

PROGRAM IMPLEMENTATION: GUIDANCE

Talking with one another is loving one another.

-- Kenya

Overview

Program implementation involves the application of skills and knowledge in practical ways that make the program actually happen. This session focuses on skills and knowledge the project "implementors" will need on a daily basis to make activities and interventions work. Leadership and group facilitation, mediation, and counseling are interpersonal skills that are of infinite value in virtually every aspect of project coordination and implementation. The successful outcome of workshops, meetings, publicity events, seminars, and ceremonies rely on these skills as well as skills in the planning and execution of activities.

Objectives

By the end of this module, participants will be able to:

LEAD:

- Distinguish different styles and functions of leadership.
- Explain the purposes of guided group discussion.
- Organize a group discussion.
- Describe the stages of guided group discussion.
- Lead a guided group discussion.

MEDIATE:

- Define negotiation and understand when it is necessary to negotiate.
- Describe the important elements of negotiation and stages of conflict resolution.
- Describe the role of a third party as a mediator in conflict resolution.
- Use mediation skills to resolve work-related conflicts.
- Use mediation skills in a large-group conflict.

COUNSEL:

- Describe ways in which counseling is used in social change programs.
- Use counseling skills in working with community members around the issue of FGM.

Activities

Leadership Styles	30-45 minutes
Guided Group Discussion as a Program Activity	40 minutes
How to Plan for Effective Guided Group Discussions	20 minutes
Facilitating a Guided Group Discussion	20 minutes
Skill Building: Leadership Practice	1 ½ - 2 hours
Skill Building: Conflict Mediation	30-45 minutes
Conflict Resolution: Pairs Role-play	50 minutes
Group Negotiation: Group Role-play	40 minutes
Counseling for Social Change	40 minutes
FGM Counseling Role-play	70 minutes
Estimated Module Length	7-8 hours

Materials

Handouts

HO IX.1a	Non-authoritarian Leadership Models
HO IX.1b	Components of Leadership
HO IX.2	Stages of a Guided Group Discussion
HO IX.3	Task and Maintenance
HO IX.4	Instructions for Observers
HO IX.5	Tips for Successful Conflict Resolution
HO IX.6	Counseling
HO IX.7	Key Points Summary, Module IX

Training Aids

TA IX.1	Guidelines for Arranging A Guided Group Discussion
TA IX.2	Seating Arrangements in Group Discussion
TA IX.3	Guided Group Discussion Scenario
TA IX.4	Discussion and Conclusions
TA IX.5	Steps in Negotiation
TA IX.6	Conflict Scenarios
TA IX.7	FGM Counseling Scenarios

Recommended Resource Material

PATH Life Planning Skills Curriculum, Discussion Guides

Activity
LEADERSHIP STYLES

Purpose:	Participants will be able to distinguish different styles and functions of leadership.
Format:	Discussion
Suggested Time:	30-45 minutes
Materials:	HO IX.1, "Non-authoritarian Leadership Models"
Preparation:	Review HO IX.1

Procedure:

- Begin by asking participants to list the various types of leaders with whom they have worked. Write their examples on the board. Suggest that there are three main classes of leadership, but that the discussion does not necessarily have to be limited to these. Bogue describes three distinct leadership styles, described in HO IX.1: **Authoritarian, Democratic, and Laissez-faire**. Distribute the HO and discuss the following questions.
 1. What effects do these different types of leaders have on group functioning?
 2. What are the common characteristics of a "leader" (characteristics that all leaders possess)?
 3. What are the positive and negative consequences of different leadership styles?
 4. How can a discussion leader build group unity and a feeling of democracy?
 5. How can the discussion leader build up the confidence and feeling of importance of each participant?
 6. How can the group leader help the group to feel responsible for accomplishing the task?
 7. What roles should the group leader avoid as much as possible?
 - Present the non-authoritarian models described in HO IX.1.
- Questions for discussion:
8. How these models relate to the three general leadership styles?
 9. Do they see any advantages of one model over another?
 10. Which of these models seems relevant to them in their work?

Key Points:

- Leadership is a skill that can be developed if someone is willing to take the time to practice the skills of observation, needs assessment, problem-solving, interpersonal communication, empathy, active listening, and self-discipline and redirection.
- A leader can establish unity and a democratic mood by setting an open, encouraging, nonjudgmental tone and helping establish codes of behavior.
- A leader can build confidence and participation by engaging, modeling, motivating, affirming, summarizing, and seeking input from all group members.
- A leader can help the group to feel responsible for accomplishing the task by sharing the leadership with participants and maintaining a low profile.

- As much as possible, a group leader should avoid negative comments, bias or favoritism, and taking responsibility for clarifications.

NON-AUTHORITARIAN LEADERSHIP MODELS

- Facilitator** A facilitator's role is to provide a process to help the group discuss content in the most satisfactory and productive way possible. The facilitator is neutral about the content and has no stake in the outcome. His/her concern is with **process**, not **content**. The facilitator is interested in ensuring that good communication occurs and that all members are invested in the decisions and outcome. The facilitator may be an "outsider" who consults and challenges, but ultimately leaves the outcome in the hands of the group.
- Animator** An animator's role is to help a community discover and use all its potential for creative and constructive team work. In addition to the skills of a facilitator, the animator has responsibility for stimulating people to think critically, identify problems, and find new solutions. The animator provides a process for sharing concerns, information and opinions; setting goals; making decisions; and planning action. The animator must understand the different forces operating in the group and identify the problem when the group process gets stuck. The animator also uses a "problem posing" process to help the group understand the problem and work constructively to solve it.
- Coordinator** A coordinator draws people, actions, and events together in such a way that they support and strengthen each other and do not compete or clash with each other. Coordination within, between, and among programs is part of the coordinator's role.

from *Training for Transformation: A Handbook for Community Workers*, book 2

COMPONENTS OF LEADERSHIP

- Leadership is a skill that can be developed if someone is willing to take the time to
 - observe what goes on in groups
 - identify the main needs of groups
 - learn ways of dealing with these needs
 - practice these skills in many different situations
 - take people's feelings seriously
 - listen to feedback about other's reactions to their own behavior as a leader
 - make changes in their own behavior, so that people will respond in a positive way.

(Training for Transformation 2)
- A leader can establish unity and a democratic mood by:
 - Expressing goodwill and friendship
 - Encouraging participation of all group members
 - Proposing or asking for codes of behavior to guide discussion
- A leader can build confidence and participation by:
 - Requesting information from all individuals
 - Motivating others to speak and share their opinions
 - Affirming and support valid statements, but leaving the roles of disagreeing, evaluating, and criticizing to others
 - Asking group members to clarify points, suggest solutions, or summarize group debates and conclusion
- A leader can help the group to feel responsible for accomplishing the task by:
 - Speaking as little as possible
 - Sharing the leadership with the participants
- As much as possible, a group leader should avoid:
 - Disagreeing
 - Stating difficulties
 - Supporting particular opinions or displaying or acting on bias
 - Giving clarifications or making explanations

Activity
**GUIDED GROUP DISCUSSION
AS A PROGRAM ACTIVITY**

Purpose: Participants will be able to explain the purposes of group discussion.

