

Women   
Changing  
LIVES

**Women's Economic Council**  
Leadership Toolkit

## **Women Changing Lives: WEC Leadership Toolkit**

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Edited by: Kaitlyn Notwell

### **Women's Economic Council**

40 Front Street North, Unit D  
Thorold, Ontario L2V 1X5

**Telephone:** 905-227-3175

**Fax:** 905-227-4691

**Email:** [info@WomensEconomicCouncil.ca](mailto:info@WomensEconomicCouncil.ca)

[www.womenseconomiccouncil.ca](http://www.womenseconomiccouncil.ca)

*With a crucial role at the heart of families and communities...  
women's leadership is essential in finding sustainable solutions to  
global problems and injustices (World YWCA).*

In Canada, what are the global problems and injustices impacting women, their families and communities? Women's inequality, inequity and poverty top the list. In Canada, women continue to face multiple barriers to economic security and sustainable livelihoods. Some quick facts<sup>1</sup>:

- In 2006, there were only enough regulated child care spaces for 17.2% of children aged 0–12 years. The \$100-a-month allowance for all children under age 6 from the Government of Canada is only enough to pay for one child care space for about 3 days each month.
- Nearly 1 in 4 Canadian women raising children on their own live in poverty.
- In 2007, women who worked full-time year-round earned only 71 cents for every dollar men earned. The gender gap, which hit an all-time low in 1991, continues to grow wider.
- 60% of minimum wage earners are women. In September 2009, minimum wage was less than \$10 per hour in all provinces.
- In 2008, 27% of women aged 25–44 working part-time wanted to find full-time work but couldn't, while 38% of women working part-time did so because they were caring for children.
- In 2006, "welfare" incomes were lowest in Nova Scotia at \$14,041 and highest in Newfoundland and Labrador at \$17,850. This level of income is more than 30% **below** the poverty line.
- 44% of Aboriginal women living off reserve and 47% of Aboriginal women living on-reserve live in poverty<sup>2</sup>.
- In 2005, recent immigrant women were paid 45% less than Canadian-born women of similar ages and educational attainment<sup>3</sup>.

The United Nations (2002) defines poverty as a violation of human dignity and states that to overcome poverty women need the "capabilities, choices, security and power needed for the enjoyment of an adequate standard of living and other fundamental civic, cultural, economic, political and social rights<sup>4</sup>."

Women's leadership is critical to achieving women's equity, equality and economic security in Canada. The Women's Economic Council (WEC) supports leadership development in the women-centred Community Economic Development (CED) sector to help women build sustainable livelihoods for their families and communities. Women-centred CED increases women's economic

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1 Townson, M. (2009). Women's Poverty and the Recession. Canadian Centre for Policy Alternatives. [www.policyalternatives.ca](http://www.policyalternatives.ca)

2 LEAF. (2007). Women and Poverty. [http://www.leaf.ca/education/documents/EdHO\\_Women\\_Poverty.pdf](http://www.leaf.ca/education/documents/EdHO_Women_Poverty.pdf)

3 VanderPlatt, Madine. (2007). Integration Outcomes for Immigrant Women in Canada: A Review of the Literature 2000-2007. Atlantic Metropolis Centre - Working Paper Series: Working Paper No. 8 - 2007. [http://www.atlantic.metropolis.net/WorkingPapers/VanderPlatt\\_WP8.pdf](http://www.atlantic.metropolis.net/WorkingPapers/VanderPlatt_WP8.pdf)

4 Ibid.



security and reduces poverty by providing supports including training, employment, self-employment, funding to grow businesses, safe housing, establishment of social enterprise and co-operatives. At the same time, WEC leverages women's leadership to change public policy to provide relevant, appropriate and sustainable CED supports for all women.

WEC's *Leadership and Women's Economic Security: A Sustainability Approach* project is funded by Status of Women Canada. This toolkit has been collaboratively developed as part of the Leadership Train-the-Trainer<sup>5</sup>. **Women Changing Lives** is a toolkit designed by and for women's and CED organizations across Canada. The toolkit is divided into 7 Modules: What is Leadership?, Women's Lived Realities, Leadership Goals, Self-Advocacy, Conflict Resolution, Building Networks, and Leadership in Action. The activities in this toolkit can be used to complement existing programming or as stand-alone workshops or modules. An Evaluation section is included in the toolkit to assist organizations to measure the impacts of their community-based leadership training on women's lives.

**Women Changing Lives** builds the leadership of women in communities through interactive workshops that use the knowledge and experience of women in the room to enhance leadership, self-advocacy and employability skills. Women, in turn, use their enhanced skills to build networks, advocate, plan for and achieve increased economic security for themselves, their families and communities.

