Part 3
Facilitators of the Process of Organisational Change (Change Agents)

Introduction

In this part of the manual we focus on the actors who initiate, facilitate, and guide the process of planned organisational change regarding gender. What personalities fit these roles? What skills and knowledge do they need? What are the necessary preconditions for their efforts to be effective? Although assistance from outsiders might be helpful in processes of organisational change, we feel that the key persons should be the staff members of the organisation. They know the organisation from 'within'. They can follow the change process closely and, from their knowledge and insight, guide the process.

Facilitators of change can be found in any layer of the organisation: from top management to lower-level staff. In some organisations, change processes are introduced by one or more staff members who feel that changes in their organisation to address gender gaps are necessary. In others, management gives some staff a special mandate to play a role in gender-related change. One person could be the initiator of discussions about gender in the organisation, but more people will be needed to keep the process going. An initiator therefore needs allies who work together for change. Depending on the organisation's situation, this group can meet, discuss, and act openly or has to operate carefully not to disturb relationships and the working environment.

Facilitators of change processes need certain technical skills. They should know, for instance, how to make an organisational diagnosis or how to monitor change. Critical to the change processes is the nature of relations amongst the various actors involved. A facilitator of change processes, therefore, should have the social skills to build and maintain workable/good relations with a variety of people in order to get the work done and to reach the desired change. It is these social skills that we focus on in Part 3.

In our training courses, we have worked with men and women who felt that changes in gender roles and relations were required in their organisations. They generally held positions in the middle-level tier of organisations. Some had a formal responsibility to address gender issues, most did not. Even those who were expected to work on gender issues were not expected to expand their work to internal gender gaps within the organisation. Most participants paid attention to gender and organisational change in addition to fulfilling their other job obligations. For them, we developed materials and exercises to strengthen their understanding, knowledge, and skills and to keep up their motivation and enthusiasm. In this part we share these topics and exercises with others. In our training courses, we always started from the existing experiences, skills, and knowledge of the participants, gradually increasing their resources ('filling a backpack') to continue their journey towards building gender-friendly organisations. We have used the wealth of experiences from others to develop our training package, drawing from a variety of literature from communication science to organisational change, as indicated in the text or under 'Further reading'.

Part 3 is divided into four sections dealing with key areas of knowledge related to the initiation and facilitation of organisational change for gender equity. Section 1 describes the role of a facilitator/change agent and the skills and knowledge required for this role. In Section 2 we pay attention to communication. Section 3 is labelled 'influencing' – addressing resistance and power, using tactics to get others on your side, and so on. In the last section, 4, the significance of building alliances is stressed, describing how to create a support group within the organisation and how to network with people outside for effective results.

Section 1: The Facilitator/Change Agent and Her/His Role in Gender-related Organisational Change

Required skills: 'the sheep with the five legs'

Processes of planned organisational change need facilitators: people who guide the process. They play a number of roles in this process, moving from analyst, initiator, or catalyst, to designer and organiser, motivator and counsellor, then coordinator and evaluator. Many skills are required to play these roles – too many, perhaps, for one person (hence the comparison with the sheep with five legs). Some of these skills are of a technical nature. They require a knowledge and understanding of the process of change and how to manage such a process. Referring to the steps in planned change (see Part 2, Section 3), we can reiterate the diagnostic process (for instance, through a SWOT analysis); the identification of gender gaps and formulation of clear objectives; development of strategies, plans, and a monitoring system; design of evaluation criteria; and so on. These skills can be learned and, through experience, adapted to fit the context and their own personalities.

In all these steps, other staff or external persons are involved directly or indirectly. How they are approached is critical to the whole process of change. A facilitator/change agent, therefore, also needs social and even psychological skills to deal with people who may hold different beliefs and values, to be sensitive to their feelings, to recognise resistance and motivation, to encourage others, to stimulate group action, to promote participatory decision-making, to deal with conflict, and so on. She/he also needs to have the respect of others, in order to act in the role of leader in the process. It is the building and maintenance of good relations with people in and outside the organisation that is essential to keep the change process going and to reach the aims set.

Thus, such a five-legged facilitator/change agent has many personal qualities: perseverance/determination, a vision for change, courage, receptivity, orderliness, empathy, flexibility, self-confidence, self-consciousness, strength, and a tough skin to bear the criticism. Some individuals have these qualities by nature, but fortunately others can develop a lot of qualities through learning and practice. Most important is heartfelt enthusiasm and commitment to changing gender roles and relations.

The facilitator/change agent: a she or a he?

Very often women are supposed to be interested in gender issues and to undertake activities to reduce gender gaps. On the other hand, men are assumed not to take interest in gender and not to be willing to address gender issues. Our experiences differ from this stereotyping. Not all women show interest in or awareness of gender issues or commitment to gender-related change. We have met men interested in gender and in taking an active stand to change roles and relations; in fact, some are excellent facilitators in organisational change processes regarding gender.

We feel that the sex of a facilitator/change agent in gender-related change processes is not the most important factor. Of critical importance is her or his personality and ability to build relationships with other staff – men and women. Another factor that matters is the organisation's situation in terms of gender, for instance, the number of female staff relative to male staff, the extent of gender-friendliness of the organisational culture, the positions women hold in the organisational structure, and the gender sensitivity of development

programmes. In an organisation with many male staff members, a male facilitator/change agent might be more effective than a woman. We also believe that change processes regarding gender are much more feasible when both men and women play supportive roles to the facilitators/change agents. Both have their roles to play in the different steps and in the process.

Important resources

Important resources of facilitators/change agents are time and money. Change is usually a time-consuming process in which costs are involved. The expenses of training are obvious, but there are also costs in terms of the time of facilitators and other staff who, for instance, need to meet and discuss frequently. These can be planned, and are best done with the support of management. It will be easier to arrange for these resources if facilitating staff members have been given the authority or assigned tasks by the management.

Position and other sources of power of facilitators/change agents

In the introduction to this part we referred to the position of a facilitator/change agent in her/his organisation, stating that it could vary from top to lower level. Options and limitations to initiating and guiding change differ accordingly, since power or control over resources and processes is closely related to positions people hold. People in a higher position can allocate financial and human resources more easily than staff in lower positions. They can take part in brainstorming and decision-making meetings and staff at other levels have less access to these. Facilitators/change agents who occupy positions at lower levels of the organisation will need other power bases to bring about changes effectively.

Power is not based on position only. A person could influence other individuals' behaviour or thinking through her/his pleasant personality and enthusiastic and convincing way of talking about gender or leadership skills. We call this personal strength or 'power within'. Such characteristics may be even more important for creating willingness or to get active support of staff members towards gender-related changes or to change values, attitudes, and beliefs of others than power based on position. Changes in organisations initiated by managers might be considered forced or ordered from above without really changing attitudes or beliefs about gender roles. Facilitators/change agents at middle level have the advantage of being trusted by staff members at both higher and at lower levels. This trust is necessary to encourage people to open up to reveal their ideas, feelings, and beliefs about the conditions and positions of male and female staff and to get them involved in processes of change. For lower level staff, facilitator/change agent roles may be more difficult. Whatever the facilitator/change agent's position, building alliances with other staff is a must for creating a sufficient power base to realise the desired change (see further Part 3 - Section 4). We call this 'power with': strength through collective action.

In Box 10 we have summarised forms of power. 'Power within' and 'power with', 'power over' and 'power to' is distinguished. If we define power as the capacity to influence behaviour it means that power can be used in a negative and in a positive way. To what extent power use is considered positive or negative will depend on the perspective of the one who tries to influence and the perspective of the one subject to power.

Box 10: Power concepts[10]

Power is the capacity to influence the behaviour of other people.

The outcome of this influencing process can be:

- that the other agrees, accepts, does what you want him/her to do or believe,
- that the other resists, does not agree or accept or does what you want him/her to do or believe,
- that the other complies: says or pretends 'yes' but does not do it.

Sources of power are:

- experiences, expertise, skills,
- intellectual knowledge,
- resources (money, materials, information),
- control over resources,
- personal qualities or attributes: charisma, friendliness, humility, vision, helpful, and so on,
- physical strength or body language,
- relationships: networks, connections, links with others,
- formal authority: position, giving ability to reward or punish,
- ability to articulate, verbal skills, and
- emotional power.

Forms of power are as follow.
(Note: positive or negative use depends on the perspective of the user or the recipient.)

Power over: force to make another (group) do something because he/she has less power.

Positive use (according to the perspective of the user!) struggle of farmers against landlords, women's organisation acting against wife beaters.
Negative use: repression, rape

Power to: enabling an individual or group to do something
Positive use: capacity building, feed a family, solve problems/conflicts
Negative use: if misused by the 'power user'

Power with: strength due to collective action, mass
Positive use: group action for a common cause
Negative use: group action harming others, hooligans

Power within: individual strength, confidence
Positive use: healing action by a traditional healer (white magic)
Negative use: harming action by a traditional healer (black magic).

[10] Based on De Beuk (1994).

Building and maintaining relations

A facilitator/change agent builds and maintains relationships in varying degrees with different groups of people, mostly within the organisation. Close relations exist with 'allies', who, together with the facilitator/change agent, are the key people in the process of change. Frequent contacts may be necessary with influential staff members who have to be approached during the change process due to their position, tasks, responsibilities ,or mandate. A last, variable group is other staff who can be considered the 'constituency' of the facilitator/change agent and her/his allies.

It would be too ideal to expect that these interaction processes will be without any conflict. Indeed, there are always tensions between and among people. It can take some time before conflicts come into the open, usually they build up gradually. Conflicts can arise because material things to be shared are limited, or due to organisational unclearness, because of lack of recognition, affection, respect or authority, and so on. Differences in traditions and values can also be sources of conflict. Chosen roles and processes of inclusion/exclusion can give rise to conflicts as well. They touch on somebody's identity. For instance, one can be excluded from others because of gender, ethnicity, class, professional level, and so on. It is important to realise that tensions are perceived, for instance, some may feel they are excluded, while others do not perceive it as such.

The way tensions are perceived and expressed depends to a large extent on personal and cultural characteristics. Due to their gender roles and identities, women and men may perceive conflicts differently and, consequently, react in other ways. Take, for instance, the rejection of somebody's proposal in a meeting. Some women tend to withdraw or become submissive, other start to scold. They may hide their emotions, which build up though until the moment comes when they break loose. Men may feel hurt when their proposal is rejected, because their self-esteem is touched: their ideas are attacked. They start to argue, take up the fight, and try to win.

