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**Workbook for the CRFM / CTA Training Workshop on  
Management, Communication and Advocacy for Fisher  
Folk Organisations in CARIFORUM**

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***It's time for a Change  
Yes We Can!***

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**CRFM Secretariat, Belize  
2008**

# **CRFM Technical & Advisory Document - Number 2008/2, Suppl. 1**

## **Workbook for the CRFM/CTA Training Workshop on Management, Communication and Advocacy for Fisherfolk Organisations**

September 22 to October 3, 2008

St. Lucia

CRFM Secretariat,  
Belize  
2008

## CRFM TECHNICAL & ADVISORY DOCUMENT – Number 2008/2, Suppl. 1

Workbook for the CRFM/CTA Training Workshop on Management, Communication and Advocacy for Fisherfolk Organisations, September 22 to October 3, 2008, St. Lucia

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# Training Workshop on Management, Communication and Advocacy for Fisher Folk Organisations in CARICOM

## WORKSHOP PURPOSE

The purpose of this workshop is to prepare leaders and managers of primary and national fisher folk organisations to participate in a regional network of national fisher folk organisations. The workshop will aim to strengthen participants' abilities in areas of management, communication and advocacy to improve the day-to-day running of their organisations. It will aim also to further develop participant's leadership abilities so that they might inspire and motivate other fisher folk to improve their livelihoods and the Caribbean fishing industry.

## WORKSHOP OBJECTIVES

Participants will have the opportunity to share information about the progress they are making in their organisations and their current challenges. This will give them the opportunity to use the feedback from other participants and methods learned in the workshop to create a plan for going forward when they return to their home groups.

Additionally participants will:

- Learn a model of strategic planning to create long term plans with their organizations
- Learn how to create a mission statement
- Gain an understanding of project cycle management
- Learn how to formulate a logical framework of their projects
- Learn better ways to negotiate
- Learn a model for making decisions and resolving conflict
- Understand the basics of leadership and develop their leadership style
- Gain communication skills to better relate to others and build partnerships as well as to relate more effectively to important stakeholders and the media
- Learn how to legally establish an institution and run it as a business.



**ANTICIPATIONS FOR THE COURSE**

**What do I want to learn or receive from this workshop?**



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**Things about my organisation that are going well ...**

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**Some challenges I face in my organisation are ...**

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## WORKSHOP SCHEDULE AT-A-GLANCE

Day	Morning	Afternoon
Mon	Opening & Workshop Objectives Expectations Progress Reports	Situational analysis. Application of training to situations Environmental Analysis
Tue	Strategic planning	Operational or action planning
Wed	Project Cycle Management	Things to note in seeking grants
Thurs	Communication and advocacy.	Network development and maintenance.
Fri	Conflict management and negotiation	Role plays and practice Preparation for field trip
Sat	Field trip	Field trip
Sun	Day off	Day off
Mon	Reports from field trip Leadership, group dynamics and teambuilding	Management, coordination and decision- making Facilitation skills
Tue	Business planning Organizational and financial management.	Legal aspects of institution building
Wed	Working groups on application of training.	Working groups on application of training
Thurs	Presentations on application of training	Presentations on application of training
Fri	Way forward and closing	Departures

## GROUP GUIDELINES

### For Good Workshop Discussions

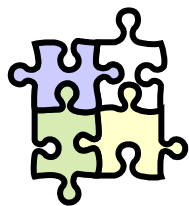
- Speak in a way that others want to listen
- Listen in a way that others want to speak
- Keep the discussion focused
- Please share without going on and on and on and on ...

### For Effective Participation

- Please be on time for all sessions
- One person speaks at a time
- No side conversations
- Cell phones off (or set to vibrate)

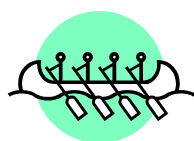


## KEY VALUES FOR PARTICIPATION<sup>1</sup>



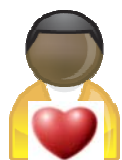
### *Everyone included*

Each person is important to the group. Each person holds an important piece of the puzzle. Each person's view helps to create a whole picture.



### *Teamwork and Collaboration*

Teamwork and collaboration are necessary to get a job done in the most effective, efficient and economical way. A sense of solidarity grows among members of the group.



### *Individual and Group Creativity*

By paying attention to both thoughts and feelings, people experience a group's power to create.



### *Ownership and Action*

When groups come to agreement they feel a sense of ownership in the decision, then they can commit to the actions that are necessary to carry out the decision.



### *Reflection and Learning*

Continuously asking ourselves how we are doing and making improvements where we can.

## Discussion

Which of these values are important to my group?

Which can be improved and how?

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<sup>1</sup> Adapted from 2000, Group Facilitation Methods, Effective Methods for Participation. Foundational Values of Technology of Participation, Institute of Cultural Affairs.

## ENVIRONMENTAL ANALYSIS

### HOW DOES YOUR ORGANISATION FIT INTO THE LARGER SYSTEM?

#### Environmental Analysis



The purpose of a fisher folk organisation is not simply decided by its members. To a great extent its purpose is defined by the larger system that it finds itself in. Discovering the group's purpose is both internal and external. On the inside, members discuss what they value and what the organisation means to them. Members also review the organisation from the outside by studying how it

interacts with the larger system of nation, region and world. One tool for doing this external review is through an Environmental Analysis<sup>2</sup>.

ENVIRONMENTAL ANALYSIS										
EVENTS	Beginning of Organisation			Present			Future			TRENDS
	1990	1995	2000	2005	2008	2011	2015	2020	2025	
<i>WORLD</i>										
<i>INDUSTRY</i>										
<i>ORGANISATION</i>										

To do an Environmental Analysis find a large blank wall and then put up title cards across the top that read as shown above. Down the side of the wall place three cards that state 'World', 'Industry', and 'Organisation' plus a timeline that begins the year the organisation began. (If the organisation is very old you may choose to group the years into five or ten-year blocks, as above.) The present is at the center of the time line and the future is projected as many years forward as shown for the history of the organisation.

#### Brainstorm

Participants are asked to write down one event that took place in the World for each year on the timeline. If some members were not with the organisation in the earlier years, they can write down an event that they have heard about. For the future, members are asked to use their imagination about what will happen and write down their guesses, predictions, wishes and hopes.



To **Brainstorm** – means to think of as many ideas as you can without criticizing or judging them. Wild and crazy ideas are considered okay.

<sup>2</sup> Spencer, L.J. 1989. Winning Through Participation, Institute of Cultural Affairs. Kendall/Hunt, , Iowa.

### Cards on the wall

After these events are written down, members are asked to put a star by the three most important events on their list and write these on cards (putting the year it took place on the back). If the group is large, small teams of two or three can be formed. The cards are passed forward to the facilitator, who puts them on the wall under the date that the events it took place.

The same process is repeated for the next two categories and written in two separate colours so that all three categories are shown in different colours. The facilitator then leads the group in a conversation about what they see on the Wall of Wonder.

### Questions that can be asked are

- Look over the whole chart, where do you see groups of events where it appeared that there were a lot of things going on at once?
- Where are there gaps or slow periods?
- What relationships do you see between what goes on in the world and the industry that we are in? Between the world and our organisation? Between our organisation and the industry we are a part of? In what ways do we respond?
- Where do you see big shifts or turning points where things obviously change? (The facilitator marks these on the wall chart with an \*.)

### Naming questions

The next step will be for the group to name the periods that were noted by the shifts when things changed. Therefore, questions the facilitator will ask are:

- As you look at the time periods we just identified, what names would you give to each time period? Say, "This was a time of ..." the facilitator writes these names on the chart above each time period.
- Now look at the wall from left to right. What trends do you see happening in the World? In our Industry? In our Organisation? These are put in the chart in the Trends column.
- As we look at these trends, we must ask ourselves what they mean for our organisation.

### Evaluation questions

- Take a step back now and imagine you were someone just entering the room, what would you tell them that we just did here?
- What surprised you?
- What happened to us as a group as we did this?

*Our endeavor is to forge a shared view of reality that will serve the organisation's members as a base for day-to-day decision making.*

Roger Harrison  
*Strategies for a New Age*

## DEFINING YOUR GROUP'S PURPOSE AND MISSION<sup>3</sup>

Helping a fisher folk group to define its purpose and mission are key ways to set the organisation on a proper footing. Defining the group's purpose and mission help the organisation to find its place in the larger environment, that is, within its community, nation, region, and even on the international level.

How might your group have a purpose on all of these levels?

Community level \_\_\_\_\_

National level \_\_\_\_\_

Regional level \_\_\_\_\_

International level \_\_\_\_\_

### The Difference between Purpose and Mission

The **purpose** of an organisation is a definition of its reason for being

It makes a statement about **WHY** it exists

The **mission** of an organisation is a definition of its role or task

It makes a statement about **WHAT** it does

To arrive at the purpose and mission statements, the fisher folk leader/facilitator will take the group through a series of discussions (or workshops<sup>4</sup>) to pull out the information needed to make these statements.

### The Purpose Workshop

In this workshop participants are asked to brainstorm answers to a series of questions and to write them (or draw pictures about them) on paper:

1. Your son or daughter asks you why you are putting together this organisation, what is your answer?
2. 1000 years from now a history book of your island is uncovered. It has a section on your organisation's contribution to society. What does it say?
3. What would the world lose if your organisation never got off the ground?



**Consensus = group agreement.**

This usually means unanimous agreement but can mean that most agree and the rest will "accept" the decision of the majority.

<sup>3</sup> Spencer, L.J. 1989. Winning Through Participation, Institute of Cultural Affairs. Kendall/Hunt, Iowa.

<sup>4</sup> Workshop in this regard refers to a process of organising ideas on half sheets of paper and then organizing them either on the sticky wall or on the wall with tape loops behind each one to make it possible to move the ideas around and organise them into groups of ideas.

### Instructions for processing the information

Group members can talk about their answers as the facilitator writes them on a flip chart or white board, or the group can divide into small teams where members put their best answers forward. In the small teams participants share their answers with each other and take note of words, pictures or ideas that came up more than once. Each team will select the three most often mentioned, *or those seemed the most important*, and write these on half sheets of paper. The facilitator will then group the sheets that are similar to each other and name each group by completing the phrase, "The purpose of this association is ...."

Table 1 shows an example of a Purpose Workshop for an umbrella group that provides support to small local NGOs. Note the way the ideas were grouped into four columns. The top row shows the names the group gave the four groupings of ideas. The names reveal the group's consensus about their purpose.

Table 1: The Purpose of an umbrella organisation that provides assistance to small, local NGOs

<b>Social Development</b>	<b>Empowers Community Groups</b>	<b>Develops Capacity for Self Governance</b>	<b>Protects and Develops Resources</b>
Provides sports equipment, e.g. bat, ball, pad, uniforms, etc.	Develops the capacity of organisations through training	Support effective functioning	Community education
Organises social events	Assists business development of groups	Self governance	Develop a marine centre
	Helps groups determine aims and objectives	Self supporting	Collect and provide a history of the islands
		Fund raising	

### **Stakeholder Workshop**

Next group members will identify and talk about who their stakeholders are. To do this they will first brainstorm answers to a series of questions. These are:

- To what people, organisations or institutions are this organisation related?
- Who has a stake or interest in this organisation?
- Who is the organisation dependent upon?
- Who is dependent upon the organisation?
- Who would be disappointed if the organisation didn't exist?
- Who would be pleased to see it succeed?



**Stakeholder:** a person, group, organization, or system who affects or can be affected by an organisation's actions.

Wikipedia, 2008

The names of stakeholders are then put on half sheets of paper and posted on the wall (on the sticky wall or with tape loops). Then participants are asked to brainstorm the responsibilities that their group has toward each of the stakeholders posted. After this information is organised the group will choose the most important responsibilities and the facilitator will underline these with a marking pen. Table 2 shows an example of a stakeholder workshop of an NGO Umbrella Group. The top row represents the stakeholders and the responsibilities toward them are listed below.

**Table 2: Umbrella Group stakeholders and its responsibilities to them.**

Resource Users	Community Groups	Funding Agencies	Citizens	Educators	Government
<u>Capacity development</u>	Provide structure	Use money for intended purposes	To provide information	<u>Research opportunities</u>	Inform govt. about our organisation and community needs
Support	<u>Motivation</u>	Provide <u>advertisement</u>	To <u>educate</u>	Document Centre	
Organise	Funding & <u>leadership support</u>	Provide proper <u>financial records</u>	<u>Involve</u> them <u>socially</u>		<u>Educate govt.</u> about our organisation & responsibilities
Engagement	<u>Education</u>	Proper <u>money management</u>			<u>Pay taxes</u>
<u>Information provider</u>					<u>Inform govt.</u> about our children, education & health needs

### **Mission workshop**

After the group completes the purpose and stakeholder workshops they have the information they will need to do the Mission Workshop. See page 6 of *Leadership for Fisherfolk* for assisting a group to define its mission.

What is your group's mission?

*Our mission is to* \_\_\_\_\_

\_\_\_\_\_

*Through* \_\_\_\_\_

\_\_\_\_\_

## **STRATEGIC PLANNING WORKSHOP**

There are five steps to the strategic planning process<sup>5</sup>.

- Focus question
- Shared vision
- Assisting and resisting factors
- SWOT analysis
- Action planning

### **Creating a focus question**

Every strategic planning process begins by putting attention on the area of concern for the group. This is the focus question. You will want to display the focus question where it can be seen throughout the planning workshop. This question will focus the group's attention on a specific area and prevent them from wasting time and energy on less important matters. Appendix 1 is a worksheet that will help you develop a focus question with your group.

### **Shared vision**

A shared vision is a statement of where the group would like to be in five years or later. It is shared because it includes the hopes and dreams of every member of the group. Table 3 shows the main characteristics of a shared vision which should be shared with the group.