Format: Group discussion

Suggested Time: 40 minutes

Materials: Flipchart and pens

Recommended Resource Material: PATH *Life Planning Skills* curriculum,
"Discussion Guides for Awareness Raising and Community Mobilization"

Preparation: Review TA IX.1

Procedure:

- Ask the group to think about the times they have participated in discussion groups.

Questions for discussion:

1. What purposes are group discussions are used for in their communities? (Examples of uses of group discussion in community work: decision-making, problem-solving, fact-finding [research], education, mediation [resolving disputes], strategizing, socializing, spiritual development.)
 2. How and with whom might group discussion be used as a channel for information sharing in this project, given the uses of discussion or group meetings in this region?
- List possible topics for discussion groups consisting of different groups. [The topic should be sufficiently narrow for the participants to understand it within the allotted time and arrive at specific new knowledge and attitudes or plan of action.]

Examples

- The transition from childhood to womanhood (for example, with elders or young women)
 - Boys' views of why girls should or should not be circumcised
 - What constitutes a successful woman?
- Ask the participants to list objectives that every group discussion should attempt to achieve.
 - Summarize key points.

Key Points:

- Guided discussion groups can be useful in helping build community support, planning, or carrying out a task, solving problems, or mediating disagreements. One of the reasons most people behave the way they do is that they believe their friends, relatives, etc. would have different opinions of them if they behaved differently from the customary way. Trying to get any one person to change his or her behavior in isolation of his or her peers is therefore an uphill battle. Holding small group discussions is one way of averting confrontations between individuals and the resistance to change that surrounds them. It allows for peers to consider together the possibilities of change, in a situation where the change agent is the discussion leader and resource person rather than an adversary of the community's social system. The conclusions reached by a small group discussion, because they are the result of voluntary and open discussion, tend to be socially as well as individually acceptable.
- Each session of a discussion group for any purposes must be focused upon a particular problem, issue, or topic that is of considerable potential interest and concern to the participants. When planning a discussion, it is important to think how discussion of this topic will move the project toward its goal.
- The objectives of group discussions include the following:
 - To increase awareness (deepen the understanding of the relevance of the topic for the benefit of the individual, his or her family, the community at large, or the nation).
 - To stimulate the members to share their knowledge of the topic (teach each other in an interesting way).
 - To introduce additional information through the change agent (participants should leave the discussion with additional knowledge).
 - To involve the participants in a problem-solving process (use both internal information from sharing with peers and external information supplied by the group leader to discuss alternative actions or strategies that can be used to address the given problem).
 - To arrive at a group consensus or at least a common understanding of the problem or issue (this may or may not include a decision to take some action as a group). Each participant should feel that he or she has contributed toward arriving at this consensus and has a commitment to uphold it.

Activity

HOW TO PLAN FOR EFFECTIVE GROUP DISCUSSIONS

Purpose:	Participants will be able to organize a group discussion
Format:	Mini-lecture and discussion
Suggested Time:	20 minutes
Materials:	Newsprint and markers TA IX.1, "Guidelines for Arranging A Guided Group Discussion" TA IX.2, "Seating Arrangements in Group Discussion"
Preparation:	Review materials

Procedure:

- Explain that once the group facilitator has arrived at a clearly defined topic to discuss with a group he or she feels can contribute to the project aims or can benefit from the discussion, planning must begin. Review key points. Review the points in TA IX.1 and TA IX.2 with participants.

Questions for discussion:

1. Can teens and elders be brought together for a discussion about FGM? If so how big should this group be?
2. What about boys and girls?
3. What are some of the positive and negative consequences of combining different stakeholder group members in a discussion or debate?
4. How are seating configurations used in different situations? (e.g., viewing a movie, hearing a lecture, discussing a topic)
5. How do different seating configurations affect the flow of conversation?

Key Points:

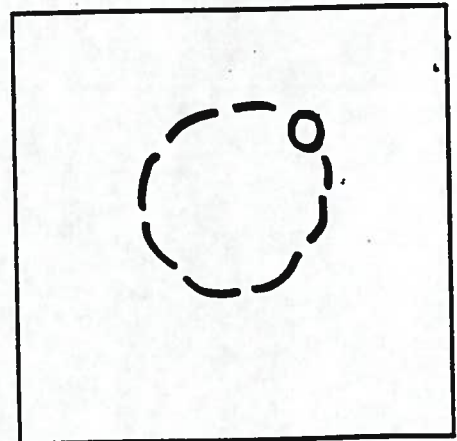
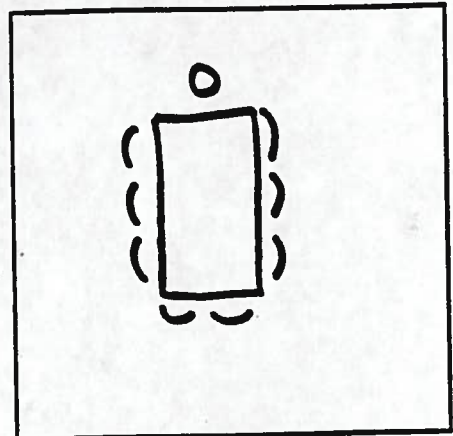
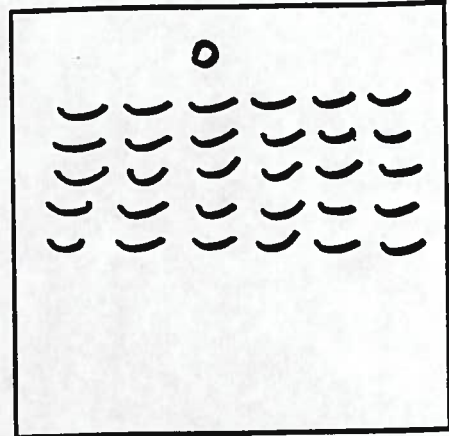
- Planning for a guided group discussion requires thorough research of the topic to be discussed, through interviews with local experts, if possible, and anticipation of arguments that are likely to be made by participants, important issues, and possible arguments against change.
- Participants should be contacted sufficiently in advance to allow them to prepare. The leader or organizer should give at least a general idea of the purpose, topic, and time needed.
- General guidelines should govern size, composition, and length of the group, but discussion organizers should take into consideration the purpose and expected outcome of the group in all of these decisions.