For further information about the Women's Economic Council and *Leadership and Women's Economic Security: A Sustainability Approach* project, visit [www.wommenseconomiccouncil.ca](http://www.wommenseconomiccouncil.ca) or contact us at:

**Women's Economic Council**  
40 Front Street North, Unit D  
Thorold, ON L2V 1X5  
Canada

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<sup>5</sup> See page 6 for a list of participating organizations.

# Women's Economic Council

Women's Economic Council is a national charitable organization of women-centred community economic development organizations and practitioners.

**Community Economic Development (CED)** is local economic development that is focused on people, employment, self-employment, inclusion and sustainability. Its goal is to provide meaningful work for all, at a level of income that provides a secure livelihood, in jobs that are environmentally, socially and economically sustainable.

**Women-Centred CED** adapts the CED framework to accomplish changes for women. It starts with women's lives and challenges deeper and more systemic elements of economic and social equality in a practical way, working with women at the grass roots level and building a foundation to increase women's economic security and independence. It is built on a foundation of empowerment and offers a holistic, long term approach to development. It includes training and skills development, co-operatives, small business development supports, social purpose enterprise, micro-lending, and much more.

The Council works to represent women who can benefit from CED as a means to break the cycle of poverty and improve the lives of their families and communities, including:

- Women who are exploited in their work – unpaid and underpaid
- Women who have experienced domestic violence
- Women with disabilities
- Women experiencing or at risk of homelessness
- Women in or at risk of persistent poverty
- Aboriginal women
- Immigrant and refugee women
- Visible Minority women
- Women experiencing mental illness as a barrier to work

The Council respects and supports the many routes women take to overcome multiple oppressions, and we stand in solidarity with all women as we work toward women's equity, equality and economic security.

## VISION

Economic security for every woman

## MISSION

Advancing women-centred CED to improve the lives of women, their families and communities

## ACTION

The Council strengthens the women-centred CED sector and organizations through information-sharing and technical assistance

The Council helps to provide a national voice for women-centred CED to increase awareness of the effectiveness of holistic women-centred CED

The Council raises public awareness about policy changes necessary to support women's economic security

The Council researches and documents issues, trends and outcomes of the diversity and spectrum of women-centred CED

[www.womenseconomiccouncil.ca](http://www.womenseconomiccouncil.ca)

## Project Partners



### Battered Women's Support Services

Vancouver, BC

BWSS provides support and advocacy for women who have experienced abuse, as well as training and education about violence against women. As part of the feminist anti-violence movement, the long-term goal at BWSS is the elimination of all violence against women. [www.bwss.org](http://www.bwss.org)



### Bringing Youth Towards Equality (BYTE)

Whitehorse, Yukon

BYTE is a Yukon wide organization mandated to strengthen Yukon youth voice by focusing on rural Yukon youth and using a 'for youth by youth' organizational model. BYTE strives to create healthy communities where youth voices are heard and individuals, young and old alike, cultivate tolerance, understanding, compassion and respect for one another. [www.yukonyouth.com](http://www.yukonyouth.com)



### Edmonton Mennonite Centre for Newcomers

Edmonton, AB

The Edmonton Mennonite Centre for Newcomers is a community agency that assists immigrants and refugees to fully participate in the community and contribute their experiences and skills to enrich the lives of all Canadians. EMCN offers programs and services that include English as a Second Language (ESL), employment services, settlement and personal counselling, community economic development, advocacy, and education. [www.emcn.ab.ca](http://www.emcn.ab.ca)



### Centre for Newcomers - EthniCity Catering

Calgary, AB

The Centre is a community where newcomers can meet other newcomers, and together learn the language, employment skills, and cultural practices that characterize life in Canada as well as find and create opportunities to fulfill dreams and participate fully as citizens. [www.centrefornewcomers.ca](http://www.centrefornewcomers.ca)

EthniCity Catering is a social enterprise of the Centre for Newcomers that runs a training and transitional employment program for immigrant women in transition and provides Calgarians with high-quality, multi-ethnic food. [www.ethnicitycatering.ca](http://www.ethnicitycatering.ca)



## Alberta Network of Immigrant Women

Calgary, AB

ANIW undertakes research on issues that impact the settlement process of immigrant and visible minority women in Alberta and follows through with the recommendations made in the findings. ANIW undertakes capacity building projects to ensure those most affected by the issues gain the capacity to address the issues as well. [www.aniw.org](http://www.aniw.org)



