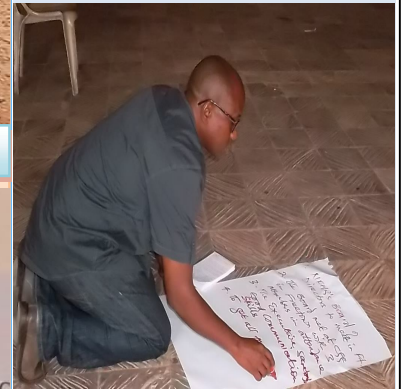# NETWORK MOVEMENT FOR JUSTICE AND DEVELOPMENT (NMJD)

Role play on leadership (Blindfolding game)

Preparing for gallery walk in one of the training sessions

2014

Funded by

UNDEF — The United Nations Democracy Fund

22C COLLEGIATE SCHOOL ROAD. FREETOWN. SIERRA LEONE.

Table of Contents

List of Abbreviations

DELTA   Development Education Learning and Training for Action

EU   European Union

OSIWA   Open Society Institute for West Africa

PICOT   Partners Initiative for Conflict Resolution

SLLC   Sierra Leone Labour Congress

TUC-SL   Trade Union Confederation of Sierra Leone

UNDEF   United Nations Democracy Fund

Executive Summary

The second phase of the DELTA training for civil society leaders took place in the same venue (Kenema District Youth Coalition Centre) in Kenema on 14-16 May 2014. Like the previous training, the second phase of the training also targeted 50 civil society leaders in Sierra Leone. The United Nations Democracy Fund (UNDEF) supported the training under the project titled: *Initiative to Build Social Movement in Sierra Leone.*

The facilitators adopted the same training approaches/methodologies that they used in the phase 1 training including information sharing, practical exercises, plenary, breakout group work and role plays. All the sessions were laced with a great deal of discussions and role plays. This made learning easier throughout the training and the sessions were very engaging. The training started with a critical review of the activities that coalitions and networks carried out in the period between the first and second trainings. Each presentation was thoroughly critiqued to ensure that participants got a better understanding of issues discussed in the last training.

Topics dealt with in the training included Listening Survey and Generative Themes, Codes and Decoding, Listening Skills, Johari's Window and Feedback Giving, Introduction to Animation Skills, Leadership Styles, Decision Making and Team Effectiveness.

Once again, we want to thank The United Nations Democracy Fund for their continuing support and for their understanding throughout this journey that we set ourselves to accomplish. We also deeply appreciate the soaring commitment of the leaderships of most of the coalitions and networks that are part of the project. This is critical to the full realization of the project objective. We look forward to seeing them in the third phase of the training with the same level of commitment.

SECTION 1: REVIEW OF PHASE 1 PLANS OF ACTION AND INTRODUCTION OF TEAMS

This opening session sought to take a close look at the action plans that each coalition developed at the end of the phase 1 DELTA training and how far groups had gone in implementing those plans. In order to ensure that it was done in a systematic manner, the facilitators asked the following questions to serve as the guide in doing the presentations:

- *Share your plans of action at the end of phase 1*
- *What did you succeed in doing?*
- *What helped you to do what you did (succeed)?*
- *What did you not succeed in doing?*
- *Why?*
- *What could you have done to make you more successful?*

Group Presentations

1. Women on Mining and Extractives (WoME)

Plans of action
- Organize a meeting of affected women, chiefs and OCTEA mining company in Tongo Fields
- Hold radio discussions

What did you succeed in doing?
- Held the meeting with an attendance of over 100 affected women and three chiefs.

What helped you to do what you did (succeed)?
- Held meeting with women leaders to plan and share responsibilities.
- Distributed invitation letters on time

What did you not succeed in doing?
- Holding radio discussions
- Having the OCTEA mining company to attend the meeting.

Why?
- President Ernest Bai Koroma paid a visit to Tongo round about the same time for the meeting; many people in Tongo were busy with the preparations.

What could you have done to make you more successful?
- We should have made reminder calls to the leadership of OCTEA

- We should have equally held a meeting with OCTEA to discuss details of the meeting.

2. Partners Initiative for Conflict Transformation (PICOT)

Plans of action
- Hold Management meeting
- Hold Partners Implementation Team meeting.

What did you succeed in doing?
- Held a Management Team meeting
- Held a Partners Implementation Team meeting (identified potential donor agencies eg OSIWA, EU and ENCISS, and set up a committee for proposal writing)

What helped you to do what you did (succeed)?
- Timely planning and information sharing
- Effective coordination
- High commitment of partners
- Availability of resources

What would you have done to make you more successful?
- We should have extended the time for the Partners Implementation Team meeting and used the period to write the project proposal.

3. Trade Union Group (TUC-SL and SLLC

Plans of action
- Organize meeting of leaderships of the two institutions
- Develop and sign MoU.

What did you succeed in doing?
- DELTA trainees shared the plans with the leaderships of the two institutions

What helped you to do what you did (succeed)?
- Availability of the action plans
- Meetings of the leaderships of our institutions

What did you not succeed in doing?
- Organize meeting of leaderships of the two institutions

- Develop and sign MoU.

Why?
- Time limitations
- Pressing engagements on both leaderships

What could you have done to make you more successful?
- We should have met the two leaderships separately and discuss the importance of this meeting with them.

4. **National Forum for Human Rights (NFHR)**

Plans of action
- Hold meeting of the Board of Directors in Freetown

What did you succeed in doing?
- Held the meeting of the Board of Directors in Freetown with three members attending.

What helped you to do what you did (succeed)?
- Good communication skills of the Executive Secretary
- Commitment of members/partners.

What did you not succeed in doing?
- Getting all members of the Board of Directors to attend

Why?
- The absentee members already had prior assignments that were equally important.

What could you have done to make you more successful?
- We should have rescheduled the meeting to accommodate everybody.

5. **Civil Society Movement Sierra Leone (CSM-SL)**

Plans of action
- Hold commemorative activities for the May 8, 2000 civil society Martyrs

What did you succeed in doing?
- Held several planning meetings with various stakeholders including the Ministry of Public and Political Affairs and the Sierra Leone Police.
- Held several radio and TV discussions in Freetown
- Cleaned the graves site at the Kissy Road Cemetery
- Held a commemoration service at the Presidential Lounge of the National Stadium.

What helped you to do what you did (succeed)?
- The process was inclusive and participatory
- Consultations and timely information sharing
- Government's high commitment to the process.

What did you not succeed in doing?
- Holding commemorative events at regional level.

Why?
- Financial constraints

What could you have done to make you more successful?
- We should have started the planning earlier
- We should have sourced funding from other institutions and agencies rather than relying on the government alone.

6. **National Elections Watch (NEW)**

Plans of action
- Hold strategic management committee meeting
- Recruit and train 140 monitors (10 per district) for the constitutional review process

What did you succeed in doing?
- Held strategic management committee meeting
- Recruited and trained 140 monitors countrywide.

What helped you to do what you did (succeed)?
- Delegation/shared responsibilities
- Proper and effective coordination and supervision
- Effective time management.

What did you not succeed in doing?

- The trained monitors are not deployed yet.

Why?