GUIDELINES FOR ARRANGING A GUIDED GROUP DISCUSSION

- Size:** Generally, a task-oriented group discussion should not exceed 10 or 12 people. Obviously, school classes, women's groups, etc. may be larger, but for achieving outcomes, maintain smaller groups.
- Length:** Ordinarily, it is advisable not to exceed 90 minutes. This may vary in places where long group meetings are the norm; where young people are concerned, shorter lengths should be arranged. The estimated time should be discussed before the discussion begins and should not exceed the agreement. As people tire, their attention span and patience evaporate. You'll get better results if you keep it short and have a fairly concrete ending. A follow-up meeting can be planned, if needed.
- Composition:** Homogeneous groups (men, women, elders, youth) or groups with common interests (professional, church) generally feel freer but this is not always the case; there are arguments for mixing groups, depending on the objective. Discuss whether different groups can be brought together for effective discussion and under what circumstances.
- Location:** A quiet place with few distractions and comfortable accommodations (seating, shade, access to toilets) allows people to concentrate and promotes a more congenial atmosphere.
- Seating:** The seating arrangement can have a significant effect on participation. Standard seating arrangements include the traditional "classroom" style, the modified circle style with the leader in a central location, and the egalitarian circle with all participants in eye contact.
- Preparation:** Well in advance, the location, invitations, visual aids, co-facilitators, and refreshments should be prepared.

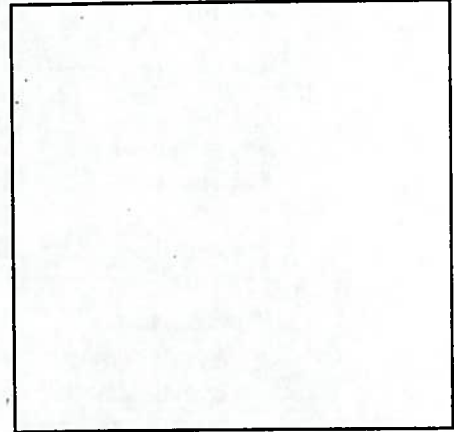
SEATING ARRANGEMENTS IN GROUP DISCUSSION

- Leader faces participants as in a classroom lecture: this arrangement, although it may be good for visual presentations accompanying a group discussion, does not allow for easy communication among participants as participants may have the tendency to talk to those who are in close proximity to him.
- Circle arrangement with the leader in the middle: In this arrangement, tables are positioned in a circle and participants can easily see participants who are positioned at other tables. Communication may be limited at their own tables because they are not facing each other. While this arrangement is not conducive to very small group discussion, it can be effective for larger groups. Eliminating tables may be more conducive to small group discussions.
- Participants are angled so that they can easily see each other and the leader: Tables can be staggered or angled to face the front of the room and the trainer. This allows the participants to face each other, maximizing communication among participants, and for the trainer to move around the room easily. This arrangement tends to be the best arrangement for allowing maximum participation by all participants and creating an informal environment with experience-sharing.

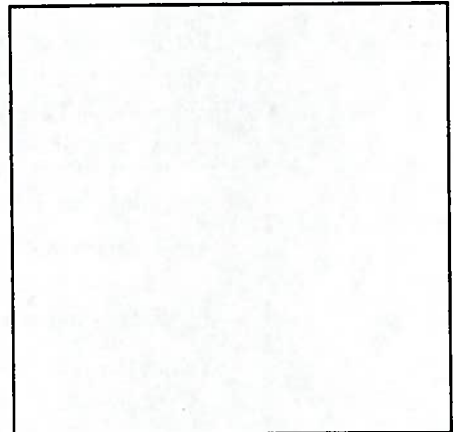


SEATING ARRANGEMENTS IN GROUP DISCUSSION

■ Leader faces participants as in a classroom lecture. This arrangement may be good for visual presentations accompanying a group discussion, but does not allow for easy communication among participants as participants may have the tendency to talk to those who are in close proximity to him.

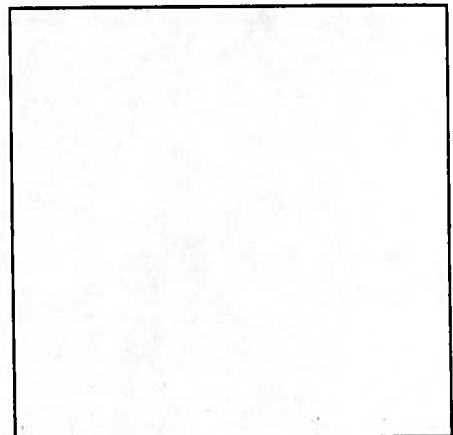


■ Circle arrangement with the leader in the middle: In this arrangement, communication may be limited at their own tables because they are not facing each other. While this arrangement is not conducive to very small group discussion, it can be effective for larger groups. Eliminating tables may be more conducive to small group discussions.



■ Participants are angled so that they can easily see each other and the leader.

This allows the participants to face each other, maximizing communication among participants, and for the trainer to move around the room easily. This is the best arrangement for allowing maximum participation by all participants and creating an informal environment with experience-sharing.



Activity
FACILITATING A GUIDED GROUP DISCUSSION

Purpose: Participants will be able to describe the stages and leadership functions in guided group discussion.

Format: Mini-lecture

Suggested Time: 20 minutes

Materials: HO IX.2, "Stages of a Guided Group Discussion"
HO IX.3, "Task and Maintenance"

Preparation: Review handouts.

Procedure:

- Ask participants what normally happens in a group discussion in terms of progression. Explain that there is a logical progression of stages in guided group discussion and that if these are followed, the facilitator is better able to ensure universal participation, organize the ideas that emerge, and help the group achieve the desired outcome. Distribute and review the stages covered in HO IX.2, "Stages of a Group Discussion."
- Distribute and review HO IX.3, "Task and Maintenance." Explain that a leader must pay attention to both task and maintenance functions in a guided discussion and that with good leadership, all participants can contribute to accomplishing the task and maintaining a satisfying group process.

Key Points:

- The stages of a guided group discussion for educational, task, and problem-solving purposes are similar to, but differ slightly from, the stages of FGD development, in that these guided groups have as their aim synthesis and resolution around a given topic.
- In the facilitation of guided group discussions, task and process, or "maintenance" are equally important. Often, leaders become so focused on the task at hand that they miss what is going on and how relationships are being forged. Trust, investment, and constructive relationships among group members are critical if the task is to be accomplished to the satisfaction of all.

STAGES OF A GUIDED GROUP DISCUSSION

- **Warm-up:** The leader must set the tone for the discussion and put the participants at ease with each other.
- **Presentation of the topic** for discussion: The leader should succinctly communicate the theme of the discussion and how he or she sees its relevance to them. The leader must also express interest in getting to know how the participants perceive the topic and its relevance to them.
- **Guide the group in sharing knowledge** about the topic: The leader should help this process along, but should not provide all the basic information. After the group has sufficiently pooled its knowledge about the topic, the leader supplements, rounds out, and corrects misinformation.
- **Guide the participants in debating** the issue at hand and **processing** the information. The discussion group plan should include ways of keeping the conversation going, sticking to the issue, and avoiding undesirable behavior such as dominating the conversation or declining to participate.
- **Stimulate participants to synthesize** the information that has come up during discussion and debate, and come to **resolutions**. Questions should be prepared which promote this process.