**Table 3: The characteristics of a shared vision.**

<b>What it is ...</b>	<b>What it includes ...</b>	<b>How it works for us ...</b>
<ul style="list-style-type: none"><li>• Shared - the group's product</li><li>• Practical - what we expect to see <u>in place</u></li><li>• Our intent - describes where we will be and when we will get there</li><li>• Inspiring - calls for the group to 'dream a bit' and take responsibility for the future</li></ul>	<ul style="list-style-type: none"><li>• The hopes and dreams that are real to us</li><li>• What we carry inside us</li><li>• Our experience</li><li>• Each person's wisdom that they bring into the room</li><li>• A shared-plan of where we want to go</li></ul>	<ul style="list-style-type: none"><li>• It motivates us</li><li>• Emerges from our greatest desires</li><li>• Gives us energy</li><li>• Eliminates negativity and indecisiveness</li><li>• Changes as we make progress</li></ul>

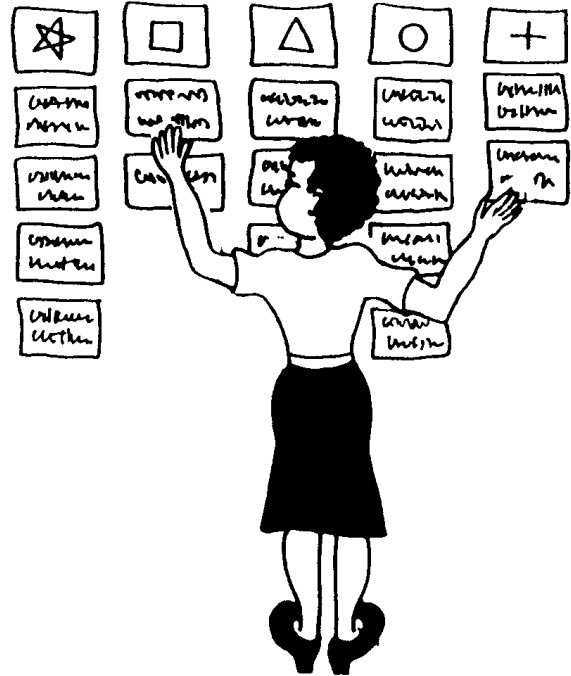
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<sup>5</sup> Adapted from the ToP™ Participatory Planning Process, Institute of Cultural Affairs.

## The vision workshop

The facilitator will ask the group to visualize their situation in five years when things are the best they can be and their problem or situation has been resolved. Next, members will write their thoughts individually and then work with other members in small teams to select their best ideas. (For each person to have an opportunity to write his or her ideas down first is an important step, because it gets everyone participating, including the quieter ones.) Each team will write their best ideas on half sheets of paper. The facilitator will collect 2-3 ideas from each team and place them on the wall (either using a sticky wall or tape loops). With the group's help the facilitator will put the ideas into pairs that are similar.

The facilitator will collect 2-3 more ideas from each team that are different and add these to the pairs to make clusters, or groups. (Note: 4-6 pairs should be created before forming longer clusters.) After the group has put forward all of its ideas the facilitator will name each group of ideas with the groups help. This name will represent the group's agreement (consensus) about their shared vision.



### Assisting and Resisting Factors - SWOT Analysis

Next the group will look at the factors that will help them achieve their vision and the factors that will block them from achieving it. These are called the Assisting and Resisting Factors. The Assisting Factors include the group's strengths plus current opportunities that can assist the group. The Resisting Factors include the group's weaknesses plus any outside threats they need to be aware of. This process is also called a SWOT Analysis (SWOT is an acronym for strengths, weaknesses, opportunities and threats.)

Beginning with Assisting Factors the facilitator asks the group, "What do we have going for us that will help us reach our vision?" "What strengths do we have that will help us succeed?" "What opportunities are there now that we can take advantage of?" Group members will begin by brainstorming individually and then in groups to select their best ideas. These will be put on half sheets of paper and placed on the wall in one or two columns. The facilitator puts on the wall two title cards 'Strengths' and 'Opportunities' and with the group's help moves the ideas under the headings according to whether they are strength or an opportunity. The same workshop is repeated for the Resisting Factors, only the ideas are placed under the title cards, 'Weaknesses' and 'Threats'. Table 4 shows an example of an Assisting and Resisting Factors Workshop organised into a SWOT Analysis.



Table 4: Typical Assisting and Resisting Factors organised into a SWOT Analysis.

ASSISTING FACTORS		RESISTING FACTORS	
Strengths		Weaknesses	
<ul style="list-style-type: none"> <li>• Wealth of knowledge and experience in our group</li> <li>• Island integration</li> <li>• Rich natural, human and cultural resources</li> <li>• Committed people are involved</li> <li>• More unity among the groups</li> </ul>		<ul style="list-style-type: none"> <li>• Don't know how to tap resources, e.g. funding</li> <li>• Conflicts and narrow minded thinking</li> <li>• Lack self confidence</li> <li>• Member commitment low</li> <li>• Members having too many other commitments</li> <li>• Lack leadership skills</li> </ul>	
Opportunities		Threats	
<ul style="list-style-type: none"> <li>• New funding opportunities through user fees</li> <li>• Strong support from funding agencies</li> <li>• Strong governmental support</li> <li>• Government and NGO partnerships</li> <li>• Our group becoming more financially stable</li> <li>• A common heritage</li> <li>• Availability of time</li> </ul>		<ul style="list-style-type: none"> <li>• Not enough funds to carry out organisation obligations</li> <li>• Lack of public support</li> <li>• Too much red tape</li> <li>• Inter-political barriers</li> <li>• NGOs are not seen as an important sector in Government</li> <li>• High cost of living</li> </ul>	

## Action Planning

### *Begin with SMART actions*

The next step is for the group to determine the actions that are necessary to reach their vision. SMART is an acronym for the type of actions that will build on the group's strengths and opportunities and remove or minimise the weaknesses and threats. SMART actions are specific, measurable, action-oriented, realistic and timely.

### *Key actions workshop*

The facilitator will ask members of the group to brainstorm one SMART action for each element of the vision keeping in mind the results of the SWOT analysis so that you design actions that will take advantage of your opportunities and strengths as

### Smart Actions ...

- S** **Specific** - state clearly the objective or outcome you want. (Be precise.)
- M** **Measurable** - State how you will know when you've attained it. What it will look like when it's done.
- A** **Attainable** - Are focused on what is attainable at a reasonable cost and effort. (Will our actions yield results?)
- R** **Relevant** - Are the right ones out of all the actions that are possible.
- T** **Timely** - Set a deadline for reaching your goal. (What is your YOU'RE YOUR expected time of arrival?)



well as actions that will address your weaknesses and threats. Paying attention to those areas that block your vision and planning actions to remove them are just as important as any other actions you can do.

Once everybody has written down their actions individually, small teams are formed where they will agree on their best ideas. The facilitator will put up two ideas from each team and organise them first into 4-6 pairs and then into columns (clusters) of ideas. These clusters will be named according to actions that each committee will do. Table 5 shows an example of a Key Actions workshop for the development of a community coastal trail.

Table 5: Example of a Key Actions Workshop

Focus Question: <i>What actions are needed to set up a community coastal trail?</i>				
Community Planning Committee 1	Marketing Committee 2	Professional Alliances Committee 3	Financing Committee 4	Physical Development Committee 5
<ul style="list-style-type: none"> <li>• Hold community meetings</li> <li>• Identify number of residents/ local business</li> <li>• Social activities to promote community bonding</li> <li>• Organise small business workshop for residents</li> </ul>	<ul style="list-style-type: none"> <li>• Publicize project on radio and TV</li> <li>• Inform residents and media of program</li> <li>• Discuss on radio talk show</li> <li>• Notify schools and churches in the area</li> <li>• Put up posters</li> </ul>	<ul style="list-style-type: none"> <li>• Create alliance with National Trust and Coastal Management Unit</li> <li>• Obtain timely commitment of NCC</li> <li>• Agree on design of trail</li> <li>• Assign a project leader</li> <li>• Consultation of professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Set up bank account to manage funds</li> <li>• Implement fund raising activities</li> <li>• Solicit corporate sponsorship</li> <li>• Solicit other sources of financing</li> <li>• Obtain commitment of specific donations</li> </ul>	<ul style="list-style-type: none"> <li>• Hire a manager</li> <li>• Hire skilled labour force</li> <li>• Carry out land survey</li> <li>• Rent necessary equipment</li> <li>• Develop maintenance plan for trail</li> <li>• Have architectural plans drawn</li> <li>• Employ crew for general upkeep</li> </ul>

## Creating 90-day plans

After you know all of the actions you need to do to carry out your project, each committee will put together their own plans for the first 90 days, or three months, using the format shown on page 59 of your *Leadership for Fisherfolk* manual. Table 6 shows a typical 90 day plan for one of the above actions of organizing a small business workshop for residents.

Table 6: Example of a 90-day action plan

**Community coastal trail project: Organise small business workshop for residents**

90-Day plan: January 1 to March 31

Action step	Who	By when
1. Contact presenters	Sue	Jan. 15
2. Secure venue and caterer	Trish	Jan. 15
3. Send Press Release to newspapers	George	Jan 25
4. Confirm curriculum with presenters	Linda	Feb 10
5. Announce workshop in meeting at Community Centre	Sue	Feb 12
6. Enrollment completed	Sue and Linda	March 15
7. Photocopy handouts, purchase folders, pencils, etc.	George & Sheldon	March 17
8. Print Certificates of Participation	Linda	March 25
9. Hold workshop	Presents and team	March 29
10. Send article and photos to newspapers	Linda	March 30

Some topics my group could address through the Strategic Planning Process are:

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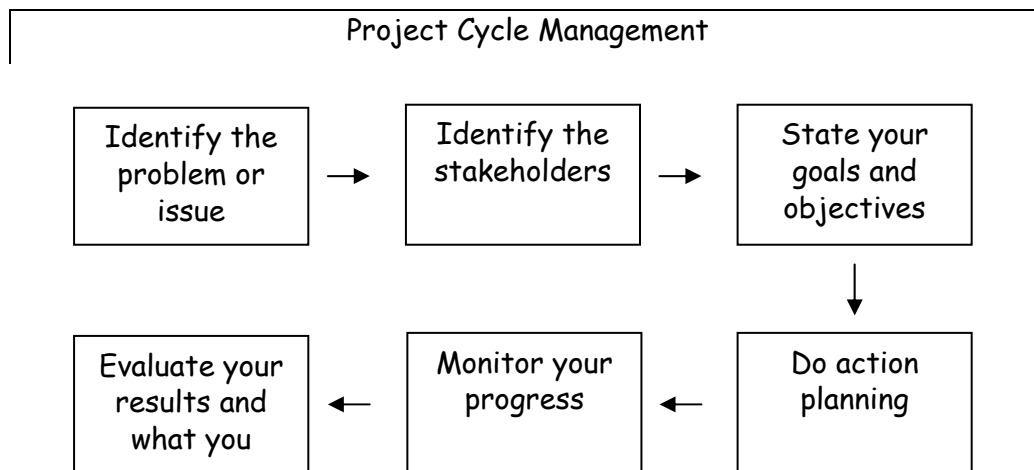
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*The ability to adapt to a constantly changing world is not only a requirement for success, but for survival.*

Stephen B. Hardis, Vice Chairman, Eaton Corp.

## PROJECT CYCLE MANAGEMENT

Project planning goes through a cycle that has steps that will be repeated with any problem or issue your group takes on. Planning is conducted in a cycle that goes from identifying the problem, to identifying stakeholders, to stating your goals, to action planning, to monitoring and evaluating the results of your efforts. When you evaluate your results you consider whether you need to make changes to any of the steps in your project cycle. Then you repeat the process and evaluate your results again. Going through these cycles helps you to make little adjustments based on what you learned. This type of planning has been referred to as 'iterative planning' because the process goes through several iterations, or repetitions.



### **Situational analysis**

What is happening in your organisation? What are the problems and challenges it faces? When you identify problem situations affecting your group you are conducting a situation analysis. This involves first identifying what problems that exist and then deciding the order you will tackle them, putting the most urgent ones first. In doing this you will be choosing your priorities.



Some of the problems and challenges my fisher folk group faces right now are:

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### ***Problem identification***

Now you will zero in on the problem you wish to address with your project. In this step you will ask:

- Why is there a problem?
- How serious is the problem?
- What might be some of the root causes of the problem?
- What has been done to solve the problem?
- What **resources** are needed to solve the problem (financial and human)?

One project my fisher folk group needs to carry out is:

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### ***Identifying stakeholders***

In this step you will identify who all of your stakeholders are. You will ask, "Who will benefit from the project?" and "What are their needs?" You may wish to conduct a 'needs assessment' that will answer what the community of concern needs. When your project deals with natural

resources it is important to consider those stakeholders who use, benefit from, or wish to use them. Questions you would ask are:

- Who uses the resource and in what ways<sup>6</sup>?
- Who benefits and who does not?
- Who wishes to benefit but is unable to do so?
- Who would be affected by a change in the use of the resource?

### Categorising your stakeholders

There are several methods used for organising stakeholders into categories of importance and involvement. One such method is called Frameworking (Appendix 2), which helps you to think through the extent of interest and involvement for each stakeholder you identify. Another method looks at stakeholders as being on three levels: primary, secondary and tertiary. It then becomes easy to see how each stakeholder should be involved and when.

- Primary stakeholders are those whose interests lie at the heart of the project. They include the main people who will carry out the project, and those who experience the problem the project is trying solve.
- Secondary stakeholders need to be involved if your group is to achieve its objectives. This group would include partners, agencies (such as government departments), voluntary groups, private-sector organisations and potential funders. These stakeholders are where the primary support will come from and usually where you can identify partners for your project.
- Tertiary stakeholders may not be too involved at the beginning but may be important in the life of the project. These will include policy makers, other people in the fishing industry and other organisations working with similar problems. These stakeholders can be an important category; they will support the long-term sustainability of a project.

Once you have identified and categorised the stakeholders, you will consider how they can be involved. Below is a list of questions which can help you determine when and how to involve particular stakeholders.

### Stakeholder's analysis

- What does the stakeholder expect from your project?
- What benefits are the stakeholder likely to receive?
- What resources will the stakeholder commit to the project?
- What interests does the stakeholder have which may conflict with the project?
- How does a stakeholder regard other categories of stakeholders?
- What other jobs do stakeholders think your organisation should do or not do?
- Does the stakeholder have the resources to be a partner?

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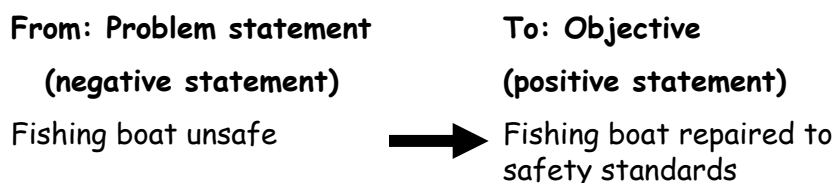
<sup>6</sup> Adapted from 2004, *Guidelines for participatory planning: A manual for Caribbean natural resource managers and planners*. Caribbean Natural Resources Institute, Trinidad & Tobago.