- Lack of money to pay their monthly stipends

What could you have done to make you more successful?

- We should have diversified our sources of funding and not rely on Carter Foundation/USAID alone.

7. **Natural Resource Governance and Economic Justice (NaRGEJ)**

Plans of action

- Share DELTA phase 1 training report with other partners
- Share draft strategic plans with partners through the email
- Hold meeting with the planning committee

What did you succeed in doing?

- Shared DELTA phase 1 training report with other partners
- Shared draft strategic plans with partners through the email
- Held meeting with the planning committee

What helped you to do what you did (succeed)?

- Availability of internet/emails facilities
- Support of the coordinating secretariat
- Cooperation of the planning committee
- Feedback from partners.

What did you not succeed in doing?

- Organizing national planning forum to finalize the strategic plan and the development of the governance structures.

What could you have done to make you more successful?

- We should have requested the DELTA facilitating team to provide us the technical support necessary for the completion of the strategic plan.

8. Women's Forum Sierra Leone (WFSL)

Plans of action
- Hold meeting with agencies working on issues of young girls and teenage pregnancy in Bo
- Hold meeting with school going girls in Bo and Kenema
- Hold radio discussions in Bo and Kenema.

What did you succeed in doing?
- Held meeting with agencies working on issues of young girls and teenage pregnancy
- Held radio discussions on teenage pregnancy in Bo and Kenema

What helped you to do what you did (succeed)?
- Collaborative planning
- Timely sharing of information
- Knowledge of and the existing cordial relationship with major stakeholders.

What did you not succeed in doing?
- Holding the meeting with school going girls

Why?
- Schools were on holidays

What would you have done to make you more successful?
- We should have scheduled the meeting at the time schools were in session.

9. Action for Large-Scale Land Acquisition Transparency & Sierra Leone Network on the Right to Food (ALLAT & SiLNORF)

Plans of action
- Hold community sensitization meeting
- Hold radio discussion

What did you succeed in doing?
- Held sensitization meetings with community authorities, land owners and land users in Pujehun on land grabbing and right to food.
- Held radio discussions in Pujehun and Makeni

What helped you to do what you did (succeed)?
- Availability of resources such as motor-bikes and relevant manuals
- Trained personnel

What could you have done to make you more successful?
- We should have involved policy makers and mineral rights holders at the national level in the meetings.
- We should have raised more resources to cater for more people/more communities.

10. Community Radio Network (CORNET)

Plans of action
- Hold meeting with the Board of Advisors
- Hold meeting of partner station managers
- Secure an office space

What did you succeed in doing?
- The continuing deplorable status of CORNET was discussed at top level of the coalition

What helped you to do what you did (succeed)?
- Personal and cordial relationships amongst partner radio stations
- Constant reminders

What did you not succeed in doing?
- Meeting of Board of Advisors did not hold
- Meeting of partner station managers did not hold
- The office space was not secured

Why?
- Lack of funds
- Formal handing over from the previous management has still not been done
- No accessibility to CORNET's bank account.

What could you have done to make you more successful?
- We should have placed more emphasis on voluntary contributions by partner radio stations to raise enough resources to carry out planned activities.
- Put more pressure on the Board of Advisors to expedite the handing over process.

11. National Youth Coalition (NYC)

Plans of action
- Share some concepts learned from the training with emphasis on the 3 Cs (Cooperation, Campaign and Confront) with other youth groups in the Western Area

What did you succeed in doing?
- Brought several youth together in a one-day meeting in Freetown to share the knowledge gained in the training with them.

What helped you to do what you did (succeed)?
- Collaboration and joint planning
- Inclusiveness and shared responsibility

What did you not succeed in doing?
- To share fully all that we learned at the training

Why?
- Lack of funds to extend the meeting to two days at least.

What could you have done to make you more successful?
- We should have raised enough resources/devise mechanisms to hold the meeting for two days and for more people.

SECTION 2: LISTENING SURVEY AND GENERATIVE THEMES

This session sought to introduce participants to the art and skills of listening with the view to generating prioritized issues for collective action: How civil society and other activists or advocates could identify problems that a particular community faced and how these problems could be critically analyzed, prioritized and action taken to remedy the situation.

What do Listening Survey and Generative Themes mean?

Participants Responses
- A kind of needs assessment with the primary focus of identifying a problem and the context within which the problem exists.
- Before transformation can take place, one starts by knowing and understanding the prevailing situation. This can be done through listening survey.

Facilitators Inputs
- It is true that listening survey is not fundamentally different from carrying out needs assessment. But needs assessment is done differently in Paolo Freire's approach. The way it is done is referred to as listening survey and it must always lead to generative themes. Generative themes are the issues that have been prioritized out of the many that are raised. Any listening survey that does not lead to a generative theme is not listening survey.
- Generative themes serve as a medium for critical consciousness and must be able to break through apathy, build the confidence of citizens to ask critical questions fearlessly.

Active Listening to What?
We do active listening to emotional issues because emotions communicate better and quicker the way people or communities feel about an issue that affect them. It could be emotions of joy, fear, anger, anxiety, frustration or hopelessness. People are always more willing to take active action on issues that they feel strongly about.

Where do we do Listening Survey?
We get more opportunity to listen to emotions in places that we refer to as "common ground" – Attaya bases, poyo bars, restaurants, ghettos, market places, cafes, town halls, barbing shops, beauty parlours, streams and other entertainment spots. These are places where citizens feel relaxed, freer and comfortable to express themselves.

Who can do Listening Survey?
The following categories of people can do listening survey:
- Community people (skilled)

- Civil society leaders
- Media practitioners
- Teachers
- Religious leaders
- Nurses
- Bar and restaurant attendants
- Taxi drivers
- Trade unionists
- Hair dressers/barbers
- Community workers

The people carrying out listening survey must:
- Posses certain skills in carrying out listening survey
- Be neutral
- Posses some level of education
- Be respected/respectful
- Be accountable.

How do we do Listening Survey?
- Inform the community. It is not anything secret. Call a meeting of the community and discuss the exercise. Identify people that will work on the different committees that will be established for the purpose.
- Establish/select Listening Survey Teams. Don't take people away from their traditional environment. For instance, don't ask a nurse to do listening survey in a school, or a teacher in the hospital. A teacher should do listening survey in the school environment and the nurse in a hospital/clinic environment.
- Train the Listening Survey Teams so that they will know the emotional feelings that they should capture. For instance, those carrying out the listening survey should take part in the discussions, but they should not drop hints; they should only ask the right questions to further animate the discussions.
- Listen to conversations on emotional issues. Write nothing and record nothing on the spur of the moment. Seeing you using a notepad or recorder may scare people from expressing themselves. Don't do anything that might cast suspicion.
- Record issues and emotions expressed immediately you leave the place where you do the listening survey. For example, electricity could be an issue, but how are the people expressing it: is it with anger, with frustration or with disappointment?

MASLOW's Ladder of Human Needs

According to Maslow, human needs increase as people grow up. First, it is the physical needs that include food, shelter, healthcare and clothing; then protection and security; then love and belonging (membership of groups, movements, associations, etc); then self-respect and recognition (integrity); and finally personal growth.