TASK AND MAINTENANCE
from Training for Transformation 2

Task	Process
1. <u>Initiating</u> Getting the group started on the task. Offering new suggestions, topics for discussion, plans, etc.	1. <u>Encouraging</u> Being friendly, responding to and building on suggestions made by others, showing acceptance and appreciation of others and their ideas.
2. <u>Asking for Information</u> Drawing out the resources of the group and identifying information which needs to be found elsewhere.	2. <u>Gate-keeping</u> Giving a quiet person a chance to join the discussion, e.g., "John was about to say something."
3. <u>Giving Information</u> or facts or sharing relevant experiences.	3. <u>Setting standards</u> "Shall we agree that everybody speaks once and nobody speaks more than twice?" or "Let's try to stick to the point and avoid discussing outside situations."
4. <u>Asking for Opinions</u> Good decision-making depends on knowing what all members think and feel about a suggestion.	4. <u>Diagnosing Difficulties</u> "I think we cannot make this decision until we get more information." or "Maybe some of us are afraid of the consequences of this decision."
5. <u>Giving Opinions</u> Some do this too much and some too little. Sometimes a quick way to get all opinions needs to be found, e.g., straw votes.	5. <u>Expressing Personal and Group Feelings</u> "I'm getting bored. This is a small point and we have spent half an hour on it."
6. <u>Explaining</u> Giving practical examples to make a point clear.	6. <u>Harmonizing</u> Helping those in conflict to understand one another's views.
7. <u>Clarifying</u> Asking a question or repeating a point in different words to make it clear to all.	7. <u>Evaluating</u> Creating an opportunity for people to express feelings and reactions towards the working of the group.
8. <u>Summarizing</u> Stating briefly the main points made so far.	8. <u>Relieving Tension</u> By bringing it out into the open, putting a problem in a wider context, or making a well timed joke.
9. <u>Checking consensus</u> Seeing if everyone, especially silent members agree on a point.	
10: <u>Suggesting a Process for Decision-making</u>	

Activity
SKILL BUILDING: LEADERSHIP PRACTICE

Purpose:	Participants will be able to lead a small group discussion.
Format:	Role-play
Suggested Time:	90-120 minutes
Materials:	HO IX.4, "Instructions for Observers" TA IX.3, "Guided Group Discussion Scenario" TA IX.4, "Discussion and Conclusions"
Preparation:	Read through TA IX.4, "Guided Group Discussion Scenario," HO IX.4, "Directions for Observers," and TA IX.4, "Discussion and Conclusions." Prepare some sample topics for additional group role-plays.

Procedure:

- Explain that the participants will now have the opportunity to act as leaders in a group discussion. Ask for five volunteers. Explain the problem to be discussed and give each of the players instructions for the role they will be presenting. The problem and roles are found on TA IX.3, "Guided Group Discussion Scenario." Ask the other participants to observe. Explain that from this exercise various aspects of leadership will be discussed including:
 - the role and leadership functions of the 'leader'
 - the attitude and reactions of the 'led'
- Hand out HO IX.4, "Instructions for Observers," to all participants. Explain that the questions asked in the HO will come up in discussion and they should keep notes. Ask whether everyone understands his or her task. If there are two trainers, one should assist the players, while the other assists the group of observers. When everything is ready, the exercise may proceed. The players should arrange their own chairs.
- Stop the exercise when you think there is enough material for discussion. Facilitate a discussion that involves both the role-players and the "audience" and critique the process. TA IX.4 has questions for discussion. Do not feel confined by these questions.
- Conclude by asking participants how comfortable they would be conducting a group discussion. If time permits, break into groups and allow groups to carry out two or three simultaneous guided discussion practices.

Key Point:

- Leadership of guided group discussions requires practice and the application of the same interpersonal skills and behaviors required in research and **counseling**, as well as comfort in a leadership role.

GUIDED GROUP DISCUSSION SCENARIO

[This problem-solving discussion scenario or another, more relevant to the local situation, may be used for a guided group discussion role-play. If using another, discussion topics may be found in TA IX.1, "Discussion Guides for Awareness Raising and Community Mobilization." Appropriate roles may be developed accordingly.]

PROBLEM:

Several families in the village have stood up in opposition to FGM and have suggested that a ceremony be held in place of the traditional ceremony where girls are circumcised. Some seem interested in this idea, but some are vehemently opposed, this being a village where FGM is a widely held practice.

INSTRUCTIONS/ROLES:

Village Head:

Wants a decision about an alternative ceremony to be made quickly.

Teacher:

Believes that FGM should be done away with, and an alternative ceremony is a necessary first step in this process.

Neighborhood leader:

Agrees that an alternative ceremony should be held for those who do not wish for their daughters to be circumcised, but that it must not be made public to other villages in the district.

Neighborhood leader
(2):

Is indifferent because he has no daughters and is busy with concerns of his wife who is very ill.

Leading personality
in the community:

Does not fully agree, but would like to know more about this idea.

INSTRUCTIONS FOR OBSERVERS

This exercise provides an opportunity to analyze several matters related to the function of a leader in opening and conducting a discussion. Try to observe the meeting as a whole, as well as to answer questions such as the following:

1. Was there an attempt, in the opening, to create an atmosphere of comradeship and cooperation?
2. Was the seating arrangement good, so that everyone could see each other?
3. How was the subject presented?
 - a) Was it presented so that it seemed to be a group problem?
 - b) Was it presented as if it was the leader's problem?
 - c) Was it presented so that every member could give his opinion?
4. How did the participants react to the topic that was presented?
5. What was the reaction of the leader to the reaction of the members?
 - a) Did he accept all their ideas?
 - b) Did he give all members an opportunity to reply to the ideas of other members?
 - c) Did the leader explain every idea or comment on it?
6. From your observation of the attitude, the manner, and the words of each participant, and the reaction of the other participants, what was the general tone of the discussion?
7. What did the leader do especially well?
8. What could be improved?

DISCUSSION AND CONCLUSIONS

The following are points which can be emphasized in the discussion of this exercise. Try to enlist full participation of the "Observers".

1. Seating arrangement - circular or not?
 - The seating arrangement and an atmosphere of sharing and mutual respect are extremely important in determining the results and the process of discussion. This is the task of the leader.
 - A circular seating arrangement allows everyone to see each other and reinforces equality.
2. How did the leader present the problem?
 - Did he or she outline the problem for the members? In a discussion it is extremely important that each member understands the broad outline of the problem under discussion. In this way it is hoped that they will feel the need to solve the problem together.
 - Did the leader present the matter as his or her own idea? Leader ownership of an idea emphasizes the leader's importance. Interest will be heightened if the idea is submitted as the idea of the group. A useful approach is to ask a member of the group other than the leader to put forward an idea, and someone else to enlarge upon it. From the very beginning, the idea should belong to the group.
3. How did the leader react to the opinions of the group participants?
 - Discussion does not consist of questions and answers between leader and the participants; it should be a matter of mutual give and take. The task of the leader is to create an opportunity and an atmosphere for the members to freely propose and accept each others' opinions.
 - When disputes arise, the leader should ask a member for his response to another member's opinion. In this way, a dialogue will develop.
4. Who summarized the discussion?
 - This should not always be done by the leader, as it will certainly be biased by his or her own interests. Ask another member to summarize the results of the discussion, and ask other members for their response. In this way the meeting will be alive and the conclusion more objective.
 - The leader tightens up the conclusions from the members.
5. Was there movement, or change of expression among the meeting participants?
 - As leader or participants of a meeting we must not only pay attention to what is said, but to the entire atmosphere, as words are not the only form of expression. Content and process are both important indicators of what is taking place.
6. Was there an attempt to explain things to each other?
 - A leader may occasionally need clarify the statement or opinion of a participant.