### ***Stating your Objectives***

You will need to take time to consider what will happen if your project succeeds. What will be the results, or outputs from your work? Outputs are the product or visible results of your efforts. Outputs can be seen, heard, or quantified in some way. Examples of outputs might be increased membership by a certain number of persons, a new building completed, an insurance policy purchased, etc. As in 'Smart Actions' noted above, outputs are specific (can be named) and measurable (you will know when they are achieved).

There are two parts to the Objectives step. First you will go back to your problem statements and turn all the negative statements into positive ones, e.g. fishing boats unsafe for use becomes fishing boats repaired to required safety standards. The second part of the objectives step is to think about how you will achieve your objectives, what 'means' you will use to achieve them, in other words what actions you will take and that leads you to action planning.

To find your objectives, turn your negative problem statement into a positive one.



### ***Action planning***

Once you know the objectives you want to achieve, you can list those that must be accomplished over a period of time. It is useful to think about what you would like to accomplish in a year and then list all of the actions you would like to complete in three months, or one quarter. One year plans show the accomplishments you would like to achieve at the end of each quarter. 90-day plans list the steps it will take to complete each one of these accomplishments, plus who will accomplish it and when it must be completed. A method for action planning can be found in the *Leadership for Fisher folk* manual on page 58-59. Table 7 shows a one-year action plan and Table 8 shows a 90 day action plan.



Table 7: One year action plan for a national fisher folk organisation

QUARTER 1 Jan. Feb. Mar.	QUARTER 2 Apr. May. Jun.	QUARTER 3 Jul. Aug. Sept.	QUARTER 4 Oct. Nov. Dec.
<ul style="list-style-type: none"> <li>•Lobby Government to invest in the industry</li> <li>•Provide Government with complete knowledge of fishing industry</li> </ul>	<ul style="list-style-type: none"> <li>•Make links with overseas fisher folk</li> <li>•Establish fund-raising committee &amp; develop 1-5 yr funding plan</li> <li>•Provide information to fisher folk about other organisations</li> </ul>	<ul style="list-style-type: none"> <li>•Seek info on funding, i.e. projects, training</li> <li>•Distinguish between primary and secondary organisation functions</li> <li>•Access funds for training</li> </ul>	<ul style="list-style-type: none"> <li>•Develop contact list of fisher folk</li> <li>•Increase subventions and grants</li> <li>•Business training workshops</li> </ul>

### Looking at alternative choices

Once you identify a problem, state your objectives for resolving the problem and your means to do it, you will want to think about whether some other actions would be better to achieve the results you want. Questions you would ask are:

- Should all the problems identified be tackled or only a few?
- What actions are most likely to bring the results we are trying to achieve?
- What are the possible costs for the actions we have chosen? Might there be a more cost efficient approach?
- Which action will be most supported by our members?

Table 8: 90-day action plan for a national fisher folk organisation

Project: Lobby Government to invest in the industry

90-Day plan: January 1 to March 31

Action step	Who	By when
1. Collect industry reports and clip key points to show history of the regional fishing industry	Tom, Dick and Harry	Jan. 15
2. Create PowerPoint presentation	George	Jan 31
3. Make appointment with Caricom representative	Linda	Jan 31
4. Meet with Caricom representative	Linda	Mid March
5. Report results of meeting with fisher folk group	Tom and Harry	March 31



## ***Monitoring***

Having an action plan that shows each action, who will complete it and the date it needs to be completed will give you what you need to monitor whether these actions are being carried out. Monitoring is a very important part of project cycle planning because it will help you support the progress of your project. Groups should set aside time to regularly monitor their progress. This can be done monthly or quarterly but should not be done less than every three months. Going too long before checking your progress means you could lose track of what is being done and lose the chance to notice your unexpected achievements which can boost your group's energy for going forward. During your progress review you can look at each of your objectives and ask the following questions:

- Which of the actions in the action plan got done?
- Which were not done? Why?
- What actions took place that we weren't planning for but helped us out?
- What did we learn during this period that we need to remember for the next quarter?

## ***Evaluation***

At the completion of your project you will take time to evaluate whether you have reached your goals and whether the methods you used were the right ones. When you receive funding for a project, your contributor will want to see a final evaluation to see whether your stated objectives have been achieved and what lessons you have learned from the experience that will inform your future efforts. Evaluation could be carried out a few months or years after the project has finished in order to assess its long-term impact and sustainability.

An evaluation can be done while you are carrying out the project ('mid-term'), at its end ('final evaluation') or afterwards ('post evaluation'), either to help steer the project or to draw lessons for future projects. An evaluation activity can last anywhere from a few days to several weeks. The major principles of evaluation can be summarised as follows:

- The method should be impartial and if possible, carried out by someone other than the project team.
- The method should be as open and honest plus appropriate to the project.
- The evaluation should be presented in a clear way and reflect all the interest of the stakeholders involved.
- There should be participation of stakeholders where possible including their views and knowledge.
- The evaluation should result in improved decision making

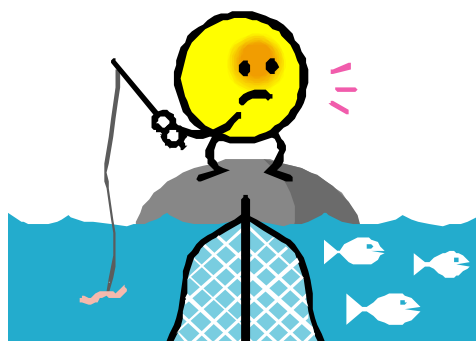
Funding agencies will provide the terms they will use in evaluating your project. They refer to this as 'evaluation criteria'. Table 9 provides an adaptation of the evaluation criteria used by the European Commission.

**Table 9: Evaluation Criteria used by the European Commission**

Relevance of the means	The objectives of the project are appropriate to the problems stated. The project is appropriate to the community and country it is placed in. The project makes sense logically.
Efficiency	The results are achieved at a reasonable cost. The means are efficient both of cost and time and have produced a quality result. This usually requires the need to compare what was done in other approaches to see whether the most efficient process was used.
Effectiveness	Did the results fulfill the project purpose? Were the assumptions about it correct?
Impact	Was the project effective on its wider environment. Did it make a contribution to the overall objectives of the project stated in the project's proposal? Do the objectives achieved fit into the interests of the funding agency?
Sustainability	Will the benefits produced by the project continue to carry forward after the support from the funding agency has ended? Will the stakeholders identified in the start of the project continue to offer support in policy, financial, philosophical, or other ways?

### Lesson learning

The project cycle model is useful in showing the steps you would go through in carrying out a project, but it has one drawback. It makes it look as though one step follows the next. In reality however, you may do the steps of the cycle in a different order. You will also go through the steps several times as you continue to learn what has worked and what has not worked that needs to be changed in the future. This is the iterative process you read about earlier. By going through this process you can learn valuable lessons and continue to improve all of your projects.



## LOGFRAME ANALYSIS<sup>7</sup>

Now that you have worked out all the elements of your project, you can summarise your ideas and plans into one picture that will help a potential donor understand them. Funders like to see the elements of your project presented in one diagram (matrix) so they can see the 'big picture' of what you are trying to do. They also want to see that you have carefully considered how you will achieve your objectives and how you will know when you have succeeded, i.e. the 'markers' of your success. This diagram is called a logframe (short for logical framework) because it frames your best thinking (logically) about what you plan to do.



By developing a logframe matrix, you will go through a thinking process to make sure that your project makes sense. What is the overall objective (goal)? What is the purpose of the project? What will be the results or outputs? What actions are needed to complete it and what inputs (people, money, etc.) are needed? The answer to these questions will constitute your logframe matrix. You will also include what you believe to be true about the various elements of your project such as whether certain people will buy-in to your idea, whether there will be people to do the work, whether you will get government approval to carry out an activity, etc. These beliefs are referred to as your 'assumptions' about how something will go. The beauty of the logframe matrix is that it puts all of this important information into one diagram and connects the way each bit of information affects or is affected by the next.

There is an order, or hierarchy, in setting up and reading a logframe matrix. When you read a logframe matrix you can read up and down – this is referred to as 'vertical logic.' You can also read side to side, which is referred to 'horizontal logic.' Table 10: shows the structure of a **logframe** matrix.

Table 10: Example of the structure of a logframe matrix.

Activity description	Indicators	Means of verification (MoVs)	Assumptions
Overall objectives	Indicators	MoVs	Assumptions
Project purpose	Indicators	MoVs	Assumptions
Outputs	Indicators	MoVs	Assumptions
Action program			
Project inputs			

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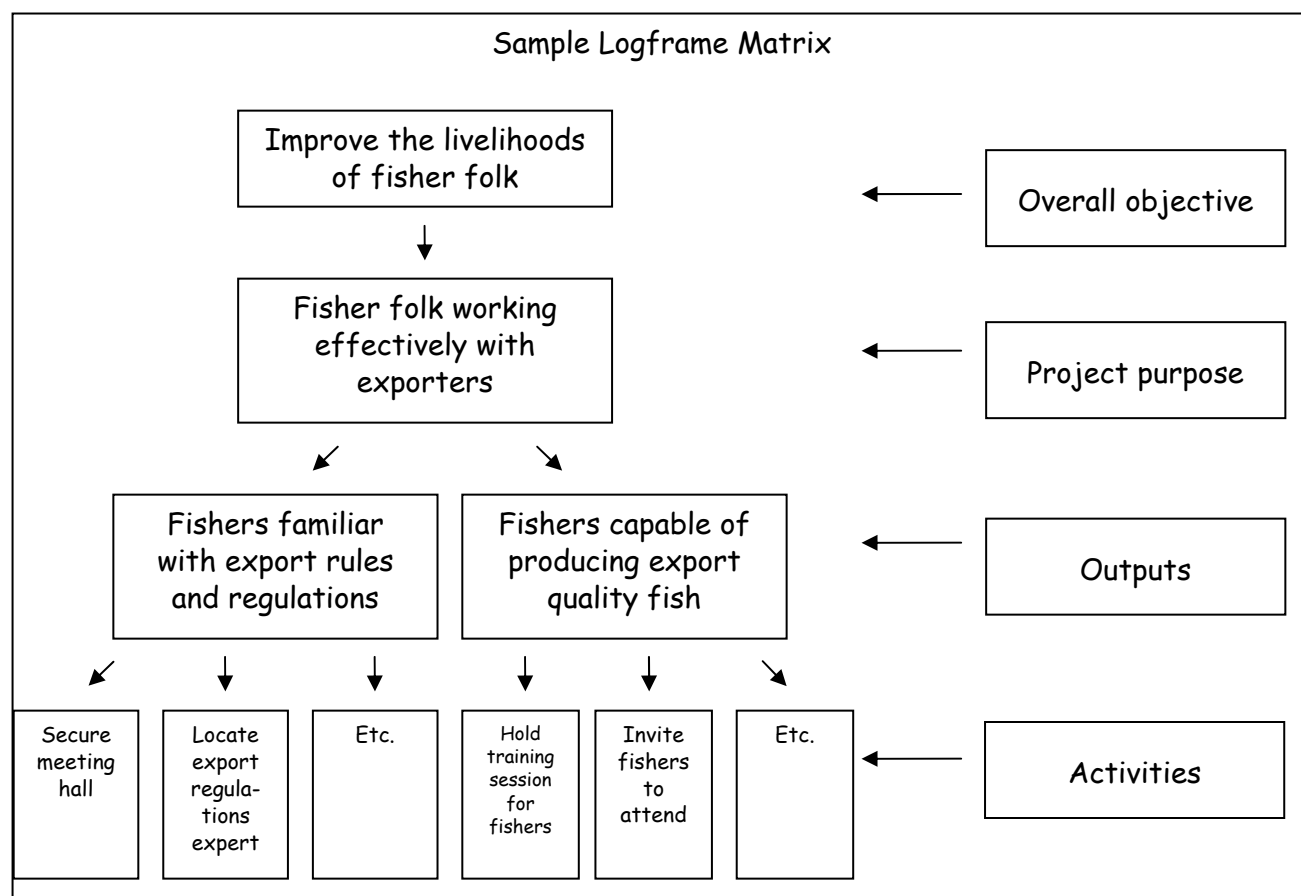
<sup>7</sup> Adapted from AusAID. 2005. AusGuideline 3.3 The Logical Framework Approach. Accessed at <http://www.ausaid.gov.au/ausguide/pdf/ausguideline3.3.pdf>

Reading upward you will see that each item in the matrix connects to the item above it in a cause and effect way. This is referred to as 'vertical logic'. To understand this you can add the words 'if' and 'then' to the way that you read upward.

- **If** the inputs are provided **then** the actions can be taken.
- **If** the actions are carried out, **then** the outputs are likely to be achieved.
- **If** the outputs are produced, **then** the purpose will be supported.
- **If** the purpose is supported, **then** the overall objectives may be achieved.

### Project hierarchy from purpose to actions

The logframe below illustrates the vertical logic noted above. You will see that in order to address the project purpose you may need several outputs. Each of these outputs will have their own set of activities with their own inputs. For example, where the project purpose is 'Fisher folk working effectively with exporters' there is more than one output (result). Two outputs for this goal could be 'fishers familiar with export rules and regulations' and 'fishers capable of producing export quality fish'. (When building your **logframe** matrix, you will note the items as if they were already accomplished.) Both of these outputs would require training but each would be different: one is about acquiring knowledge and the other is more of a hands-on workshop. Activities that support these two types of training sessions are shown.



## ***Assumptions***

The fourth column of your logframe matrix will show your assumptions about the conditions that are needed to fulfill your project objectives, purpose, outputs and actions. Thinking about and stating the conditions necessary for the project to succeed helps you to minimize risk. For example the output: 'Fishers capable of producing export quality fish' *assumes* that fishers are interested in learning these new techniques, and that their boats are capable of handling any new equipment required. For the output: 'Fishers familiar with export rules and regulations' one of your *assumptions* might be that Government will provide the trainers for the course.

To test whether your assumptions are the right ones, simply ask yourself, "Is it essential that this should happen in order for the project to become successful?" If the answer is yes, then include it in your logframe. If there is any doubt about the assumption then it should be highlighted as a 'risk' that may cause your project to fail. High risk assumptions may require special attention, or checking before the project can go ahead.