Personal Growth

Self-respect & Recognition

Love and Belonging

Protection/Security

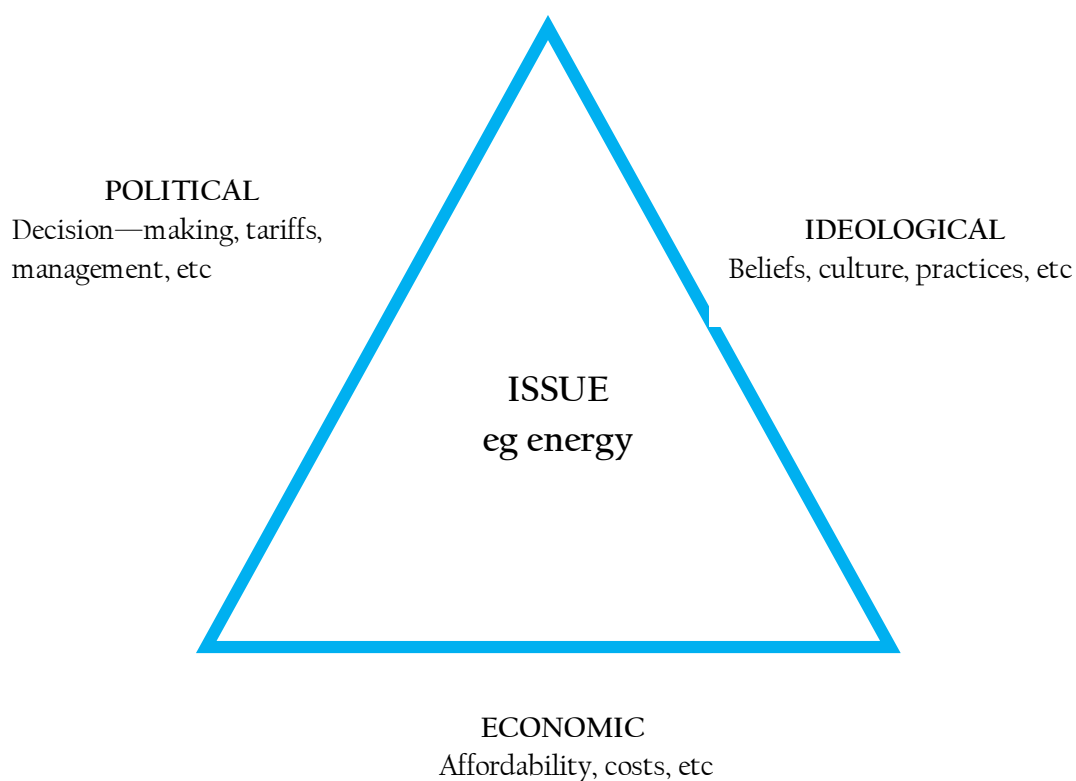Physical needs – food, shelter, clothing, healthcare
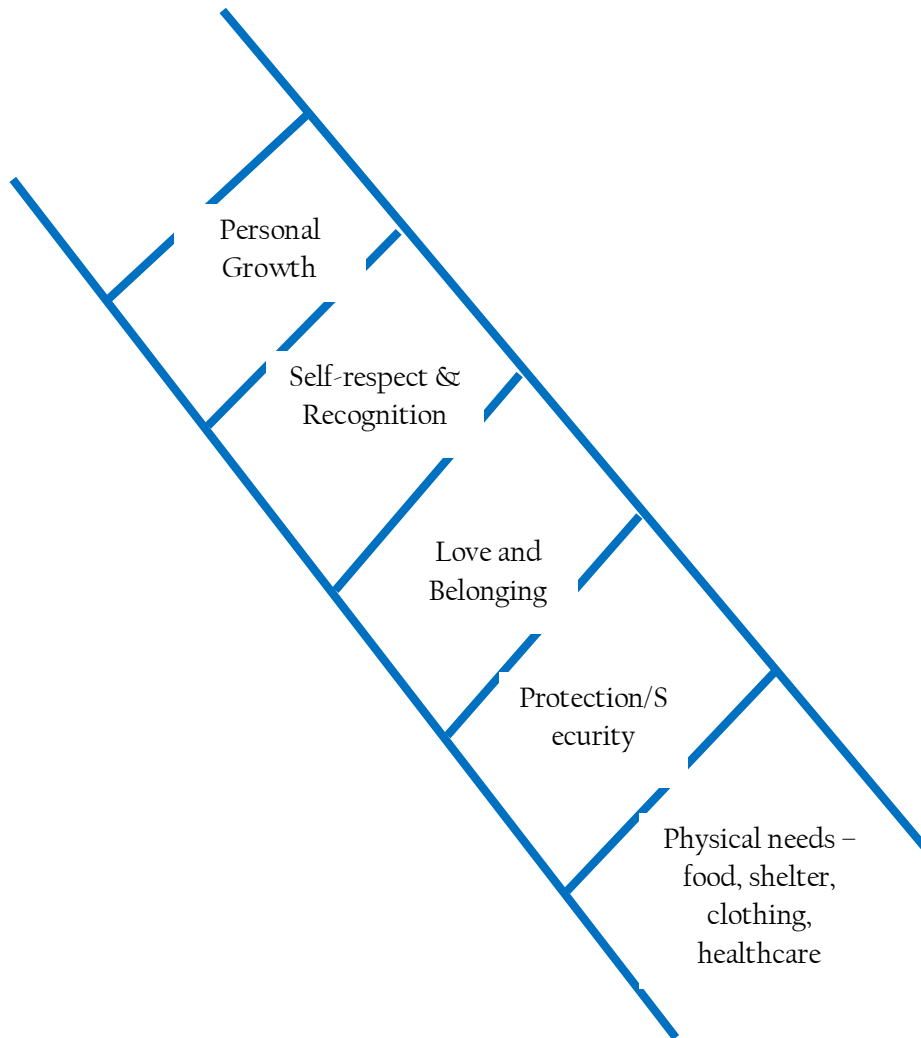
In doing listening survey, the analysis should take note of the above steps in Maslow's Ladder of Human Needs. It will help you to categorize where each of the generative themes falls in.

Dimensions of Generative Themes

Each generative theme can be looked at from different dimensions – political, ideological and economical. You can draw a generative theme for all of these dimensions or generate themes to deal with each of the dimensions. Collate generative themes in a way that they can be clearly

understood. In the process, always ask critical questions – Is it helping people to break through apathy...?

