

CARE International in Lao PDR

Facilitator's Guide _ Leadership Training for Women Groups 1

Overall Objectives of the Training:

At the end of the training the participants will be able to:

- Understand basic concept of leader and leader's role;
- Recognize their leadership characteristics and to help them build on the ones they already have;
- Improve leadership skills
- Confidence to represent the group in communicates with village authorities and outsiders.

Parts:

Part I: Introductions

Part II: Leader and role of a leader

Part III: What are the characteristics of a good leader?

Part IV: What are the skills of a good leader?

Part Details:

Part I: Introductions

Session 1 - Participants introduction

Session 2 – Training Objective, Agenda, Rules, Responsibility

Part II: Leader and role of a leader

Session 1 - What is a leader?

Session 2 - What are leader's roles?

Part III: What are the characteristics of a good leader?

Session 1 – Review participants' characteristics

Session 2 – Build leadership characteristics

1. Build self-confidence
2. Build confidence how to express own voice
3. Build confidence to motivate others

Part IV: What are the skills of a good leader?

Session 1 – Skills for leadership

Session 2 – Build skills for leadership

1. Communication
2. Facilitation on decision making to reach consensus
3. Team building
4. Modeling



5. Making a plan

Duration: 2 days

Agenda

Time	Activity	Facilitator
Day 1: date-month-year		
8:00 – 8:30	- Participant Registration - Opening and welcome participants	CARE PSLY administration
8:30 – 9:30	- Participant Introduction	Facilitator/Trainer
9:30 – 9:50	- Present objective and agenda - Set training rules and responsibility	Facilitator/Trainer
9:50 – 10:10	Tea/coffee	All
10:10 – 11:00	- What is a leader?	Facilitator/Trainer
11:00 – 11:40	- What are leader roles?	Facilitator/Trainer
11:40 – 13:30	Lunch	All
13:30 – 14:30	- Review participants' leadership characteristics	Facilitator/Trainer
14:30 – 15:30	- Build self confidence	Facilitator/Trainer
15:30 – 15:50	Tea/coffee	All
15:50 – 16:10	- Build confidence how to express own	Facilitator/Trainer
16:10 – 16:30	- Build confidence to motivate others	Facilitator/Trainer
Day 2: date-month-year		
8:00 – 8:15	- Re-cap day 1. - Question & Answer	Volunteer (participant) Facilitator/Trainer
8:15 – 8:45	- Skills for leadership	Facilitator/Trainer
8:45– 9:45	- Communication	Facilitator/Trainer
9:45 – 10:00	Tea/coffee	Facilitator/Trainer
10:00 - 10:50	- Facilitation on decision making to reach	Facilitator/Trainer
12:00 – 13:30	- Lunch	All
13:30 -13:50	- Team building	Facilitator/trainer
13:50 – 14:10	- Modeling	Facilitator/trainer
14:10 -14:30	- Tea/coffee	All
14:30 - 14:50	- Making a plan	Facilitator/trainer

14:50 – 15:20	- Training Evaluation - Closing	Facilitator/Trainer CARE PSLY
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Part I: Introductions

Objectives of the part

At the end of the session the participants will be able to:

- know each other better and get familiar with training place environment;
- develop relationships among participants and facilitators;
- assess participants' expectation from the training;

Materials:

- Colour paper, makers/chalk, tape, flipchart;
- Written objective, agenda, methods in flipchart

Methods/techniques:

- Art work, work in Pair, presentation

Part Design and Timing

- Session 1 – Participants Introduction: Art work and work in Pair (60m)
- Session 2 – Training Objective, Agenda, set Rules and Responsibility (20m)

Duration: 80m

Note for Facilitators

Session 1 – Participants Introduction: Art work and work in Pair (60m)

- Facilitator welcome participants, quickly introduce the facilitation team and give a brief introduction of the training;
- Ask participants to stand in two lines as parallel, make sure each row have the same number of participants,
- Ask each participant to select their partner who stand opposite and work in pair (a participant each pair much come from different group or different village); if participant is alone, facilitator can join the pair;
- Distribute colour paper and a marker to each participant;