## ***Indicators***

How will you, or your funding organisation, know whether your project is successful? What will *indicate* that the overall objective has been realized, the purpose has been fulfilled, the outputs achieved and the activities carried out as planned? Indicators are set up to answer these questions. They tell you how these main elements will be measured and verified. Table 11 gives examples of indicators and their MoVs.

Table 11: Example of indicators and MoVs

<b>Indicators</b>	<b>Means of Verification (MoVs)</b>
Fishers have been trained in fish handling for export.	Fishers showed up for the course, stayed for the duration and passed the test.
Fishers are working effectively with exporters.	The product now meets the HCCP standard of fish quality.

## **SMART Indicators**

A useful tool for determining appropriate indicators is one you already know, and that is the one used for designing SMART actions. Indicators must also pass the 'SMART' test. They must be Specific, Measurable, Attainable, Relevant and Timely. Table 12: shows an example of how one indicator passed the SMART test.

Table 12: Example of how one indicator passed the SMART test.

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Outcome:	Fisher folk are working effectively with exporters.
Indicator:	Export records showing increased business
S = Specific	✓ You know what they are
M = Measurable	✓ They can be quantified
A = Attainable	✓ Records like this exist
R = Relevant	✓ They show the level of business activity
T = Timely	✓ They can be collected immediately upon transaction so will yield quick results

### ***Means of verification (MoV)***

For each item that you note in the first column of your logframe matrix you will need to provide an indicator of how this item will be achieved. You will also need to note the method you will use to prove it has been achieved. In other words, you will state the 'means' will you use to verify your results. Table 13: shows an example of indicators and MoVs.

Table 13: An example of indicators and MoVs

Output	Indicator	MoV
Fishers are working effectively with exporters	Export records have been received	The records
A profitable fishing season	Statistics collected at the landing site of fish caught and receipts from vendors who purchased the product from the fishers	Landing records and vendor receipts

Creating a logframe of your project is not only about putting your ideas on paper. Doing so forces you to think carefully about your project. As you work through all of the details it helps you to see areas where you might have trouble and where your project could fail. It also gives you a tool to share the project with your colleagues. Appendix 3 shows a [logframe](#) matrix used for a recent sea egg project in Barbados.

## CONFLICT MANAGEMENT AND NEGOTIATION

### HOW I ACT IN CONFLICTS

3 = very often the way I act in a conflict

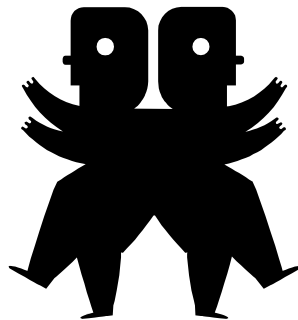
2 = sometimes the way I act in a conflict

1 = never act that way in a conflict



- \_\_\_\_\_ 1. It is easier to refrain than retreat from a quarrel.
- \_\_\_\_\_ 2. If you cannot make a person think as you do, make him/her do as you think.
- \_\_\_\_\_ 3. Soft words can win hard hearts.
- \_\_\_\_\_ 4. You scratch my back, I'll scratch yours.
- \_\_\_\_\_ 5. Come now let us reason together.
- \_\_\_\_\_ 6. When two quarrel, the one who keeps silent is most praiseworthy.
- \_\_\_\_\_ 7. Might overcomes right.
- \_\_\_\_\_ 8. Smooth words make smooth ways.
- \_\_\_\_\_ 9. Better half a loaf than no bread at all.
- \_\_\_\_\_ 10. Not everything that is faced can be changed, but nothing can be changed until it is faced.
- \_\_\_\_\_ 11. He who fights and runs away, lives to fight another day.
- \_\_\_\_\_ 12. He has conquered well that has made his enemies flee.
- \_\_\_\_\_ 13. Kill your enemies with kindness.
- \_\_\_\_\_ 14. A fair trade brings no quarrel.
- \_\_\_\_\_ 15. No person has the final answer, but every person has part of the truth.
- \_\_\_\_\_ 16. Stay away from people who disagree with you.
- \_\_\_\_\_ 17. Battles are won by those who believe in winning.
- \_\_\_\_\_ 18. Kind words are worth much and cost little.
- \_\_\_\_\_ 19. Give and take is fair play.

- \_\_\_\_\_ 20. Difference of opinion leads to conversation. Conversation leads to truth.
- \_\_\_\_\_ 21. Avoid quarrelsome people as they will only make your life miserable.
- \_\_\_\_\_ 22. A person who will not run away will make another person run away.
- \_\_\_\_\_ 23. A soft answer turneth away wrath.
- \_\_\_\_\_ 24. One gift for another makes good friends.
- \_\_\_\_\_ 25. Only by giving up your ownership of the 'the truth' can you profit from the truths of others.
- \_\_\_\_\_ 26. The best way of handling conflicts is to avoid them.
- \_\_\_\_\_ 27. Put your foot down where you mean to stand.
- \_\_\_\_\_ 28. Gentleness will triumph over anger.
- \_\_\_\_\_ 29. Getting part of what you want is better than not getting anything at all.
- \_\_\_\_\_ 30. He that wrestles with us strengthens our nerves and sharpens our skill.
- \_\_\_\_\_ 31. There is nothing so important that you have to fight for it.
- \_\_\_\_\_ 32. There are two kinds of people in the world, the winners and the losers.
- \_\_\_\_\_ 33. When one hits you with a stone, hit him/her with a feather.
- \_\_\_\_\_ 34. When both people give in half way a fair deal is made.
- \_\_\_\_\_ 35. By digging and digging the truth is uncovered.





## How I Act in Conflict Scoring

Withdrawing		Forcing		Smoothing		Compromising		Problem-solving	
1	_____	2	_____	3	_____	4	_____	5	_____
6	_____	7	_____	8	_____	9	_____	10	_____
11	_____	12	_____	13	_____	14	_____	15	_____
16	_____	17	_____	18	_____	19	_____	20	_____
21	_____	22	_____	23	_____	24	_____	25	_____
26	_____	27	_____	28	_____	29	_____	30	_____
31	_____	32	_____	33	_____	34	_____	35	_____
Total	_____	Total	_____	Total	_____	Total	_____	Total	_____

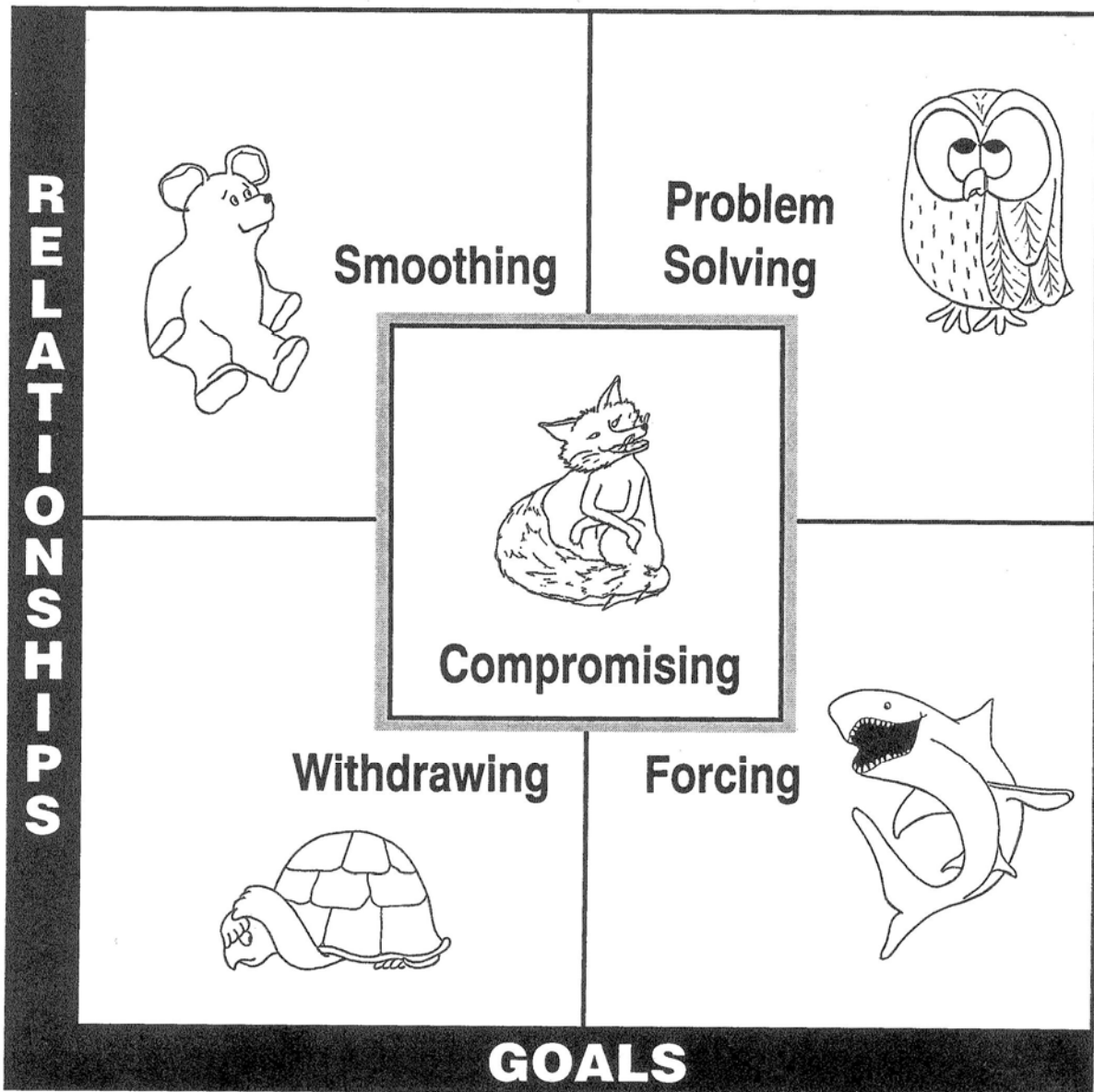
The higher the score for each conflict style, the more frequently you tend to use that style.  
The lower the total score for each conflict style, the less frequently you tend to use that style.

## How I act in Conflicts: Group Scoring

	1	2	3	4	5	Total
Problem-solving						
Smoothing						
Compromising						
Forcing						
Withdrawing						

Collect the scores for each person in the group for each of the five categories to see the conflict style balance in the group. Are there too many soothers or too many that are forcing? This test will tell you how often you are facing conflicts and using problem solving to do so.

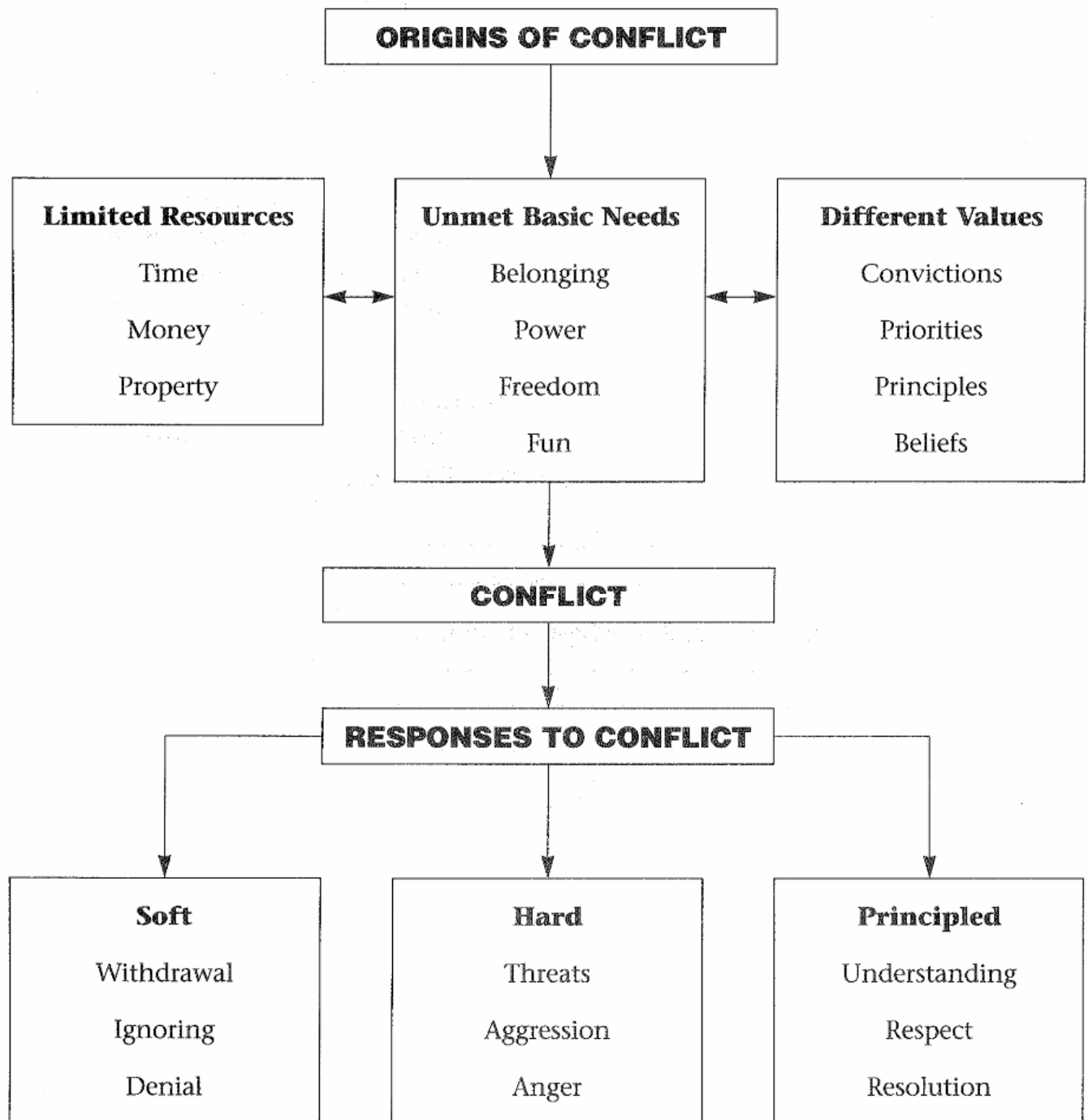
High  
Importance



Low  
Importance

High  
Importance

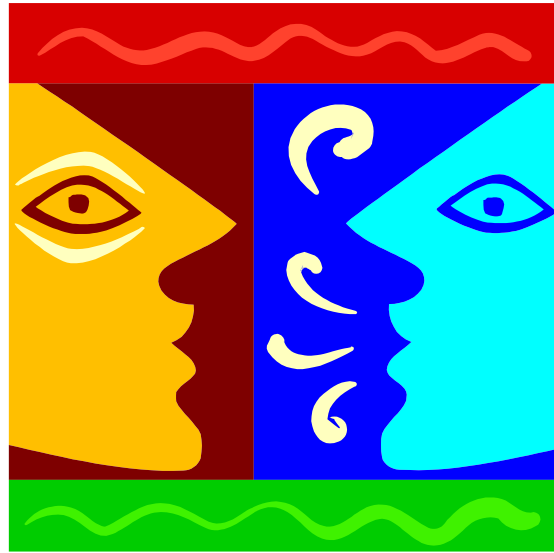
## CONFLICT DIAGRAM



## BE A GOOD COMMUNICATOR

### Listen actively

- ⇒ Eye contact
- ⇒ Show interest
- ⇒ Respond - nod, hm mm, etc.
- ⇒ Don't interrupt



### Give feedback

- ⇒ So what you're saying is ...
- ⇒ Sounds like what you're saying is ...
- ⇒ So you say ...
- ⇒ You're saying ...