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                            ╱   ╲
                           ╱     ╲
     POLITICAL            ╱       ╲              IDEOLOGICAL
Decision—making, tariffs,╱         ╲        Beliefs, culture, practices, etc
management, etc         ╱           ╲
                      ╱    ISSUE      ╲
                     ╱    eg energy    ╲
                    ╱                   ╲
                   ╱─────────────────────╲
                        ECONOMIC
                   Affordability, costs, etc
```

Group Work on Generative Themes
The facilitators divided the participants into five groups and asked each group to identify at least three themes, discuss and analyze them using the Grid on Generative Themes below:

Prioritized Themes	Economical	Political	Ideological
Electricity®			
Corruption®			
Gender®			

® = *These Generative Themes are just examples.*

SECTION 3: CODING AND DECODING

This session sought to introduce participants to the use of symbols, diagrams, songs and role plays to present and analyze a situation that affects communities with the primary objective of proffering a solution to the problem.

Participants Understanding of Code and Decoding

- A code is a hidden message that can be only understood when it is explained
- A set of language that can only be understood when it is interpreted
- Codes are signs and pictures that are intended to communicate a message

Facilitators' Inputs

- A concrete presentation of a familiar problem about which the group present has strong feelings that will lead the community to action.
- Decoding is the process by which critical questions are asked to help the group discover for themselves some of the root causes of the problems and plan appropriate actions to resolve those problems.

Types of Codes

- Posters
- Role-Play
- A slide
- Poem
- A song
- A diagram
- A story/newspaper/article
- Proverbs/case study

Qualities of a Code

- It raises questions but does not provide answers.
- It does not illustrate
- It does not demonstrate the answer
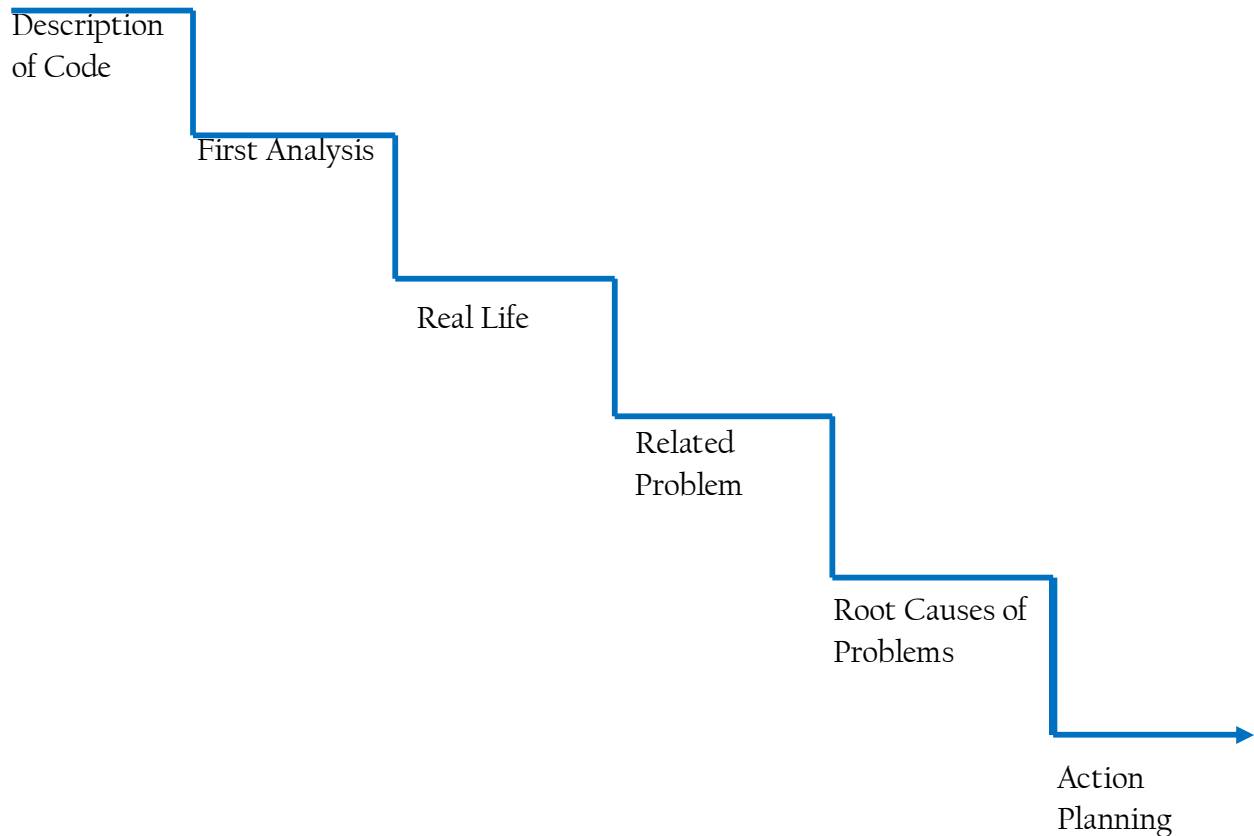- It shows only the problem
- It must be done by a team

How is a Code Prepared?

- It should be prepared such that it is short, simple and clear.
- It should present only one main problem and no solution to the problem.
- The problem should be a concrete and familiar community issue.

- It should be pretested before presentation to the community.

How to Decode

Decoding is done in a step-by-step form. It starts from the top to the bottom. Decoding is done thus:

Description of Code

First Analysis

Real Life

Related Problem

Root Causes of Problems

Action Planning

In decoding, questions are asked in systematic order under the various headings. It is only through these questions that the root cause of the problem is arrived at.

1. Description of code
What did you see or hear happening in the role-play?

2. First analysis:
Why were these things happening?

3. Real life:
Do these things happen in real life? Give examples.

4. Related problems:
What other problems will this problem lead to?

5. Root causes of problem:
What are the roots causes of this problem? What is responsible for this problem? But why?

6. Action planning:
What can we do about the problem?
What do we need?
Where can we get them from?
Who does what?

Group Work
The session ended with break out group work. The facilitators divided the participants into five groups and asked each group to develop and present codes to the plenary and to decode them using the six steps above. The presentations were followed by questions, clarifications, discussions and critique. Group one's role play depicted a community that was highly adversely affected by drug abuse; group two focused on water shortage; group three focused on the effects of lawless commercial okada riders; group four on joblessness, and group five on high cost of basic commodities.

SECTION 4: CONCEPT OF LEADERSHIP

This session sought to introduce participants or strengthen their knowledge on the concept of leadership and the gamut of issues surrounding leadership. The whole session was very engaging with lively discussions and practical experience sharing.

Role Play (The Blind-Fold Exercise)

The session started with a role play. The facilitators divided the participants into groups of twos. The task was for each member of the group to play the role of both a leader and a led. To make it happen, one member of the group would blindfold his partner and take him/her on a walk around the vicinity of the training compound. After a few minutes, they would swap roles in which the leader became the led, and the led the leader. When the groups returned to the plenary, the facilitators asked the following questions:

What did you feel when blindfolded?

- Lack of trust on the one leading me
- Insecurity
- Empathy for those that are blind and helpless
- Boring and difficult
- Dependency
- Vulnerable to the leader
- Loss of self-respect
- Fear
- Uncertainty of not knowing where you are being led
- Forced to obey and take orders from the leader
- Helpless
- Angry with the one leading
- Treated with scorn and indignity

What did you feel when leading?

- Burdensome to lead
- Strenuous and painful because people are difficult to lead
- Very powerful
- Challenging and requires a lot of patience
- Responsibility for the safety and security of the one being led is on me
- Having total control over the one being led.

How do you relate all of these to the Issue/Concept of leadership?

The responses of participants above suggested that:

- People expect so much from their leaders
- Leaders want people to trust them, but they don't trust their leaders when they are being led.
- A leader should feel and have compassion for the ones they are leading.
- A leader should take full responsibility to protect the people he/she leads, but many leaders are doing that.
- A leader should not provoke the people he/she leads to anger.
- A leader should demonstrate honesty and humility.
- A leader should be firm and confident in his/her decisions, but sometimes flexible and accommodative.
- A leader should understand the environment and his/her people
- Those being led most times have very little regard and respect for their leaders.
- Some leaders are real dictators, not caring a hoot whether or not those that they are leading are happy.
- Some leaders reciprocate (revenge) after assuming leadership whilst others are not. We saw it clearly during the role plays. This only suggests that some leaders/people abandon their good morals and good behaviours to do bad things that they see others doing.
- We have also learned that no position is permanent – you can be a leader today and a follower tomorrow. This engenders all of us to take responsibility even if we are not in leadership today.

SECTION 5: LISTENING SKILLS

The session sought to introduce participants to good listening skills that would engender creative dialogue. Listening skills are very important and critical to effective team building and community cohesion.

Role Play
The session opened with a role play in which the participants saw two women shouting on top of their voices without listening to each other. After a while, the facilitators stopped the role play and asked participants the following questions:

What did you see?
- Madness
- Two women causing noise
- Two women talking on different issues that were not clear to us
- Rivalry – talking at the same time with each wanting to undo the other.

Why did it happen?
- There was no leader
- Each of them wanted to be heard; to overcome the other.
- Nobody wanted to listen
- They were all emotional and impatient
- No self-control
- Little or no regard for each other's concerns.