Facilitators/change agents have to be aware of conflicts and be able to manage them. Tensions are inherent to processes of change because these processes hold all sources of conflict mentioned. (See also Part 2 - Section 3 on resistance.) They should try to 'sense' hidden tensions to avoid eruptions, because at that stage they could be easier to manage. Conflicts, however, are not necessarily bad. Sometimes tensions could clarify situations and give openings to continue processes in a better manner. Conflict management is not easy. Having an emotional and a rational level makes it even more complicated. Ways of dealing with conflicts are to a great extent specific to the national and organisational culture. In some cultures conflicts are discussed openly, in others they are covered and dealt with privately. The issue at stake and the people involved may also matter: does it concern a sensitive issue, is the boss involved, is the boss male or female, and so on. Therefore, it is difficult to give general guidelines about conflict management; moreover, an approach preferred by one person does not necessarily fit the personality of another. In Box 11 a few tips are given.

Box 11: A few tips for managing conflicts[11]

- Find out what happened at the rational level: the 'facts' and at the emotional level: the feelings.
- Try to find out why people react as they do, not necessarily asking directly, but indirectly discussing the situation.
- Give attention to people involved in the conflict. Listen to them and, if necessary, give room to 'blow off steam'.
- Analyse the conflict: What is the central conflict issue, which is the immediate reason for the conflict? What are 'side' but related issues that played a role in building up the conflict? Who are the key players and how do they behave towards the conflict? Be aware of differences according to gender.
- Identify the type of conflict: is it about means, values, identity?
- Decide upon certain solutions fitting the type of conflict: avoiding, accommodating, competing, compromising, and collaboration are all ways of dealing with conflicts. For instance, in a conflict about values a solution may lie in convincing the other; or leaving the issue for a while trying to find common ground; or agreeing to disagree. Conflicts about identity will take time to solve because it comes to fundamental attitudes and beliefs of and within the organisation – see also Part 3 - Section 3.

On the facilitator and the process

- Do not let yourself be pushed away, for instance, do not react aggressively towards an aggressive person and do not defend yourself against arrogant behaviour.
- Use active listening to improve understanding and generate trust.
- Use assertiveness skills to make a strong impact on others and to maintain commitment.
- Reduce communication blockages between the parties involved.
- Be aware of personal feelings such as irritation. Separate them from the real issue.
- Concentrate on issues.
- Make clear what actions have been decided upon.

A lone pioneer or a popular leader?

Facilitating processes aiming to change gender roles and relations is far from being a smooth journey. Men and, probably even more, women, who critically discuss the status quo in their organisation and express the wish to change certain aspects are often not liked. Changes affect power relations and many people will – consciously or unconsciously - perceive their power bases to be threatened. Especially in the beginning a facilitator/change agent will feel like a pioneer taking risks alone. As a reaction she/he may frantically search for like-minded people, even to the extent of trying to become well liked by everyone. Building good relations with other staff is not only a means to achieve changes, but also a way of surviving – it is only very tough skinned individuals who are able to continue while being disliked or the subject of jokes or even less pleasant things. The facilitator/change agent's challenge is to find a balance between carefully manoeuvring towards change and acting out of fear of becoming unpopular. Some colleagues become real friends, others will appear only as 'temporary' fellow travellers who disengage from the process when it becomes uncomfortable for them. With other

[11] Based on De Beuk (1994).

persons relationships will always remain tense and complicated. Facilitating means keeping the back straight and continuing on, while still smiling, if possible. It could be that a change process requires different personalities at different stages of the process: a pioneer who critically considers the status quo may open the door for others who are willing to take risks while carefully building her/his support base. Later on in the process, a more diplomatic and flexible person may take the lead.

Much will depend on the situation in the organisation: to what extent are gender issues under discussion? Do some women and/or men feel dissatisfied with the situation? Referring to Table 2 we can distinguish different phases regarding gender awareness and commitment in organisations. These phases show typical reactions of management as well as other staff. Macdonald et al. have related these gender situations and reactions to the type of facilitator/change agent and his/her strategies into a possible typology (see Table 3). All three types are said to be necessary and valuable contributors, at different moments, to the process of change regarding gender, while their responses and personality types may exist alongside each other.

Table 4: Typical models and responses in processes of organisational change

Situation regarding gender in the organisation	Typical response of management/ dominant group	Typical response of other employees/ subdominant group	Typical model of facilitator	Typical strategies of facilitators
Gendered organisation	Defensive; easily accused; insulated by power.	Passive; lacks awareness	The lone pioneer: frequently stigmatised; feels victimised; sometimes like a frozen rabbit; needs support base.	Putting gender on the agenda by explaining; giving facts and figures; formal/informal organising.
Gender- aware organisation	Feels attacked, intimidated; sometimes overly impressed and eager to be 'politically correct'	Increasingly aware but afraid to rock the boat; others who feel threatened by change turn the facilitator into a lightning rod.	The fighter: charismatic, fast moving; risk taker; not afraid of conflict; has a small support base in the organisation.	Use arguments based on ideology and values; form strategic alliances (inside and outside the organisation).
Gender- sensitive organisation	Cares about the organisational gender image; is interested in making alliances with facilitators; needs support in policy development and implementation.	Prepared to support management; in need of skills and tools to bring policies into practice.	The player: tries to 'play' the organisation; recognises opportunities; negotiates; is diplomatic, flexible.	Building planning, monitoring and evaluation systems; mechanism for learning and accountability; promotion of innovative practices; outside networking.

Further reading

De Beuk (1994) *Learning Guide for Women Leaders: Special Course on Conflict Management and Negotiation.* Hippolytushoef, the Netherlands: De Beuk

Kolb, D.A.; Osland, J.S.; Rubin, I.M. (1995) Organizational Behavior. An Experiential Approach. New Jersey: Prentice Hall, Inc

Macdonald, M.; Sprenger, E.; Dubel, I. (1997) *Gender and Organizational Change. Bridging the Gap between Policy and Practice.* Amsterdam: KIT Press.

Ofman D.D. (1993) *Inspiration and Quality in Organizations.* Bussum: Kern Konsult

Robbins, S.P. (1997) *Essentials of Organizational Behavior.* New Jersey: Prentice Hall, Inc

Senge, P.M.; Roberts, C.; Ross, R.B.; Smith, B.J.; Kleiner, A. (1994) The Fifth Discipline Fieldbook. Strategies and Tools for Building a Learning Organization. London: Nicholas Brealey Publishing.

In the following exercises we dig a bit deeper in the personal characteristics of facilitators in processes of organisational change regarding gender.

EXERCISES: ROLES OF FACILITATORS/CHANGE AGENTS IN GENDER-RELATED ORGANISATIONAL CHANGE

A. Participants' role in change processes within their own organisation

Aim of the exercise: to increase insight into one's role in processes of change in the own organisation and to assess further needs to improve her/his performance.

Time: 40 minutes

Method: individual reflection directed by questions; needs assessment

Materials: pen, paper, whiteboard-optional: cards, markers

Steps

1. Explain the exercise by relating it to roles of facilitators/change agents. Some participants may be facilitators, others not, therefore in this exercise any process of change can be considered. Ask each participant:
   a. to reflect on her/his role in processes of change – focused on gender or more general - that have taken place or take place in the organisation: in what activities did/does she/he take part, what role did/does she/he play?
   b. to assess whether the activities undertaken and/or the approach used:
      * is good to continue
      * should be improved
      * should never be done/used again; and
   c. based on her/his experiences, to list needs to improve on facilitators' skills.

2. Discuss in the plenary the outcomes of the reflection and discuss the roles of staff members or facilitators in processes of change. List the needs of the participants on a whiteboard to identify issues to be further addressed in the training.

Variation

Instead of asking participants to mention needs they can be requested to write needs on cards to be put on a whiteboard or wall. This might be less threatening since it is anonymous.

B. Facilitator/change agent's role in their own organisation

Aim of the exercise: to increase insight in the way their own organisation addresses gender issues and their (possible) role in changing their own organisation for gender equality.

Time: 45 minutes

Method: drawing; discussion

Materials: pen, paper, flipcharts, markers, wall

Steps
1. Ask each participant to make a drawing of the gender situation in their own organisation, in which it is expressed how she/he feels about the possibilities for change.
2. Put the flipcharts on the wall and discuss at random various drawings: their meaning, the feelings about possibilities for change and a (possible) role of the participant as facilitator. Discuss which factors may affect the outcome of change—such as resources, personal skills, certain internal and external factors. List them on a flipchart – they could be useful in discussions later on in the training.

C. The participant's position

Aim of the exercise: to better understand one's position in the organisation and how this position positively and negatively affects facilitation of change processes regarding gender.

Time: 40 minutes

Method: drawing; discussion

Materials: pen, paper, flipcharts, markers, wall

Steps
1. Ask each participant to use a flipchart to draw or indicate in an organogram her/his position in the organisation. Ask them to indicate the number of people with whom she/he has vertical and horizontal relations (it tells something about the size of the organisation).
2. Put the flipcharts on a wall. Discuss observations, for instance, similarities and differences in positions and number of people they have relations with. Discuss the advantages and disadvantages of being a facilitator holding certain positions.

D. Personal qualities
(Ofman 1993)

Aim of the exercise: to increase insight into one's own qualities and those of others to be able to better deal with interaction processes that frequently take place during organisational change regarding gender.

Time: 45 minutes

Method: individual reflection directed by questions

Materials: pen, paper, whiteboard, handout of exercise D (short version of core quadrants of Kern Konsult)

Steps
1. Explain and discuss about core quadrants and how using the quadrants can, firstly, help to get to know yourself better and, secondly, to better deal with other people

one has to work with in processes of change regarding gender, by trying to identify their core qualities and core quadrants
2. Ask each participant to make her or his core quadrant, if necessary with the help of another participant.
3. Next, let the participant think about a colleague who she/he has to approach to get things done but who she/he finds difficult. It could be, for instance, a person whose permission is needed to initiate a change related to gender. Ask to make a core quadrant of this person.
4. Discuss the exercise in the plenary. Was it difficult? Were they surprised about the outcomes concerning themselves and their 'difficult' colleagues. How do they think that making core quadrants can help them in the preparation and implementation of organisational change processes regarding gender?

E. Increasing personal strength

Aim of the exercise: to strengthen the participant's capacity as facilitator/change agent.

Time: 60 minutes

Method: discussion, role-play.

Materials: whiteboard

Steps
1. Ask the participants about difficult situations they faced because others made fun of their gender role or criticised them for being involved in gender issues. Ask them how they reacted.
2. Form small groups and ask to discuss how they should deal with the following comments of staff members – as a man or as a woman.
   a. When you as a man want to discuss in a meeting the importance of paying attention to women farmers in a training course or programme and colleagues react with a lot of unpleasant laughter: 'Oh there is Mr Gender wanting to discuss his women!'
   b. When you as a woman involved in gender issues find some unpleasantly laughing and joking men at the door of your office: 'And what is this lady plotting today?'

Ask **them** to do a role-play illustrating their 'answer'.