### Empathise

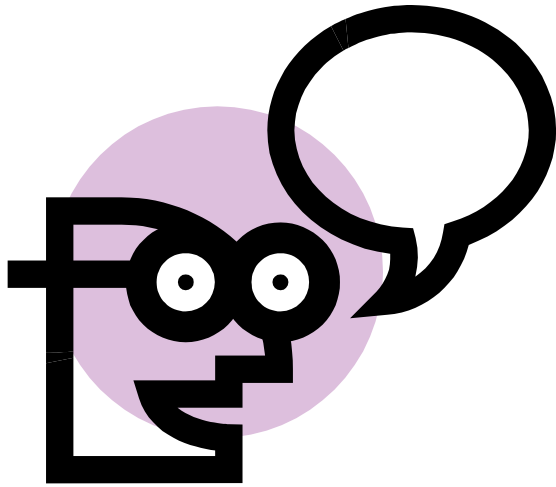
- ⇒ "I understand what you are going through."
- ⇒ "I've been there, I know what you mean."

### Summarise

"Let me see if I heard what you said. First you did 'x' and then 'y' and finally 'y' happened. Did I get the story right?"

## 'I' STATEMENTS

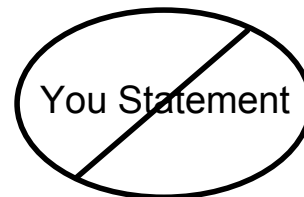
'I' Statements help you to express yourself and to get what you want.



With 'I' statements there is:

- ⇒ No blame
- ⇒ No expectations

'I' statements must be **CLEAR** (to the point) and **CLEAN** (no judgments or blame)



### 'I' STATEMENT FORMULA

There is a simple formula that you can use in a variety of situations to clearly express yourself. It involves the following steps.

#### 1. When you ...

"When you use my fishing gear without asking ..." rather than, "When you steal my stuff ..." This statement carries no blame and simply describes what actually happened.

#### 2. I feel ...

Say how you feel, ("I feel vexed", "I feel jealous," etc.). See the next page for a list of feelings.

#### 3. Because ... (if you need more explanation)

#### 4. I would like you to ...

This is a statement of how you would like to see things change, but without expecting the other person to change. Try to be positive. Say, "What I'd like is to make a plan that we can both keep" rather than, "I'd like you to stop canceling meetings with me."

## HOW DO I FEEL?<sup>8</sup>

**Feelings we have when our needs are being met.**

absorbed	blissful	concerned
adventurous	buoyant	confident
affectionate	calm	contented
alert	carefree	cool
alive	cheerful	curious
amazed	comfortable	dazzled
amused	helpful	eager
animated	hopeful	radiant
appreciative	inquisitive	rapturous
ardent	inspired	refreshed
ecstatic	intense	relaxed
elated	interested	relieved
enchanted	intrigued	satisfied
encouraged	invigorated	secure
energetic	involved	sensitive
engrossed	joyous	serene
enthusiastic	joyful	spellbound
excited	keyed-up	splendid
exhilarated	merry	stimulated
expectant	mirthful	surprised
fascinated	moved	tender
free	optimistic	thankful
friendly	overjoyed	thrilled
fulfilled	overwhelmed	touched
glad	peaceful	tranquil
glowing	pleasant	trusting
good-humored	pleased	upbeat
grateful	proud	warm
gratified	quiet	wide-awake
happy		wonderful

**Feelings we have when our needs are *not* being met**

afraid	edgy	overwhelmed
aggravated	embarrassed	panicky
agitated	exhausted	passive
alarmed	fatigued	pessimistic
aloof	fearful	puzzled
angry	fidgety	resentful
anguished	frightened	sad
annoyed	frustrated	scared
anxious	furios	sensitive
apathetic	gloomy	shocked
apprehensive	guilty	skeptical
ashamed	heavy	sleepy
bewildered	helpless	sorrowful
bitter	hesitant	sorry
blah	horrified	startled
blue	horrible	surprised
bored	hostile	suspicious
concerned	hot	terrified
confused	hurt	tired
cross	impatient	troubled
depressed	intense	uncomfortable
despairing	irked	uneasy
disappointed	irritated	unhappy
discouraged	jealous	unsteady
disgusted	lazy	upset
dismayed	lonely	uptight
displeased	mad	vexed
distressed	mean	weary
disturbed	miserable	withdrawn
downhearted	nervous	worried

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<sup>8 8</sup> Rosenberg, M.B. 1999. Nonviolent communication, PuddleDancer Press, Encinitas, CA, 212 pp

## 'I' STATEMENTS WORKSHEET

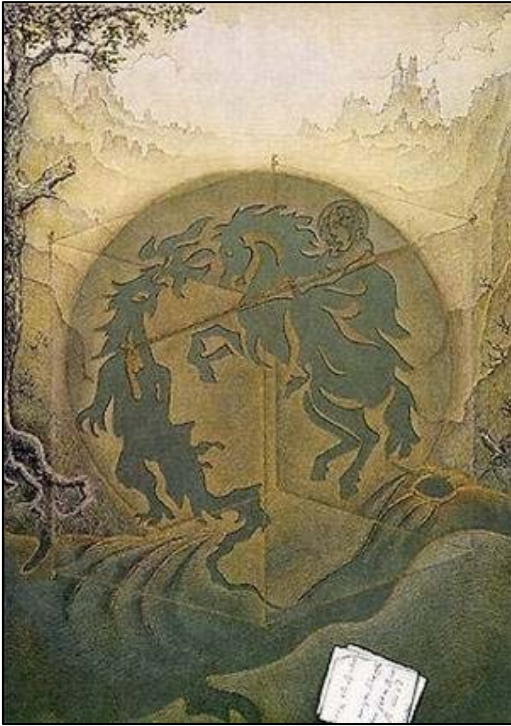
When you \_\_\_\_\_ (describe what the person did - the facts)

I feel \_\_\_\_\_ (state your feelings)

Because \_\_\_\_\_ (give reason for the desired change if you choose)

I would like you to \_\_\_\_\_ (describe the change you desire)

WHAT DO YOU SEE?





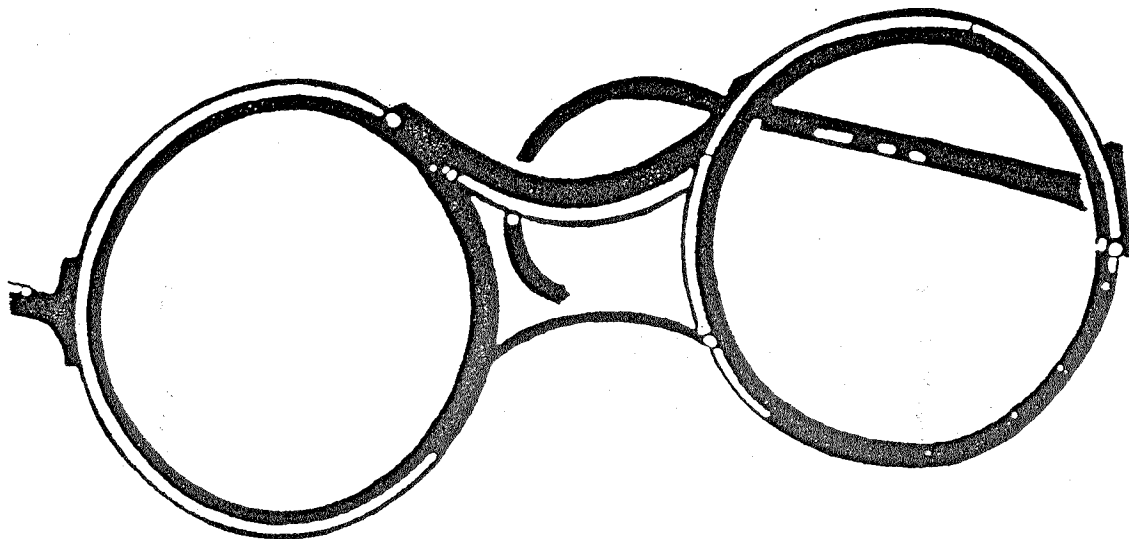
## THINKING ABOUT YOUR POINT OF VIEW<sup>9</sup>

Conflicts often occur because we fail to remember that others might actually look at things differently.

The way we look at things comes from who we are and the experiences we have had in life.

Exercise:

1. Think about a few significant events or situations that shaped you (e.g., position in your family, important change in your situation, an important institution).
2. Quickly sketch pictures in each of the lenses to represent two events or situations that influenced you.



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<sup>9</sup> Perlstein, R. and G. Thrall.1996. Ready to use Conflict Resolution Activities. Center for Applied Research Education. New York.

## QUESTIONING SKILLS

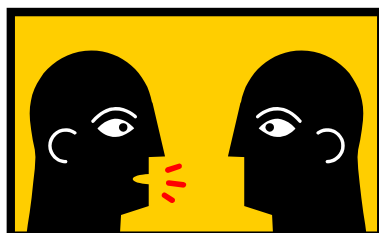
Asking questions is a good listening skill. It lets people know that they are heard. It also lets the other person know that you want to understand. On the other hand, poor questioning skills may get in the way of good communication. Questions should not make anyone feel annoyed or irritated. Some general rules for asking questions are:

- Ask only necessary questions
- Have a reason beyond your curiosity to ask a question
- Avoid questions beginning with 'why'
- Avoid 'leading' questions
- Be aware of the tone of voice in which the question is asked

**Closed questions** - stop the conversation

**Open questions** - encourage others to talk

CLOSED QUESTIONS	OPEN QUESTIONS
Do you like that fishing gear?	What kind of gear do you like best?
Is your boat set up for safety at sea?	Which safety features are most important to you?
Is he a good leader?	What are the reasons you support him as a leader?
Do our vendors use healthy food handling procedures?	What do our vendors do to follow good health standards?
Is that Credit Union a good one?	What do you like about that Credit Union?
Did you like the training session?	What did you like about the training session?
Did the Minister agree with our request?	What did the Minister say when she received our request?



# DIFFUSING ANGER<sup>10</sup>

- **LISTEN:** Let the angry person vent ... do not argue.
- **RELAX:** Deal with your emotions do not get defensive.
- **FEEDBACK:** Make sure the other person knows that you understand.
- **PROBLEM SOLVE:** What can be done to make things better?



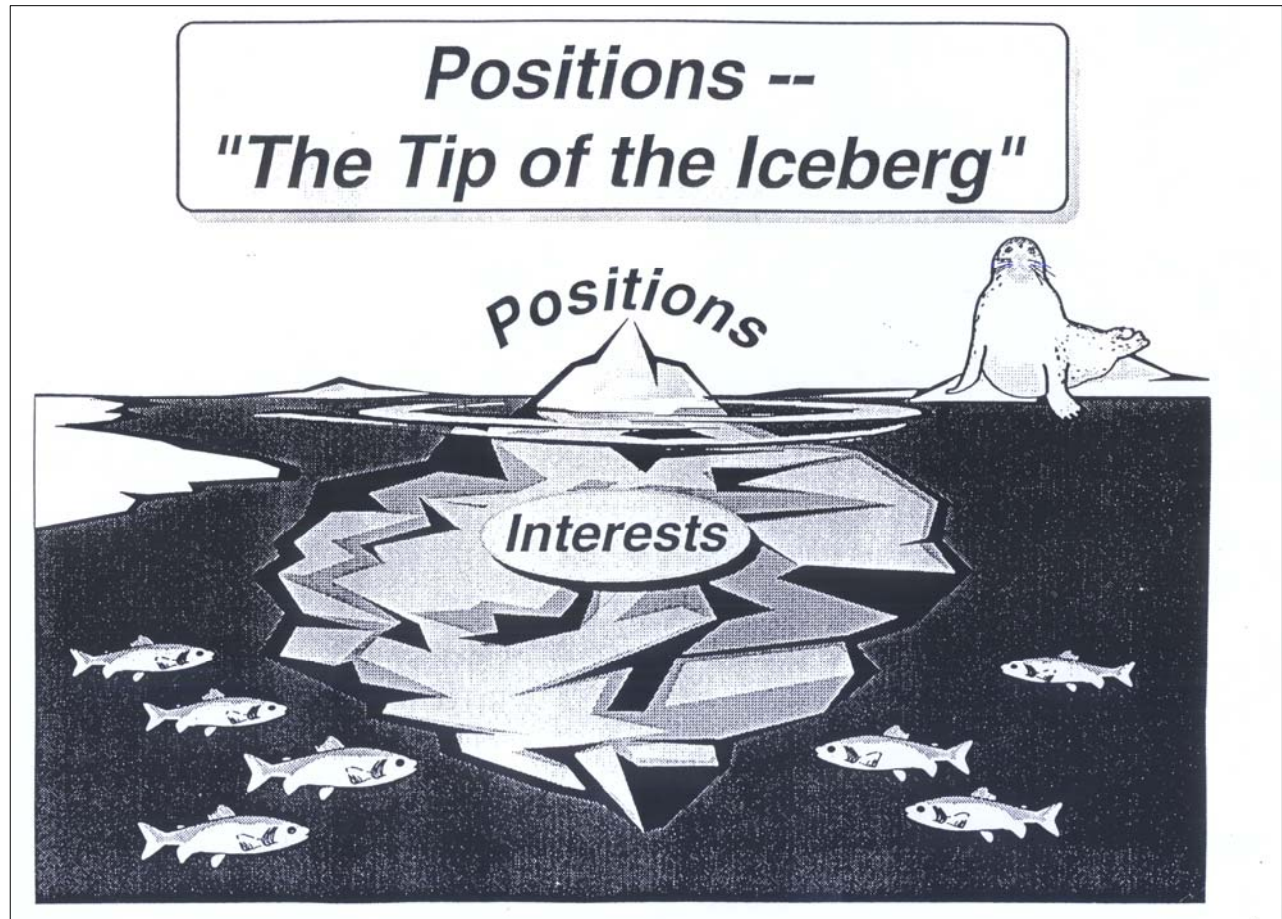
## DON'T REACT!