What would they have done?
- Listen to each other
- Introduce the topic each of them would want to talk on.
- Allow for questions to be asked and clarifications sought.

What is Listening? (Participants' Understanding of Listening)
- When you hear what another person is saying and where there is room to ask questions.
- Paying attention and fully understanding what is being said.
- When speakers listen to each other
- Carefully studying somebody's body language.
- A conscious effort to hear and understand what others are saying.
- Encoding what is being said.
- Listening is an art (learn it) and a discipline (control it).

Why do we listen?
- To get the correct message and transmit it.
- To get correct information
- For better understanding
- For references
- To agree or disagree

What do you do during listening?
- Concentrate
- Maintain eye-to-eye contacts
- Don't interrupt
- Pay attention
- Show interest in what the person is saying using body language, acknowledgements, etc.

Barriers to Listening
- On and off listening
- Red Flag listening
- Opened eyes, closed mouth listening
- Glassy eye listening
- Too deep for me listening
- Don't rock my boat listening.

(Please see Appendix 6 below)

SECTION 6: JOE HARI'S WINDOW

This session sought to introduce participants to the theory of Joe Hari's Window which divides the human being into four windows and to the process and importance of feedback, and how it should be done to produce the desired results.

Role Play

The session opened with a role play to demonstrate the theory of Joe Hari's Window. The facilitators asked one of the participants to stand in front of all the other participants and the participants were asked to give a description of her. After the participants have done so, the lady was asked to give a description of herself. What came out clearly was that even though there were several similarities between the two sets of descriptions, there were differences as well.

Joe Hari's Window

The theory of Joe Hari's Window is saying that:

- There are certain things that people know about themselves, but which others don't know.
- There are things that people know about you, but which you don't know.
- There are things that you know about yourself and which others know as well.
- There are things that you don't know about yourself and others too don't know.

OPEN AND FREE	BLIND
You know, others know	**You don't know, but others know**
(Enlarge this space, encourage feedback)	(Listen to and encourage feedback)
HIDDEN	DARK
You know, others don't know	**You don't know, others don't know**
(Tell them, share with them)	(Be revealing, be creative)

Feedback Giving: What is it?

It is the responses of people to your behaviour, actions and attitude as they affect them. Feedback can be requested or offered freely and voluntarily without being requested.

Why leaders are not open to feedback?

- Leaders don't want the hidden parts of them to be brought to light/to the open

- People are afraid to give genuine feedback to their leaders for fear of reprisal
- Leaders normally build fences around them so that people don't reach out to them. Or people building around fences to prevent others from reach out to them.

How to give feedback
- Start with the good things/attributes of the leader
- Give feedback in a relaxed atmosphere; the atmosphere should not be tensed
- Don't present negatives as negatives; present them in a way that the person's behaviour affects you.
- If someone gives you feedback, try not to defend yourself; go and reflect on it.

Role Play
The role play depicted a Community Development Officer (CDO) visiting a deprived community. The CDO came along with a project to be implemented in the community. Even though the community was in dire need of development, they did not support the project the CDO came to implement because it would not address any of the problems affecting them. But the CDO was hell-bent on pushing his way, so the meeting ended in chaos. The facilitators asked the participants the following questions:

How did the CDO behave?
- The CDO came with a fixed plan and he was not prepared to adjust it
- He imposed his ideas on the people
- He was arrogant; he did not even introduce himself to the community
- He did not consult nor held planning meeting with the community
- He was insensitive to the concerns of the community
- He did not take the people serious
- He was acting on orders from above
- Did not encourage dialogue; he never allowed the people to ask questions
- He behaved like a businessman

How did the Community React?
- Rebellious
- Frustration
- Angry
- Disinterested in what the CDO was saying; refused to listen to the details of the project
- Not accommodative, not receptive; the CDO was not even offered a seat
- Did not trust the CDO

- Tried to make suggestions, but the CDO did not listen.
- The atmosphere was tense
- Hated to hear the word "government"

What are the likely consequences to the a) Community, b) Project, and c) CDO?

a. **Community**
- Will not own the project
- Resource wastage
- Poor community participation
- Conflicts will ignite
- Will affect future projects coming into the community
- The community will be under-developed.

How would these be avoided?
- Encourage active community participation and contribution
- Allow the community to identify the problems that are affecting them
- Carry out community needs assessment
- Establish project implementing team
- Delegate responsibilities
- Mobilize local contributions
- Clearly clarify roles and responsibilities

b. **Project**
- Project will fail
- Project not sustainable
- No appreciation; it makes mockery of the community's development eg Massaquoi Bridge in Pujehun
- Tendency for project funds to be embezzled
- Tendency for project to be abandoned
- Withdrawal of donor support.

How would these be avoided?
- Develop project proposals
- Mobilize resources
- Develop action plans
- Build consensus on project timeframe
- Formally launch the project

- Set up project management team
- Monitor project implementation
- Write regular project reports
- Build sustainability mechanisms within the project
- Develop visibility plan
- Develop M&E systems

c. **Community Development Officer**
- Likelihood for the CDO to lose his job
- Makes it difficult for him to mobilize the community
- Low respect from the community
- He will become highly frustrated
- The community will become suspicious of his intentions.

How would these be avoided?
- Do listening survey and try to arrive at generative themes
- Carry out consultations with the communities
- Establish various teams/committees
- Present the full project to all the communities that are concerned/affected
- Supervise project implementation
- Write and submit regular reports to donors and the community
- Ensure that all deadlines are met.

SECTION 7: LEADERSHIP STYLES

This session sought to strengthen participants' understanding of the different leadership styles that we daily faced in our work as civil society groups, as coalitions and as a nation. The different leadership styles fall under three broad leaderships that include: 1) Authoritarian, 2) Consultative, and 3) Enabling,

Types of Leaderships
The following are the three broad types of leaderships:

1. <u>Authoritarian Leadership</u>
Authoritarian leadership responds to situations of **survival** and under it are the following leadership styles.

Leadership Style 1
The leader makes decision and announces it. The leadership announces his/her decision with no feeling of responsibility or accountability to share the reasons.

Leadership Style 2
The leader presents decision but "sells" it to members. The leader announces his/her decision and shares the reasons behind it, which were prepared in advance (Monologue).