- Ask each pair to work together in convenient place and far from another pair by using 10 minutes.
- Ask participant to draw their partner face on colour paper (draw picture in full page of A4 paper), look at each other face while drawing and take turn to ask following questions;
 1. *What is your name? From what village?*
 2. *Why are you here today? and what is your expectation to learn about “leadership” from this training?*
- Once completed pair work, ask all participants back to their seat;
- Ask each pair come up and stand in front everyone to show the picture of their partner’s face and present , the name of the village and expectation by speaking loudly, clear voice and take turn (each pair have 3 minutes to present).
- If participants are not brave to do it, ask volunteer, facilitator or one of facilitator team can do fist to show them an example;
- Ask them to go back to their seat once completed and keep continue with next pair until finished;
- While each pair presenting their partner, facilitator take note of participants’ expectation in one flipchart. While taking note of expectation, facilitator only take note of the key words and no need to take note of points that already existing in expectation list. Facilitator collect all pictures and post them on the wall;
- Wrap up – facilitator goes through participants’ expectations. Read it to the room and ask if participants have another expectation to add. Remind participants that we will address leadership development during the training and will come back to these expectations in the late session of this training to review and measure understanding of each point.
- Double check with participants if they have any questions or clarifications regarding this part. If they do, quick response and move to present agenda, objective and session roles.

Session 2 – Training Objective, Agenda, Methods, set Rules and Responsibility (20m):

- Facilitator quickly present the training objectives, agenda and methods;
- Set the training rules with participants such as set time for starting and ending of the day, be on time for the session, do not speak at the same time, listen to each other and responsible persons such as time keeper (if participant could not tell the time, this will be facilitator’s role), garbage control, entertainment leader, person who will do the re-cap of day one (for re-cap of day one, if participant cannot do it, facilitator can ask them of what they have learned from yesterday);
- Ask participants if they have any questions, more clarification in this part. If they do, quick response.

Part II: Leader and role of a leader

Objectives:

At the end of the session the participants will be able to:

- Understand definition of the leader;
- Understand the roles of a leader

Materials:

- Flipchart, markers/chalk, A4 papers, tape

Methods/techniques:

- Group work

Part Design and Timing:

Session 1– What is a leader? (50m)

Session 2 – What are leader's roles (40m)

Duration: 90m

Note for Facilitators

Session 1: What is a leader? (50m)

- Ask participants to think of a good leader or a person they know, this person can be a leader in their village or in community such as head of village, village elder, LWU, head of group, young active leader, etc;
- Divide participants in to group (3 to 4 people per group) to draw a picture of the good leader in flipchart and discussion about these questions:
 1. *What is her/his job?*
 2. *Why he/she is a good person/leader?*
- When finished group work, post the picture of leaders on the wall and each group select one representative to present their work, take turn to another group;
- During each group presenting their leader, facilitator take note of their answers of above two questions beside the picture they draw;
- Wrap up:



- Facilitator goes picture by picture and compare the difference points of a good leader from each group, as well as and the reason why she/he is a good leader. Highlight the similar and different points (if any);
- Explain to participants that each good leader doesn't need to be the same (as you see from the picture) because they are different, work with different people, live in difference community but the important thing is leader should be the person who care about other and do their job well;
- If the picture of the good leaders most of them are men or most of them are women or equally between women and men. Facilitator discuss with participants about the chief of their village, are they men or women?, if most of the village chief are men, facilitator asks participants to think of **why most of the leaders shown here/at the village are men? Can women be a leader? If yes or no, why? Can women be a good leader?**
- Facilitator summarizes participants' responses and highlights that women and men have the same right to be the leader. But in reality men, in their village, men are more often leaders because of cultural believe/practices and social norms in their community. Men have more advantages and more chance when being leaders because they have more opportunities compared to women such as opportunity to access education, information,. Women can be leader as men and can be the good leader as well. Women and girls should have equal opportunity in all stages and all levels as men and boys;
- Facilitator present the definition of the leader

Leader: The leader is a person who brings the group members together and facilitates to set a clear goal/vision for the group, motivates group members; guide group members through the work process and build morale/encourage towards achieving the group decisions.

Session 2 – What are leader's roles (40m)

- Ask participants to work in the same group to discuss **what roles leader have? Or what does she/he do as a leader?**
- Participants can write the answers on flipchart (for the group who can write) and select their group representative to present the results in a big group;
- For participants who cannot write, remember what has been discussed in the small group and share results of their discussion in big group. Facilitator note the roles they presented on flipchart hanging on the wall;
- Wrap up - facilitator grouping the similar roles presented and present participants the general roles of the leaders, as follow:

Leader Roles:

- Call and gather women's group members to join meetings or training;
- Organize and facilitate the meeting within group members;
- Facilitate information sharing, decision making process to reach a consensus;
- Facilitate developing of group work plan, lead to implement it and share results;
- Represent the women's group with village authority, other and outsiders;
- Help group members to improve their knowledge and skills.

Part III: What are the characteristics of a good leader?