Count to ten ... Tell yourself, "Don't get defensive." ...  
Think: "Don't take this personally!" ... Tell yourself,  
"Consider the source ... it's not worth getting upset." ...  
Think about how you might feel in the other person's shoes  
... Ask yourself, "Just what is your problem?!" ... Think, "I'm  
okay and I don't have to defend myself" ... take a deep  
breath ... picture a calm scene ... pick out a positive feature  
of the angry person and focus on it ... figure out what the  
purpose of the hostility really is ... find the humor in the  
situation ... 'LET IT GO!!!'

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<sup>10</sup> Perlstein, R. and G. Thrall.1996. Ready to use Conflict Resolution Activities. Center for Applied Research Education. New York.

## 7 STEPS FOR INTEREST-BASED NEGOTIATION



1. **INTERESTS** - What do people really want?
2. **OPTIONS** - Possible agreements or bits of agreements
3. **ALTERNATIVES** - What will I do if we don't agree?
4. **LEGITIMACY** - Criteria I will use to persuade each of us that we are not getting 'ripped off'.
5. **COMMUNICATION** - Am I ready to listen and talk effectively?
6. **RELATIONSHIP** - Am I ready to deal with the relationship?
7. **COMMITMENT** - What commitments should I seek or make?

## GETTING READY TO NEGOTIATE<sup>11</sup>

### The Risk of Being Unprepared

People think that just talking is low risk. Let's hear what they have to say. If we like it we can accept it. If we don't we can walk away. But being unprepared to negotiate is risky.

- How will we know whether we should agree unless we know what we want and what we are willing to let go of?
- How will we know whether to walk away unless we have some idea of how to get what we want elsewhere?
- More importantly, by being unprepared we surrender the advantage to the other side.

### The Time it Takes to Prepare

Some will say, "But preparation takes too much time!" Preparation does take time, but it probably saves more time than it takes. A well-prepared negotiator can think about the issues for agreement, come up with options and assess offers from others more quickly and wisely than a negotiator who does not 'know the terrain'.

Matters that are unimportant don't need much attention. However some involve high stakes, many issues, and even several parties. In these cases preparation is a good idea.

To be ready, you will spend as much time preparing as you do face-to-face, but whatever the situation, spending time on preparing is likely to save time in the long run.

### How to Prepare

Most people feel prepared if they know what they want and what they'll settle for (their bottom line). But if this is all you know you are likely to end up in a back-and-forth situation of making demands and giving in as you try to get what you want. Taking a different approach, where you try to meet both people's needs (you both win something) is a better way to negotiate a good deal that does not ruin a future relationship.

It is best to take a systematic approach when preparing for a negotiation by using the Seven Elements of Negotiation.



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<sup>11</sup> Roger Fisher, R & Danny Ertel. 1995. "Getting Ready to Negotiate; Getting to Yes Workbook," state there is seven key elements of negotiation. Penguin Books.

## 1, Interests - What do People Really Want?

When preparing you will consider what your interests are, but it is important to think of the interests of the other party. If you only think of what you want ...

- You will be less imaginative and creative by focusing only on your own wants and needs.
- It hurts relationships. Others won't be willing to accept the agreement if doesn't meet their interests too.

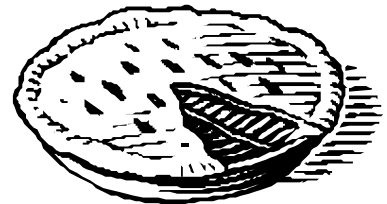
### Thinking about interests

- How can you tell the difference between a position and an interest?
- Ask: for what purpose do I want this?
- Is there more than one way to satisfy it?
- What do I think their interests are?

## 2. Options - What are Possible Agreements, or Bits of Agreement?

Here we use our differences (the way we look at things, resources, interests) to create value. We use these to look for ways to make each of us better off than we would be without the deal. This is called looking for ways to 'increase the pie'. In negotiation it is a mistake to ignore or minimise differences. Instead put these differences to work for both parties. Some examples:

- Economies of scale (purchasing power to get a better discount),
- Skills - being able to work together better than on your own,
- Anything that one party values and the other does not offers opportunity to create value.



How do we increase the pie?

Questions to ask yourself:

- Is there a way that we can both win?
- Is this a business or family situation where we both have things to gain?
- Is it possible that our interests are compatible?

## 3. Alternatives - What Will I do if We do not Agree?

### Know yours and theirs!

There are times when you can do better by walking away. Alternatives are simply other ways of getting something. When negotiating you need to think about several ways to get what you want if your negotiation fails. You will want to think about your Best Alternative to a Negotiated Agreement, or BATNA.



For negotiation to be a success it must be better for you than your BATNA. Preparing beforehand tells you when to stay and talk and when to walk. Not having a BATNA makes parties unsure of when they should keep negotiating and when they should head for the door.

### Reasons to Know Your BATNA

It will give you greater confidence during negotiation and keep you from making mistakes by accepting something that is not good enough.

To strengthen your BATNA take time to think about several ways to satisfy your interests. Think about their BATNA. You can guess what it would be. This will help you consider options they might agree on.

#### **BATNA**

**Best Alternative to a Negotiated Agreement**

*"When to Walk and When to Talk"*

Do we reach an agreement?

Or

Do I look elsewhere to meet my needs?

### 4. Legitimacy - What Standards or Criteria Will I Use to Persuade Each of Us That We are not Being 'Ripped Off'?

Many times we face situations where interests conflict. Good negotiators make somebody believe that a certain result would be fair rather than trying to convince by stubbornness. Having at hand standards of fairness are as valuable as a sword to persuade others and as a shield to protect ourselves from being unfairly treated.

To know you are not getting ripped off by someone's offer, you will want that person to show you that their offer is fair. If someone can show you that an offer is reasonable because others have done something, paid a certain price, or used a certain principle then it will appear to be a reasonable offer. Likewise, if you want to convince the other side that they are not being ripped off, you will want to show them examples of how others in similar situations accepted such an offer. So before you negotiate try to think of some examples of other situations that you can use for persuasion.



Having standards or criteria is like having a sword to persuade others

and a Shield to protect yourself.



### Consider if your process is fair

How will you work together? Think of how children bargain, "I cut and you choose" (as with sharing a chocolate bar) or 'flip a coin' (for who gets to go first). An adult example might be agreeing to consult a mediator or an arbitrator to settle a matter.

Questions to ask yourself:

- Am I concerned that I may get ripped off? Am I treated unfairly?
- Would it help to give them convincing arguments as to why my proposal is fair for them?

### **5. Communication - Am I Ready to Listen and Talk Properly?**

Think about how you will speak and listen to create safety, understanding and progress.

Questions to ask yourself:

- Am I ready to listen actively and to try to understand their point of view?
- Is what I have to say clear?
- Have I thought about how to speak in ways that will make them want to listen?



### **6. Relationship - Am I Ready to Deal with the Relationship?**

The reason we use interest-based negotiation is to preserve and improve relationships. It is important to separate the person from the problem.

Questions to ask yourself:

- Am I likely to be defensive or hostile with this person?
- Could this negotiation damage our relationship?
- Is this someone whom I will need to work with or depend upon in the future?

### **7. Commitment - What Commitments Should I Seek or Make?**

Some things to remember for this step are:

- Plan ahead for how agreements will be carried out (who will pay, who will deliver, etc.);
- Clarify the purpose of your meeting, how it will be conducted, what you hope to achieve. Do you have an agenda? Do you need ground rules? Etc.

Questions to ask yourself:

- What commitment am I ready to make?
- What commitment do I want from the other side?
- Does the person I am meeting with have the authority to make commitments?



# NEGOTIATION WORKSHEET

1. **THE ISSUE.** Here is the problem as I see it:

2. **INTERESTS.** Here are my interests and the other party's possible interests (i.e. underlying needs, concerns, hopes, fears):

MY INTERESTS	HIS, HER, THEIR POSSIBLE INTERESTS
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

After listing all the interests, mark each with an 'S' (Shared, Similar), 'D' (Different) or 'C' (Conflicting)

3. **OPTIONS.** Here are some options that might satisfy our interests. (Options are possible, often creative agreements or pieces of an agreement. Options are not commitments.)

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4. **STANDARDS** (if relevant). Here are some examples or standards for handling situations like this:

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5. **POSSIBLE ALTERNATIVES TO NEGOTIATED AGREEMENT (BATNA)**. If we don't come to agreement here are some things we might do to satisfy our interests.

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- 
- 

6. **POSSIBLE ALTERNATIVES FOR THE OTHER PARTY.**

- 
- 
- 

7. **AGREEMENT**. Here are the pieces of a possible agreement.

- 
- 
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## LEADERSHIP, GROUP DYNAMICS AND TEAMBUILDING

### THE LEADER IN YOU<sup>12</sup>

We are all leaders in one way or another. Each one of us has developed our own personal style of leadership from just living our day-to-day lives e.g. teaching Sunday School; being on a team, working with others in our jobs. Answer the following questions as you think about your own life.

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What is your first memory of being a leader?

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How did you learn about leadership when you were growing up?

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What did you learn about leadership that you don't believe anymore?

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What did you learn about leadership that you still believe?

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<sup>12</sup> Adapted from 1986, Pitters-Strachan, D. Leadership. Government of Canada, Love Printing, Ontario.

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What do you think parents should try to teach their children about leadership?

## WHAT IS YOUR DEFINITION OF LEADERSHIP?

Think about your friends and acquaintances that you feel are effective leaders. What are they like? What characteristics or skills do they have?

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Think about someone who is a public figure that you admire as a leader. What characteristics and skills do you think this person has that make him/her a great leader?

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After looking at the two lists above, create a single list below of characteristics and skills that you will need to be an excellent leader of a fisher folk organisation. Add any other characteristics or skills that you think would be necessary.

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## LEADERSHIP ROLES<sup>13</sup>

Being a good leader is based more on action than on having special skills. The actions you take as a leader usually involve building good relationships with members of your group and then influencing members to reach group goals. Effective leaders have to play a number of rules such as:

- Communicator
- Team Builder
- Facilitator
- Change Maker
- Educator



### Communicator

A good communicator is able to ask for what he or she wants in an effective way, is able to give and receive feedback and most importantly is a very good listener.

### Team Builder

A good team builder is able to rally the forces of the group toward satisfying their objectives and meeting their needs.

### Facilitator

A good facilitator understands the nature of groups and is able to effectively facilitate meetings and planning sessions.

### Change Maker

All organizations change. Whether they change successfully can be influenced by a leader who can help members adjust to the change.

### Educator

A good educator is able to get the most relevant and helpful information that will help the group to make choices and achieve its goals.

### *Teambuilding Lessons We Can Learn from Geese*

*Author Unknown*

**Fact #1** - As each bird flaps its wings, it creates uplift for the bird following. By flying in a "V" formation, the whole flock adds 71 percent greater flying range than if one bird flew alone.

**Lesson Learned** - People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the strength of one another.

**Fact #2** - Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

**Lesson Learned** - If we have as much sense as geese, we will stay in formation with those who are ahead of where we want to go and be willing to accept their help as well as give ours to others.

**Fact #3** - When the lead goose gets tired, it rotates back into the formation and another goose flies at the point position.

**Lesson Learned** - It pays to take turns doing the hard tasks and sharing leadership.

**Fact #4** - The geese in formation honk from behind to encourage those up front to keep up their speed.

**Lesson Learned** - We need to make sure our honking from behind is encouraging, and not something else.

**Fact #5** - When a goose gets sick or wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is able to fly again, or dies. Then they launch out on their own, with another formation, or they catch up with their flock.

**Lesson Learned** - If we have as much sense as geese do, we too, will stand by each other in difficult times as well as when we are strong.

<sup>13</sup> Adapted from 1986, Pitters-Strachan, D. Leadership. Government of Canada, Love Printing, Ontario.

# TEAM BUILDING BEHAVIOURS

## Maintaining Group Stability

*Encouraging:* Being\_friendly, responsive to others, accepting others for their contribution, and letting others be recognized for their achievements.

*Expressing group feelings:* Sensing feelings, moods, and associations in the group; sharing how you feel with others.

*Harmonizing:* Making attempts to reconcile disagreements, reducing tension, getting people to explore their differences.

*Compromising:* Modifying a stance, admitting errors, compromising to maintain group cohesion.

*Gate-keeping:* Keeping communication channels open, bringing others in, creating opportunities to discuss problems.

*Respecting individuals:* Listening to varying points of view, celebrating differences.

*Setting standards:* Discussing standards for the group to achieve, applying standards when evaluating the group's performance.

## Doing Work to Make Sure the Job Gets Done

*Initiating:* Proposing work to be done and goals to be achieved, defining a group's problem, suggesting an idea for solving a problem.

*Information/opinion seeking:* Requesting facts, getting necessary information about a group concern, asking for suggestions or ideas.

*Clearing up confusions:* Try to make clear fuzzy ideas or suggestions, help people to understand the issues and the choices.

*Summarising:* Pull together the group's ideas, summarizing the group's ideas and conclusions.

*Testing for agreement:* Checking with the group to see when they agree or do not agree.

## Notes:

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# GROUP FACILITATION

Understanding how groups develop is essential to a group facilitator. Knowing how groups develop will help you to be comfortable with working with groups because you will understand the stages that groups go through. Those stages are:

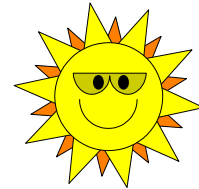
**Forming:** At this stage group members are trying to understand the situation they are in and what they have to do, what the rules are and so forth. At this stage they are feeling dependent on the leader.