Leadership Style 3
The leader presents decision and invites questions for clarifications. The leader announces his/her decision, but responds on an impromptu basis with a rationale based on the questions of clarification from the members (Dialogue with no expressed willingness to change decision).

2. <u>Consultative Leadership</u>
The Consultative Leadership is responding to situations of **security** and under it are the following leadership styles:

Leadership Style 4
The leader presents tentative decision and subject to change. The leader announces his/her "tentative" decision and announces that he/she is open to questions of clarification and discussion (Dialogue with willingness to change decision if necessary).

Leadership Style 5
The leader presents situation, gets inputs and makes decision. The leader identifies situation or problem and moves into a facilitating role to surface assumptions and suggestions, then moves out to facilitating role and makes a decision.

Leadership Style 6

The leader calls on members to make decisions, but hold veto. The leader calls on group to identify situation and limitations, explore and make a decision contingent on leader's veto power.

3. <u>Enabling Leadership</u>

The Enabling Leadership is responding to situations of **participation** and under it are the following leadership styles:

Leadership 7

The leader defines limits, calls on members to make decision. The leader shares any "givens" (eg funds available, time parameters, etc) and facilitates a decision by members on basis of limitations.

Leadership 8

The leader calls on members to identify limits, explore situation and make decision. The leader maintains a facilitating role allowing members to identify situation of problem, identify limits, explore, and make decision.

Role Play

The facilitators divided the participants into three different groups and asked each group to role play the attributes of one of the three broad types of leadership. Participants discussed and critiqued the role plays with the view to strengthening their understanding of them.

SECTION 8: GOOD DECISION MAKING

This session sought to increase participants' knowledge and skills in group decision-making processes.

Role Play
The facilitators introduced the session with role plays in which they wanted participants to experience the difficulty involved in arriving at good decisions during meetings and other public gatherings. The facilitators asked the participants the following questions:

Was the purpose of the meeting achieved?
- The purpose of the meeting was not achieved because a decision was not reached.

Why was a decision not reached?
- Disagreements among members
- Members presented different opinions
- Director trying to impose his own ideas
- Preconceived ideas presented and insisted on by the members
- Each member had a hidden agenda/motive
- Personal interests taking precedence over group interest
- Inadequate leadership to manage the meeting
- Lack of control over the meeting
- Poor planning

Framework for Good Decision-Making (Facilitators' Inputs)
Information – Get enough information about what the group wants to do. Ask the following:
- *What is our situation?* = Everybody should understand the situation in which the group is in.
- *Who are we?* = Are we the right people to take the decision? Are we speaking on behalf of the people? Are we the direct beneficiaries?
- *Where are we?* = In all of these, where are we in the development of our country?
- *Where is our common ground?* = Where is our common ground? Do we have a common understanding of the issue?
- *What is the limit within which we must work?* = We should clearly know our limitations as far as decision-making is concerned.
- *Who or what brought us together?* = We should know from the outset the common interest or issues that brought us together.

Our Goal
- Where do we want to go?
- What do we want to do?

- What choices are open to us?

Freedom of the people involved
- How free are we to move, to make contribution, and to share in the leadership without fear?

The Plan
- What is the plan for this meeting?
- How do we get there?
- How do we achieve our goal?
- What procedure do we need?

Check on Progress
- Where are we now?
- Are we going in the right direction?
- How far have we got?
- Do we know where we are?
- Do we need to change our goal or our procedure?
- Is everyone still with us?

Outcome
- Where have we arrived?
- Have we achieved our goal?
- What have we achieved?

SECTION 9: GROUP PLANNING

1. Natural Resource Governance and Economic Justice Network (NaRGEJ)

Problem
Lack of strategic direction

Needs
- Functioning NaRGEJ
- High commitment of members
- Strategic direction

Achievement (Objective)
Strategic plan finalized by 10 June 2014

Possible Ways
- Organize retreat/meeting
- Develop concepts or proposals
- Establish committee to coordinate these activities

No	What	When	Indicators	Where	Who	How
1	Sent out letters to members	26 - 30 May 2014	Acknowledgement letters	NaRGEJ Secretariat	Secretariat	Emails/internet
2	Develop concept	26 – 30 May 2014	Members knowledge of the retreat	NaRGEJ Secretariat	Coordinating committee	Committee meeting
3	Hold retreat/meeting	2 – 6 June 2014	• Report of retreat • Members inputs	NaRGEJ Secretariat	Coordinating committee	Review the draft and improve areas that are weak
4	Monitoring &	Continuous/twice	Monitoring reports	NaRGEJ Secretariat	Coordinating committee	Literature review,

evaluation	weekly				observation, interviews

2. National Elections Watch (NEW)

Problem
Low citizens' knowledge to monitor the constitutional review process

Needs
Skilled and knowledgeable civil society to monitor constitutional review process

Achievement (Objective)
Civil society trained and deployed by 17 May – 10 June 2014

Possible ways
- Mobilize resources
- Deploy monitors
- Coordinate and supervise monitors

No	What	When	Indicators	Where	Who	How
1	Mobilize resources	May – June 2014	• Availability of funds • Payment of stipends	Freetown	NEW Secretariat	• Writing new proposals • Follow-up on old proposals
2	Deploy monitors	June on to the end of the process	Monthly reports of monitors	Countrywide	New Secretariat	• Deploy monitors at constituency level
3	Supervise and coordinate	June on to the end of the process	Reports of NEW district teams	Countrywide	Regional Coordinators	• Monthly updates • Quarterly reports

monitors					

3. Trade Union Confederation of Sierra Leone (TUC-SL) & Sierra Leone Labour Congress (SLLC)

Problem

The relationship between TUC-SL and SLLC is weak

Needs

Resources to organize a joint meeting for the two trade union centres

Achievement (Objective)

Joint meeting of TUC-SL and SLLC held by 10 June 2014

No	What	When	Indicators	Where	Who	How
1	Raise resources	May 2014	• Availability of funds for the meeting	Freetown	Leadership of the two labour centres	• Write and submit concepts to donor • Voluntary contributions
2	Organize joint meeting of TUC-SL and SLLC	20 May – 10 June 2014	• Minutes of the meeting • MoU developed and signed • Plan for future collaboration available	Freetown	Leadership of the two labour centres	• Hold joint planning meeting of the two leaderships • Share meeting agenda • Hold open joint meeting of the two centres

4. Partners Initiative for Conflict Transformation (PICOT)

Problem

Inadequate funding to take forward the strategic objectives of PICOT

Needs

- More logistics such as vehicles and motor-bikes
- Strengthen the capacity of staff
- Equip the Secretariat to be more effective

Achievement (Objective)

Adequate funds raised by June 2014 to undertake PICOT activities

No	What	When	Indicators	Where	Who	How