- The leader may also check the statements and opinions of one participant with other participants. In this way errors of interpretation will be lessened.
 - Helping participants give and request clarification helps ensure smooth communication during the discussion; participants will not be bored and will all feel involved.
7. What was the attitude of the leader to conflict within the meeting?
- It is unprofitable for the leader to take sides or give direct support to one side in a conflict situation. The leader's role is to create an environment for constructive problem-solving.
 - The leader should propose constructive questions and facilitate expression of opinions of other participants. In this way the antagonists will be made to realize the situation.
 - To pressure a participant who rejects or does not agree with the view or the idea of another participant only adds to the negative reaction of those involved. Personal requirements must be heard. This is necessary for setting criteria for the evaluation of various views.

A leader is effective if within the group he or she:

- is prepared to apportion functions, and does not keep all roles and responsibilities for him or herself;
- helps participants actively assume leadership functions;
- takes over only those functions that have not been taken by other members;
- understands and is able to assume all functions if necessary.

From: Johnson and Rifkin (Adapted from Bogue: A Training Manual for Interpersonal Communication)

Activity
SKILL BUILDING: CONFLICT MEDIATION

Purpose:	Participants will be able to: <ul style="list-style-type: none">• Define negotiation and understand when it is necessary to negotiate.• Describe the important elements of negotiation and stages of conflict resolution.• Describe the role of a third party as a mediator in conflict resolution.
Format:	Mini-lecture and discussion
Suggested Time:	30-45 minutes
Materials:	TA IX.5, "Steps in Negotiation" HO IX.5, "Tips for Successful Conflict Resolution"
Preparation:	In advance, read through all activities related to conflict resolution and negotiation.

Procedure:

- Begin by asking participants to brainstorm a definition of negotiation. Write participants' responses on newsprint. Summarize.
- Explain that sometimes people can easily make the compromise needed to negotiate an agreement. In a negotiation, one or both of the people must compromise in order to reach an agreement. Sometimes it is impossible to negotiate an agreement and neither person may be satisfied.

Questions for discussion:

1. Why is it necessary to negotiate? (It is necessary to negotiate in order to resolve a conflict between two parties with different interests.)
 2. List instances in their daily lives when they need to resolve conflicts through negotiation.
 - Deciding what movie to go see with a friend.
 - Asking for a raise at work.
 - Deciding on a curfew for a child.
 3. What are some steps they might take or have taken in resolving the conflicts like the ones they described? How have their steps worked?
- Review with participants the STEPS IN NEGOTIATION found in TA IX.5. Discuss how these fit with their earlier examples.
 - Explain that five variables, or conditions, influence negotiation. These are exchange, need, time, power, and information.

Questions for discussion:

4. How do these five variables affect negotiation?
5. What are some steps, relative to these variables, that negotiators can undertake to ensure

that the negotiation process and outcome are acceptable?

- Share with participants and review the tips covered in HO IX.5, TIPS FOR SUCCESSFUL CONFLICT RESOLUTION. Ask participants to suggest some situations in which they might be called to mediate between two conflicting interests. Discuss. If time permits, follow this activity with one or both of the conflict-resolution activities that follow.

Key Points:

- Negotiation is a process in which two or more people with different needs or interests interact in order to come to agreement on a common goal or course of action.
- Negotiation involves five main steps:
 1. Exchange of information: both parties express their positions.
 2. Identifying common interests: groups decide where their common areas and differences lie.
 3. Brainstorming: parties come up with a broad array of possible solutions.
 4. Narrowing the options: parties go through the proposed solutions and eliminate those that would not serve both parties' interests.
 5. Working toward consensus on one of the options.
- Five variables, or conditions, influence negotiation. These are exchange, need, time, power, and information.
- The keys to success in conflict resolution are:
 - Value the parties involved (each other) as people and assume that all are operating in what each believes to be his or her best interest.
 - Listen and put yourself in the other party's shoes!
 - Don't make assumptions about the position of the other party.
 - Keep in mind the roles that exchange, need, power, time, and information play in shaping negotiation.
- Third party negotiators need to clarify their own interests beforehand, maintain objectivity, and motivate parties to come to a mutual agreement on a resolution.

STEPS IN NEGOTIATION

1. EXCHANGE OF INFORMATION

The first stage involves both parties expressing their position in the conflict and what interests lie behind this position. It is necessary that both sides have ample time to discuss their position and time for the other side to ask further questions.

2. IDENTIFYING COMMON INTERESTS

Decide what areas the two persons or groups might have in common and those areas in which you are conflicting.

3. BRAINSTORMING

Brainstorm some possible options for resolution. At this point, don't rule anything out, just come up with as many different ideas as possible which might satisfy some of the interests.

4. NARROWING THE OPTIONS

Now go through the possibilities and options and eliminate those that would not serve both parties' interests. Keep in mind that you probably won't find a solution which will absolutely please all the interests of both parties. Discuss with the other party the possible consequences of the remaining options.

5. REACHING RESOLUTION

Work toward consensus on one of the options.

TIPS FOR SUCCESSFUL CONFLICT RESOLUTION

BEFORE YOU BEGIN: As a third party, your role is to facilitate and encourage conflict resolution while maintaining objectivity. Before you begin, you need to examine why you are interested in a resolution of the two parties. Why and how do you benefit if these two parties come to some sort of agreement? You must decide whether this interest increases your ability to help negotiate or whether it affects your objectivity. A major part of your role is to motivate the parties to come to a mutual agreement on a resolution. This may be difficult. The two parties involved may not yet be willing to compromise or even listen to the opposing party's interests. Encourage the two parties to communicate. Tell them they do not have to agree to anything, but can just sit down and listen to what the other side has to say. From there, you will act as a guide, pushing them through the various stages of negotiation outlined above. Your role is especially important for parties who believe there is little chance of an agreement. You need to help identify common interests and stress the benefits of coming to a resolution.