3. Look at the role plays and discuss the outcomes in a plenary session.

F. Dealing with conflicts

Aim of the exercise: to increase one's understanding of conflict management.

Time: 60 - 90 minutes

Method: personal reflection; discussion

Materials: pen, paper, whiteboard

Steps
1. Discuss conflict management.
2. Ask each participant to think about a conflict they have experienced and to make notes about the following questions.
   a. How did the conflict become 'visible'?
   b. Who were players or parties in the conflict?
   c. What caused the conflict?
   d. How can the conflict be identified: as one about means, values or identities?
   e. Was the conflict solved, how?
   f. To what extent did gender play a role?

3. Ask them to discuss their experiences in a small group:
   a. to identify common elements in the conflict situations (2a – f), and
   b. to assess the ways of conflict management. Could they suggest alternatives?

4. Discuss in plenary the outcomes of the groups and the different alternatives for managing conflicts. Point to possible cultural and personal (gender-related?) differences in conflict management.

HANDOUTS TO PART 3 SECTION 1

Handout of exercise D: Background on core qualities – a shortened version of D. Ofman (1993) Inspiration and Quality in Organisations , pp. 33, 91

Every person is 'coloured' by so-called core qualities, i.e., attributes that form part of a person's essence (core). They are somebody's strong points, the characteristic that immediately comes to mind when we think of a person. They can be recognised as a person's special qualities, about which they themselves will say that 'everybody can do that'. Examples of core qualities are determination, empathy, consideration for others, precision, flexibility, courage, and so on. Core qualities are always potentially present. They are not so much characteristics as possibilities that can be 'tuned into'.

To every core quality there is a distortion, a result of an overdeveloped core quality, a 'too much of a good thing'. We call this a pitfall, which is inextricably bound to the core quality. For instance, the pitfall of the core quality flexibility is inconsistency: flexibility is overdeveloped and turned into a weakness instead of a strength. This pitfall is a label the person is often given by others. If you do not know your core quality/qualities, there is one way to discover it/them, and that is by asking yourself what people often reproach you for, in the sense of: 'Don't be such a' or Don't be so...'. Then ask yourself of what positive quality this is an excess and you have one of your core qualities.

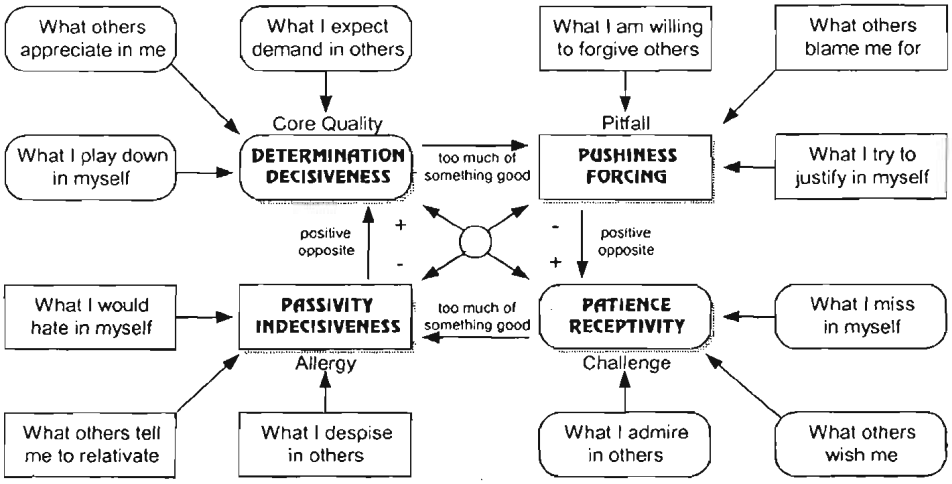
Besides a pitfall, a person's core quality also comes with a 'challenge' The core quality and the challenge are complementary qualities. In our example of flexibility, its challenge is orderliness. Striking the right balance is the point, but the problem is often to be able to see how the two qualities can be combined. The challenge is the positive opposite of the pitfall. Inconsistency is no longer a problem for someone who is flexible in an orderly way.

The average person appears to be allergic to an excess of his or her challenge, particularly if personified in someone else. The more another confronts you with your own allergy, the greater your chance of falling into your pitfall. The allergy of somebody with a high degree of flexibility, for instance, is rigidity and the more rigidity one meets in another person the higher the chance to do 'too much of a good thing': to become inconsistent. Formulating the allergy completes the core quadrant. Core quadrants can be constructed from any of the four angles and checked in various ways.

In what sense can it be useful to us to be aware of our core quadrants? They are useful for self-examination and the clearer we are the more consciously we can try to deal with them in our work. Pitfalls and challenges are usually the sources of conflicts a person has with his or her environment. Disdain is characteristic of situations in which people are confronted with their allergies. To get to our example core quality, flexibility; the core quadrant makes it clear that a flexible person will have great difficulty recognising 'order' in someone else as a positive quality. He/she will tend to disqualify it by labelling it as 'rigidity' because he/she cannot imagine order and flexibility as complementary to one another, neither in him/herself nor in others. Likewise, orderly people will find it difficult to appreciate flexibility in someone else, because they will immediately want to label it as 'inconsistent or chaotic'.

Conflicts, irritations, and mutual tensions are often born of blindness to one's own qualities (and their distortions) and those of others. If two similar characters meet, for instance, it is not hard to imagine that they may not have an easy time together. There is a great risk such a meeting will turn into a confrontation. The difference in confrontations between similar and contrasting characters is that he or she will respect the 'similar' other, which is not the case for his or her opposite.

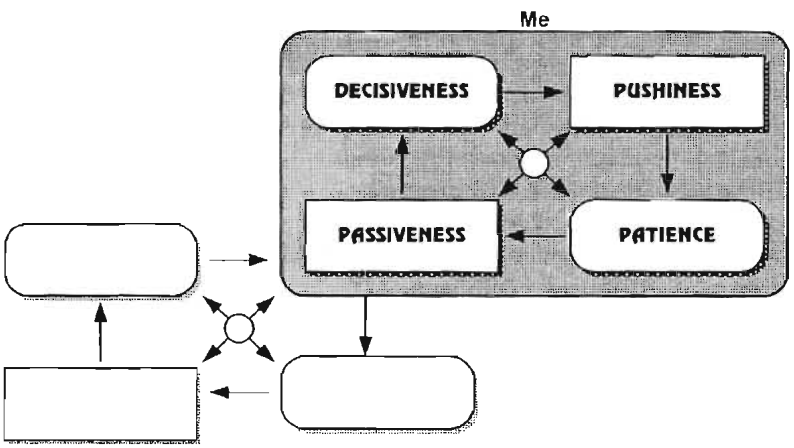
Some examples of core quadrants are presented below.



2.8 The Double Quadrant

Core quadrants are very useful for self-examination. They are also very helpful for managers when preparing for job evaluations with employees. Confronting someone to whom you are allergic can be productive in two ways. By realising that your allergy could have something to do with your own challenge, you become calmer, more tolerant and your self-knopwledge increases. And you can identify the other person's core quality through your own allergy (which is the other's pitfall) by means of a double core quadrant.

Let's say a manager is aggravated by someone he thinks is passive. Precisely because he is allergic to this, he decides to first reflect and determine what this says about himself. He draws a core quadrant of himself on the basis of his allergy, for example the following.



Section 2: Facilitator/Change Agent's Skills - Communication Processes

We have seen that facilitators/change agents for organisational change regarding gender need many qualities and skills. Here we pay attention to communication skills, since proper communication is the key to building and maintaining relationships with a variety of people and to understanding what others say, think, and feel.

Types of communication

In books about communication we can find definitions of 'communication', using the terms 'sender', 'receiver', 'message', 'channel'.

Our dictionary

Communication refers to the process in which somebody (the 'sender') transfers knowledge, experiences, orders, ideas, feelings, and so on (the 'message') to another person (the 'receiver') through a specific medium ('channel'), often with a certain intention.

Messages can be sent verbally, in writing, using pictures, and the like. Communication can take place through direct personal contact but also, more at a distance, through telephone, e-mail, and so on. Very important are the non-verbal messages or signals senders and receivers send to each other, something about which we are mostly unaware . Body language is an example of non-verbal communication. Somebody's posture, the way a mouth is set, keeping eye contact, a meek or harsh tone, the speed of talking, are in themselves messages: they tell – often unconsciously- something about our feelings or maybe even our values towards another or about an issue. Verbal communication should be supported by non-verbal signals to be effective. For a woman who talks with a colleague to convince her to sign a petition it may be most effective to use sympathetic gestures, to show a smiling face, and to be interested in the reactions of her colleague.

About wavelengths

The wavelength for sending and receiving has to be the same for the receiver to get the message. The sender has to make efforts to find out if the receiver has understood the message in the way it was intended: what was the reaction or feedback? It has appeared that men and women in their home, working environment, and in public places use other ways of expressing themselves and interpreting what is said. Women, for instance, have more than men the tendency to apologise 'I am sorry' or to thank, even for nothing. Depending on the cultural background men and women may interpret these expressions in different ways, for instance, as submissive or as being supportive to the case, They show behaviour accordingly, such as irritation, happiness somebody is with her/him, or for such a friendly style. Words, behaviour, clothes men and women wear—all send out messages, but the interpretation of the 'receiver' may differ completely from the intention of that of the man or woman concerned. In other words, a facilitator in planned change processes on gender has to be conscious about many things when communicating with others!

Listening and asking are two sides of the same coin in direct communication with others. Box 12 shows some simple overviews and questions to assess personal behaviour in communication.

Box 12: Personal skills related to personal communication

Unblocking your thinking: Personal skills © Ian MacKay, October 1991

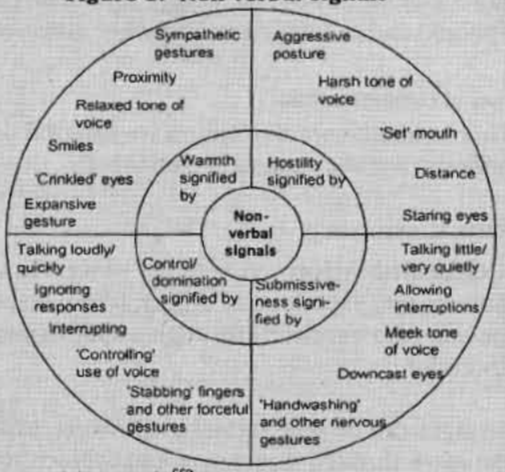
Ian MacKay

Listening

1. At what level currently do you rate your skill as a listener?
   - Much above average'?
   - Average?
   - Or even below average?
2. How would others rate your skill at listening?
   - Your colleagues?
   - Your family/friends?
   - Your staff?

