so let them think of their statements privately.
4. Allow 15 minutes for participants to write down or think of their statements. When they have finished, encourage them to fold up the paper and take it home to keep.

Remind participants that the statements are private and no-one will read them so they should try to be honest. When they are feeling low they can do this activity to remind themselves of all the good things about themselves.

TIP

Understanding the strengths of others

After participants have recognised their own strengths, ask them to now use their listening skills practised in Session 6 to reflect on the strengths of others in the group.



Activity 7.2: 'You are ...' (30 minutes)

Instructions

1. Ask participants to find a partner. Encourage them to choose someone they may not have worked with or do not know very well.
2. Ask each pair to choose a speaker and a listener (they will swap half way through).
3. Give the speaker 5 minutes to **share with their partner something they have done in their life that they are proud of.** (e.g. It might be something small like helping out in the community, or it might be bigger, like going to Port Moresby or overseas).
4. Remind the second partner to listen carefully to their story (like we learnt in Session 6), showing that they are listening by using their body language. Ask the listeners to notice the good qualities and strengths of the speaker.
5. After the first speaker has told their story, ask the listener to tell the speaker what they learnt about the speaker from the story. Ask them to give examples, for example: 'Sara, I can tell you have a positive attitude, because you kept trying to complete that task even though you found it difficult. This also shows you are committed).'
6. After 5 minutes, ask the participants to swap roles, so the speaker now listens and the listener tells their story.

Some examples of good qualities the listener may notice are:

Confident	Leadership	Trustworthy	Thoughtful
Proud	Loyal	Wise	Energetic
Caring	Committed	Optimistic	Team player
Ambitious	Efficient	Smart	Positive attitude
Organised	Cooperative	Accepting of others	Generous
Careful	Intelligent	Charitable	Warm and giving
A good friend	Decisive	Considerate	Responsible
Diplomatic	Friendly	Enthusiastic	Makes others laugh
Honest	Courageous	Forgiving	Polite
Creative			

Reflection

When all the participants have finished, bring them together and lead a discussion by asking these questions:

- + How did people find that activity?
- + How did it feel to have someone else notice good qualities about you?
- + Is there a time you can remember when you helped build someone's self-esteem by noticing their good qualities?

Sometimes we talk about other people and gossip about them. This can cause people to have low self-esteem and feel bad about themselves. Good leaders can see the good qualities in others and encourage people to use those strengths. This helps that person to contribute to the group in a way that they are comfortable with, and makes them feel good because they have something to offer.

Self-esteem for leadership

Remember the story from the previous session (activity 2.3 on "Power Over") about the young woman leader who suggested a different solution to the chief:

In a case where a husband and wife fought and the wife had gone back to her people in another village. When the chief showed up to bring the man's wife back, an uncle of the wife demanded money from the husband. The young woman leader intervened and protested to the chief: 'If you take the money you are not solving the problem. You will use the money to buy your tin fish and rice but this couple will still have marital problems. Why don't you counsel them and send them away instead.' The chief then shouted at the young leader and said: 'Who are you to tell me what to do? I am the Chief!'

Discuss in small groups:

1. What qualities did the young woman leader demonstrate when she challenged the chief and suggested a different solution?
2. What characteristics or qualities does a leader need to solve this problem?
3. Have you ever suggested a different idea or solution to someone with authority? What happened? How could you get a better result next time?

Leadership is being confident, fearless, supportive, inclusive and respectful.

Summary of Session 7

In this session, we learnt what is meant by low self-esteem and high self-esteem and the consequences of each. We increased our confidence by thinking of our strengths, and then practised our listening skills by noticing the positive qualities of others in our group.

In Session 8 we will look at public speaking. We will talk about feeling nervous, and get some practical advice on how to calm down when giving a speech. There will also be an opportunity to prepare a short speech.



Session 8: Leadership skills **Public speaking**



Learning outcomes

1. To become aware of the process involved in public speaking.
2. To develop skills for preparing public speeches.
3. To practise public speaking skills.

Preparing a speech

Public speaking is an important way that leaders communicate with the community. As we learnt in Session 6, communication is all about sending and receiving messages. The following information will help participants to become more effective public speakers.

To make sure your message is communicated clearly you need to ask yourself four questions: **why, who, what and how.**

TIP

Think of an example of a speech you or someone else in your community has given recently. As you explain these four questions, ask participants to help you answer them for your example speech.

+ **Why are you speaking?**

The first thing to consider is why you are making a speech. What is your topic? Why is it important that you get your message across? Are you trying to make people laugh? Are you trying to make them change their mind about something? Are you trying to introduce someone or something? Thinking about the goal of your speech will help you to decide the best way to get your message across.

+ **Who are you speaking to?**

One of the most important things to think when preparing a speech is who you are speaking to – this is called your audience. Ask yourself:

+ Who are they?