**Storming:** When group members begin to challenge the work, the methods and even the leader they are in the storming stage. Conflict and hostility will surface.

**Norming:** At this stage conflicts begin to get smoothed out and members start to support each other and cooperate with each other. People feel comfortable expressing their own opinions.

**Performing:** When the group works well together they are in this stage. Members are satisfied as their work bears fruit.



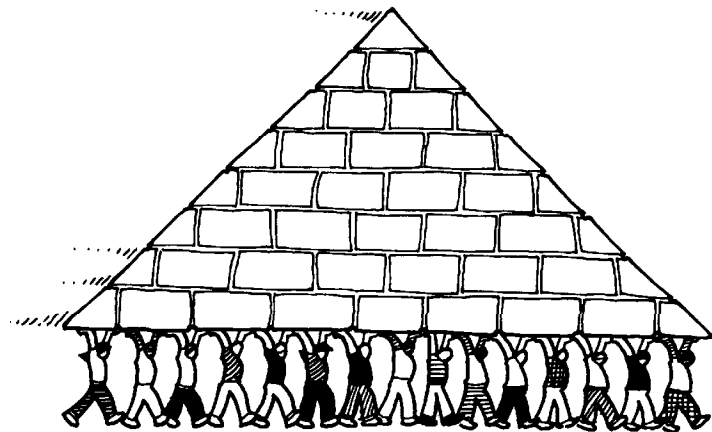
**Some points to note are:**

- There is no such thing as a leaderless group, but leadership often changes as the group develops.
- It is not uncommon for groups to dissolve and re-form as they work together.
- Conflict can be positive for the group. When conflict changes from mumbling and grumbling to direct expression to one another, this shows that the group is moving out of the storming phase.
- The smaller the group, the faster it will move through the stages of development.
- All groups go through these stages. Even committees that form from the larger group will go back to the forming stage when they meet.

**Signs of unity:**

When a sense of unity arises, it means that members of the group feel comfortable with each other. Unity exists when the following conditions are present:

- The members show a high degree of commonality
- The members defend the group from internal and external threats
- People attend meetings voluntarily and participate freely





- In a unified group the members feel enough trust in the group to share their concerns easily. They are able to listen to each other's opinions to learn from each other and gain new insights.

The goal of an effective leader is to enable the group to work as often as possible in the fourth stage where they are performing well together - where they trust each other, solve difficult problems and are able to handle conflict. You can tell if a group is working well together if:

- They are committed to the work to be done and look for ways they can help
- Meetings are orderly and led in a caring way
- Members avoid pushing their jobs on others
- There is a tendency to attract others into the group through enthusiasm.

The Stage my Group is at now is:	Stages I have seen are:

### How to advance group development

As the leader, you can encourage your group to move toward the performing stage of group development by:

1. Being a participant-observer
2. Giving lots of air time to others in the beginning
3. Encouraging small working groups
4. Talking about yourself and your ideas too
5. Seeing conflict as natural
6. Giving power to the group
7. Trying to understand other people's thoughts and feelings



### ***Being a participant-observer***

A participant-observer participates with the group and observes what is going on in the group at the same time.

This may sound difficult, but you already do this to some extent naturally. For example, you may lead a discussion and at the same time pay attention to who is listening, whether anyone is yawning, who is sitting with whom, and so on.

#### **What do you notice?**

When you are involved with a group there are hundreds of things you could notice. Put a check by the items you are likely to notice most in a group:

#### ***How individuals communicate***

- ☐ Ability to listen
- ☐ Interrupts others
- ☐ Is aggressive
- ☐ Is meek
- ☐ Speaks comfortably

#### ***Body language***

- ☐ Yawning
- ☐ Nervous fidgeting
- ☐ Talks with hand movements
- ☐ Leans forward with interest
- ☐ Crosses arms and looks suspicious

#### ***Group dynamics***

- ☐ 'Good' feelings in the room
- ☐ Hostility
- ☐ Anxiousness
- ☐ Forcefulness
- ☐ Who sits with whom

#### ***Accomplishment of the task***

- ☐ Progress being made
- ☐ Attention given to details
- ☐ Thoroughness of work
- ☐ Strengths and weakness of group members

#### **Giving lots of air time in the beginning**

When people first start working together it is a good idea to let them have a lot of time to share their views so they can begin to feel comfortable with the group and about what needs to be done. If people get enough opportunities to express their opinions of the project or job before working on it, they will feel more committed to it. You might stimulate some discussion by asking a few questions such as:

- What do we have to gain from achieving this project?
- What's the worst thing that could happen if we take on this project and complete it?
- What can we do to keep the worst from happening?



### **Encouraging small working groups**

Small groups of 4-6 members work more efficiently together than larger ones. Encourage working groups or committees to be small.

### **Talking about yourself and your ideas too**

Let people know how you feel about an idea or a project. For example you might say, "I'm not sure we can handle a project of this size," or "I think this project could make a big difference to our success." Being honest will encourage others to be also.

### **Giving power to the group**

Encourage a sense of power and control in group members. Where do groups see their power? Is it in themselves and do they feel capable of solving their own problems and have the authority to do so? Or do they see the power as outside themselves where they don't have the authority to make decisions? You can tell when members feel out of control by the words they use:

#### **Say**

I would rather ...

I would rather not ...

From now on maybe we can ...

We are making slow and steady progress here.

Let's not worry about things we can't control. What are we able to do?

#### **Instead of:**

I have to ...

I can't ...

We have never been able to ...

We should have been finished by now.

If we can't get this done it will be a disaster!

### **Seeing conflict as natural**

Don't try to avoid conflict. It is a natural part to any group process. Conflict can be very positive when it:

- Brings important issues into the open so they can be explained or dealt with
- Brings solutions to problems
- Lets out pent-up emotions or anxiety
- Helps build confidence when members see how they can resolve conflict together

#### **Conflict can have a negative effect when it:**

- Takes the focus off more important activities or issues
- Destroys the groups' good feelings
- Makes people feel bad about themselves
- Produces inappropriate or rude behaviour.

### **Understanding people's feelings**

When people are disturbed, they need to be understood not told they should feel differently. Don't say, "You shouldn't feel that way," but instead say that you understand and then ask what can be done to change things for the better.

## FACILITATION SKILLS

## HOW WOULD YOU RATE YOURSELF AS A GROUP FACILITATOR?

1	2	3	4	5
Poor				Excellent

What would you like to do more of?

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Less of

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What do you now that you want to keep doing?

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## BEING A CHANGE MAKER

Leaders can help groups to make changes successfully whether it is to form a fisher folk organisation for the first time or make changes within an already existing one. Before introducing change it is important to:

- Fully understand the objectives of the change
- Be committed to the change as being positive for the group
- Determine the impact the change will have on the group
- Determine the impact the change will have on members of the group
- Try to predict how people will react
- Try to predict who will support it

## BEING AN EDUCATOR

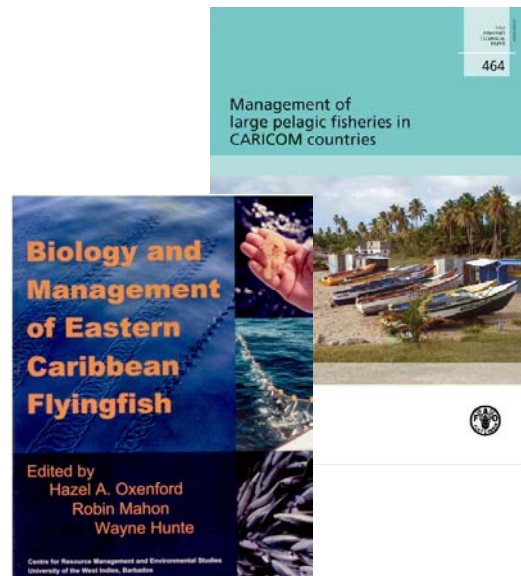
One of the leaders' major responsibilities is to ensure that all important information gets passed along to group members. Minutes from meetings, notes from workshops, new Government fishing policies, articles from the newspaper about the group or the fishing industry, etc. are all examples of items that need to be shared with group members.

A leader will also provide direction to group members who are taking on various group roles for the first time such as running a meeting, serving as treasurer or secretary, representing the group at workshops or conferences, talking to the press, etc. In areas where the leader is unable to provide guidance, he or she can refer the member to others who can do so.

### Navigating the Sea of Information

Sources of information that I come across are:

- \_\_\_\_\_ Meeting minutes
  - \_\_\_\_\_ Workshop reports
  - \_\_\_\_\_ Industry reports, e.g. FAO, GCFI, etc.
  - \_\_\_\_\_ Books or pamphlets
  - \_\_\_\_\_ Newsletters
  - \_\_\_\_\_ Newspaper articles
  - \_\_\_\_\_ Computer access for Internet sites
  - \_\_\_\_\_ Films, video
  - \_\_\_\_\_ Audio tapes or CDs
  - \_\_\_\_\_ Opportunities to interview experts
  - \_\_\_\_\_ Other
- 
- 
- 



Methods I use to share information are:

- \_\_\_\_\_ Photocopy articles and distribute at meetings
  - \_\_\_\_\_ Share key points from written sources at meetings
  - \_\_\_\_\_ Post articles or newsletters on bulletin boards
  - \_\_\_\_\_ Provide reading list
  - \_\_\_\_\_ Email to others
  - \_\_\_\_\_ Purchase copies of reports, books, etc. for our library
  - \_\_\_\_\_ Other
- 
- 
- 



## ORGANISING YOURSELF – A SKILLS INVENTORY<sup>14</sup>

The following test helps you to see how you measure up in terms of leadership skills. Read the following 10 principles and rate yourself 1 (low) to 5 (high) in each of the areas listed. This same skills inventory can be given to others in your organisation so everyone will have the chance to see what skills they need to improve.

		Low			High	
		1	2	3	4	5
1.	I am clear about the <u>values</u> of this organisation and how and why I am supporting them.	1	2	3	4	5
2.	I know how I define leadership within my organisation and am clear about my own goals for myself as a leader	1	2	3	4	5
3.	I practice visualising how I see myself and my fisher folk group in 3 or 4 years' time.	1	2	3	4	5
4.	I have set up my job in this fisher folk organisation so that it is fun to do.	1	2	3	4	5
5.	I am optimistic about what I can accomplish.	1	2	3	4	5
6.	I keep all my papers and other work related to my job/position in the same place.	1	2	3	4	5
7.	I use a daybook or calendar to note meetings, phone calls, and things to do and also to keep track of the amount of time I spend working for the fisher folk organisation.	1	2	3	4	5
8.	I keep separate up-to-date files for all expenses.	1	2	3	4	5
9.	I know how to say "no" and suggest other resources when people ask too much of me.	1	2	3	4	5
10.	I try to stay in touch with how I and others in the group are handling the stress of being involved in a fisher folk organisation.	1	2	3	4	5

<sup>14</sup> Adapted from 1986, Pitters-Strachan, D. Leadership. Government of Canada, Love Printing, Ontario.

## END-POINT VISUALISATION



Visualisation involves both reason (our thinking mind) and intuition (our gut feelings about something). Psychologists have known for a long time that people who visualize themselves as doomed to failure or are unworthy will usually fulfill their own prediction. Likewise, people who visualize themselves as happy and successful usually end up that way.

Visualization also works for organisations. Some groups think of themselves as ineffective or powerless. A group with a negative view of themselves won't accomplish much. On the other hand when a group starts to become productive and experiences conflict and challenges as positive they are on the path to improvement.

As a leader, one of your responsibilities is to interpret the future for your fisher folk group by always focusing on its goals and objectives. This will help other members to practice seeing a positive future that will be the result of their hard work.

### Ask:

*What do I visualize for my fisher folk group?*

*How do other members see our group in the future?*

### Putting it into practice

Your first step is to know your vision for the fisher folk group. The next step is to check with key members in the group to see whether your vision is realistic and optimistic. When everyone agrees on what you are aiming for in the future, then it becomes a matter of communicating this clearly to other members and providing the support they need for making this happen.

- Provide ongoing updates on how you're moving toward your goals. Think of the United Way symbol of a climbing thermometer.
- Find a way to honour people who make special contributions toward the goals. This might be a thank you letter or a pat on the back.

- Letting people know when you think their negative comments are straying away from constructive criticisms and into 'people bashing'
- Being open to new ways that your vision can go based on change
- Not visualizing great wealth and power as a result - but being more realistic 😊
- Keeping a sense of humour. It will take some members a little longer to adjust to the new ideas.

## Delegation

Being able to delegate work and responsibilities is a key factor in organise yourself. Delegation is not just giving people jobs to do. It is giving someone the freedom to do it in one's own way.

## FIVE-FINGER VOTING



Five-finger voting lets each person show how he or she feels about a something by holding up one to five fingers.

The reason for using this type of voting is to allow a team to quickly see the level of support for an idea or proposal. Each finger represents a different level of support.

- **Five fingers:** I Love it - I support the idea and will work actively to help it become a reality.
- **Four fingers:** I really like it - I support the idea; while I may not be a major player, I will do what is appropriate.
- **Three fingers:** I'm neutral - I'm not opposed to the idea; I don't care if others want to do it; I won't undermine their efforts.
- **Two fingers:** I really dislike it - I prefer other options. While I dislike the proposal, I will abide by the decision of the group for at least a trial period of time and I will not 'sabotage' the decision.
- **One finger:** Hate - I am opposed to the idea.





## THE DISCUSSION METHOD<sup>15</sup>

See page 49 of the *Leadership for Fisherfolk* manual for how to use the Discussion Method.

The Discussion Method → for communication + discovery

Your role → help the group think something through and make a decision



Using the Discussion Method is fun because it is like mining the group for their best wisdom.

Use the Discussion Method to:

- ⇒ Have a good dialogue
- ⇒ Expand people's thinking about something
- ⇒ Bring out good ideas and conclusions
- ⇒ Allow everybody in the group to participate



Questioning Style

- ⇒ Gently draw out responses from people
- ⇒ Receive all answers without judgment
- ⇒ Honor everyone's response
- ⇒ Ask open-ended questions that cannot be answered with 'yes' or 'no' responses.
- ⇒ Be careful with words - they mean different things to different people. Define their meaning if necessary.