   How do you know?
3. Often do you:
   - switch off when you are not interested in the subject?
   - wait impatiently to cut in, or even interrupt, with your own ideas?
   - find yourself mentally criticising/resenting the speaker?
   - feel distracted or irritated by the speaker's 'style' (use of words/ phrases, accent, mannerisms)?
   - allow your preconceptions or prejudices to influence your understanding of what a person says?
   - pay as much, or more, attention to your surroundings as to the speaker?
4. Are you aware of what the speaker is not saying, of how he/she feels about the conversation? In other words, are you 'reading between the lines' by interpreting his/her body language? Fig. 1 (right) illustrates a range of non-verbal signals.
5. Is the speaker conscious of your interest? Or lack of it? flow can he/she tell how committed you are to the discussion? Two skills essential to effective listening are physical and psychological attending, summarised in Fig 2.
6. Having reflected on your answers to questions 3, 4, and 5 would you like now to revise your estimate of your current skill at listening?
7. How important is it for you to really listen as part of your job?
   - How much time each week do you spend listening
     - to those above you?

Figure 1: Non-verbal signals



     - to your staff?
     - in informal meetings?
     - in committees?
     - in choosing staff?
     - in appraisal discussions?
     - in disciplinary interviews
     - in other situations?
   - What are the results; consequences of how well you listen?
8. Could the level of your skill at listening represent an unnecessary blockage on your thinking, and performance, at the moment?
   - If you were to improve your listening skills, what would be the result:
     - for your view of yourself and other's views of you?
     - for your decision-making process?
     - for the problems you will face today? Next month? Next year?
9. Is your current knowledge of listening skills adequate? How can you be sure?
10. What could/should you do to improve your listening skills? Those of your staff? When will you take action?

Figure 2: Two skills essential to effective listening

Physically attending which involves	
LOOKING INTERESTED	
Facing the speaker	Leaning slightly towards the speaker
Maintaining eye contact	Staying relatively relaxed
Keeping an open posture	
and Psychologically attending	
BEING INTERESTED	
Listening to what is being said by:	**Listening to how it is being said by:**
Keeping an open mind	Interpreting the persion's tone of voice
Thinking ahead	Evaluating the non-verbal signals
Analysing and evaluating the message	**Listening to what is not being said by:**
Getting the full story	Listening 'between the lines'
Not interrupting	Searching for possible gaps in your
Not talking for more than about a quarter of the time	understanding
	Asking the right questions

Asking questions

11. Are you satisfied that you invariably employ the right questions to good effect? Or could your question technique be improved?
12. How familiar are you with the different types of question open to you? And when to use them?
    - How often does the question you ask fail to produce the information you were seeking? Could you improve on this?

- Are you conscious of the way you phrase questions? Do you need to be?

13. To what extent is asking questions a part of your job? How much depends on the information you obtain from using this skill?
14. What would be the repercussions of poor questioning in terms of:
    - basing decisions on inadequate information?
    - upsetting people?
    - recruiting square pegs for round holes?
    - failing to recruit potential highfliers by creating the wrong impression?
    - failing to identify problem areas?
    - other undesirable results?
15. Could the level of your skill at asking question also represent an unnecessary blockage on your thinking, and performance, at the moment?
16. What action could/should you take to improve your skill at asking questions? When will you take such action?

Being assertive

17. How do you react in your dealings with people generally? and at work?
    - Aggressively?
    - Submissively?
    - Assertively?
18. Are you aware of the attitudes and belief,, underlying these three types of behaviour? For instance, what is your understanding of the distinction between aggressive behaviour and assertive behaviour?
19. Having given some thought to questions 17 and 18, how often are you either aggressive or submissive rather than assertive?
    - Do you make decisions for others or allow others to make decisions for you?
    - Do you often get emotionally 'hooked', reacting with fear/anxiety or anger, in your dealings with others? Or do you invariably behave in an adult way?
    - Do you believe that either verbal bullying or passive submission during a discussion can help you to achieve what you want? In the short term? In the long term?
    - To what extent do you assume responsibility for your own behaviour?
    - What is your attitude to Your own mistakes? To those of others?
    - Do you shift the blame onto others whenever possible?
    - Do you expect perfection from yourself and others?
    - Do you recognise that you may make mistakes, and accept responsibility for them?
    - Are you reactive. waiting for others to take action, or proactive initiating action yourself?
    - How would others answer the above questions about you?
    - Your family and friends?
    - Your staff?
    - Your colleagues?
    - Your superiors
20. Having reflected on your answers to question 19, would you now revise your answer to question 17?
21. To what extent does your behaviour vary according to who you are with?
    - Your boss?
    - Your colleagues
    - Your staff

What does this say about you?

22. Are you sure that your behaviour is not unnecessarily blocking or diminishing the impact you could be having at all levels at work?
    - Could changes in your behaviour produce beneficial changes in that of others?
    - In what practical ways could this help you and others?
23. What could/should you do to improve your assertiveness level at work?

Checklists for Human Resource Development (hardback) by Ian MacKay is available from Gower Publishing, Gower House, Croft Road, Aldershot, Hants GU11 3HR. Address queries regarding the Unblocking Your Thinking series to Philip Worsfold, University of Wales, 67 Park Place, Cardiff CF1 3AP.

Figure 3: Types of questions open to you

Question type	Purpose	Question form	Illustration
OPEN	To explore broad background info.	General	'Please tell me about....?'
	To explore opinions attitudes	Opinion-seeking	'What do you think about.....?'
		Trailer	Making a broad comment on a subject, pausing in anticipation of a response
PROBE	To show interest encouragement	Non-verbal noises	'Hmm?' 'Ah?' 'Oh' allied to head nods etc
		Supportive statements	'I see...?' 'and then....?'
		Key word repetition	Repetition of one or two key words to encourage further response
	To seek further information	The pause	
		Simple interrogative	'Why?' 'Why not?'
		Extension	'How do you mean?'
	To explore in detail opinions attitudes	Opinion-investigating	'To what extent do you feel that....?'
		The reflection	'It seems to you that....?' 'You feel that....?'
CLOSED	To establish specific facts information	Yes/No response	'Are you...?' 'Have you....?'
		Identification of person, time, number, etc.	'How long did that job take?' "When did that happen?'

About communication methods

There are a number of communication methods and channels to be found in general communication literature. We limit ourselves to some comments relevant to our topic of organisational change regarding gender. The choice of method will to a great extent depend on the aim of communication, the type of 'message' somebody wants to send, the characteristics of the receiver(s), the nature of the relationship between the sender and receiver(s), past experiences between them, and the context in which it occurs.

It cannot be stressed enough that, in planned processes of change, the facilitator should be clear about what she or he wants to achieve in the communication process: is it to inform others? convince somebody to do something? get ideas from other people? build trust? and so on? Some aims fit a brainstorming session to get as many ideas on the table as possible, other aims better suit a discussion in which clear arguments and opinions are being exchanged.

The communication methods depend on the aim but also on the receiver's knowledge, opinion, feelings, and behaviour. What does he or she know about it and think about it? What does he or she feel about it? What does he or she do about it? What is the degree of resistance or motivation? (See Part 2, Section 3.) For example, a man can say that he is very gender sensitive, but what does he mean by that? After probing he may say that he exchanges friendly words with the female staff, asking them about the children, home, and the like. He does not talk about the work and work environment. It appears that he would not like women to reach higher positions. A facilitator of organisational change processes has to choose her or his method of communication to fit the level of understanding and feelings of this colleague in order to establish a good relationship and not to repel the person. In some cases the facilitator will choose a bilateral encounter, in others it is impossible because of difference in position, sex, and so on. In other situations group meetings, mixed or with male or female staff only, are to be preferred. One has to know the receiver but also the audience: how will other staff and close colleagues take bilateral meetings with the boss? Will some men feel excluded if they are not invited to a women's meeting?

The process of communication involves the message and the 'packing' of the message. When it concerns gender maybe more attention has to be paid to this 'packing' because the sender wants the receiver to accept it, open it, and read the content. Apart from the written content non-verbal signals could be decisive: a feminist sign on an announcement may attract some people, but repulse others.

A lot about communication can be learned but facilitators will often prefer certain methods based on their personal qualities and capacities. Some like more informal communication methods, others may opt for formal ways because it better fits their way of doing things and of building relationships with others. Insight in the own core quadrant – see Part 3, Exercise D - can help to identify personal strengths and pitfalls.

A last, but not unimportant, comment on communication concerns timing. The effectiveness of communication is influenced by the moment chosen to give information, to organise a meeting, and the like. If people's minds are too occupied with other matters it will be difficult to get their attention for your message.

With the following exercises we aim to increase facilitator/change agents' awareness and insight regarding essential elements of the communication process as discussed above.

Further reading

MacKay, I. (1989) *35 Checklists for Human Resource Development.* Hampshire, UK: Gower Publishing Limited

Robbins, S.P. (1997) *Essentials of Organizational Behavior.* New Jersey: Prentice Hall, Inc

Senge, P.M.; Roberts, C.; Ross, R.B.; Smith, B.J.; Kleiner, A. (1994) *The Fifth Discipline Fieldbook. Strategies and Tools for Building a Learning Organization.* London: Nicholas Brealey Publishing.

Tannen, D. (1995) *Talking from 9 to 5. Women and Men at Work: Language, Sex and Power.* NY: Avon Books

EXERCISES: FACILITATORS' SKILLS - COMMUNICATION

G. The importance of communication

Aim of the exercise: to increase awareness about the importance of verbal communication

Time: 25 minutes

Method: game

Materials: pen, paper, cards

Steps
1. Prepare the game in advance: invent a word with the same number of letters as there are participants. In the case of a large group, divide the group into smaller ones and make more words. Write each letter of the word on a card.
2. Explain the game to the participants: each participant draws a card and as a group they have to form a word without talking to each other.
3. After the words are formed, discuss the game. Was it difficult? Why? How did the group(s) come to a solution?

H. Verbal and non-verbal communication

Aim of the exercise: to increase awareness about verbal and non-verbal communication and how gender is related to the process of communication.

Time: 60 - 90 minutes

Method: role play

Materials: pen, paper, whiteboard, handout of exercise H (role play) hand out Box 12

Steps
1. Explain the background of the exercise by referring to the communication process, communication skills and how gender could influence the communication process. Give handout Box 12.
2. Explain the aim of the exercise. Ask the participants to perform a role play and give a handout of exercise H. Divide the roles and give the players time to prepare.
3. Form two groups of observers consisting of the participants left. One group has the task to observe non-verbal communication – body and face language, and so on. The other group should observe verbal communication – type of questions, tone, style of questioning. They can use handout Box 12.
4. After the performance discuss the role play. How did the players feel? Was the play a real life situation? What observations were made? Point to gender: did men and women act differently or were they approached differently? What about the criteria set?