Are they men or women? Are they students, MPs, police officers or community members? You will quickly lose the attention of listeners if your speech is either too simple or too complicated, or it is only aimed at one group, for example, just women or just men. Make sure you think of the audience when you choose the language you will use in your speech and when you explain new ideas in your speech.

+ What are their values and interests?

Unfortunately not everyone in the audience will always be interested in what you are saying. You need to think about how to make the topic exciting or interesting for the audience. Can you make it funny? Can you use examples from the everyday life of your audience? Can you tell a story to demonstrate what you are trying to say?

You will also lose your audience if you do not link the topic to their experiences, knowledge and values. Think about what they care about and how you can link your topic to their interests.

+ **What are you saying?**

When you have a clear goal for your speech and you have thought about your audience, then you are ready to write your speech. Research the topic to find out the main messages you want to pass on to the audience. You can do this by reading books or looking at the internet, or just by speaking to people in your community who have knowledge on the subject. Once you know what you want to communicate and how long you have to speak for, write your speech and share it with friends and family to ask if they have any advice for improvements. It can be scary showing people your speech, but they will help you to make sure the message is interesting and can be easily understood.

+ **How are you presenting yourself and your message?**

The thing people worry about the most with public speaking is actually the thing to consider last when preparing a speech. But because it is last doesn't mean it is not important! Your voice, how you look (what you are wearing) and how you use your body, hands and face while you are speaking will all affect how well you can deliver your message. This is why it is important to practise, practise, practise! If you believe in your message, other people will too, and the more you practise, the more confident you will be!



Activity 8.1: Express yourself! (45 minutes)

Instructions

1. Bring the participants to a large area where there is space to walk around.
2. Ask them to walk around the area in any direction and be ready to follow your instructions. Encourage them to make their movements and speech very big and clear so everyone can see them. This activity should be fun!
3. As the participants walk around the area, read out these instructions. Leave about 15 seconds between each instruction:
 - + Say your name over and over again with your mouth almost closed.
 - + Say your name over and over again in a clear, loud voice.
 - + Walk around the area while playing with your hair or your T-shirt – look distracted!
 - + Talk about your brothers and sisters in a very soft whisper.
 - + Talk about your garden with an angry look on your face. Make it look really angry!
 - + Talk about what you did yesterday as if you are really bored.
 - + Say your name over and over again, starting softly and slowly getting louder and louder until you are yelling. Yell louder!

- + Talk about what you will do tomorrow while walking quickly up and down like you are nervous (pacing).
 - + Walk around the area in a calm, slow and controlled way with your head held high.
 - + Walk around the space staring only at one other person.
 - + Walk around the space making big hand movements.
 - + Walk around the room looking very happy and laughing loudly.
4. Give everyone a clap and ask them to sit together as a group.

Reflection

Bring all the participants together and talk about that activity. Ask some of these questions:

- + How did that feel?
- + Did you notice the differences in other people?
- + What action do you think would be the best one for public speaking?
- + What would be the worst one?

When we speak in public, we need to think about how we hold our body and how we speak (volume, speed etc). If we do not speak clearly, others will not hear or understand us. Think of leaders in the community. How do they speak? Are they loud? Clear? Happy? Now think of a public speech that you have found boring. How did the person speak? Were they soft? Unclear? Did they look bored too?

If we are confident and happy with what we are saying, we can say it clearly and loudly, and others will listen to us and remember what we say. It might make us nervous, but it can be fun!

Preparing yourself for public speaking

It is important to prepare yourself so that you feel calm and confident when you present your speech. This can be hard because public speaking can be scary and make us feel very nervous. Feeling nervous is a normal feeling, so don't let it worry you too much. Feeling nervous is your body's way of preparing you for something – it is giving you extra energy. But sometimes that extra energy can make us feel shaky, breathe quickly or panic.

Everyone who has done a public speech would have been nervous the first time they did it – this includes facilitators, teachers, pastors and politicians! But over time, as you have more experience, it becomes easier.

Q

Ask participants if they know of any ways to calm down when they are feeling nervous? Do they have any tricks? Ask them to share with the group.

Below are some examples of ways to calm down BEFORE giving a speech.

- Breathing deeply and slowly – count to 4 while breathing in, hold it for 2 counts, then count to 4 while breathing out. Repeat.
 - Tapping one or both hands slowly on your leg.
 - Clapping slowly and softly.
 - Holding an object (e.g. water bottle, flower, etc.) and focussing on it. Think about how it feels and notice any details about it.
 - Humming or singing together beforehand.
 - Going for a walk.
 - Listening to music.
 - Use every opportunity you can to speak.
- The best way to deal with feeling nervous about speaking is to get lots of experience!

Writing a speech (15 minutes)

Even when you know what you want to talk about and who you are speaking to, it can be hard to know how to start writing a speech! But don't worry, there are some simple tips that can help you write an interesting and convincing speech.

- + Always remember your goal and ask yourself when you write something – does this help to get my message across? You need to tell your audience your message again and again and again, but in different ways so that you keep it interesting for them.