1. **VALUE THE CONCERNED PARTIES.** Remember that you are dealing with other human beings. No one likes to be attacked or criticized. Assume that the other person has their best interests or the best interests of the group they represent in mind. You will never come to a resolution with someone by beating down their position. You will only hurt their pride or feelings and will make it more difficult for them to agree with you on a resolution.
2. **LISTEN AND LEARN.** Listen very carefully to the interests of the other party, as you may find that you have some mutual interests and can better find a mutually beneficial solution. Really pay attention to why they hold their position and try to put yourself in that person or group's position.
3. **DON'T MAKE ASSUMPTIONS.** Don't make assumptions about the position of the other party. One of the largest problems in negotiation is misunderstanding another person's or group's position.
4. **UNDERSTAND THE DETERMINANTS IN NEGOTIATION.** Explain that there are five crucial variables present in every negotiation. Those variables are exchange, need, time, power, and information.
 - **Exchange:** Each person gives and gets something out of the agreement.
 - **Need:** How much, or how little, each of the negotiators needs or wants to reach agreement.
 - **Power:** The ability to control, to; make things happen, or to influence or coerce the other negotiator.
 - **Time:** How much time each of the negotiators has to reach agreement.
 - **Information:** Knowledge about the needs, power, and time constraints of the other negotiator or about the goal itself.

Activity
CONFLICT RESOLUTION: PAIRS ROLE-PLAY

Purpose:	Participants will be able to use negotiating skills to resolve work-related conflicts.
Format:	Role-play
Time:	50 minutes
Materials:	TA IX.6, "Conflict Scenarios"
Preparation:	Before facilitating this activity, choose conflict scenarios for use in the exercise. Use those found in TA IX.6, <u>Conflict Scenarios</u> , or write new scenarios. Copy and cut the scenario positions into separate slips of paper. Make enough copies so that every pair in the training group receives a set. Keep the sets in pairs (1a and 1b) for this exercise.

Procedure:

- Ask participants to find a partner and sit together in a quiet part of the room. [Try to get participants to find partners they don't know very well. This will help them practice their interpersonal skills as well.]
- Hand out conflict scenarios to each pair, making sure to give each partner a slip of paper (a or b) so that neither can choose which position to take.
- Explain to participants that they have 25 minutes to discuss their conflict and come to a mutually agreeable resolution using the elements of conflict resolution already discussed.
- Circulate (all facilitators) around the room to different pairs to listen to the negotiation.
- At the end of 25 minutes, ask participants to return to the larger group and process the exercise with the following questions:

Questions for discussion:

1. What were your partner's interests?
2. What were your interests?
3. Where did your interests conflict?
4. What were your mutual interests?
5. What options came out of your brainstorming session?
6. How did you come to a decision on one resolution?
7. Can you think of other conflicts around FGM that have arisen or are likely to arise in the communities you work in?

Key Points:

- When mediating conflict, listen openly and actively. This will enable you to understand each of the interests and positions in a conflict. This will also convince the other party or both parties that you are truly interested in the best solution for everyone. If you are working as a facilitator for two groups in conflict, treat and listen to both groups with equal interest.
- Place yourself in each group's position. Try hard to imagine what the situation is like for them. Consider any influences or pressures under which they may be working. This will help you to get a sense of the feeling and emotion behind the position. It will also give you a better sense of their interests and why they feel them to be so important.
- Conduct yourself in a professional and friendly manner. Do not interrupt or become irritated. If you are feeling frustrated or impatient, state what you feel in a clear and non-hostile way. Example: "This approach frustrates us because..." If you criticize and show your anger, you will only alienate the other group and will have a harder time working with them.

CONFLICT SCENARIOS

- 1a. You are an employee of a factory. You feel that most of the employees are treated unfairly by management. Some of the employees have formed a union to protest their low wages and poor treatment. You know that if they strike most employees will be out of a job and unable to support their families. What do you do?
- 1b. You are a manager at a factory. Many of your employees are threatening to assemble and strike if they are not given raises and perks. You feel that the employees arrive late and do not work hard enough, and therefore do not deserve any raises or perks. If the employees strike, production will stop and you will lose large amounts of money due to the loss in production. What do you do?
-
- 2a. You are a member of a women's group concerned with the practice of FGM. Your group would like to convene several meetings of important community members to further discuss the practice of FGM and why it may be harmful. You call the first meeting and come across a very strong opposition to further meetings.
- 2b. You are a practitioner of FGM and have been invited to a meeting with a certain women's group who you feel wants to eradicate the practice of FC. You feel that it is an essential part of your community's tradition. You also feel that any more meetings such as this one will only cause further conflict so you argue vehemently that you don't wish to participate.
-
- 3a. You are a mother of 6. You feel that you have too much work to do with taking care of the children and tending to other household chores. You would like to go to a counselor and discuss possibilities for family planning. Your husband disagrees. What do you do?
- 3b. You are a father of 6. Your wife wants to start practicing family planning because she feels she is overworked. You feel that family planning will encourage your wife to be more independent and not to ever have children again. You tell her you will not allow her to go.
-
- 4a. You are a mother of a teenage girl, your oldest daughter, who is of circumcision age. Your family is wondering why she hasn't been circumcised yet and is eager for you to plan her circumcision for the next school holiday. You are circumcised and until recently planned to have your daughter circumcised but are not sure you want to anymore. You would like your daughter to wait. Your husband says that "it is a woman's affair" and has offered no opinion or support in either direction.
- 4b. You are a teenage girl of 15. Almost all your friends at school have been circumcised or will be in the next round during the school holidays. You would like to be circumcised because the few girls who are not circumcised all belong to a Christian sect that you don't belong to, and the boys in your age group make jokes about them. Your mother wants you to delay your circumcision, but your grandmothers want you to go ahead.

Activity
GROUP NEGOTIATION: GROUP ROLE-PLAY

Purpose:	Participants will be able to use negotiating skills to resolve group conflicts.
Format:	Group role-play
Suggested Time:	40 minutes
Materials:	Newsprint and markers
Preparation:	This activity requires two facilitators. Each facilitator should read through the steps in advance. If you are not conducting the pairs role-play (the previous activity) as well, refer to the KEY POINTS from the previous activity for use in this exercise.

Procedure:

- Ask participants to name some conflicts they have or might have involving their work with FGM. List these on newsprint. If no one is able to think of an example, start them with the following one:
 - Possible conflict:** One group wants to discuss FGM in public forums to work toward eradicating the practice. The elders and practitioners, who are concerned that FGM is an important tradition, disagree with the idea of holding public forums.
- Explain that the group will now engage in a negotiation exercise.
- Ask the group collectively to choose one conflict they would like to use for the group activity.
- Ask participants to divide themselves into two large groups.
- With a fellow workshop facilitator, choose a position relative to the chosen conflict and the group with which you will work to develop the position.
- Present the conflict and position to each smaller group.
- Ask each group to take about 10 minutes to develop its position. Encourage participants to think up their own justifications for this position. Some will undoubtedly have to represent a group which they don't agree with in reality. Explain that this is good practice in putting ourselves in another's shoes and trying to get a good idea of why they feel so strongly about their position.
- Bring the groups together and assign one person as facilitator. It is the facilitator's duty to make sure people do not interrupt and that everyone gets a chance to express his or her opinion. Ask participants to take some time to explain the group's position and make sure that all participants get a chance to speak.
 - ** To allow more people facilitating experience, rotate this role among a few people, switching every 3-4 minutes.
- Process this exercise by asking participants to think about the following.