I. Communication in a meeting

Aim of the exercise: to increase awareness about the process of communication with different personalities

Time: 60 - 90 minutes

Method: role-play

Materials: pen, paper, whiteboard, handout of exercise I (role-play), hand out Box 12

Steps

1. Explain the background of the exercise by referring to the communication process and the importance of approaching different personalities in different ways. Explain the aim of the exercise. Ask the participants to do a role play and give a handout of Exercise I. Divide the roles and give the players time to prepare.
2. Form three groups of observers consisting of the participants left. Ask one group to observe non-verbal communication – body and face language. Ask another group to observe verbal communication – what is said and how others react to it, tone, way of bringing forward points, ideas, opinions, and so on and ask the third group to observe who reacts on who, sequences of reactions, and why it happens like that. They can use handout Box 12.
3. After the performance discuss the role play. How did the players feel? Was the play a real life situation? Did it reflect dialogue or rather discussion? What observations were made related to the process of communication? What could be observed about the roles and behaviour of men and women? To what extent was the dialogue influenced by the potential sensitivity of the topic, being related to gender?

J. Women's and men's languages

Aim of the exercise: to increase awareness about difference in wording men and women may use to express themselves, differences in interpretation of the words and possible consequences concerning relations between male and female staff members.

Time: 60 minutes

Method: discussion in small groups and in plenary

Materials: pen, paper, whiteboard, handout of Exercise J ('Mixing Business and Non-business Talk')

Steps

1. Explain the relationship between gender and language and how it may affect communication processes. Ask if the participants know examples of misunderstanding or misinterpretation – funny or less funny situations. Give the handout of Exercise J to each participant and ask her/him to read it.
2. Form small discussion groups to exchange views on the article, more specifically:
   a. to what extent do they recognise the situation described?

b. what are consequences for female and male staff and the way they relate to each other?
c. do they find the situation and the consequences desirable or acceptable? If not, what could be done to change the situation?

3. Discuss the major observations of the groups in the plenary.

HANDOUTS to Part 3, Section 2

Handout of exercise H – Part 3

Background to role play - To be given to all participants

About one year ago, a few men and women concerned about their organisation's situation regarding gender have formed a gender working group (GWG). Their aim is to increase awareness among staff about the different roles male and female staff have in the organisation and the different positions they hold. They feel that these differences are unacceptable and want to change the situation in the organisation.

Now they are looking for new members. They have decided to invite a few staff members to find out if they are interested in joining the GWG and to see if they fit the GWG. After meeting them they will select two people for the GWG. They got some names from other colleagues of different departments.

We will see two role plays in which two professional staff, one man and one woman, talk with two potential new members, one after the other. They know the invited staff members only 'by face'. One is a man working in the administrative department, the other a highly qualified professional woman. After the interviews, the GWG members will shortly discuss whether they would like one or the two or none in their GWG.

Background information for the two staff being interviewed – to be given to the person concerned only!

Characteristics of the man from the administrative department You are a bit shy. You have outspoken ideas about how relationships between men and women should be and how the organisation should deal with gender. The organisation should make it possible that men and women work together in a relaxed atmosphere. You also feel that support staff is not recognised enough in the organisation and especially not by professional staff.

Characteristics of the professional woman You are a highly qualified ambitious woman. You do not know much about gender. You feel flattered to be invited but you have your doubts about the GWG – being a member might damage your career possibilities.

Mr. Know-it-all
He poses to be the brightest and wisest of all who needs no further 'learning'.

Mr. Dictator
He talks every other member down and can be very authoritative and insistent on his ideas. He does not allow others to talk.

Mr. Politician
He tries to politicise every issue under discussion.

Mr. Disinterested
He is probably made a member of SLIC under duress or has come accidentally in the group. He does not evince much interest in the group deliberations.

Mr. Reasonable
He is genuinely interested in the agenda of the meeting and talks and reacts to others in a responsible and positive manner.

Mr. Wolf
He is cunning and tries to talk in a disguised manner to mislead the group for personal benefit.

Handout of Exercise I – Part 3

Background to the role play – to be given to all participants.

A staff member of a certain organisation is concerned about the condition and positions of women relative to men in the organisation. She/he feels that changes in this respect are required with his/her strong input. He or she (the participants can decide the sex of this 'facilitator') has formed a support group consisting of different staff members of the organisation. His/her choices are based on strategic considerations.

The group has met once and members know each other a bit better. We will see the second meeting of the group – a dialogue between the members about what might be the groups' dream of a gender-friendly organisation. The facilitator has proposed the topic for the dialogue.

Note that a **dialogue** differs from a discussion. A dialogue is an exploration of different perspectives, opinions, and ideas; a kind of brainstorming. It means that the members involved need to inquire about the topic by asking questions to each other, which lead to further elaboration. The participants must feel that others are interested in really knowing and understanding what one is trying to say or explain. Therefore, effective listening skills and open and probing questions should be used. The role of the chairperson is to create an atmosphere in which everybody can take part in the exchange and nobody feels prevented from talking.

The intention of a **discussion** is to come to some sort of closure: a decision, agreement, and so on. It means that all kinds of suggestions, ideas, and options are considered from different sides and, upon its consequences, compared and weighed. The role of the chairperson is to create an open atmosphere, but also to lead the discussion towards a conclusion/decision by structuring the discussion, clarifying, summarising, and concluding.

Below you find the six personalities of the different members described. The facilitator is Mr. Reasonable.

Handout of exercise J – Part 3: Mixing business and non-business talk

I was sitting in the waiting area of a car dealership while my car was being fixed. Gradually, I let the book I was reading fall to my lap, as I became engrossed in the friendly conversation taking place among three salesmen who had gathered around the coffeemaker that was placed in the same lounge where customers waited. They were exchanging humorous stories about having to work late and return home to disgruntled wives. They gossiped about how late another salesman worked and joked that it was a wonder his wife hadn't left him. Suddenly, I saw the sole woman who worked in sales in this dealership approaching the men. I thought, how nice, she's going to join them. I was eager to see how her entrance into the conversation would affect it. But it immediately became clear she was not going to join them. As soon as the men saw her approaching, the conversation stopped, and everyone went stiff. It was as if a chill had rippled through the air. She asked one of the men a question, got an answer, and went away. I have no way of knowing what accounted for the

particular relations between this woman and the men she worked with, but, regardless of the reasons, I could imagine how difficult it had been for her to break through that sheet of ice to ask her question. And I thought how much less pleasant it must be for her to go to work each day than for them.

Talk at work is not confined to talk about work. Many moments are spent in casual chat that establishes the friendly working environment that is the necessary backdrop to getting work done. It is easier to approach someone with a work-related issue if you are comfortable in each other's presence and the lines of communication are open. A major way such working relationships are established is through informal, nonwork talk. Both men and women engage in nonwork chat at work, but what they are likely to talk about, and how, are often different.

Many women mix business with talk about their personal lives and expect other women to do so too; they may see women who do not engage in personal chat as cold, aloof, or 'not a people person.' Men are more likely to mix business talk with banter about sports or politics. (Even though the car salesmen were talking about how their late hours affect their home lives, they were still in a way talking about work-the pressure of hours demanded by their jobs-and doing so in a humorous, joking tone.) Everyone can see the interest value of the type of small talk they themselves engage in, but they are likely to regard as 'trivial' the type of small talk they don't happen to enjoy. It's common to hear men complain about or mock women's interest in talking about clothes and personal details, and common to hear women complain about or mock men's interest in sports.

Both women and men know that their small talk is just that-'small' compared to the 'big' talk about work-but differences in small-talk habits can become very big when they get in the way of the easy day-to-day working relationships that make us feel comfortable at work and keep the lines of communication open for the big topics when they arise. A man who regularly finds himself left out of lively conversations about clothes or haircuts or family problems, or a woman who regularly finds herself left out of lively conversations about sports or hunting may also find themselves out of the friendly loop in which important as well as unimportant information goes around the office.

Small talk is not just an aid but a necessity- the grease that keeps the gears running in an office. This discovery was made by a woman who was hired as the chief editor of a magazine. When she got into the top slot she tried to run the office as her predecessor had: no time for small talk; get right down to business. After a while, she began to hear rumblings that the women in the office were unhappy with her. They felt she was cold and aloof that power had gone to her head and made her arrogant. She had to modify her style, taking some time to talk, to check in with people about their personal lives and exchange pleasantries. The feeling that their bosses are interested in them personally may be common to many people, but women are more likely to expect it to be displayed as interest in their lives outside of work-especially by other women.

A woman who works with men might find it useful to learn something about sports to take part in those conversations. One woman said that she learned she could have a

pleasant interchange with men in her office by saying. "Hey, wasn't that an incredible game last night?" She would get an animated response, even if she had no idea what game they thought she was referring to. Another woman, however, commented that although she was an avid sports fan who always knew exactly what game was played the night before, she still couldn't take part in the men's conversations about them. I would not discount the possibility that the men she worked with might simply have not wanted her to take part- either because she was a woman or because they didn't like her. But it is also possible that the way she thought it was appropriate to talk about sports was not the way they were used to. Sports talk, like any conversational ritual, has to be done in an agreed-upon way. For many men, sports talk is a playful game in itself, composed of attack, counterattack, and teasing. "Wasn't Jones incredible?" "Jones?! You like that creep?! I can't believe they keep him on the team! It was Smith who won that game." "Smith?! Are you 'for real? That turkey couldn't catch a ball if it was handed to him!"

How much small talk is expected, and when, is also a matter of individual style. There are people who find it appropriate to call someone on the telephone and jump right to the point of the call rather than 'waste time' —or stand on ceremony-with long-winded greetings. The very fact of omitting a greeting can imply, "We're on such good terms we can dispense with the niceties that people who know each other less well are bound by." But not everyone agrees that this is appropriate; to some people it is rude. A new employee called his boss and started right in with what he needed so as not to impose on her time any more than necessary. "Frank," she said, cutting him off. "First of all, good morning." That made it clear that she was not someone who liked to dispense with small talk.

Section 3: Facilitator/Change Agent's Skills - Influencing Processes

Facilitator/change agents play a key role in changing their organisation into one, which is more gender-friendly. What precisely makes a specific organisation gender-friendly – a certain percentage of female staff in the organisation or at various levels, mixed teams, gender-neutral posters, gender-differentiated monitoring systems, etc - cannot be defined in general. It depends on the characteristics of the organisation, the context in which it operates and, very important, on the various perspectives within the organisation. We have dealt with these characteristics in Part 2 - Section 1, Exercises D and H. A major task and effort of facilitator/change agents is to influence others with their variety of perspectives in such a way that they support the process of making their organisation gender-friendly. Some may become very enthusiastic and take part in discussions and activities themselves. Others may be indifferent though not hindering the process. All the steps of planned organisational change require 'influencing others' (see Box 4): from finding allies or a support team and establishing willingness at management level, to jointly developing strategies and plans for change. Implementation of plans usually needs negotiation about measures, conditions, etc.