A speech is usually made up of three main parts:

1. The introduction

This needs to be strong and confident. Don't start your speech with an apology. Start by saying how happy and grateful you are to have the chance to share your message. For example, 'I am so happy to be here today to welcome you all to our fundraiser.' It is good to include a 'hook' in the introduction. This is something that catches people's attention and makes them really listen. You could use a quote, a personal experience, a story, lines from a song or poem, or just speak from the heart about why the topic really matters to you.

The introduction is your chance to really get the attention of your audience, so think about what they will want to hear and what they need – not what you need. Tell them why the rest of your speech will be interesting to them, for example, ‘Today I will talk about how using these seeds will give you a better harvest, how to use them and how to make your garden better’.

2. The body

This is the main part of your speech, where you tell your audience your message. Some people find it easier to write this part of the speech first, and then the introduction or the conclusion after.

In the body of your speech, you will make some points or share some ideas. If you just tell your audience your point or idea, they might find it hard to remember or they may not be convinced by it. Instead, you should make it relevant to them or illustrate your message with more information, such as an example, evidence or research, a story from your personal experience or a statistic. For example, ‘If we log this area of the forest, our rivers will be spoiled and this will affect our fish supply. The Ministry of Agriculture says that this will reduce the supply of fish by 60%. That is over half of the fish in our waters!’

Think of information or examples that the audience will understand and appreciate. Show them why your message is relevant to them – that is, why they should care or be interested in your topic. After each main point or idea, explain why this is related to your overall topic. For example, ‘As you can see, the damage caused by the logging outweighs the benefit of the money earned from the logging, so we should not allow logging of our land.’

3. The conclusion

The conclusion is a chance for you to summarise what you have said to help your audience remember your message. It does not need to be long – in fact, a short and sharp conclusion with your main topic or argument is easiest for your audience to remember. It helps to have a powerful statement, quote or story to really communicate your message. Never end a speech with, ‘that’s all’, instead end it with a strong and powerful sentence.

Here are some more ideas on how to prepare and deliver a public speech:

- + Have a clear message or point that you are trying to communicate. Refer back to this point during your speech.
- + Change the speed and the way you talk. For some points you may want to speak slowly, for other points you can speak a bit faster. But do not talk too slow or too fast! Changing the speed and the way you talk helps the audience to listen and remember what you are saying.
- + Use notes if you need to — even the best speakers need notes so they can communicate their message well.
- + Think about what questions people will ask. Take the time to think about any question a listener may ask and think of a positive answer that supports your presentation. It is okay to say you do not know the answer and tell the person you will get back to them if needed. If you do answer, ‘I don’t know’ or ‘I can’t say’, follow this with ‘but I’ll tell you what I do know...’ or ‘I will ask someone (an elder, expert) and get back to you.’

TIP



Activity 8.2: Topic in a hat (45 minutes)

Materials

Hat or bucket or pot, notepaper (small pieces)

Instructions

1. Ask the participants to all write down a topic on a piece of paper. Tell them to put one word or idea on the paper. Some examples of topics may be fishing, gardening, sport, etc.
2. Ask participants to fold up the paper and place it in the hat.
3. Now ask participants to find a partner who they feel comfortable working with.
4. Tell the pairs that they will each take a turn to take a piece of paper out of the hat. Each pair will prepare a speech on that topic. They can do the speech together, or they can do it independently, but practise with each other first.
5. Pass the hat around and ask each pair to take one topic. Allow 20 minutes for everyone to prepare their speeches. Each speech should go for 2 minutes – no longer! You will time them.
6. Encourage the participants to not worry too much about what they say, as long as it is related to the topic. This is an opportunity to practise preparing a speech and speaking in front of a group, not a test of their knowledge on the topic. The topic can be interpreted any way the participant wants to. For example, the topic may be 'trees', and the participant may tell a short story about a tree near their house when they were a child, or they may speak about their knowledge of the trees in their village.
7. After 20 minutes, ask participants to start taking it in turns for each pair to present their speeches (either together or by themselves).
8. Encourage the other participants to show good listening skills while each participant tells their story or speech. This involves watching the person talking, being quiet, listening carefully, etc.
9. After each person does their speech, give them a big clap. Ask the audience for feedback. Ask the audience for two comments on what the person can improve on, and then for two comments on what they think the participant did well. Remind the participants that this is not to criticise each other, but to provide some positive advice. Remember to end on a positive note!
10. After everyone has finished, give the group a big clap!

Summary of Session 8

In this session, we have learnt about how to prepare a public speech. We have talked about being nervous and ways to calm down before talking in front of others. We have also had the chance to practise public speaking skills by giving a speech to the group.

Encourage participants to practise their speaking skills and speech writing skills at home, at school, in church and in the community. Remind them that the best way to improve is to practise.

TIP

In Session 9, we will learn about what to do when we have a conflict, and how we can manage it so that everyone is happy with the end result.