Objectives:

At the end of the session the participants will be able to:

- Able to identify their own characteristics and build on them to be a good leader;
- Understand the right to raise their voice and share opinion;
- Show confidence to and help group members.

Materials:

- Flipchart, markers and picture of active and non-active leaders.

Methods/techniques:

- Brainstorming, presenting and discussion

Part Design and Timing

Session 1: Review participants' leadership characteristics (60m)

Session 2: Build leadership characteristics (100m)

1. Build self – confidence to be a leader 60m
2. Build confidence on how to express own voice 20m
3. Build confidence to motivate others 20m

Duration: 160m

Note for Facilitators

Session 1: Review participants' leadership characteristics (60m)



- Facilitator explains to participants that each of them will come in front of the room and tell other participants about themselves (if participants are too shy to come in front of everyone they can stand where they are and speak to the room);
- Give 10 minutes to participants to think about these questions.
 1. *What are your characteristics?*
 2. *Did you hear anything from group members or other villagers said about your leadership, if yes, what did they say? (good and weak points)*
- Give participants 2 minutes each to present their answers loudly and clear voice; do the same with other participant until finish;
- During participants' presentation, facilitator take note on flipchart hung on the wall of their answer;
- Wrap up - facilitator summarizes answers for each question and present the characteristics of a good leader, as follow:

Characteristics	Description of the Characteristic
Self-confidence	Believing in yourself that you can do it, able to speak out and can negotiate with other
Express own voice	Have your own voice, as well as other group members, knows that you and all group members have the right to share opinion, able to be critical issues and raise questions
Motivate others	Able to bring people together to translate group idea to accomplish some tasks, play an active social role in the community.

- Highlight that each person have their own characteristics within themselves and that might differ from other people's

Session 2: Build leadership characteristics (100m)

1. Build self – confidence (60 m)

- Ask 2 or 3 volunteers to come up and speak in front of everyone to tell a small story (for example last time they went to the market or join the meeting);
- Do the same with some other participants and then discuss with participants these questions:
 1. *How did you feel by standing and speaking in front of everyone?*
 2. *Why did you feel like that? If you feel shy/fear/nervous/un-confidence.*
 3. *How can you/we overcome these? what can you do to improve your confidence ?*



- Show below pictures to participants of a woman standing and talking to other people and a picture of a woman sitting apart and being very shy. Ask participants what each of the 2 women can achieve.
- Remind participants that practicing speaking in front of others can help to overcome shyness/fear/nervousness/lack of-confidence;
- Facilitator share key points for self development, as follow:

Self-development:

- Keep practice your good performance/action in your family, in the group and in community;
- Open mind to learn new knowledge, skills and apply new lesson learnt into everyday life practice;
- Learn from making mistake made by yourself and others and do not let it happen again;
- Except feedback from other group members, villagers and willing to make change;
- Care about yourself for example look after your health, wearing clothes that make you feel comfortable and confident;

2. Build confidence on how to express own voice (20m)

- Ask participants to share their experience in the past by using these questions:
 1. *What issue or topic that you feel you cannot say with people in your family?*
 2. *Why do you feel like that? What are the reasons?*
 3. *What will you do to make yourself to be able to say what you want?*
- Facilitator take note on flipchart of each issue follow up above questions;
- Wrap up – facilitator summarizes the issues the participants cannot speak about and review the reasons why they cannot speak about them. Explain to participants that they have the right to raise all the issues they want without fear. .

3. Build confidence to motivate other (20m)

- Ask participants to think of a person they know who helped them to do something good and they were happy with the result;
- Select few participants to present to everyone how that person motivated them and what they did to motivate them;
- When each participant finished presenting, facilitator ask participant these questions:
 1. *What can you do to copy from that person?*



2. *Why would you do that?*
 3. *How will you motivate other people in your family, and in the group?*
- Wrap up – facilitator summarizes their answer and explain the importance for a leader to try to motivate others act as a motivator.

Part IV: What are the skills of a good leader?

Objectives

At the end of the session the participants will be able to:

- Acknowledge/realize the skills needed for a good leader
- Understand how to improve their skills to be the good leader; such as communication, facilitation, team building, modeling and making a plan.