Influencing has a content objective, i.e., stating what you want from the other person or 'party', and a relationship objective, i.e., what relation you want to build with the other (party). The content objective is an aim deducted from the overall aim of change. The relationship objective indicates that influencing concerns interaction. As in all interaction processes power comes into play. Consciously or not the actors will set in their power base, maybe to win, maybe to resist. A facilitator/change agent has to know what her/his power

base is: is it position, is it knowledge, is it the support of a large number of staff, is it connection with important outsiders? (see Box 10). But more than that: she/he needs knowledge about the power base of the one to be convinced. Effective use of one's source of power is only possible if the other is receptive to it. A male staff member can ignore the arguments of his female boss just because it is a woman who is talking. A male manager could listen with interest to recommendations of a highly acknowledged staff member, but close his ears the moment he hears the word 'gender'.

The outcome of influencing this power play could be that the other agrees with or rejects ideas. Rejection can take different forms as we have seen in Box 5. Someone can resist openly or directly and hidden or indirectly. Shelving or proposing an investigation is an indirect form of resistance. Aggression is a form of indirect resistance, not openly showing what is at stake; arrogance, submissiveness and withdrawal are other indirect forms. Another outcome of influencing processes could be compliance: merely going along with a request or demand without believing it. Somebody can follow a request to form a team of both male and female staff, but that does not necessarily mean that he or she believes that men and women can make equal contributions to discussions or to work.

Our dictionary

By ***influencing***[12] we mean: exercising 'power' to affect somebody's character, beliefs or actions or: the process by which one or more persons successfully persuade others to follow their advice, suggestions or orders.
The outcome or effect of influencing can be the following.

- ***Commitment*** or internal agreement
- ***Compliance*** or merely going along with a request or demand without believing it.
- ***Resistance*** or rejection (which can take different forms, see among others Box 5)

We use the word 'influencing' to cover various activities all aimed at persuading others to follow advice, suggestions or orders: from convincing to negotiation and bargaining. In some situations one does not mind 'to give' in. In others one does not want to make any compromise. In another situation one seeks a win-win outcome in which both parties have the feeling that they, to a certain extent, benefit. In all these situations different forms of power will be used: from power over, threatening for instance with punishment. to power with, pointing to the large group of supporters.

Summarising, important considerations for a facilitator/change agent concerning influencing are:

- why do you want to influence, what is your intention, what do you want to achieve (minimum/maximum range)?
- who are essential to be influenced to achieve your intention?
- where do you influence - meeting, corridor, informal setting?
- when do you influence?
- and , of course, influencing processes should be well-prepared, well-strategised, and well-planned.

About why: know what you want and know the situation within and outside the organisation.

12 Based on Kolb et al. (1995) pp 402.

Before a facilitator/change agent can discuss about organisational change with others she/he must be very clear about why changes are necessary in the organisation. What is felt unacceptable and what should change must concretely relate to the short-term aims of the change process. The long-term aim, i.e., how the gender-friendly organisation should look, may be difficult to describe in detail. And better that it is this way, for it is more desirable to develop a vision about this ideal together with others.

Change regarding gender often has an emotional component. In many cases such emotions do not convince others easily of the need for change – they want to hear facts, figures, arguments. Therefore, a facilitator/change agent needs knowledge about the situation regarding gender in the organisation, the position and condition and felt needs and interests of male and female staff (see Part 2 - Sections 1, 2). Much can be taken from what happens elsewhere. How does one's own situation compare to that in other organisations? What are general experiences with organisational change regarding gender? Are the issues to be addressed matters of a more general debate? What arguments are used to promote gender-related change?

About who and where: the 'entry points'

Although processes of change concern most if not all staff members, not everybody will be directly involved. Most important are the influential people in the organisation whose degree of interest or commitment will make or break the process. These people can be identified by making a 'social picture' of the organisation. Furthermore, it is important to find the best entry point to 'influence' others: is it during certain discussions, is it before papers are signed, or are short talks in the corridor before decision-making meetings more effective? One has to look for procedures and decision-making processes: what are the procedures in signing papers, who are the critical people to sign, where do discussions take place?

Apart from influential or powerful people there is another group of staff members to 'influence'. Facilitator/change agents need a group of supporters or allies to jointly plan and implement the process of change. They also need a 'constituency', not only to get feedback, but also to create a mass or 'power with' – an important source of power in influencing processes. See more in Section 4 of this Part 3.

About when to influence

A first step of planned organisational change is scouting (see Box 4), necessary to determine whether change in terms of gender is feasible. It could be the wrong moment to discuss the organisational situation regarding gender. All minds, for instance, can be occupied by a discussion with clients or donors affecting the survival of the organisation, or by an evaluation of a major programme, etc. On the other hand, discussions about policy change or re-organisations could be excellent occasions to convince people of the need to address gender issues. At a more individual level, minds can be 'blocked' due to worries or other preoccupations at work or home. Therefore, a facilitator/change agent has to carefully consider the right timing with efforts to approach people.

About how to influence

Influencing others can be done in many ways, which can be summarised as follows:

- through persuasion, for instance, using logic, facts, giving ideas, proposals, etc;
- through reward or punishment, for instance, offering incentives, using pressure, checking frequently on somebody's work, etc;

- through participation and trust, for instance, through recognising others, involving others in activities, etc; and
- through common vision, for instance, through building a group spirit or feeling of togetherness, a 'we feeling', shared identity, etc and so on

Guidelines on how to convince, negotiate, and so on are difficult to give, because these processes are determined by the organisational and/or national culture and are often highly sensitive. In some cultures care is taken not to make individuals lose their face, in others people put demands straight forward; in some places formal ways are required, in others informal. A few other factors also affect the choice of influencing tactics.

A first factor concerns the person or persons to be influenced: What is his/her degree of motivation or resistance to discuss gender issues and to promote change? Why does he/she think, feel and act that way? What would be his/her interest to agree with a certain point of view? In Part 2 - Section 3 we have dealt with resistance and motivation; we refer in particular to the Boxes 5, 6, 7, 8. The reasons behind resisting behaviour may be difficult to detect, especially the hidden forms of resistance (such as aggression, arrogance, submissiveness, or withdrawal). In Box 13 some possible hints are given for how to deal with resisting people.

Other factors affecting the choice of tactics have to do with the organisation. Generally spoken, tactics which fit the character of an organisation may be more successful. Examples are putting proposals on the agenda of important decision-making meetings, organising meetings with male and female staff separately according to the prevailing segregation lines, following the exact organisational procedures, linking a policy discussion on gender to general policy discussions, and so on. On the other hand, a very innovative or creative approach could have positive results. Exchanging, for instance, all the pictures with people in the building of a male dominated organisation with pictures of women could create a lot of discussion in a good atmosphere.

Apart from its characteristics, the internal situation of an organisation regarding gender is a factor to consider when choosing influencing tactics. In Table 3 we have shown some different situations and related 'typical' strategies.

A last factor concerning the choice of influencing factors we want to point at has to do with the personal capacities and qualities of the facilitator/change agent – see for instance the personal sources of power (Box 10) and Exercise D – Part 3 on core quadrants. Every facilitator/change agent will develop her/his own preferred style in influencing. Maybe this style does not fit a certain situation in the organisation, but a skilful facilitator will then delegate roles to others of his/her support group. This is another reason to follow the facilitator/change agent's 'rule': do not work alone.

Box 13: Dealing with resistance: some possible hints[13]

Dealing with aggression: first let the aggressive person throw out his/her aggression; then start finding out what is the real reason behind it.

Dealing with arrogance: do not start defending yourself; go along with it while asking for reasons and try to pick up signals of what is really wrong.

Dealing with submissiveness: when somebody shows contradictory behaviour point that softly out to the person: for instance, outwardly he/she seems to comply with everything but sometimes he/she shows his/her real feelings. Stimulate the person to find solutions him/herself, in order to get him/her out of passivity.

Dealing with withdrawal: give space and understanding, make the person speak out through active listening.

Countering denial: present irrefutable statistical evidence of actual gender gaps and of discriminatory practices. If necessary commission desk research and even original empirical research for presentation of the facts.

Countering inversion: present actual examples, even first-hand accounts of gender discrimination in women's access to resources and opportunities. Concentrate on examples of clear contravention of the principles of equality of opportunity.

Countering dilution: be alert to the presentation of a gender issue purely at the level of access to resources and facilities. Counter by revealing the dimension of the problem arising from gender discrimination, women's lack of participation and lack of control of resources and decision-making.

Countering selection: do not be content with the identification of gender issues at the level of defining the problem. Closing gender gaps is matter of taking actions related to all the three organisational dimensions (technical, socio-political, and cultural).

Countering subversion: be alert to any tendency for lack of interest in the progress of addressing gender issues. When necessary, look for alternative departments or units to implement the actions decided upon.

Countering compartmentalisation: ask for overall attention to gender issues. In a meeting where gender issues have been regulated as unimportant issues constantly ask questions and remind members about the actual pervasive and crucial nature of gender issues.

Countering shelving: take a shelved action to an alternative department or unit or take it to another level in the organisation depending on interest and capacity.

Countering investigation: do not deny that more needs to be learned and support the need for further research but argue against this being a pre-condition for action. Recount all the aspects of the problem and causes that are already established and argue for preliminary action on the basis of what is already known. Refer, if necessary the discussion to a higher level to get their views on 'this important issue of research'.

Countering lip service: ensure that the organisation develops its own system for monitoring and evaluation the actions related to change and involve different people/levels in the monitoring.

Countering tokenism: when you find yourself in a meeting with a 'token woman' join with her in identifying and pursuing gender issues and encourage others to join the process. If you are the token bring this fact to the attention of the group.

[13] Partly based on Sher (1996)

Further reading

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EXERCISES: FACILITATOR/CHANGE AGENT'S ROLE IN INFLUENCING PROCESSES

K. Powerless and powerful

Aim of the exercise: to increase awareness about one's own power and how power is perceived

Time: 50 - 60 minutes

Method: individual reflection, group exchange, visualisation

Materials: whiteboard

Steps
1. Discuss the concept power. Explain the aim of the exercise.

2. Ask each participant to think about a situation in which she/he felt powerful and a situation in which she/he felt powerless. What did they feel in both situations?

3. Ask to exchange the experiences in small groups. Let them select one situation of powerfulness and one situation of powerlessness to visualise in a non-verbal way (drawing, a statue, mime, and so on).

4. Discuss the group performances in the plenary. What did they learn from doing the exercise?

L. Power within the organisation

Aim of the exercise: to increase understanding about the use of power and its effects on others.