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Young Women's Leadership Program

PASS

Session 9: Leadership skills **Conflict resolution**



Learning outcomes

1. To see what causes conflict in the community and understand why conflict happens.
2. To recognise feelings of anger and fear, and learn some strategies to manage these feelings.
3. To understand the processes involved in resolving a conflict.
4. To discuss the idea of compromise as a peaceful way of solving conflict.

Conflicts and disputes (15 minutes)

Every group and community has ways of keeping peace and order, giving punishment and resolving disputes. It is important that members of a group understand how to manage disputes (*bel hevi*) and conflicts (tensions) so that problems can be solved and the group can continue to work towards its goals.

Q Ask the participants – What do you think ‘conflict’ means? Maybe throw around a ‘talking ball’ and get one or two words from each participant. Ask them – Does conflict sound like a good thing or a bad thing?

Conflict happens every day in relationships – between individuals, families, communities, organisations and nations. Conflict is when two or more people think that it is not possible for them both to get what they want.

This means that they do not think that they can get what they want if the other person also gets what they want. Many people think that conflict is a bad thing, because they think that someone will ‘lose’. But this is not always true.

Here’s something that might surprise you: **conflict is not always bad! It can be a good thing!** But it is very important to deal with conflict carefully. If we think of conflict as an opportunity where we can tell people what we are not happy with, it can be a positive experience because we can start to change what we do not like. If we didn’t have conflict, then it would be hard for people to know what needs to change and what needs to stay the same.

However, while conflict can be a good thing, we often deal with it in a way that makes the situation worse, such as getting angry, using violence or fighting with others.

Many conflicts and disputes are caused from the governance structure of an organisation or group – that is, how our group makes decisions and acts. Sometimes members are not happy with a decision or how a decision was made, or they do not like how a leader has treated them. Sometimes we disagree with how money and resources are being used or allocated, or we feel that members of the group are not acting to achieve the shared goals of the group.

Conflict is a challenge and families, groups and communities must work together to overcome it. It is important that our families, groups and communities work out ways to deal with conflict that are fair. The ways that we deal with conflict should be agreed on by all the people affected by the conflict. The way we deal with conflict can be influenced by our traditions, our *kastom* and our policies. **Decisions about how to manage a conflict should NOT be based on a particular family’s connections, a single leader’s opinion or a view of how things were done in the past.**



Ask the participants – What are some traditional ways of resolving conflict that your community has used in the past and uses today? Some answers might be:

- physical punishment or planned fights
- sending people away from the community or group or self-imposed absence
- exchanging cash, food, services or other goods (compensation)
- religious rituals or processes
- public apology.

Do you think these are good or bad ways of dealing with conflict?



Activity 9.1: Body mapping (30 minutes)

Materials

Butcher's paper (three pieces taped together) x four (one for each group), markers

Instructions

1. Ask the participants to break up into groups of women, men, boys and girls.
2. Ask participants to trace a body shape onto the butcher's paper. Ask participants to sit around their butcher's paper and privately think of the last time they were angry. What did it feel like? What did their body feel like?
3. Ask participants to draw onto the butcher's paper the feelings they have when they are angry. For example, maybe their heart goes fast, or their eyes open up very wide, or they yell loudly, or they cry. Encourage the groups to write or draw as many feelings onto the butcher's paper as they can think of.
4. Allow some time for the groups to complete their drawings.
5. When they are finished, ask the small groups to present their drawings to the whole group.

Reflection

Lead a discussion by asking these questions:

- + Was it easy or hard to think of how we feel when we are angry?
- + Are there any similarities or differences in the groups' drawings?

Explain to participants that anger is a natural feeling that can cause us to act in a variety of ways. Sometimes we do this without thinking, and we may upset the people around us. It is useful to understand how our body feels when we are angry so that we can feel when we are getting angry and do something to calm down before it is too late!

Managing anger

When we feel ourselves getting angry, we can do things that make us calm down. An important part of managing our anger is recognising the warning signs that we are starting to feel angry. Many of these are drawn on the butcher's paper from the last activity.

Here are some ways of managing angry feelings. Discuss them with the participants.

+ **Thinking of things that make you calm**

Find the thoughts that are making you feel angry, and replace them with thoughts that calm you down. For example, thinking of something you enjoy doing, like fishing or walking on the beach, will make you calm but thinking about what someone said that you did not like might make you feel angry.

+ **Ways to relax**

When we become angry, we start to breathe very fast. If we take deep, slow breaths we can relax and calm down. Try doing this now: close your eyes and take a deep breath and think about the air filling up your chest. Hold the air inside and count 1, 2, 3, 4. Slowly let the air out through your nose. Repeat 4 times (or for as long as you like!)

+ **Time out**

Remove yourself from the situation when you feel like you are getting angry. For example, if you are upset that people are being noisy in the house, leave the house and complete an activity or rest outside.

When we feel ourselves getting angry, we can do things that make us calm down.