## SEED Winnipeg Inc.

Winnipeg, MB

SEED Winnipeg Inc. is a non-profit agency that fights poverty and helps renew Winnipeg's inner city by helping people start small businesses and save money for future goals by offering services such as business advice and training, as well as financing. [www.seedwinnipeg.ca](http://www.seedwinnipeg.ca)



## Small Business Development Branch, Entrepreneurship, Training and Trade

Winnipeg, MB

The Small Business Development Branch, Manitoba Entrepreneurship, Training and Trade and the Canada/Manitoba Business Service Centre are integrated to support Manitoba business development and entrepreneurship by providing current and accurate business information, extensive business and trade library services, market research and improved management effectiveness through business counselling and entrepreneurial training programs. [www.gov.mb.ca](http://www.gov.mb.ca)  
[www.canadabusiness.mb.ca](http://www.canadabusiness.mb.ca)



## Ka Ni Kanichihk Inc.

Winnipeg, MB

Ka Ni Kanichihk is a registered, non-profit, community based Aboriginal human services organisation which provides a range of culturally based education, training and employment, leadership and community development, and healing and wellness programs and services that are rooted in the restoration and reclamation of cultures. [www.kanikanichihk.ca](http://www.kanikanichihk.ca)



## PARO Centre for Women's Enterprise

Thunder Bay, ON

PARO Centre for Women's Enterprise is a not-for-profit grassroots organization addressing the challenges facing women as entrepreneurs and primary family caregivers through innovative programs - including training, business coaching, and peer lending circles - designed to increase the self-sufficiency and success of women, families and communities in the North. [www.paro.ca](http://www.paro.ca)





## Women's Employment Resource Centre (WERC)

Woodstock, ON

WERC provides free Employment Assistance Services for all women of Oxford County. The Centre creates a community which enables economic sufficiency through the discovery and development of knowledge, skills, internal resources and social supports. [www.werc.ca](http://www.werc.ca)



## Oneida Nation of the Thames

ON

Oneida was one of the six aboriginal nations that formed the Iroquois Confederacy. The Oneida of the Thames People reside on Oneida #41, a 5420 acres reserve land near London, ON. The Oneida of the Thames People regard education as a life-long process whereby their unique identity as a Nation is transmitted from one generation to the next. [www.oneida.on.ca](http://www.oneida.on.ca)



## YWCA Toronto

Toronto, ON

YWCA Toronto is a Turning Point in the lives of women and girls. We are the city's trusted multi-service organization by, for and about women and girls. We offer more than 40 programs and services which help women and girls escape violence and rebuild healthy lives, while offering a range of housing options, employment and skills development, as well as girls' and family programs throughout the city. [www.ywcatoronto.org](http://www.ywcatoronto.org)



## Agincourt Community Services Association

Agincourt Community Services Association is a charitable, multi-service neighbourhood agency that strives to improve the quality of life for individuals and families by mobilizing volunteers, providing links and partnerships between those who wish to help and those who need the services, and identifying and providing services, information and programs in response to the diverse needs and interests of the multicultural community.



## Compagnie F, Entrepreneurship Pour Femmes

Montréal, QC

Compagnie F supports women of all origins, who earn a low income, and who wish to achieve financial autonomy through entrepreneurship development. Compagnie F offers a wide range of programs and services under one roof, and works alongside other organizations so that women can access the services they need. [www.compagnie-f.org](http://www.compagnie-f.org)



## Support to Single Parents

Moncton, NB

Support to Single Parents works to improve the quality of life for single parents and their families through information, resources and referral services to the community. [www.supporttosingleparents.ca](http://www.supporttosingleparents.ca)



## The Multicultural Association of the Greater Moncton Area (MAGMA)

Moncton, NB

MAGMA is non-profit organization which is actively involved in the settlement and adjustment of new immigrants and refugees by providing services in the areas of settlement, employment, language, child minding, technology and public awareness. [www.magma-amgm.org](http://www.magma-amgm.org)



## Women Interested in Successful Employment (WISE)

St. John's, NF

WISE offers a range of programs and services to women who are seeking out successful employment and careers to better support themselves and their families. Women in the Programs are assisted with the development of skills such as employability, career planning and job search. [www.wiseprograms.com](http://www.wiseprograms.com)



## LEADERSHIP MENTEES

Fourteen Mentees from CED organizations across Canada collaborated with WEC to develop the **Women Changing Lives** toolkit as part of the WEC Leadership Train-the-Trainer.