Material:

- Flipchart, makers

Methods/techniques:

- Reading story, group work, game, presentation and role-play

Part Design and Timing:

Session 1- Skills for leadership (30m)

Session 2 – Build skills for leadership (170m)

1. Communication (60m)
2. Facilitation on decision making to reach consensus (50m)
3. Team building (20m)
4. Modeling (20m)
5. Making a plan (20m)

Duration: 200m

Note for facilitators:

Session 1 – Skills for leadership (30m)

- Breakdown participants in to group (3-4 person per group); facilitators read the story of Ms. Phetsaman, as below

A Short Story: Phetsaman's journey towards the leadership

Phetsaman is the village head of Khounsai village, Dak Cheung District, Sekong Province. She is a member of Women Income and Nutrition Group (WING) that CARE works with. She was a village Lao women union for years and then she was elected as a village head because of her, confidence and ability to motivate people to improve the situation.

As a leader she attended many meetings, as well as activities organized by the village and CARE project. When she joins the meetings and the activities she learns a lot from these events to improve her skills and share with group members.

She gathers group members regularly and facilitates group meetings as a to share information, asks group members to share their issues or problems make decision of what actions to take, prepares work plan with the group, divides responsibility among group members and reports the work progress.

As a leader she needs to listen to group members, she asks questions and help to reach a consensus between group members to decide what actions need to be take and to make a plan. She needs also to motivate groups members to work as team. She also needs to show the right example to the groups members by her own action so that members feel like acting like her.

For village future improvements, Phetsaman realizes that her village needs help and support. She taught and coached other group members and active people in the village to be leaders and support other villager based on their needs. She also supports women to improve women knowledge and skills that they can be a leader one day in the future. Phetsaman's dream is to be a head of village cluster in the future. Below is her message linked to her tasks as a village leader.

“As a village chief, I have lots of responsibilities. I coordinate meetings, facilitate and solve the conflict, identify poor family or orphans and recommend for support. I do coaching to women in the village once in every two months. During the meeting, all women need to speak and we focus in creating equal opportunities especially the education to both girls and boys.”

- After reading, give 20 minutes to group to discuss and answer these following questions
 1. *Why Phetsaman was elected as a head of village?*
 2. *How did she facilitate the group meeting?*
 3. *How did she communicate with group member?*
 4. *What did she do in term of decision making?*
 5. *What did she do for group building?*
- Group select their representative to present their discussion outcome;
- Wrap up - facilitator summarize participants' answers and present the areas that leader needs to have skills to full fill leader roles

Leadership skills

1. Communication
2. Facilitation decision making to reach consensus
3. Team building
4. Modeling or image building
5. Making a plan

Session 2: Build skills for leadership (170m)

1. Build communication skills (60m)

- Assign 5 participants to do role-play to facilitate a group member meeting (as organized by themselves in their village). The topic of the meeting is to decide with the group about group rule/policy (meeting topic can be different from this based upon how participants can identify by themselves or facilitator can help);
- One participant act as a leader and another, 4 act as group member, the remaining participants act as observers;
- Remind remaining participants that, you all will observe each person action such as simple language, listening and pay attention to the speaker, asking question about the situation rule, etc;
- Ask the role-players and observers to respond to these questions in front of the bid groups/ in plenary:
 - *Actor as a leader: how did you feel to act as a leader? What was the most difficult things for you to gather people and lead the meeting?*
 - *Actors as group members: what did you get from this meeting? If no one ask question, why?*
 - *Actor as observers: from this activity, what did you see from both leader and group member performance/action/voice/listening/asking question/ body movement?*
- Wrap up - facilitator summarizes answers from participant and present key communication skills below

Communication

- Be clear on what you want to communicate
- Speak clearly and loud voice;
- Ask clear and open questions such as why? how? What?, etc
- Listen carefully to participants
- Share relevant information that will benefit others;
- Act and show your confidence;
- look at people to get their attention;
- Open for everyone to ask question and response

2. Facilitation on decision making to reach consensus (50m)



- Divide participant in to 2 to 3 groups and play game moving a rock and an egg by a spoon;
- Group select a person to move a rock for the first round and an egg later by not touching it by hand while moving and close her eye, the all group members help to move that person at the same time without dropping the rock and egg from spoon;
- Assign a person in the group be a leader who facilitate group to make decision on how to move the rock and egg to the goal without providing instructions, only provide material and let participants make decision their own;
- When all groups finished - facilitator ask each group to share in big group how did they decide to move the rock and the egg and how different approach did they use between moving a rock and an egg;
- Wrap up – facilitator summarize the result of their approach on decision making process. Share with participants the relation between game playing and the real situation where they have to make decision in the group such as moving egg. Making decision on hard work or important work is similar to carrying an egg and making sure that it will not fall down but it is opposite compare to the decision making of moving a rock. Then facilitator present the technique or skills below;

Facilitation skills for group decision making:

- Know well of the purpose of what you have to discuss or to do and what topic;
- Ask group member their opinions to have diverse options
- Discuss the advantages and disadvantages of each option;
- Select together the option that everyone thinks is the best

3. Team/group building (20m)

- Ask participants to think of game moving rock and egg they played and answer these questions:
 1. *For group leader: please share us of how did you discuss with team to play this game?*
 2. *For person who carry the rock and egg: will you be able to move the rock and egg to the goal without helping from other?*
 3. *For group members: What did you learn from playing this game in term of helping and support each other?*
- Wrap up – facilitator summarize about the unity, make other people see the same goal and make it happen;
- Remind participants that this can be used to build your group to be a strong and support each other and then present the below technique to participant

Skills for team/group building:

- Share everyone of the purpose of the group and make sure that they understand it well;
- Build relationship among the group such as visit and meeting individual/group members regularly, fairly sharing information that is useful for them ,
- Show members that they can trust you and that you are willing to help and give advise;
- Learn and value about the needs and understand the feeling of the group members
- Influencing – bring group members together and clearly share responsibilities

4. Modeling (20m)

- Brainstorming with participant about two leaders (these pictures are the same picture used in the part of build self-confidence),
 - one who is an active and shows the characteristics of a good leader such as confidence, etc;
 - Another one is not an active leader, very shy, never shares information, etc.
 1. *Ask participants of which leader can be a good model for you? Why?*
 2. *How will you be the good model for other?*
- Wrap up – facilitator summarize and present be low a good modeling

Role modeling:

- Act and demonstrate in an active and show good example such as have a strong voice, brave to speak out, ask questions and show active body movement;
- Care about others and share information you have;
- Help other without hoping to receive benefit from them;
- Open and listen to everyone who need help and support
- Act in positive way and show positive attitude to individual and to the group;
- Have a high responsibility such as doing all your tasks, completing work on time, following group request and plan,
- Be Honest – do what you say and promise,

5. Making a plan (20m)

- Show the group of Ms. Phetsaman picture, as below and ask these question
 1. *What do you see in the picture?*

2. Why does she do that?
3. What benefit will she get by doing that?
4. Did you do the same as her with your family? If yes, please share, if no, how will you start to make a plan for yourself and group?



- Wrap up – facilitator summarize and present skills to make a plan as below, including present an example of table of work plan below

Making a plan:

- Facilitate group members of what they want to do and to achieve by when ;
- Once completed agree on a group work plan with group member;
- Present the work plan to the group for understanding and agreeing;
- Divide responsibility with group members to implement the plan;
- Closely follow up and implement the plan with group members;
- Record of work done and share the progress of plan implementation and results with group members;

Example: Table of work plan

No	Activity	Method/how	Implementing Time	Responsible person (s)	Expectation (Outcome)



Training Reflection/evaluation (30m)

What did you/we learn from this training, both facilitators and participants? (25 minutes)

- Facilitator and participants revisit and review participants' expectation listed from the first day. Go point by point, if there is no topic that did not completely cover in this training, facilitator can provide more explanation; and then ask participants to answer below questions and note on flipchart.
 1. *What are the three most important things you have learned from this training?*
 2. *What are the three keys suggestion would you like facilitator to improve for the next training?*
 3. *How will you make group work plan when you go back to your village?*
- Facilitators also need to answer above questions and note for team lesson learn and compare to facilitator's expectation from introduction exercise;
- Ask participants if they have any questions, comments, suggestions or need more clarifications;
- Facilitator take note of their concerns, comment and suggestion (if any);
- Provide contact information for future communication and advise;
- Present next plan, if any;

Closing (5m)

- Thank you to participants, give a positive expression of their participation, best practice during training;
- Closing – thank you.



CARE International in Lao PDR Facilitator's Guide _ Leadership Training for Women Leaders 2

The leadership training 2 is designed for follow up the training of leadership 1. This training is also focus to strengthening participants leadership capacity and skills by practice among participants, as well identified the gaps and support based on needs. The participants who will join this training should be the same people joined leadership training 1. In case of the head and vice head of the group had changed, the new head and vice are welcome to attend the training. The training will take 1.5 days and required 2 facilitators to facilitate the session. This guideline can be reviewed and revised, as appropriate when needed.

Facilitator should record all experiences shared by participants about their leadership practice, difficulty faced and support needs for addressing leadership issue in future work.

Overall Objectives of the Training:

At the end of the training the participants will be able to:

- Review basic concept of leader and leader's role;
- Review leadership skills and identify gaps to strengthening participants' leadership skills
- Able to and confidence to manage and communicate with group members;
- Able to represent the group in communicates with village authorities and outsiders.