An important part of managing our anger is recognising the warning signs that we are becoming angry. Many of these are drawn on the butcher's paper from the last activity.



Ask the participants – How do you deal with anger?

Ways of dealing with conflict

From how we are raised, our education and our experiences, we have all developed some common approaches and responses to conflict. In certain situations or with certain people our responses might be different. Some common responses to conflict are outlined below.

Ask two or three participants to share a simple example from their lives once you have explained each conflict resolution style.

LOSE-LOSE

Sometimes we do not want to be involved in conflict, so we try to avoid it. We choose to ignore the conflict or walk away. Maybe this is because we are scared, because we do not want to cause trouble or because we feel we have no power to make a change. Sometimes it is because we can't think of any other ways to deal with the problem or because we want to avoid getting angry. When someone ignores a conflict, the situation does not change and no solution is found. Then we might still feel angry towards the other person in the conflict, and they might be angry with us. Our relationships can be spoiled, and there is a high chance of more conflict in the future. In this situation, both people or groups lose. It is sometimes called a **lose-lose** situation.

WIN-LOSE

Sometimes, we become competitive in conflict – that means the conflict becomes a competition, like in sport, so one person will win and one person will lose. When we act this way in conflict, we are trying to be more powerful than the other group or person. We might win now, which makes us happy in the short-term, but we do not find a long-term solution. If the person who loses does not support the decision or solution, the conflict may come back again in the future. Sometimes this is called a **win-lose** situation.

WIN-WIN

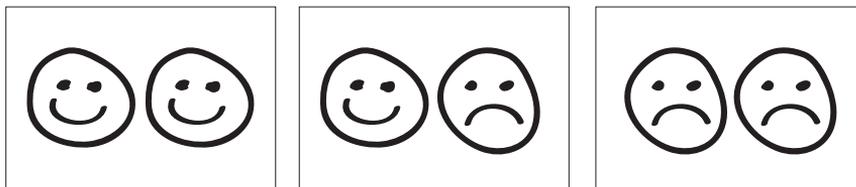
A win-win conflict situation means that everyone involved in the conflict is happy with the solution, even though it may not have been exactly what they wanted. This means that sometimes we compromise to make a solution. A compromise means that we give up something that we wanted. This approach to conflict means that we can keep a good relationship with the other person or group. This method means that we have a good chance to find an agreement or solution, but we must be careful to make sure that everyone is happy with the decision. If someone gives up too much, they might not be happy or committed to the solution. If both people are happy with the solution, then this is called a **win-win** situation.



Activity 9.2: Win, Lose, Win (30 minutes)

Materials

Three pieces of butcher's paper that look like this.



Instructions

1. Place the three pieces of butcher's with the different smiley faces on them around the room or workshop space.
2. Tell the participants that you are going to read out some examples, and they should move to the butcher's paper that reflects the situation. Explain that the butcher's paper with two happy faces is win-win. The one with one happy face and one sad face is win-lose. And the one with two sad faces is lose-lose.
3. Read out the following examples. After each one, ask a few participants to share why they chose the butcher's paper they chose. Did people make different choices? Ask them to share why they chose their answer.
 - + *Ben and Matilda both want to use the bicycle tomorrow, so they flip a coin to decide who gets it.*
 - + *Dadi and Mami both have activities and meetings tomorrow night, but someone needs to stay home to prepare dinner for their children. They decide to work together to prepare extra dinner tonight so there is enough food for the children to eat tomorrow night.*
 - + *Doris and Becky have been told to go to the garden together for their mother. Doris wants to go in the morning so she can go to youth group in the afternoon. Becky wants to go in the afternoon so she can do a school project with other students in the morning. They compromise and go in the middle of the day and both miss out on their activities.*
 - + *Mercy wants to eat cassava for dinner. Her brother wants rice. Their mother tells them she will prepare both rice and cassava, if the children go to the store and garden to get it themselves.*

Reflection

Sometimes when we have a conflict, we think we have figured out the best way to solve it, without actually talking to the other person to ask why they want something. The next section will explain why this is important to achieve a win-win outcome!

What do you want? Why do you want it?

To reach an agreement in a conflict that makes everyone happy, we need to ask each other and ourselves: What do you want? Why do you want it? Sometimes we say that we want something, and that conflicts with what the other person wants. This means we think that we cannot both get what we want. But if we ask ourselves why we want it, and why they want what they say they want, then we might find that we can come to an agreement that we are all happy with – win-win!

For example, Obed wants to borrow his Uncle Fred's bicycle because he has to go to the store to buy rice for dinner. Uncle Fred's bicycle is breaking, and he wants to fix it before anyone uses it again. Obed tells Uncle Fred that he wants to take the bicycle (what he says he wants). Fred tells Obed that he cannot use the bicycle, and Obed gets angry.

So, Uncle Fred asks Obed why he wants to use the bicycle. Obed says he needs to go to the store to buy rice for dinner and if he does not hurry, his parents will be upset. Uncle Fred was going to drive into town to pick up his brother, so he offers to take Obed with him so he can get there even faster.