**Rayanne Desmit, Photographer**

**Back Row:** Ivy Lopez-Sarmiento, Sylvia Snow, Linh Bui, Sharon McIlraith, Stacia Kean, Suzanne Tighe, Rispah Tremblay, Annis Owusu-Achaw, Parminder Nizher, Joanne Richard

**Front Row:** Cathy Dennis, Shannon Cormier, Lis Suarez, Heather Bree Davies, Jenny Searles, Jessica Notwell

**Absent:** Renae Hill, Angelune Drouin

## PROJECT FUNDERS

Women's Economic Council acknowledges the financial support of Status of Women Canada, without which the Women's Leadership Train-the-Trainer would not have been possible.



Women's Economic Council also acknowledges the support of Canadian Women's Foundation, making it possible for the Council to lift up the voices of women in communities into federal public policy spaces.



## DEAR FACILITATOR<sup>6</sup>...

### Women Supporting Women

It is essential to establish an affirming atmosphere at the beginning of each workshop. Emphasize the importance of establishing an environment that supports mutual leadership development. The exercise “Ground Rules” is particularly useful when sensitive issues will be discussed.

### Adapt, Change, Grow

Do not be bound by the layout of each module or activity. Use activities to compliment programs or workshops you already deliver. Or choose a combination of activities for stand-alone workshops. You are encouraged to change, adapt or enhance each module or activity for your particular group or situation.

### Contextualise

Women Changing Lives has a very wide target group – the diversity of women and young women across Canada. This means that some activities in the toolkit may not be applicable to the realities of women in your community. Take some time as you prepare for your community-based leadership training to adjust these activities to better suit the groups you will work with. This may mean leaving something out, or changing a storyline or situation to be more realistic for your community. You are the expert on your local context. Use your expertise to enhance the learning experience for participants.

### Prepare

The toolkit provides a selection of activities in each module. However, this may not be enough to enable you to feel confident to answer questions that may arise during the workshop. As part of your preparation, you may want to do some research on the topic to ensure that you feel confident in your ability to answer participants’ potential questions. If the group you are working with would like to get a very in-depth understanding of the issues, consider inviting an expert speaker for part of the workshop, or engaging the group in a research project to gather more information.

### Challenges

Some issues covered in the manual may uncover painful experiences for participants. Be sensitive, flexible and take time to comfort participants. Speak to participants privately and make referrals to additional community services if necessary or appropriate.

**Important note for facilitators:** When preparing for a workshop, take time to see how the activities can be made more relevant to your local context, for example, by asking additional questions during discussion times. Consider presenting the group with certificates of participation that can be used as part of Portfolios or as a job search tool.

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<sup>6</sup> Adapted from the World YWCA’s Empowering Young Women to Lead Change: A Training Manual.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>



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What is  
Leadership?



People learn to lead  
because they care about something.

— Charlotte Bunch

# PAIR & SHARE<sup>7</sup>

## Objectives:

- ✓ To help participants understand and identify characteristics of a leader

## You will need:

- One facilitator
- A flip chart paper with the discussion questions
- Flip chart paper
- Markers

## Preparation:

None

## Activity overview:

Participants talk about good leaders in pairs. Participants report back to the larger group. The group discusses qualities of a good leader.

## Instructions for facilitator:

1. Pair & Share Activity (15 minutes):
  - a. Ask participants to work in pairs and discuss the following questions:
    - i. Who do you admire? Why?
    - ii. Who has influence in your life? Why?
    - iii. Think about someone who you think is a good leader. What is it about them that makes them a good leader?
2. Discussion (15 minutes):
  - a. Ask participants to report back to the larger group (15 minutes).
  - b. Record the qualities that make someone a good leader on flip chart paper.
  - c. Encourage participants to share additional thoughts or questions.
3. Summarize the qualities of a good leader (5 minutes).

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<sup>7</sup> This activity was created by Linh Bui and Jenny Searles during the WEC Leadership Train-the-Trainer.

# STRONG LEADER/WEAK LEADER<sup>8</sup>

## Objectives:

- ✓ To explore the **qualities of strong and weak leadership.**

## You will need:

- One facilitator
- At least one blank sheet of paper per participant \*(It is useful to have some extras)
- Pens or pencils for all participants
- Flip chart, paper and markers

## Preparation:

**Arrange** seats in a circle and place flip chart paper where it will be seen by everyone in the circle

**Make** two columns on a sheet of flip chart paper. Write Strong Leader at the top of one column and Weak Leader at the top of the other.

## Activity overview:

Participants are asked to think of a leader they admire as well as one whose leadership they do not respect. Participants are asked to write down three qualities they feel make them a strong or weak leader. Discussions explore what makes an effective leader and how to avoid negative leadership.