Parts:

Part I: Introductions

Part II: Review leader, leader roles, leadership skills and identify gaps for strengthening participants' leadership skills;

Part III: Role-play for strengthening leadership skills.

Part Details:

Part I: Introductions

Session 1 - Participants introduction

Session 2 – Training Objective, Agenda, Rules, Responsibility

Part II: Review leader, leader roles, leadership skills and identify gaps for strengthening participants' leadership skills;



Session 1 – Review leader and leader roles from leadership 1

1. Leader and leader roles

Session 2 – Review leadership skills learnt from leadership 1 and identify gaps for improvement

1. Communication skills
2. Skills on facilitation on decision making to reach consensus
3. Team building skills
4. Modelling
5. Making a plan

Part III: Role-play for strengthening leadership skills

Duration: 1.5 days

Agenda

Time	Activity	Facilitator
Day 1: 17-01-2018		
1:00 – 1:30	- Participant Registration - Opening and welcome participants	CARE PSLY administration
1:30 – 2:30	- Participant Introduction and refresh leader and roles of a leader	Facilitator/Trainer
2:30 – 3:00	- Present objective and agenda - Set training rules and responsibility	Facilitator/Trainer
3:30 – 3:15	Tea/coffee	All
3:15 – 4:15	- Review definition of a leader and leader roles from leadership training 1	Facilitator/Trainer
Day 2: 18-01-2018		
8:30 – 9:00	- Re-cap day 1. - Question & Answer	Volunteer (participant) Facilitator/Trainer
9:00 – 10:45	- Review leadership skills learnt from leadership 1 and identify gaps for improvement	Facilitator/Trainer
10:45 – 11:00	Tea/coffee	Facilitator/Trainer
11:00 - 11:30	- Continue... review leadership skills learnt from leadership 1 and identify gaps for improvement	Facilitator/Trainer

11:30 - 12:00	- Prep for role-play	
12:00 – 13:00	- Lunch	All
13:00 -14:45	- Role-play for strengthening leadership skills	Facilitator/trainer
14:45 -15:00	- Tea/coffee	All
15:00 - 16:30	- Continue role-play for strengthening leadership skills	Facilitator/trainer
16:30 – 17:00	- Training reflection - Closing	Facilitator/Trainer CARE PSLY

Part I: Introductions and refresh leader and roles of a leader

Objectives of the part

At the end of the session the participants will be able to:

- Strengthen relationships among participants and facilitators;
- Refresh participants own understanding of leader and roles of a leader;
- Assess participants' expectation from the training;

Materials:

- A4 paper, flip chart, pen and marker, written objective, agenda, methods in flipchart

Methods/techniques:

- Work in Pair, presentation

Part Design and Timing

Session 1 - Participants introduction and refresh leader and roles of a leader (1hr)
Session 2 – Training Objective, Agenda, Rules, Responsibility (30mns)

Duration: 1hr30mns

Note for Facilitators

Session 1 – Participants Introduction and refresh leader and roles of a leader: Work in Pair (1hr)



- Facilitator welcome participants, quickly introduce the facilitation team and give a brief introduction of the training;
- Ask participants to find their partner to work in pair, each pair should come from difference village;
- Distribute A4 paper, a marker and a pen to each participant;
- Give 20 minutes to pair to work together, in convenient place and far from another pair, facilitator also do as well;
- Ask participants to draw their partner's face on A4 paper (draw picture in full page of A4 paper), look at each other face while drawing, take turn to ask following questions and note down beside the drew picture;
 3. *What is your name? From what village?*
 4. *What is the leader mean to you and what are the leader roles?*
 5. *What is your expectation to learn about "leadership" from this training?*
- Once completed pair work, ask all participants back to their seat;
- Ask each pair come up and stand in front everyone to show the picture of their partner's face and present the name of their partner, village name, leader and leader roles and expectation by speaking loudly, clear voice and take turn (each pair have 3 minutes to present).
- After presentation, each pair share their approach when doing drawing exercise, **how did they do it? is it easy or difficult? Why is easy or difficult?**
- If participants are not brave to do it, ask volunteer, facilitator or one of facilitator team can do first to show them an example;
- Ask them to go back to their seat once completed and keep continue with next pair until finish;
- While each pair presenting their partner's information, facilitator take note of participants' expectation, leader and leader roles in each flipchart. While taking note of expectation, leader and leader roles facilitator only take note of the key words and no need to take note of points that already written on the list. Facilitator collect all pictures and post them on the wall;
- **Wrap up** – facilitator quickly goes through participants' expectations, leader and leader roles. Read it to the room and ask if participants have another expectation to add. Remind participants that we will address the gaps of leadership skills during the training and will come back to these expectations lists in the late session of this training to review and measure understanding of each point. End of the training each village will have a chance to practice, so please keep the topic that you would like to practice in mind.
- Double check with participants if they have any questions or clarifications regarding this part.