Questions for discussion:

1. What were the two groups' interests?
2. Where did their interests conflict?
3. What were their mutual interests?

Module IX: Program Implementation

4. How did the presence of a facilitator influence the process?
 5. What skills did the facilitator(s) use well?
 6. What could have been done differently?
- Review the roles of a third-party negotiator as well as the tips for effective conflict resolution, as needed.

Activity
COUNSELLING FOR SOCIAL CHANGE

Purpose: Participants will be able to describe ways in which counseling is used in social change programs.

Format: Mini-lecture and discussion

Suggested Time: 40 minutes

Materials: HO IX.6, "Counseling"

Preparation: Review HO IX.6.

Procedure:

- Begin by asking how many participants are or have been counselors. Ask them to say briefly what form their counseling took. Ask for suggestions of other forms counseling can take (if no participants are counselors, refer to HO IX.6 for some examples) and synthesize some key characteristics from participants' comments.
- The examples combine a technical component -- specialized information -- with a counseling component -- the skill of communicating with people in a way that helps them define their needs and make decisions. This relationship relies on four key pairs of ingredients: Empathy/understanding; liking/respect; honesty/trust; and competence/confidence.
- Review with participants the six stages of counseling and skills needed (see HO IX.6, "Counseling."

Key Points:

- Counseling combines good interpersonal skills with the deliberate formation of a special trust-based relationship between the helper and the person needing help. It usually involves a "technical" component—specialized information or skill—as well.
- A successful counseling relationship is one in which the person seeking help is able to reach a mutually defined goal of problem resolution.
- The counseling relationship requires trust and honesty, empathy and understanding, liking and respect, and competence and confidence on the part of both the counselor and the person seeking help. A counselor combines interpersonal communication skills, technical ability, and a desire to be of help to build these enabling conditions.

COUNSELING

(adapted from Donald J. Bogue,

A Training Manual for Interpersonal Communication

"Counseling as a Medium of Social Development Communication")

Elements of counseling are present throughout development programs. For example,

- Agricultural extension agents working with farmers
- Home economists working with rural women
- Clergy advising couples prior to marriage
- Family planning workers on home visits or in the clinic
- Welfare workers helping individual families with their economic problems
- School teachers visiting the parents of their pupils
- Teachers tutoring individual students who are having problems.
- Public health workers visiting compounds to advise on environmental problems.

Each of these cases describes a person with a technical skill helping individuals on a one-on-one basis. Although these situations are rarely defined as counseling, and instead called technical education, they combine two essential elements of counseling: technical competence and the use of interpersonal skills in a helping relationship.

Counseling encompasses six stages:

1. Preliminary identification and description of the problem, in which the client explains the nature of the problem, describing feelings and difficulties. The counselor and client work together to clarify the problem. The counselor works to understand it through the client's eyes.
2. Establishment of a facilitating relationship between the counselor and client. This is ongoing.
3. Identification of goals to be achieved. The client and counselor reach agreement on what both desire as an outcome of the counseling. They determine an indicator that will establish that the problem is resolved.
4. Development of a plan or agenda for reaching the counseling goal. The counselor and client work together to prepare a strategy for attaining the goals identified and may establish intermediate objectives to measure progress.
5. Action on the plan. Through face-to-face communication, the counselor and client undertake the tasks specified by their plan. They may revise the plan as they go along, until all tasks are accomplished.
6. Termination of counseling. When all tasks have been accomplished, the major goals should have been achieved. Assuming this is the case, the counseling relationship is terminated with provisions for renewal if needed. If the client and counselor were unable to achieve the first 5 steps, they may still agree to terminate with the least possible damage to the client.

Special counseling skills and behaviors

1. Ask constructive questions, using techniques of questioning, reflection, summarizing.
2. Listen empathically, not only to content but to process--the non-verbal, unspoken messages, and try to put yourself in the client's place.
3. Take notes carefully. Don't count on memory.
4. Stimulate self-analysis and self-diagnosis. Encourage the person needing help to think through the problem and work on the solutions, but don't do the work for him or her.
5. Help clients understand their emotions and the emotions of others. Help the client identify these by reflecting and restating in constructive ways. Help the client see how his or her emotions relate to the problem. If others are involved, help the client explore and understand the emotional reactions of others.
6. Contribute factual information, professional opinion, or evaluation. These are needed at certain points, when the client needs information or feedback to proceed on the plan of action.
7. Help the client develop alternative solutions to the problem and choose among the alternatives. It is helpful for the client to think of different solutions and weigh each with the objective of choosing the most feasible one.
8. Assist the client in implementing the chosen alternative and in anticipating the consequences of carrying out this alternative. Help the client think through the pros and cons as well as the steps of implementing his or her decision.

Activity
FGM COUNSELING ROLEPLAY

Purpose: Participants will be able to use counseling skills in working with community members around the issue of FGM.

Format: Role-play and discussion

Suggested Time: 70 minutes

Materials: TA IX.7, "FGM Counseling Scenarios"

Preparation: Make copies of the counseling scenarios and cut into individual scenarios for each team of 3

Procedure:

- Ask participants to brainstorm three examples where they might be called on to use counseling in their work to eliminate FGM. Try to get two or three scenarios.
- Explain that the group is now going to practice some counseling around FGM. Give the following instructions:
 - Ask participants to form groups of 3.
 - Each group will include a counselor, a "client" and an observer.
 - Participants can construct their own scenario or use one that you present them from TA IX.7, "FGM Counseling Scenarios."
 - Distribute scenarios.
 - Each group should rotate the roles every 15 minutes, so that everyone has a turn at playing the counselor, the client, and the observer. Each should pick up wherever they are in the process.
 - During the practice, workshop facilitators will circulate and make notes.
 - Remind the group to remember interpersonal skills, such as questioning and listening techniques, and nonverbal cues.
- At the end of 45 minutes, ask the small groups to take about 5 minutes processing their experience. Then call the whole group back together and discuss the following:

Questions for discussion:

1. How did it feel to be a counselor?
2. How was it being a "client"?
3. What skills or techniques were difficult to employ in the counseling role and why?
4. What did you find helpful when you were the client?
5. Comments from observers in what worked well and what stages of counseling they were able to observe.
6. Is there an advocacy component to some these scenarios? Does this component create a conflict with the counseling role? Discuss.

FGM COUNSELING SCENARIOS

The "counselor" is a teacher in a boarding school. The "client" is the father of one of her pupils. The father is upset because he has planned a circumcision celebration for his daughter during the next school break, but now she has decided she doesn't want to be circumcised. He is worried that he will lose face.

The "counselor" is the director of a campaign to eradicate harmful traditional practices. The "client" is a 30 year old woman whose parents-in-law have forcibly circumcised her and now her husband is threatening to divorce her to defy his parents' decision.