Time: 90 - 120 minutes

Method: individual reflection, group discussion, visualisation

Materials: pen, paper, whiteboard, handout of Exercise L (table on power, its use and sources), hand out Box 10.

Steps
1. Discuss the concept power. Refer to Box 10. Explain the aim of the exercise. As facilitators, participants deal with different groups or individuals in their organisation who all have power. The exercise is meant to understand power better – as it is used by her/him and by others in her/his organisation with whom she/he (has to) deal(s) as a facilitator of change processes regarding gender.
2. Ask each participant to list the (groups of) people she/he deals with or has to deal with frequently as facilitator. Try to be specific. Let the participant indicate what type of power she/he uses as a facilitator, when, and towards whom. Ask to specify her/his source of power. In interaction processes both 'parties' use power. Let the partici-

pant indicate what the source of power is as used by the other person. They should use the handout – table on power, its use, and sources.
3. Form small groups of 3 or 4 persons to exchange individual experiences. Ask them to discuss what type of power and what source of power they find most effective and what least effective. Let them visualise in a non-verbal way (drawing, statue, and so on) an effective form of power of a facilitator – as a group or, if that is too difficult, individually.
4. Discuss the visualisation and group outcomes in the plenary. Pay specific attention to power and gender.

M. Resistance within the organisation

Aim of the exercise: to understand better resistance of people and their possible sources of resistance in order to be able to deal with resistance in a more effective way as a facilitator/change agent.

Time: 60 – 90 minutes

Method: individual reflection, group exchange, role play

Materials: whiteboard, hand out Boxes 6, 7, 8.

Steps:
1. Explain the aim of the exercise. The participants will prepare an action plan on organisational change regarding gender (or have prepared one – see Exercise Q - Part 2) to be implemented in the own organisation. This exercise will help to deal with resistance better.
2. Ask each participant to list the individuals she/he has to deal with frequently in the coming six months when implementing activities as a facilitator.
   a. Let them indicate what level of resistance they have based on the SARAR continuum – see Box 7 (handout).
   b. Ask them to identify what could be the sources of resistance of each individual– see handout of Box 6
   c. In the power exercise, L, they have listed the groups in their organisation they deal with as facilitating agent. Ask each participant to select the groups he/she is going to deal with in the coming six months during activities from her/his action plan. Let them indicate their group resistance level –see handout, Box 8.
   d. Let them identify what could be the sources of resistance of each group she/he mentioned.
3. Form small groups to exchange individual findings. Let them identify as a group one or two most important sources of resistance of individuals and/or a group in their organisations. Ask them to prepare and conduct a role play to show resistance.
4. Discuss in the plenary how to deal with resistance and the major outcomes of the individual and group efforts. What did they learn from this exercise?

N. Chairs – and power
(Pretty et al. 1995, pp167).

Aim of the exercise: to increase understanding of group dynamics: power, resistance, and influencing

Time: 30 - 45 minutes

Method: game

Materials: A room without tables and enough chairs for each participant-cards with instructions

Steps
1. Prepare the room: make a big empty space in the centre and put at random enough chairs for each participant to sit. Prepare three sets of cards with the following instructions.
   a. Put all the chairs in a circle. You have 15 minutes to do this.
   b. Put all chairs near the door. You have 15 minutes to do this.
   c. Put all chairs near the window. You have 15 minutes to do this.
2. Explain that the exercise helps to experience mechanisms of power, resistance, and influencing. Give each participant one set of instructions (A, B or C), distributing equal numbers of the three different instructions. Tell them not to show their card to others, as this will defeat the purpose of the exercise.
3. Tell everyone to start according to the instructions given to them. What follows may be a chaos of dragging chairs, protecting one's own chair, forcing others to give way, and so on.
4. After 15 minutes stop the game. Discuss how people feel. What happened? Did they feel that they owned the chair they were using? Did they notice the behaviour of others? How did they feel about others' behaviour? Did they cooperate with anyone? Why (not)? Did they follow the instructions – why (not)? How would they behave a second time? How does the game reflect real life situations?

O. Influencing tactics – 1

Aim of the exercise: to increase understanding about resistance and influencing tactics

Time: 60 – 90 minutes

Method: group discussion, role play, handout of exercise O (description of role play on GWG)

Materials: pen, paper, cards

Steps
1. Discuss influencing tactics and explain the aim of the exercise.
2. Form small groups and give the handout to each participant. Ask them to discuss the following questions in their small group.

a. From which categories would you try to include members in your GWG? Why?
b. Which tactics would you use to convince the selected people to become GWG members?
c. Prepare a role-play in which you show the tactics chosen by you.

3. After performance of the role-play in the plenary, discuss about the tactics and the reasons behind the choices for these tactics.

P. Influencing tactics - 2

Aim of the exercise: to increase understanding of tactics to influence people

Time: 60 – 90 minutes

Method: role-play

Materials: handout of exercise P (Description of role play on Equal Opportunity Policy)

Steps

1. Explain the aim of the exercise: using their increased understanding of power, sources of power, resistance, and sources of resistance.
2. Ask them to prepare a role-play and give the handout about the situation. The assignment to the players is to show a role-play demonstrating the meeting of the three GWG members and the six members of management. The intention is to come to an agreement about the need to have an Equal Opportunity Policy in the organisation. Divide the players and non-players – they will be observers.
3. After the performance discuss the role-play in the plenary. What processes took place? What arguments were used? How did people react towards each other? Was there any critical or breaking point in the discussion?

Q. Negotiation

(Adapted from DeBeuk 1994)

Aim of the exercise: to increase understanding of and skills in negotiation

Time: 90-120 minutes

Method: simulation

Materials

Steps

1. Discuss the process of negotiation and skills required. Explain that two sets of negotiation will be simulated by two groups of participants. In the negotiations two parties are active: the facilitator and (members of) her/his support group and higher management level.
2. First select a topic for negotiation. Then, from two groups to prepare a simulation, the two parties concerned. The participants left are observers. Ask each group to

prepare separately the simulation: the aim they want to realise, the tactics to be used, the roles of the different actors. Not all group members necessarily have to play a role in the negotiation, they can select a few for the real simulation.

3. Ask them to perform the play and discuss what happened with the input of observers. Was the aim reached? Why (not)? What were the roles of the different parties and actors? What could be said about the process of negotiation? What could be improved?

HANDOUTS OF SECTION 3 – PART 3

Handout of exercise O – Description of role-play on GWG

You are a small group of members of an organisation. You want to establish a Gender Working Group (GWG) to discuss strategies to change the number of professional staff. Presently 80% are men and 20% are women. Not all people in the organisation are interested in or willing to discuss about gender. In fact, five categories can be distinguished (see also Box 7).

1. The group that does not recognise gender issues as a priority and which will argue its case ('tough guys').
2. The group that, for whatever reasons, acknowledges gender issues, but in such a fashion as to raise more questions than it resolves.
3. The group that is self-critically concerned to take gender issues on board but which, for different reasons, is unable to do so satisfactorily.
4. The group that is clear and enlightened in its analysis but which represents a sector that does not embody a priority for the organisation.
5. The group that likes to take initiative, also to address gender issues ('innovators').

Handout of Exercise P: Description of role-play on Equal Opportunity Policy

In an organisation the number of male and female staff at all levels is unequal. At the higher levels there are less women than men, at the lower levels it is the opposite situation. This inequality in numbers is recognised by most people at higher and at lower levels– it is a gender-aware organisation. This recognition is to a great extent due to the effective work of the Gender Working Group, consisting of 3 higher level and 2 lower level staff, both men and women.

The Gender Working Group feels that the time is right for an Equal Opportunity Policy. Such a policy includes measures for both men and women with the objective of changing the under-representation of women and men at certain levels.

Three GWG members meet for the first time with the management to discuss about the need for an Equal Opportunity Policy in the organisation. The management consists of six members – see the characters in Exercise I, Part 3.

Help in the discussion

The following arguments against an equal opportunity policy or implementation of such a policy are heard (based on reality).

- 'At the moment there are more important issues we should be addressing.'
- 'Men and women within our organisation already have equal opportunities.'
- 'We would like to but are unable to find capable women.'
- 'Women do not want it themselves.'
- 'Women are too emotional, irrational, and fickle for such a position.'
- 'It has been always like that, so why change!'

Handout of exercise L: POWER , ITS USE AND ITS SOURCE

Type of power	Used by you?	When do you use it	Towards whom do you use it	Your source of power	Their source of power
Power over					
Power to					
Power with					
Power within					

Section 4: Networking: Building Support Groups and Networks

Even for a five-legged facilitator/change agent, it is impossible to realise change within the organisation alone. A facilitator/change agent needs others to keep up the spirit and, moreover, to give form to and guide the process of organisational change in a better way. More people have more ideas, insight, knowledge, and skills and are better able to sense what is happening in the organisation. More people also means more strength: they have the 'power with' (see Part 3, Section 1) required to influence processes.

Networking

Networking within the organisation and outside is an important activity of a facilitator/change agent from the very start of a planned change process. It continues during all steps of the process. Networking is about making contact with others. It is an activity involving communication, sharing ideas, and planning with other people. Networking can be done informally and formally. A facilitator/change agent can contact other staff members or people from another organisations to share information on a regular basis. She or he can formally invite an organisation to join regular formal meetings.

Networks

The result of this networking can be the establishment of a network, a kind of partnership of individuals and groups. 'Establishment' sounds formal, but many networks are informal. They can be set up formally as well, while some informal networks develop into formal ones over the years. Other networks die, because they have reached the aim they stood for or because of internal weaknesses or maybe due to external factors, forcing them to stop operating.

A support group of a facilitator/change agent is a network, having an aim and members. These members can be colleagues but also people from outside the organisation. We know facilitator/change agents who belong to a support group of people involved in processes of gender-related change in different organisations. This group is of great importance to them as a forum for sharing information and for giving courage to each other. A network within an organisation could function informally, but it can also be a formal and recognised body with a clear mandate.

Our dictionary

Networking can be understood as seeking relationships with others to exchange knowledge, information, and experiences and to build alliances to develop and implement new ways of doing things (Karl et al. 1999). Thus, people can strengthen their capacities.

A network refers to partnerships of individuals and groups who have come together for a particular purpose. These partnerships are affiliations of INDEPENDENT individuals and organisations.

Facilitators can build support groups or networks of different forms. Different models of networks are presented in Box 13. The form a network takes will depend on the situation in the organisation: how many people are interested? What could be strategic relationships? What model fits in with the culture and structure of the organisation?

Building a support group

A first consideration for a facilitator is 'where can I find members for my support group? Do I want like-minded people to work together with me? Or shall I opt for staff members with strategic places and positions in the organisation? Or should I choose a mixture? How many men and women should be included? To what extent will they be able to listen to each other and cooperate? Again, much will depend on the situation and characteristics of the organisation, but also on the facilitator/change agent's capacity to get and keep people together.