1	Set up project writing team	9 June 2014	• ToR for the team available	Bo	• PICOT Coordinator • Project officers	• Meetings • Emails/internet • Telephone calls
2	Identify funding partners	May – June 2014	• List of funding partners available	Bo	• PICOT Coordinator	• Internet/emails • Telephone calls
3	Write and submit proposal	June 2014	• Project proposal available • Acknowledgement	Bo	Proposal writing committee	• Meetings • Discussions • Internet/emails • Feedback and inputs
4	Monitoring and evaluation	Continuous	• Monitoring reports • Updated work plan	Bo	Partners Implementation Team	• Visitations • Literature review • Meetings

5. Action for Large-Scale Land Acquisition Transparency/Sierra Leone Network on Right to Food

Problem
Land grabbing

Needs
- Transportation
- Adequate resources

Achievement (Objective)
Awareness on the effects of land grabbing raised in the affected communities by 4 June 2014.

Possible Ways
- Community sensitization meetings
- Community dialogue forums

No	What	When	Indicators	Where	Who	How
1	Community sensitization meetings	23 May – 4 June 2014	• Minutes of meetings • Meeting agendas • Knowledge of communities of land grabbing	3 communities in Pujehun and Bombali districts	• Project officers of ALLAT and SiLNORF	• Community mobilization
2	Community dialogue forum	June 2014	• Minutes of meetings • Meeting agendas • List of participants	3 communities in Pujehun and Bombali districts	• Project officers of ALLAT and SiLNORF	• Community mobilization
3	Monitoring and	Continuous	• Monitoring reports	3 communities in	• Project officers of	• Community

				Pujehun and Bombali districts	ALLAT and SiLNORF	mobilization
	evaluation					

6. National Youth Coalition (NYC)

Problem
Absence of sign posts to identify major streets, roads and lanes in Waterloo

Needs
Financial, human, logistical and technical resources

What do you want to achieve (Objective)?
Sign posts erected on major streets, roads and lanes in Waterloo by 10 June 2014

Possible Ways
- Stakeholder consultations (community ownership)
- Mobilize resources

No	What	When	Indicators	Where	Who	How
1	Stakeholder consultations	May 2014	• Minutes of consultations • Programme for the consultations • Participants lists	Waterloo	• NYC leadership in Waterloo	• One-on-one meetings • Group meetings • Internet/emails • Phone calls
2	Mobilize resources	May to early June 2014	• Resources available • Required materials procured	Waterloo & Freetown	• NYC leadership in Waterloo	• Letters • Meetings • Voluntary contributions

3	Purchase and erect sign posts	May – June 2014	• Visibility of sign posts	Waterloo	• NYC leadership in Waterloo	• Self-help • Community service

7. Civil Society Movement of Sierra Leone (CSM-SL)

Problem

There is no data on the membership of CSM-SL

Needs

- To establish data on the membership of CSM-SL
- To identify and appoint district focal persons

What do you want to achieve (Objective)?

Members of CSM-SL countrywide registered with full bio-data by 10 June 2014

Possible Ways

- Hold consultations with CSM-SL regional leaderships
- Hold radio discussions
- Design and distribute membership forms for membership registration

No	What	When	Indicators	Where	Who	How
1	Hold consultations with CSM-SL regional leaderships	May 2014	• Reports of consultations • Programme of consultations	Regional headquarter towns	• CSM-SL Secretariat	• Meetings • Telephone calls • Internet/emails
2	Hold radio	May 2014	• Plates of discussions	Regional headquarter	• CSM-SL	• Phone-ins

					towns	Secretariat	• Panel discussions
	discussions						
3	Design and distribute membership forms	26 – 31 May 2014	• Forms available to CSOs and CBOs		Countrywide	• CSM-SL Secretariat	• Internet/emails • Transportation (vehicle & motor-bikes)
4	Collection of completed membership forms	2 – 6 June 2014	• Membership data available		Countrywide	• CSM-SL Secretariat	• Internet/emails • Transportation (vehicle & motor-bikes)
5	Monitoring and evaluation	Continuous	• Monitoring reports		Countrywide	• CSM-SL Secretariat	• Interviews • Visitations • Observation

8. Community Radio Network (CORNET-SL)

Problems
- No secretariat
- No funding
- Management of CORNET-SL not clear at the moment (handing over has still not taken place yet)
- Inability to hold meeting with the Board
- Inability to hold general membership meeting.

Needs
- A functioning secretariat
- Membership orientation meeting
- Mobilize resources

- Formal handing over by the old coordinator

What do you want to achieve (Objective)?
Effective functioning of CORNET-SL by end of June 2014

Possible Ways
- Lobbying
- Meetings
- Letters

No	What	When	Indicators	Where	Who	How
1	Mobilize resources	May 2014	• Availability of resources	Freetown	• Interim Coordination team	• Write concepts • Voluntary contributions
2	Rent office space	End of May 2014	• Availability of office space	Bo	• Interim Coordination team	• Solidarity, partnership or collaboration
3	Hold orientation meeting of members	May – June 2014	• Reports of meeting • Programme agenda	Bo or Mile 91	• Interim Coordination team	• Consultations • Joint planning • Information sharing
4	Monitoring and evaluation	Continuous	• Monitoring reports	Project sites	• Interim Coordination team	• Literature review • Observations • Interviews

9. National Forum for Human Rights (NFHR)

Problem
- NFHR is not functioning effectively
- No up-to-date membership list
- No secretariat (contact office).

Needs
Re-establish and strengthen NFHR governance and coordination structures.

What do you want to achieve (Objective)?
Civil society organizations working on human rights issues mobilized and organized for effective engagement

Possible Ways
- Mobilizing membership drive
- Fundraising
- Hold pre-planning meetings
- Hold regional meetings

No	What	When	Indicators	Where	Who	How
1	Membership drive	May – June 2014	• Updated list of membership available	Countrywide	NFHR leadership	• Meetings • Radio discussions • Internet/emails
2	Hold fundraising activities	May – June 2014	• Funds available • List of contributors	Countrywide	• NFHR leadership	• Voluntary contributions • Letters

3	Hold pre-planning meetings	May 2014	• Minutes of meetings • Action plans available	Countrywide	• NFHR leadership	• Internet/emails • Telephone calls • Invitation letters
4	Hold regional meetings	June 2014	• Minutes of meetings	Countrywide	• NFHR leadership	• Internet/emails • Telephone calls • Invitation letters
5	Monitoring and evaluation	10 June 2014	• Monitoring reports	Countrywide	• NFHR leadership	• Internet/emails • Telephone calls • Literature review • Observation

10. Women on Mining and Extractives (WoME)

Problem

The improper relocation of affected communities by OCTEA before blasting

Needs

- Good drinking water
- Good roads in the affected communities
- Good health facilities

What do we want to achieve (Objective)?

Memorandum of Agreement between OCTEA and affected communities signed y 10 June 2014

Possible Ways

- Hold radio discussions

- Hold meeting with OCTEA leadership

No	What	When	Indicators	Where	Who	How
1	Hold radio discussions	25 May – 10 June 2014	• Radio discussion plates	Tongo Fields	WoME leadership	• Identify panellists • Phone-ins
2	Hold meeting with OCTEA	June 2014	• Minutes of meeting • Key conclusions	Tongo Fields	WoME leadership	• Consultations and joint planning • Invitation letters • Regular phone calls
3	Monitoring and evaluation	Continuous	• Monitoring reports	Tongo Fields	WoME leadership	• Interviews • Literature review • Observation

SECTION 10: APPENDICES

Appendix 1: Delta Song – "Our Transformation"

Our Transformation shall succeed, succeed
Our Transformation shall succeed, succeed × 2

With Kuru/Gewor or Lord
Our liberator
Our transformation shall succeed

Let's say "NO" to exploitation, oppression and injustice