By asking why Obed wanted to use the bicycle, Uncle Fred was able to solve the conflict and make both people happy – Obed was able to go to town, and Uncle Fred was able to keep his bicycle at home.

Why we want something in a conflict is usually hidden because we do not talk about it – we talk about what we want instead. This means that we usually end up with short-term solutions, not long-term ones.

To find out why someone wants something, we can ask, 'Why is that important to you?'

TIP



Activity 9.3: Tug 'o' war (15 minutes)

Instructions

1. Ask the participants to pair up, facing each other, along an imaginary line. Instruct them to stand opposite each other, with left toes touching and holding right hands as if they are shaking hands.
2. Tell the group that their goal is to get their partner over to their side of the line.
3. Most participants will begin a tug 'o' war, pulling each other over to their side.
4. Allow 1 minute. Ask participants to raise their hand if they 'won'. Did any pair have two winners?

- To demonstrate how to have two winners, the facilitators (or one facilitator and a partner) demonstrate that by holding hands and spinning around, both partners can end up in their partner's original position, therefore fulfilling the goal of the activity, to have your partner on your side.

Reflection

What happened with the pairs that had a tug 'o' war with each other was symbolic of people being competitive in conflict and fighting for what they want. This usually results in a win-lose situation.

If the pair worked together to discuss why they wanted the other person on their side (because they had been instructed to by you, the facilitator), they could work together to think of a solution to their problem.

Sometimes we act a certain way in a conflict because we think that is what we have to do to achieve our goal. Often, if we talk to the other person and understand why they want something, we can work together to find a solution that suits everyone involved.



Activity 9.4: The women and the coconut (15 minutes)

Instructions

- Read this story to participants, asking the questions as you go:

Two women are sitting in the village and a coconut falls from a tree. At the same time, they both reach to take the coconut. There is a problem – they both want the coconut!

- + What would a lose-lose situation look like here?
- + What would a win-lose situation look like here?

Both women want the coconut, but they want to maintain their relationship.

- + What would a compromise look like?

The women want to maintain their relationship, so they decide to share the coconut, and each take half. But both women are unhappy because they did not get what they wanted. So instead, they ask each other, why do you want the coconut?

One woman responds, 'I am thirsty and want to drink the water.'

The other woman says, 'I am making cassava pudding and need to scrape the coconut to bake with.'

One woman then takes the water, the other takes the shell, and they are both happy. Win-win!

Reflection

When we are in a conflict, it is important to say why we want something, not just what we want. In this situation, both the women could have what they wanted, but they needed to talk to each other first about why they each wanted the coconut.

After resolving a conflict, it is helpful to talk about how conflict can be prevented in the future.

Ask the participants: Is there anything else the women can do to prevent this from happening again? (Hint: They can plant a new coconut tree.)



Steps to resolve conflict (30 minutes)

Whenever we have a conflict, there are some simple principles and guides that can help us to think of resolutions and agree on one together.

1. Separate the person from the problem

Sometimes when we have a conflict with someone, we get angry with the person, instead of focussing on how to solve the problem. It helps to separate the person and the problem, and then work together with the person to manage the problem. Ask yourself: What is making me feel angry? What do I want to change? Is it the person or the situation?

2. Take turns to say what you think and feel

Take it in turns to say why you are upset and what you think the problem is. This is a time to speak about your feelings and thoughts – not to judge the other person. This is a good opportunity to say what is on your mind. It is important that each person has a turn to speak without interruptions. This is a good time to practise our listening skills to really try and understand what the other person is saying.

3. Identify the problem

'The problem we are trying to solve is ...'

Talk with the person and understand exactly what the problem is. Define the problem so that you both know what you are trying to resolve.

4. Develop criteria for resolution

'We'll know a solution is a good one if ...'

Think of what your criteria is for a resolution – e.g. you must both be happy with it, it must not be harmful to the other person, it must be in the best interest of the organisation/community, it will be a long-term solution, etc.

5. Brainstorm options

'There are a lot of options, like ...'

Together, think of all of the possible options for resolution. IMPORTANT – this is not a time to assess or judge if the solution is a good one or not. Write down or talk about every idea that you can both think of, even if they are ideas you do not like, are not happy with or if they seem a bit crazy. Think of as many ideas as you possibly can!

6. Use your criteria

'The best option is ...'

Using your criteria from step 4, go through each of the ideas and check if it meets your criteria for a good solution. You might find that no one idea is perfect, but that by combining a few ideas, you can meet your criteria and agree on an ideal solution. This step is where most of the discussion will happen. Make sure that everyone involved gets to share their opinions and participate. If you are finding it difficult, you can use the criteria to go through each option.

7. Make an agreement

'We agree to...'

After deciding on the best option, agree on it with the other person. Maybe it would help to write it down, or tell a respected person that you both trust, so that you both know what you have agreed on. Talk about what you will each do next as part of the agreement.