The "counselor" is an outreach worker for the MOH. The "client" is a 12 year old girl whose parents are planning to circumcise her in a district hospital at the end of the month. She isn't sure whether she wants to be circumcised or not and has come for advice.

The "counselor" is high school principal. The client is a grandmother who is convinced that her problems with her granddaughter stem from the fact that the girl is not circumcised and she is frustrated with the parents for not doing anything about it.

The "counselor" is a girl scout troop leader. The "client" is a girl who is feeling rejected by some of her friends because she chose not to be circumcised.

KEY POINTS SUMMARY, MODULE IX

LEADERSHIP STYLES

- Leadership is a skill that can be developed if someone is willing to take the time to practice the skills of observation, needs assessment, problem-solving, interpersonal communication, empathy, active listening, and self-discipline and redirection.
- A leader can establish unity and a democratic mood by setting an open, encouraging, nonjudgmental tone and helping establish codes of behavior to guide discussion.
- A leader can build confidence and participation by engaging, modeling, motivating, affirming, summarizing, and seeking input from all group members.
- A leader can help the group to feel responsible for accomplishing the task by sharing the leadership with participants and maintaining a low profile.
- As much as possible, a group leader should avoid negative comments, bias or favoritism, and taking responsibility for clarifications.

GUIDED GROUP DISCUSSION AS A PROGRAM ACTIVITY

- Guided discussion groups can be useful in helping build community support, planning, or carrying out a task, solving problems, or mediating disagreements. One of the reasons most people behave the way they do is that they believe their friends, relatives, etc. would have different opinions of them if they behaved differently from the customary way. Trying to get any one person to change his or her behavior in isolation of his or her peers is therefore an uphill battle. Holding small group discussions is one way of averting confrontations between individuals and the resistance to change that surrounds them. It allows for peers to consider together the possibilities of change, in a situation where the change agent is the discussion leader and resource person rather than an adversary of the community's social system. The conclusions reached by a small group discussion, because they are the result of voluntary and open discussion, tend to be socially as well as individually acceptable.
- Each session of a discussion group for any purposes must be focused upon a particular problem, issue, or topic that is of considerable potential interest and concern to the participants. When planning a discussion, it is important to think how discussion of this topic will move the project toward its goal.
- The objectives of group discussions include the following:
 - To increase awareness (deepen the understanding of the relevance of the topic for the benefit of the individual, his or her family, the community at large, or the nation).
 - To stimulate the members to share their knowledge of the topic (teach each other in an interesting way).

- To introduce additional information through the change agent (participants should leave the discussion with additional knowledge).
- To involve the participants in a problem-solving process (use both internal information from sharing with peers and external information supplied by the group leader to discuss alternative actions or strategies that can be used to address the given problem).
- To arrive at a group consensus or at least a common understanding of the problem or issue (this may or may not include a decision to take some action as a group). Each participant should feel that he or she has contributed toward arriving at this consensus and has a commitment to uphold it.

HOW TO PLAN FOR EFFECTIVE GROUP DISCUSSIONS

- Planning for a guided group discussion requires thorough research of the topic to be discussed, through interviews with local experts, if possible, and anticipation of arguments that are likely to be made by participants, important issues, and possible arguments against change.
- Participants should be contacted sufficiently in advance to allow them to prepare. The leader or organizer should give at least a general idea of the purpose, topic, and time needed.
- General guidelines should govern size, composition, and length of the group, but discussion organizers should take into consideration the purpose and expected outcome of the group in all of these decisions.

FACILITATING A GUIDED GROUP DISCUSSION

- The stages of a guided group discussion for educational, task, and problem-solving purposes are similar to, but differ slightly from, the stages of FGD development, in that these guided groups have as their aim synthesis and resolution around a given topic.
- In the facilitation of guided group discussions, task and process, or "maintenance" are equally important. Often, leaders become so focused on the task at hand that they miss what is going on and how relationships are being forged. Trust, investment, and constructive relationships among group members are critical if the task is to be accomplished to the satisfaction of all.

SKILL BUILDING: LEADERSHIP PRACTICE

- Leadership of guided group discussions requires practice and the application of the same interpersonal skills and behaviors required in research and counseling, as well as comfort in a leadership role.

SKILL BUILDING: CONFLICT MEDIATION

Module IX: Program Implementation

- **Negotiation** is a process in which two or more people with different needs or interests interact in order to come to agreement on a common goal or course of action.
 - Negotiation involves five main steps:
 1. **Exchange of information:** both parties express their positions.
 2. **Identifying common interests:** groups decide where their common areas and differences lie.
 3. **Brainstorming:** parties come up with a broad array of possible solutions.
 4. **Narrowing the options:** parties go through the proposed solutions and eliminate those that would not serve both parties' interests.
 5. **Working toward consensus** on one of the options.
 - **Five variables**, or conditions, influence negotiation. These are exchange, need, time, power, and information.
 - The **keys to success** in conflict resolution are:
 - **Value** the parties involved (each other) as people and assume that all are operating in what each believes to be his or her best interest.
 - **Listen and put yourself in the other party's shoes!**
 - **Don't** make assumptions about the position of the other party.
 - **Keep in mind** the roles that exchange, need, power, time, and information play in shaping negotiation.
 - **Third party negotiators** need to clarify their own interests beforehand, maintain objectivity, and motivate parties to come to a mutual agreement on a resolution.

CONFLICT RESOLUTION: PAIRS ROLEPLAY

- **Listen** openly and actively. This will enable you to understand each of the interests and positions in a conflict. This will also convince the other party or both parties that you are truly interested in the best solution for everyone. If you are working as a facilitator for two groups in conflict, treat and listen to both groups with equal interest.
- **Place** yourself in each group's position. Try hard to imagine what the situation is like for them. Consider any influences or pressures under which they may be working. This will help you to get a sense of the feeling and emotion behind the position. It will also give you a better sense of their interests and why they feel them to be so important.
- **Conduct** yourself in a professional and friendly manner. Do not interrupt or become irritated. If you are feeling frustrated or impatient, state what you feel in a clear and non-hostile way. Example: "This approach frustrates us because..." If you criticize and show your anger, you will only alienate the other group and will have a harder time working with them.

GROUP NEGOTIATION: GROUP ROLEPLAY

COUNSELING FOR SOCIAL CHANGE

- Counseling combines good interpersonal skills with the deliberate formation of a special trust-based relationship between the helper and the person needing help. It usually involves a “technical” component—specialized information or skill—as well.
- A successful counseling relationship is one in which the person seeking help is able to reach a mutually defined goal of problem resolution.
- The counseling relationship requires trust and honesty, empathy and understanding, liking and respect, and competence and confidence on the part of both the counselor and the person seeking help. A counselor combines interpersonal communication skills, technical ability, and a desire to be of help to build these enabling conditions.

FGM COUNSELING ROLEPLAY