Session 2 – Training Objective, Agenda, Methods, set Rules and Responsibility (30ms):

- Facilitator quickly present the training objectives, agenda and methods;
- Set the training rules with participants such as set the time for starting and ending of the day, be on time for the session, do not speak at the same time, listen to each other and responsible persons such as time keeper (if participant could not tell the time, this will be facilitator's role), garbage control (plastic banding), entertainment leader, person who will do the re-cap of each day (for re-cap, if participant cannot do it, facilitator can ask them of what they have learned from yesterday);
- Ask participants if they have any questions, more clarification in this part. If they do, quick response before move to next part.

Part II: Review leader, roles of a leader, leadership skills and identify gaps for strengthening participants' leadership skills

Objectives:

At the end of the session the participants will be able to:

- Better understand the definition of a leader and roles of a leader;
- Refresh leadership skills learnt from leadership training 1;
- Share practice and identify gaps for leadership improvement.

Materials:

- Flipchart, markers/chalk, tape

Methods/techniques:

- Group work, pair work, present and discussion

Part Design and Timing:

Session 1– Review the definition of a leader and leader's roles (1hr)

Session 2 – Review leadership skills and identify gape for leadership improvement (1hr45mns)

Duration: 2hr45mns

Note for Facilitators

Session 1: Review the definition of a leader and leader's roles (1hr)



- Ask participants to work in group (5 to 6 persons per group) and mix village by using 15 minutes for group work;
- Each group discuss about what they have learnt from last training by using below questions:
 3. *What is the meaning of a leader you have learnt last training?*
 4. *What are leader roles you have learnt from last training?*
- During group discussion, make sure that the group assign one person to be the facilitator lead the discussion and one person report to the large group;
- When finished group work, give 5 minutes to each group to present the result;
- **Wrap-up:** Facilitator review what each group presented and present the definition of the leader and the roles of the leader below:

Leader: The leader is a person who brings the group members together and facilitates to set a clear goal/vision for the group, motivates group members; guide group members through the work process and build morale/encourage towards achieving the group decisions.

Leader Roles:

- Call and gather women’s group members to join the meeting or training
- Organize and facilitate the meeting within group members;
- Facilitate information sharing, decision making process to reach a consensus;
- Facilitate developing of group work plan, lead to implement it and share results;
- Present the women’s group with village authority, other and outsiders;
- Help group members to improve their knowledge and skills.

Session 2 – Review leadership skills learnt from leadership 1 and identify gaps (2hr45mns)

- Ask participant to work in pair, give them 30 minutes for pair work, each pair should come from difference village;
- Assign below topic to each pair to discuss and using these questions for each discussion topic;

Topic	Discussion questions
1. Communication skills	<ul style="list-style-type: none"> • Do you remember what did you learn from last training regarding communication skills?

	<ul style="list-style-type: none"> • How did you practice communications skills back to village? • What were the difficulty you faced in term of communication within group, with village authorities and outsiders?
2. Skills on facilitation on decision making to reach consensus	<ul style="list-style-type: none"> • Do you remember what did you learn from last training regarding skills on facilitation on decision making to reach consensus? • What did you practice within the group? • What were the difficulty you faced in term of facilitation on decision making to reach consensus within group management?
3. Team building skills	<ul style="list-style-type: none"> • Do you remember what did you learn from last training regarding team-building skills? • What did you practice within the group in village? • What were the difficulty you faced in term of team building?
4. Modelling	<ul style="list-style-type: none"> • Do you remember what did you learn from last training regarding the modelling? • What did you practice in your village as a model? • What were the difficulty you faced in term modelling practice within group and in community?
5. Making a plan	<ul style="list-style-type: none"> • Do you remember what did you learn from last training regarding skills on making a plan? • Did you practice it? If yes, how? If no, Why? • What were the difficulty you faced in term of making for the group?

- Once finished, each group present to a large group by speaking a clear and loud voice;
- During each group presenting the outcome, facilitator note down the difficulty points each group faced on flip chart;
- After each pair finished presenting, facilitator ask other participants by using these questions:
 1. What about other, would you like to add some points that you see difference?
 2. Do you have the same or difference practice from this pair? If difference, how? Please share



3. Do you have difference difficulty faced compare to this pair? If yes, please share
- Facilitator add difference points response from participants on flip charge by using difference maker color;
 - **Wrap-up:** facilitator quick review the outcome from pair work, including result from group discussion and present each topic skills below to participants.