Let's say "NO" to exploitation, oppression and injustice × 2

We have another Sierra Leone in view
Another Sierra Leone in view

With Kuru/Gewor or Lord
Our liberator
Our transformation shall succeed.

Appendix 2: Day 1 Reflection - How Learning Helps the Underprivileged
The Dalai Lama, when asked what surprised him most about humanity, answered "Man. Because he sacrifices his health in order to make money. Then he sacrifices money to recuperate his health. And then he is so anxious about the future that he does not live in the present or the future; he lives as if he is never going to die, and then dies having never really lived."

Appendix 3: Day 2 Reflection

The individual makes her/him self. It is her/his ability to act deliberately for a self-determined purpose, which distinguishes her/him from the other animals.

The expansion of her/his consciousness and therefore of her/his power over the self, environment and society, must therefore ultimately be what we mean by development.

Appendix 4: Day 3 Reflection - The Spirit of Self-Criticism

"[Develop] the spirit of self-criticism: the ability of each person to make specific analysis of his or her own work, to distinguish in it what is good from what is bad, to acknowledge our own errors and to discover the causes and the effects of these errors. To make self-criticism is not merely to say, 'Yes, I recognise my fault, my error and I ask for forgiveness, 'while remaining ready soon to commit new faults, new errors. It is not pretending to be repentant of the evil one has done, while remaining convinced deep down that it is the others who do not understand. Still less is making self-criticism to make a ceremony so as to go on later with a clear conscience and carry on committing errors. Self-criticism is an act of frankness, courage, comradeship and awareness of our responsibilities, a proof of our will to accomplish and to accomplish properly.… To criticise oneself is to reconstruct oneself within oneself in order to serve better."

Amilcar Cabral,
Unity and Struggle, P.247

Appendix 6: Listening Skills

What is listening?

- It is an art, a skill and a discipline. As in the case of other skills, it needs self-control.
- The individual must understand what is involved in listening and develop the necessary self –master to be silent and listen.

Why do we listen?

- We want people to talk freely and frankly.

- We want them to cover matters insight and understanding of their problems as they talk them out.
- We want them to try to see the causes and reasons for their problems and figure out what can be done about them?

Some Dos of listening:
- Show interest.
- Expressed empathy.
- Listen for causes of the problem, single out the problem if there is one.
- Help the speaker associate the problem with the cause.
- Cultivate the ability to be silent when silence is needed.
- Encourage the speaker to develop competence and motivation to solve his or her own problem.

Some Don'ts of listening
In listening, we do not:
- Argue, interrupt, and do not let the speaker's emotion react too directly on our own.
- Pass judgment too quickly or in advance.
- Jump to conclusion
- Give advice unless the other speaker requests it.

Barriers to listening:
1) On/Off Listening:
This happens because most individuals think four times faster than the average person speaks.
The listener therefore has more time to think about his or her own personal affairs instead of listening, relating and summarizing what the speaker has to say.

2) Red Flag Listening:

Some people don't like hearing certain words. When they do, they get upset and stop listening. For some people, certain words/terms can also make them respond almost automatically. When these words are used, we turn out the speaker, loose contact with him or her and fail to develop an understanding of the person.

3) Open Ears-Closed Mind Listening:

Sometimes we decide rather quickly that either the subject or the speaker is boring and what he said makes no sense. We often jump to conclusion that we can predict, what he or she knows or what he or she will say. So we conclude there is no need to listen.

4) Glassy-Eyed Listening:

Sometimes we look at the person right in his/her eyes and we can seem to be listening although our minds may be on other things or in far distance places. We drop back into the comfort of our thoughts. We get glassy and often a dreamy look appears on our faces. The speaker will notice it.

5) Too Deep for me listening:

This is listening to ideas that are too complex ad complicated. Understanding becomes a problem and so we lose interest, which might make us stop listening.

6) Don't Rock – The Boat Listening:

People don't like to have their favourite ideas and points of view overturned or challenged. When the speaker says something that clashes with what we think or believe we may stop listening or become defensive and plan counter attacks.

How to overcome barriers to listening:

1) On/Off Listening:

Pay attention to more than the words. Watch non-verbal signs like gestures.

2) Red flag Listening:

Find out which words are red flag to you personally. Try to listen to someone more sympathetic to the issues.

3) Open Ears – Closed Mind Listening:
Listen attentively and find out for sure whether this is true or not.

4) Glassy – Eye Listening:
The Speaker should find an appropriate moment to suggest a break or a change in pace.

5) Too-Deep For Me Listening:
- Force yourself to follow the discussion and make real effort to understand.
- Ask questions for clarification or for an example if possible.

6) Don't Rock – The Boat Listening:
- First listen; find out what he or she thinks.
- Get the other side of the issue so you can understand better and respond constructively.

Appendix 7: Task on Team Effectiveness/Relations

Team effectiveness questionnaire – task needs

Directions: Place a check mark along each line (scale), showing where you would rate your team. Discuss your relations with your team. Where there are differences, try to clarify what you need to do to help the team work better.

Task Functions

1. How clear are the **goals** of this team?

   0   1   2   3   4   5   6   7

   | Utter confusion | Clear to a few | Fairly clear to most now | Clear focus, shared by all. |

2. How strongly **involved** do we feel in what this team is doing?

   0   1   2   3   4   5   6   7

   | Couldn't care less | Not much interested | Interested | Deeply involved |

3. How well do we **diagnose** our team problems?

   0   1   2   3   4   5   6   7

   | Avoid, pretend they do not exist | Slight attention | Considerable attention | Face frankly, analyse with care |

4. How appropriate are our ways of working and **procedures** for our team goals?

   0   1   2   3   4   5   6   7

   | Defeating our purpose | Not much help | Often seem useful | The best possible means to our ends |

5. How well do we **integrate** contributions from various members?

   0   1   2   3   4   5   6   7

   | Each goes it alone, disregards others, no summary or integration | Slight attention to others' ideas | Considerable attention to using ideas of others | Each speaks, builds directly on others' points |

6. How do we usually make **decisions**?

   0   1   2   3   4   5   6   7

   | We do not | One-person decision taken as consent | Two people | Minority | Majority | Pressured agreement | True consensus |

7. How fully do we use **the resources** and creativity of our members for accomplishing goals?

   0   1   2   3   4   5   6   7

   | No one contributes freely, resources unused | Only a few contribute | Most members contribute a great deal | Everyone contributes fully and creatively |

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