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<sup>15</sup> Focused Conversation developed by the Institute of Cultural Affairs was formerly referred to as the Discussion Method. This method is one of the ICA Technology of Participation skills.

## DISCUSSION METHOD WORKSHEET<sup>16</sup>

TOPIC:	
Discussion Intention (Rational Aim):	Discussion Experience (Experiential Aim):
<b>Opening</b>	
<b>Objective Level</b> <ul style="list-style-type: none"> <li>• FACTS</li> <li>• DATA</li> </ul> <i>'WHAT'</i>	
<b>Reflective Level</b> <ul style="list-style-type: none"> <li>• FEELINGS</li> <li>• ASSOCIATIONS</li> </ul> <i>'GUT'</i>	
<b>Interpretive Level</b> <ul style="list-style-type: none"> <li>• SIGNIFICANCE</li> <li>• MEANING</li> </ul> <i>'SO WHAT'</i>	
<b>Decisional Level</b> <ul style="list-style-type: none"> <li>• DECISION</li> <li>• ACTION</li> </ul> <i>'NOW WHAT'</i>	
<b>Closing</b>	

<sup>16</sup> Adapted from Shankland Associates. 2000. Facilitated Methods for Action Planning.

## MY COMMITMENTS

When I return to my fisher folk organisation I am determined to ...

Develop my leadership skills in the following areas:

Learn more about:

Talk to members about:

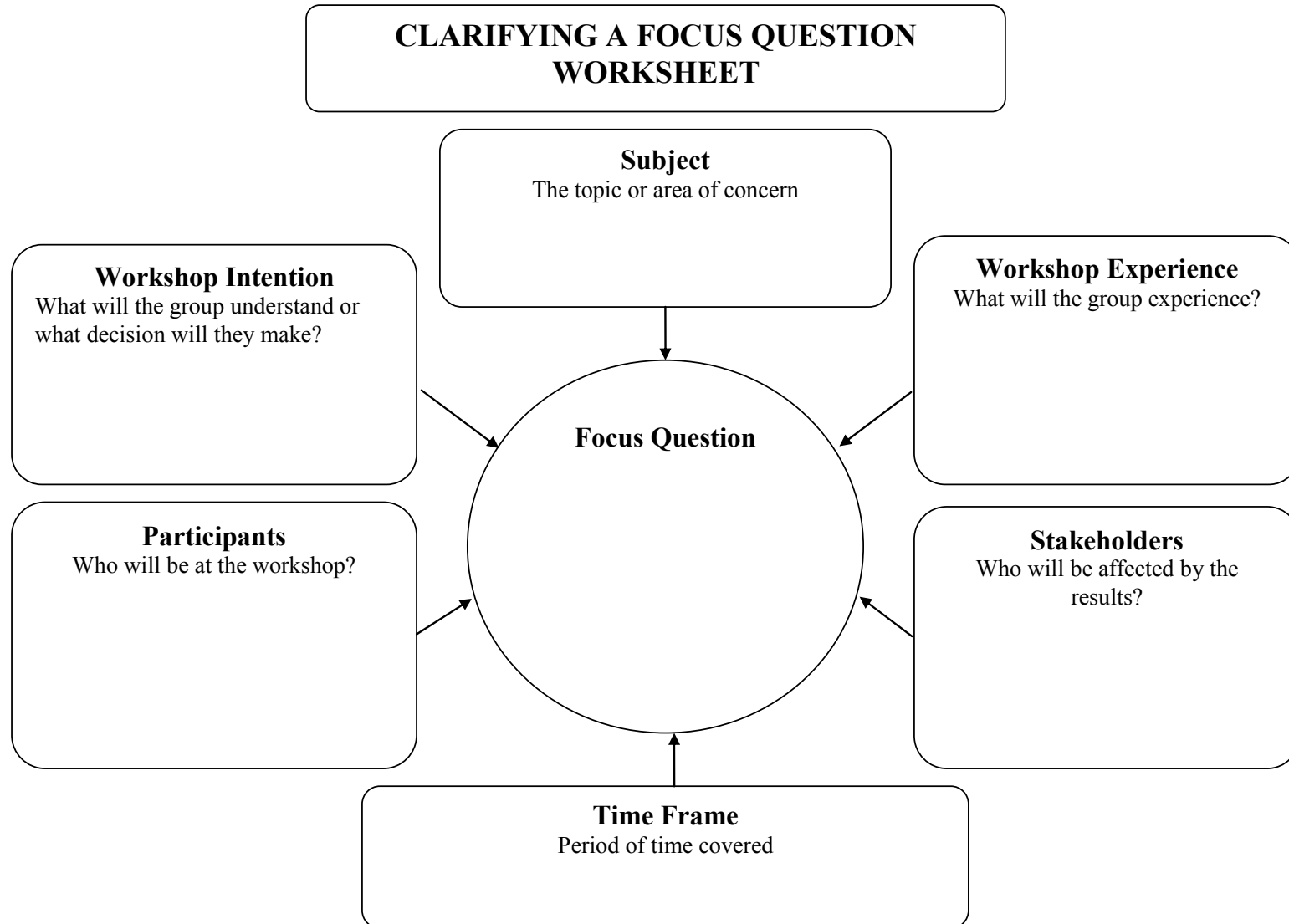
Encourage my group to:

Volunteer to:

I will keep my vision and my energy for moving forward by:



## APPENDIX 1: CLARIFYING A FOCUS QUESTION WORKSHEET



## Clarifying a Focus Question with Your Group<sup>17</sup>

1. Begin with a warm up conversation by asking each person to answer the question, "What is one thing that is going well with our organisation?", or "What is one thing that you like about the organisation?" If there is time, this could be followed by, "From your experience, what are the main challenges we face at this time?"
2. **Subject:** This is the area of concern for the workshop, for example, to solve a problem, develop a plan, evaluate a seminar, etc.
3. **Workshop Intention (Rational Aim):** This is the intent or goal of the workshop. What does the group need to know, understand or decide? What information would need to be obtained ahead of time?
4. **Workshop Experience (Experiential Aim):** What do you want the group to experience from taking part in the workshop? Think about how members of the group will be affected by taking part in the workshop. What kind of 'vibes' do you wish to create?
5. **Participants:** Who needs to be there? What points of view should be represented, i.e. the group's treasurer, secretary, etc.? Who will carry out the decisions made at the workshop?
6. **Stakeholders:** What stakeholders should be there? Who will be affected by the results of the workshop? These could include customers, consumers, etc. What powerful people should be there?
7. **Time Frame:** What is the time frame of the planning? When would you like to complete the undertaking, i.e. five years, ten years, etc.?
8. **Focus Question:** What is the focus question? This is often put in a "How can we ...?" question. For example, "How can our fisher folk organisation increase its membership and participation in the next five years?"

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<sup>17</sup> Adapted from 1995 Institute of Cultural Affairs, ToP, Participatory Strategic Planning. Phoenix, Az.

## APPENDIX 2: FRAMEWORKING OF STAKEHOLDERS

### Frameworking

To be sure that you are including as many stakeholder groups as possible you can use a method often used in community development projects called 'frameworking.' Frameworking helps you build a framework of authorization, support and advocacy for a project,<sup>18</sup>.It's much like having a solid foundation for a house.

Frameworking recognises that:

- Any individual or group that is impacted by a project is a potential ally
- Projects are not doable without community support
- Collaboration and partnerships are more and more the way to get things done
- Frameworking builds positive relationships
- There are individuals or groups who can 'wound' a project before it gets off the ground.

Frameworking involves:

- Getting the go-ahead from persons or groups who may not participate but will not stand in the way
- Providing information and reporting about a project and its progress
- Asking for support (financial, technical, moral)
- Collaboration - forming partnerships with other groups or communities
- Gaining the commitment of time from people willing to give direct input into the project.

In order to capture as many stakeholders as possible you will need to identify representatives of the following sectors:

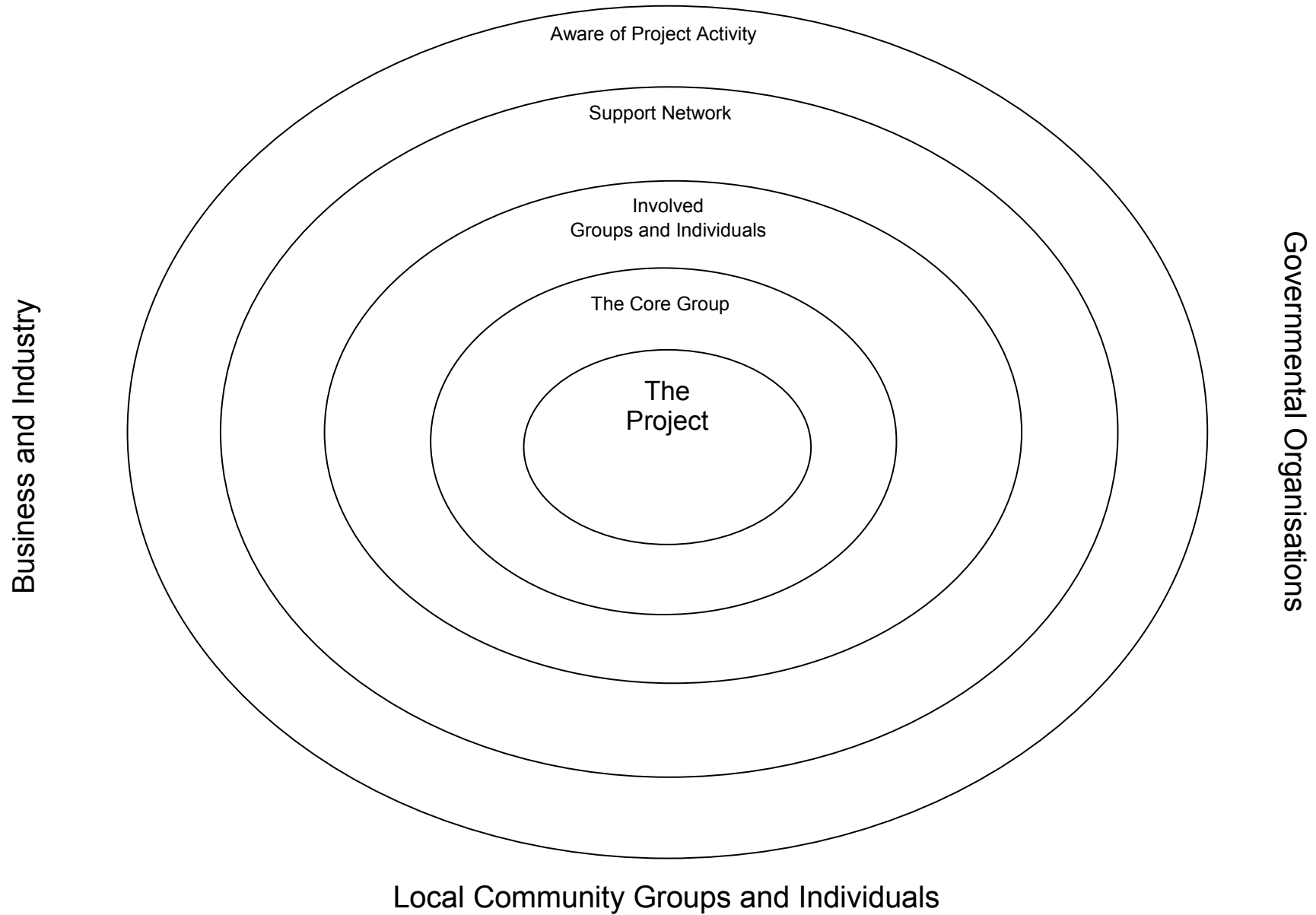
- Civil society
  - Local community groups and individuals
  - Voluntary organizations and agencies
- Business and industry
- Governmental organizations

The following stakeholder identification worksheet will help you identify key stakeholders.

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<sup>18</sup> Canadian Institute of Cultural Affairs, Toronto.

## Voluntary Organisations and Agencies



## APPENDIX 3: EXAMPLE OF LOGRAME ANALYSIS

### LOGICAL FRAMEWORK ANALYSIS - COMMUNITY-BASED SEA URCHIN FISHERY MANAGEMENT<sup>19</sup>

	INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<b>OVERALL OBJECTIVES</b>	Improve returns from, and sustainability of, sea urchin resources in the project area.	Sustainable individual and overall catches of sea urchins, with reduced fluctuations in annual harvest.	Statistical surveys by Fisheries Division and management mechanism.	Fishers willing to cooperate and commit to the project for at least five years.  No environmental impacts on sea urchin abundance.
<b>PROJECT PURPOSE</b>	Establish a management and harvesting plan for sea urchins in the project area.	Management mechanism in place and plan operational	Review of management mechanism records and plan.	Sea urchin stocks respond to reduced fishing pressure by increasing in abundance.
<b>RESULTS</b>	<ol style="list-style-type: none"> <li>1. Fishers understand and agree with objectives and approach.</li> <li>2. Management mechanism established.</li> <li>3. Harvesting plan developed and operational.</li> <li>4. Approach documented for application to other renewable resources.</li> </ol> <p><b>Post project</b></p> <ol style="list-style-type: none"> <li>5. More stable catch rates for sea urchin fishers.</li> <li>6. Increased overall yields of sea urchins.</li> <li>7. Results documented.</li> </ol>	<ol style="list-style-type: none"> <li>1. Documented consensus among participants.</li> <li>2. Legal instruments, e.g. mechanism by-laws, and membership records.</li> <li>3. Harvesting plan documented and accepted by membership and Fisheries Division.</li> <li>4. Report describing approach completed.</li> <li>5. Catch per unit effort by fishers in project area.</li> <li>6. Estimated total catch.</li> <li>7. Report describing project completed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fisher meetings and interviews.</li> <li>2. Mechanism records.</li> <li>3. Mechanism records and Fisheries Division records.</li> <li>4. Demonstration Project Team.</li> <li>5. Data from fisher-based surveys.</li> <li>6. Data from fisher-based surveys, and management mechanism records.</li> <li>7. Demo Project Team.</li> </ol>	<p>Fishers can self-police and reduce non-permitted fishing to negligible levels, with minimal support from police.</p> <p>Existing technical data are adequate to develop a harvesting plan.</p>

<sup>19</sup> Mahon, R., *et al.* 1999. Barbados Gov, Coastal Conservation Programme (Phase 1) Demonstration Projects Coastal Zone Management Unit, Barbados, 102 pp.