8. Meet again

After the agreement has been made, meet again some time later (depending on the decision, maybe the following day or week or month) and discuss if the agreement is working for you both. Does anything else need to be changed? Are there any problems with the agreement? Talk about them now and go through the process again to address any problems.



Activity & Discussion 9.5: (30 minutes)

What is important when resolving conflict?

Materials

Notepaper, pens, butcher's paper, markers

Instructions

1. Ask participants to work in pairs and discuss these questions with their partners:
 - + What is important when resolving conflicts?
 - + How can conflict be positive?
2. Allow 5 minutes for the pairs to note down some of their ideas.
3. Place the butcher's paper somewhere where everyone can clearly see it. Ask the pairs to each share their ideas with the group. Write up the ideas on the butcher's paper.
4. After all the pairs have shared their ideas, ask if the group can think of any more? Add them to the butcher's paper.

Here are some ideas to include:

- + *We should think carefully before we involve ourselves in a conflict.*
- + *We should aim to make everybody happy, not just ourselves.*
- + *We should not hurt or harm the other person or group.*
- + *Solutions should be agreed on by all people involved. This way they will have ownership over the decision.*
- + *We should think of a long-term resolution, not just a short-term one.*
- + *Resolving the problem early can reduce conflict in the future.*
- + *People who help to resolve the conflict should act fairly and not give preference to one person or group.*

TIP

5. Ask participants to get back into their pairs. Ask each pair to choose two points from the butcher's paper and think of how they can use these ideas in their family, community or organisation. Allow 5 minutes for the pairs to discuss.
6. Ask each pair to present the two points they chose to the group and the two examples of how they thought they could use these ideas.

Reflection

The group now has a list on the butcher's paper of important values and qualities to remember when resolving conflict. Keep the butcher's paper where everyone can see it for the next discussion.

Resolving conflict as a group

When we resolve conflicts as a group, we use similar rules and principles to those we use when we resolve conflicts as individuals.

Put the butcher's paper from the previous activity somewhere where everyone can see it.



For each of the principles or rules on the butcher's paper, ask the participants, *'Is this also important or true for when we have a conflict in our group or organisation?'*

Resolving conflicts in a group can be difficult, because we must work together to decide on what our criteria for a resolution are, and what we agree on. When we resolve conflicts as a group, we must **make decisions together**. This means working together to decide on how to resolve the conflict and including men, women, boys and girls in the decision (for more on making decisions together, see Session 5). We also need **good leadership**, so that the solution is chosen fairly and represents everyone involved (see Sessions 1, 3 & 4).



Activity 9.6: Resolving conflict as a group (30 minutes)

Materials

Notepaper, pens, butcher's paper, markers

Instructions

1. Write the following sentences on butcher's paper and place it somewhere so everyone can see it.
 - ◆ *The problem we are trying to solve is ...*
 - ◆ *We'll know a solution is a good one if ...*
 - ◆ *There are a lot of options, like ...*
 - ◆ *The best option is*
 - + *We agree to ...*

Refer to Steps 3–7 in 'Steps to Resolve Conflict' on page 102.

TIP

2. Read out one of the stories below and work as a group to complete the sentences written on the butcher's paper.

You are the leaders of a Natural Resource Management (NRM) CBO. You have recently established an MPA in your community and everyone has been supportive. You hear rumours that one of your member's sons is fishing in the Marine Protection Area (MPA) at night-time and the father has not stopped him.

You are the leaders of a savings club that has been running for eight months. Five members have come to you to express that they think the interest being charged on loans is too low. They all have high personal savings and say they will leave if you do not change the higher rate.

Reflection

Lead a discussion by asking these questions:

- + What was helpful about this process?
- + What was challenging?
- + How did the group overcome those challenges?
- + Did the group agree on a resolution?
- + How can this work for you and your organisation?

Summary of Session 9

In this session, we learnt about conflict and how it can be positive. We discussed the feelings we have when we are angry or involved in a conflict, and some practical ways to manage these feelings. We learnt about different ways of dealing with conflict, and their different results, such as win-win, win-lose and lose-lose. We also learnt about the importance of understanding why people get into conflict.

We then learnt some practical steps for how to deal with conflicts as individuals and as a group, discussed what was important when dealing with a conflict, and practiced these steps in resolving a group conflict.

Glossary

A

Advantages

The benefits, or good things, about an idea or process.

Example: *The advantage of making a decision with a lot of people is that we get to use all of their knowledge and experience.*

Authority

When a person has a position of power that gives them the right to give instructions and expect them to be carried out.

Example: *The school principal has the authority to make rules for the students.*

C

Characteristic

A particular or special feature or quality.

Example: *A characteristic of mats from Bougainville is their small and tight weave.*

Coercion

Bullying, pressuring or intimidating someone to do what you want them to.

Example: *David knew that if somebody threatened him to do something he did not want to do, that it was coercion.*

Compromise

An agreement where the people involved give up something so that they can both agree.