Communication

- Be clear on what you want to communicate
- Speak clearly and loud voice;
- Ask clear and open questions such as why? how? What?, etc
- Listen carefully to participants
- Share relevant information that will benefit others;
- Act and show your confidence;
- look at people to get their attention;
- Open for everyone to ask question and response

Facilitation skills for group decision making:

- Know well of the purpose of what you have to discuss or to do and what topic;
- Ask group member their opinions to have diverse options
- Discuss the advantages and disadvantages of each option;
- Select together the option that everyone thinks is the best

Skills for team/group building:

- Share everyone of the purpose of the group and make sure that they understand it well;
- Build relationship among the group such as visit and meeting individual/group members regularly, fairly sharing information that is useful for them ,
- Show members that they can trust you and that you are willing to help and give advise;
- Learn and value about the needs and understand the feeling of the group members
- Influencing – bring group members together and clearly share responsibilities

Role modeling:

- Act and demonstrate in an active and show good example such as have a strong voice, brave to speak out, ask questions and show active body movement;
- Care about others and share information you have;
- Help other without hoping to receive benefit from them;
- Open and listen to everyone who need help and support
- Act in positive way and show positive attitude to individual and to the group;
- Have a high responsibility such as doing all your tasks, completing work on time, following group request and plan,
- Be Honest – do what you say and promise,

Making a plan:

- Facilitate group members of what they want to do and to achieve by when ;
- Once completed agree on a group work plan with group member;
- Present the work plan to the group for understanding and agreeing;
- Divide responsibility with group members to implement the plan;
- Closely follow up and implement the plan with group members;

Record of work done and share the progress of plan implementation and results with group members;

- Facilitator check with participants if you they have any questions or clarifications, if they do, provide more explanation.

Part III: Role-play for strengthening leadership skills

Objectives:

At the end of the session the participants will be able to:

- Feel more confident to act in the area of lacking of leadership skills;
- Able to lead the group confidently and have a better skill on leadership.

Materials:

- Flipchart, markers/chalk, tape (let participants decide what material they need)

Methods/techniques:

- Pair work, present and discussion

Part Design and Timing:

Session 1– Role practice (3hrs)

Duration: 3hrs

Note for Facilitators

Session 1: Role practice (3hrs)

- Ask participant from each village to work in pair (this session can divide participants to work in a small group, in case of participants come from many village);
- Each group/pair discuss and select a topic that they would like to practice/discuss and present. The topic can be based on what they have in the village and/or the topic that they feel they need more practice;
- Each group/pair can choose what material they would like to use for the role-play exercise and decide how to use material by themselves;



- Inform participants to observe the group presenting carefully, because end of each pair presentation, facilitator will ask some participants to provide feedback and comments to the presenter;
- Give 20 minutes to each group/pair to prepare. Facilitator works closely with each pair/group to make sure that they are clear on what topic they would like to discuss,
- If participant are not able to identify the topic by themselves, facilitator can help to take out the topic they identified as difficulty topic from last session;
- Give 5 minutes to each group to present the outcome to a large group;
- After each pair/group finished presented, facilitator ask participants to provide feedback and comments to each pair/group member and then facilitator add feedback and comments (if any and in friendly way);
- **Wrap-up:** give a big congratulation to all participants for their great work. Repeat the great things they have done and encourage them to use the skills they have learnt in to their group management, as well as in their daily life and including using the skills of dealing with people in the community and outsiders.

Training Reflection/evaluation (30mns)

- Facilitator remind participants that we are finishing the training, before we close the training we would like to hear from you of what did you learn, how did you feel and how can we improve the way we work and support to fit on what you needs. Facilitator use these questions to facilitate:
 4. How did you feel in general of this training?
 5. What is the new thing you have learnt from this training? And how will you use it in to group management and in your daily life?
 6. What else do you need support from us to make your work better?
 7. How would you like to see our support to address your needs?
- While participants response to these questions, facilitator takes note on flip chart and record in the training report;
- Go through the participants' expectation list and check the points that not ready covered during the training and provide more information or more explanation;
- Ask participants if they have any questions, comments, suggestions or need more clarifications;
- Facilitator take note of their concerns, comment and suggestion (if any);
- Provide contact information for future communication and advise;
- Present next plan, if any;



Closing the training

- Thank you to participants, give a positive expression of their participation, best practice during training;
- Closing – thank you.

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