Coming together is the beginning, keeping together is the process and working together is the success', in other words: how can the facilitator/change agent form a strong group of allies? A strong group scores on 'Cs': competent, constructive, communicative, consistent, courageous, creative, confident, cooperative. To form such a group certain things are important. The group is formed to do something, it has a content objective related to organisational change regarding gender. Therefore, the group or network should serve a need of its members. To keep the group together all should be committed to a common cause. The group needs a vision and aim. And, based on that, the group should plan, monitor, and evaluate. Apart from the content objective, a group has a relationship objective. Such relationships between members should be built and maintained to ensure that all talents in the group are contributing towards achieving the objective. Very important to the continuity of the group is the establishment of trust amongst its members. Members should be able to participate fully and should be made accountable.

Thus, an effective team addresses three fundamental needs[2]: to fulfil a task, to build and maintain a group, and to create space for individuals to express themselves. Fulfilling a task requires certain behaviour - team or task behaviour - which include making suggestions, defining problems, seeking or giving information, clarifying, interpreting or summarising ideas, and seeking or taking decisions. Group behaviour has to do with the relationship objective. It includes reconciling differences between group members, reducing tensions, keeping communication channels open, modifying personal views in the interest of group cohesion. Lastly, teams are only effective when individual behaviour supports the content and relationship objectives, i.e., when individuals can openly express their needs and interests. If individuals show destructive behaviour, for instance, dominating others, forming sub-groups, withdrawing, grumbling outside meetings, overt or implicit blaming of others, withholding information, polarising, and so on, a group will not function well. A facilitator/change agent should concern her/himself with these three needs: communication skills, influencing skills, and conflict management are critical to building a support group– the topics we have dealt with in previous sections.

In Box 14 we have summarised some important steps in building a support group.

Box 14: Steps in building a support group or network within and/or outside the organisation and outside

1. Find 'members' or allies
   - Start with people you know - ask if they know others.
   - Look around: who is going to certain meetings? what kind of person is he/she? what kind of opinions/feelings. knowledge, skills does she/he have?
   - Look at (local) libraries or resource centres for names (of persons and organisations).

2. Build your support group. Think about the members' need to be served, a common cause to be committed to, a group vision and aim, a plan, monitoring and evaluation, trust, a mechanism for participation and accountability.

3. Discuss the what and how of organisational change. Plan for organisational change as a group - see Box 4 in Part 2, Section 3: Steps in Planned Organisational Change.

4. Monitor and evaluate the internal dynamics of the support group – are all the ingredients for a strong group present (see Step 2) and do they mix well?

In the exercises below we have included exercises on team building.

Further reading

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Svendsen, D.S.; Wijetilleke, S. (1986) *Training Activities for Group Building, Health and Income Generation.* Colombo: Women's Bureau of Sri Lanka.

R. Cooperative squares

Pretty et al. 1995, pp 171-172

Aim of the exercise: to understand better how important cooperation is in making a group or team effective

OBJECTIVE	* To experience and analyse some of the elements of cooperation, for individuals to look at their own behaviour when working in a group
MATERIALS	A table for each group of five people and five envelopes containing pieces of card as indicated in the figure below
TIME	About 1 hour (5 minutes introduction, 20 minutes task, 20-30 minutes evaluation)
PROGRAMME	1. Prepare the cards. For each group of five people you will need five envelopes labelled A, B, C, D, and E, and five pieces of thin card 15 cm square. It helps if each group has a different colour and if the envelopes are labelled with the colour ('pink A, pink B, pink C', etc). For each group, cut the five squares exactly as shown in the figure. All the cuts are either to a corner or to the middle of a side. It is essential that you measure and cut accurately. Label the pieces as indicated, and put the pieces into the corresponding envelopes. 2. Start the exercise by explaining that this exercise allows us to look at what is essential for successful group cooperation. Ask the participants to form groups of five and to sit around a table. (It is possible to have one extra person to observe each group.)
PROCEDURE	3. Then read the instructions to the whole group. "Each of you will have an envelope which has pieces of cardboard for forming squares. When I give the signal to begin, the task of each group is to form five squares of equal size. There are two important rules: 1. no one may speak or signal - the task must be done in silence, and 2. no one may take or ask for a piece from any other person, but they may give pieces to others." The task is completed when each individual has before her or him a perfect square of the same size as those in front of the other group members.

COMMENTS

Looking at the diagram of the five squares, it seems very easy, but trainees usually end up with three or four squares and odd bits that just won't fit together. Participants come to realise that their individual desire to produce one square is secondary to the group task of completing five squares. Personal success does not always equal group success and may actually impede the group goal. A good solution for one person may in fact obstruct a good one for the group as a whole. Within the rules of the game, each group can make its own rules. For example, all the members might decide (without talking or gesturing) to give all their pieces to the fifth. That person then does not have to wait for the others to give one piece at a time - but it is limiting as it is not possible to use the others' help.

It is important to spend some time on feedback from this exercise. The trainer may elicit responses from the groups by asking the following questions.

- "What happened? Was the task achieved quickly? Why not?"
- "Did the group cooperate? Would increased cooperation have speeded things up?"
- "What roles did different people in the group play?"
- "Did anyone feel frustrated? How did they deal with this?"
- "Did anyone break the rules? How?"
- "What did the observers notice?"

It might be a good idea to discuss the roles played by different group members.

S. Rope square

Pretty, et al. (1995)

Aim of the exercise: to become more aware that people with different skills can enrich a group and will make a group more effective

OBJECTIVES

* To explore how a group works as a group on a different task
* To illustrate how people adopt different roles in a group

MATERIALS

A piece of rope that is tied so that it forms a circle, long enough so that half the total group can hold on to it with both hands

TIME PROCEDURE	20-30 minutes, depending on how long you debrief 1. Divide the group into two- the silent observers and the square-formers. 2. Lay the rope in a circle on the floor in the middle of the room. 3. Ask the square -forming group to stand in a circle around the rope. The observers should stand back and watch in silence. 4. Ask the square-forming group to pick up the rope circle with both hands. 5. Ask the square-forming group to close their eyes and walk around in a circle a couple of times so that they become somewhat disoriented. 6. Then ask the group to form a perfect square with the rope (without looking). 7. The other group should observe the dynamics, without commenting. 8. Change the roles of the groups, and then debrief.
COMMENTS	This is potentially a very powerful exercise, revealing a lot about the different types of actors within a group, including leaders, saboteurs, and so on (see Chapter Three). There are almost always too many leaders. Use the discussion to draw these points out:"Who felt frustrated?" "Were the instructions given by other group members clear?" "How did you respond to contradictory orders or requests?" "Who took the lead? Why? When?" "Who played a bridging role?" "Who kept quiet?" "Who cross-checked and evaluated orders from others?"

The intention is not to make the evaluation personal, but to point out the range of qualities of members of a group and how they interact successfully and unsuccessfully in completing a difficult task. A variation is to ensure that participants do not speak. This makes it more difficult.

T. Networking and forming a network

Aim of the exercise: to improve the participant's understanding of networking and/or on strengthening already existing networks of participants engaged in gender-related organisational change

Time: 60 minutes

Method: individual reflection, group exchange

Materials: pen, paper

Steps
Discuss about networking and networks. Explain the exercise. There might be participants who have formed a support group to promote gender-related organisational change, while others have not thought about it or have not taken action yet.

1. Ask those who have no support group or alliances to make a plan to find allies by answering the following questions.
   a. Reflect upon why you need a support group, what should be the purpose of your group?
   b. Map the contacts you have inside and outside your organisation concerning gender (Venn diagram).
   c. Make a selection of people whom you would like to have in your support group – which criteria do you find important?
   d. Plan how to contact them and motivate them to become members of your support group.
2. Ask those who have formed a support group to reflect on the functioning of their group.
   a. What is the group's common cause?
   b. What is its vision and aim(s)?
   c. What has been the motivation of the different group members for joining the group?
   d. Do members participate in discussions and activities?
   e. Do members feel accountable?
   f. What are the group's sources of power?
   g. Does the support group have a proper plan, does monitoring and evaluating take place?
3. Form groups to exchange the experiences. Mix participants who have formed a support group with those who have not yet formed one to promote learning from each other.
4. Discuss the major learning points in the plenary.

U. Promoting participation in discussion

Adapted from Svendsen, D.S.and Wijetilleke,S. (1986) T

Aim of the exercise: to increase awareness about one's own behaviour in group discussions and to understand better the importance of participation of all group members

Time: 30 – 40 minutes

Method: game

Materials: matches or small sticks, whiteboard

Steps
1. Explain the aim of the exercise and the procedure of the game. Eight participants will be invited to discuss a certain topic. Each of them receives 5 matches or small sticks.

Every time a participant speaks she/he must put a match/stick in the centre or on the table. When she/he does not have any matches/sticks, she/he can no longer speak.
2. Write the topic of discussion on the whiteboard, for instance, what should we do if during a field visit a team member is overenthusiastic and keeps interrupting the farmers when they are speaking?
3. Start the discussion. Finish when all matches/sticks are put in the centre or only one participant has any left.
4. Discuss in the plenary how the discussion group felt about their participation? Did they feel frustrated? Is what happened during the discussion different from the situation at work? How can dominant behaviour be avoided? How can silent people be encouraged to speak? Why is the participation of all important?

Variation
You can use stricter rules, for instance, participants who make any comment, even one syllable, should place a match on the table.

V. Decision-making in a group

Aim of the exercise: to get a better insight into decision-making processes and to recognise task, group, and individual behaviour

Time: 60 minutes

Method: simulation

Materials: paper, pen

Steps
1. Explain the exercise. Refer to the three fundamental needs of a team. The participants will prepare and simulate decision-making in a group. This group has the task (task behaviour) to make a decision. It should be done in such a way that the members stay together as a group (group behaviour) and that room is given for each member to express her/himself (individual behaviour). The decision-making effort concerns agreement and ranking in order of priority the five most important steps in a process of organisational change regarding gender (any other topic of ranking appropriate to the background of the participants can be chosen). The 'team' has 15 minutes to do this.
2. Each participant involved in decision-making is assigned another participant as observer. This observer should make notes of the following.
   - The number of contributions made by her/his 'partner' to achieve the task. She/he should add some examples and also try to assess the effect on others.
   - The number of contributions made by his/her 'partner' towards group cohesion. She/he should add some examples and also try to assess the effect on others.
   - The number of contributions made to express individual needs or interests. She/he should also try to assess the effect on others.
3. Discuss the process of decision-making in the plenary. How did the participants feel about the process and their roles? What did their partners observe? What lessons can be learned from the exercise?