Example: *Sara wanted to meet at 5, but Nicky wanted to meet at 7. They compromised and met at 6 instead.*

Consensus

An opinion, agreement or position reached by a group as a whole.

Example: *The group talked through their options and reach a consensus, which they were all happy with.*

Consequence

The outcome, result or effect of something that happened earlier.

Example: *The conflict was a consequence of poor planning and decision-making.*

Consult/consultation

To consider, take advice from and refer to somebody or something. (Consultation is the act of consulting.)

Example: *The CBO consulted their community as to what was important for them in regards to their project.*

Corruption

The state of being corrupt, which means to spoil, be dishonest or lack integrity.

Example: *The politician was found guilty of corruption because he used the money intended for the province to build a house.*

Critical

To judge harshly.

Example: Ben was very critical of Samson's ideas and pointed out everything he did not like.

Criticism

To make a critical comment or judgment.

Example: Tommy's teacher asked him to write criticisms of the newspaper report so he could learn how to write well.

Note – Constructive criticism means judgements given in a way to help the other person improve.

D

Deadlock

A stalemate or standstill where it seems impossible to progress forward.

Example: After the election, each MP had an equal number of votes. It was a deadlock.

Disadvantages

The harm or bad things of an idea or process.

Example: A disadvantage of everyone living so far away from each other is that it is difficult to meet regularly.

G

Gestures

a non-verbal communication where visible bodily actions communicate messages. Gestures include movement of the hands, face, or other parts of the body.

Example: While Moses spoke he used big hand gestures so we could see he was excited.

Goals

The purpose or objective of proposed action or planning.

Example: One of the goals of the savings clubs was to help its members save money for the future.

Governance

The process of making decisions and planning what to do next. Governance happens in many areas of life, such as in the family, church groups, community organisations and in the country.

Example: Because the organisation had strong governance, it was able to manage challenging situations.

I

Implement/implementing

The process of putting decisions into action and carrying out the decision.

Example: After deciding on their goals, the group implemented their decisions and started a Natural Resource Management (NRM) group.

Inclusive

Involving many people in the process, such as women, men, older people, people with disabilities and youth.

Example: *The organisation wanted to have an inclusive consultation about their next project, so they helped transport people to the meeting place, made sure the meeting was at a time when everyone could attend, and then visited the homes of the people who could not attend.*

Influence

To affect the actions, decisions or behaviour of others.

Example: The pastor has influenced the congregation to follow the teaching of the church.

Intentional

Done on purpose, the person meant to do what they did.

Example: *When the chief left certain parts of the forest untouched because they were kastom sites, it was intentional.*

L

Leadership

The process of influencing people while working to achieve a common goal.

Example: *The Mothers Union has a president who helps to guide the group. She shows many leadership skills.*

M

Manipulate

To influence or guide a situation for your personal gain, and not for the benefit of the group.

Example: *John manipulated the finance records to hide that he had made some mistakes earlier.*

Marginalised

Pushed to the side. Marginalised groups or people have little influence or power and are often not included in community activities and decision-making.

Example: *People with disabilities are a marginalised group in Papua New Guinea.*

N

Negotiate/Negotiation

A discussion intended to produce a solution that everyone agrees with.

Example: *After a negotiation, Harry agreed to buy three of Luke's pigs.*

P

Power

Power is the ability to change a situation or influence others.

Example: *The captain of the team has power to decide how the team will play.*

Powerful

A person with power or influence to change a situation.

Example: The captain is powerful.

Powerless

A person without power, who cannot change a situation or influence others.

Example: When there is a big storm, we are powerless to stop it.

S**Self-esteem**

How we think about ourselves. People might say we have high self-esteem or low self-esteem.

Example: Matthew is a good leader in his church, and a good father and husband, so he has high self-esteem.

Stakeholders

People or groups that may be affected by our work or decisions, or who we may work with.

Example: The savings club works with stakeholders in the community such as women's groups and the church.

T**Transparent**

The state of being transparent means people can easily see, perceive or detect.

Example: If you had transparent leadership, corruption would go away.

U**Unintentional**

When we do not mean to do what we did, or for the result that happened.

Example: When Veronica hurt Mark's feelings, it was unintentional.

V**Vision (Vison)**

A common goal or plan for the future.

Example: The community's vision is to have income-generating activities so young people stay in the village.





Gud Disisons Gud Lidasip

This guide was adapted from Live & Learn Environmental Education Solomon Islands by Bougainville Women's Federation to support young women's leadership programs in communities.

The guide can also be used by local governments, Non-Government Organisations (NGOS), churches, Community-Based Organisations (CBOs) and individuals as part of formal or informal education to promote inclusive decision-making and leadership.



Young Women's Leadership Program



PACIFIC WOMEN
SHAPING PACIFIC DEVELOPMENT

IWDA INTERNATIONAL
WOMEN'S
DEVELOPMENT
AGENCY