## Instructions for facilitator:

1. Hand out paper and pencils or pens to each participant.
2. Instruct participants to think of a leader they admire (e.g. mother, community leader, celebrity, politician) and write down three qualities they believe makes them effective leaders.
3. Next, ask participants to think of a leader they do not respect (e.g. Adolf Hitler, Bernard Madoff, Margaret Thatcher) and write three qualities that make them weak leaders.
4. Allow approximately ten minutes for this, then ask each woman to share what she has written. Record the qualities listed on the flip chart paper under the column 'Strong Leader' or 'Weak Leader'.
5. Discuss the similarities and differences in the qualities that came out.
6. Possible discussion questions:
  - a. Is anything surprising?
  - b. Are there any similarities between the qualities for a strong leader and a weak leader?
  - c. Do the leaders we do not admire have similar qualities to ones we do admire?
  - d. How can we avoid becoming weak leaders?
  - e. What can we do to be effective leaders?

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<sup>8</sup> Adapted from the World YWCA's *Empowering Young Women to Lead Change: A Training Manual*.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

7. Following the discussion ask each young woman to reflect on all the qualities that the group has identified for both good and bad leaders and list for herself:
  - a. Positive qualities she believes that she already has
  - b. Positive qualities she would like to develop
  - c. Negative qualities she would like to manage or eliminate
8. Ask participants to keep their lists for future use and reflection.

# I AM A LEADER<sup>9</sup>

## Objectives:

- ✓ To enable participants to discover their **leadership styles** and qualities through hands on experience.

## You will need:

- One facilitator
- At least one blank sheet of paper per participant \*(It is useful to have some extras)
- Pens or pencils for all participants
- Several sheets of Bristol/poster board
- Several old newspapers
- Enough art supplies for all participants including scissors, scotch tape, glue, markers or crayons. Optional inclusions could be scraps of cloth, leaves, stones, glitter, etc.
- Several sweets or other small tokens for prizes
- List of challenges (provided)

## Preparation:

**Set up** an art supplies table with all materials.

## Activity overview:

Participants are divided into groups of four or five. Each woman takes a turn leading the group in a timed challenge, giving her the opportunity to explore her leadership style.

## Instructions for facilitator:

- \* **As this is a long activity it is important to keep to the time limits for every part of the activity. Give the group a short break midway through the exercise if they become tired.**
1. Hand out paper and pencils or pens to each participant.
  2. Divide participants into teams of equal numbers if possible (four or five per group is ideal)
  3. Explain to the group that they will be given a series of challenges, and each challenge must be completed in 15 minutes. A different team member will lead each new challenge, and no team member should lead more than one challenge unless everyone else has had a turn. (Optional: At the end of each challenge the winning teams, i.e. those who complete the challenge in the allotted time, will receive small prizes.)
  4. Let participants know that at the end of each challenge they will be given 5 minutes to evaluate the team leader for that challenge. The leader should also evaluate herself at this time. Encourage participants to list qualities that made the leadership effective and areas where the leadership could have been improved. These notes should be saved for the group discussion to follow the challenges.

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9 Adapted from the World YWCA's *Empowering Young Women to Lead Change: A Training Manual*.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

5. When everyone understands the instructions, explain the first challenge and give the groups one minute to choose a leader before you begin timing the challenge. All groups do the same challenge simultaneously. (Optional: The groups that complete the tasks within the allotted timeframe receive small prizes.)
6. At the end of the activity when every participant has had an opportunity to lead her team, bring the group together in a circle to discuss what they have learned.
7. Use the discussion guidelines provided.

## DISCUSSION GUIDELINES

- ✓ Give each participant a chance to hear her team mates' comments on her leadership style. Emphasize the importance of being respectful in comments. Ask for both positive comments and comments on something the leader could improve.
- ✓ After listening to comments allow the participant in question to share what the leadership experience was like for her. What did she enjoy? What was difficult to deal with? What did she learn about leadership? What did she learn about herself?
- ✓ (If the group has completed Strong Leader / Weak Leader) Were the leadership qualities she displayed with her team the same as she wrote down in Strong Leader / Weak Leader? Were there some surprises?
- ✓ Allow every participant the opportunity to hear from her peers and share her own reflections.
- ✓ Give each participant a maximum of 5 minutes to talk.

## CHALLENGES

- ✓ Build the most beautiful and most environmentally friendly building. (All teams must be provided with the same materials in the same quantities. Materials can include Bristol board, scissors, tape, markers, and other art supplies.)
- ✓ Build a human machine using all team members. Teams must be able to explain what the machine does, and what each team member's function is within the machine.
- ✓ Put on a 2-minute dramatic piece entitled "Pay the bills or pay the rent?"
- ✓ Create a name for an imaginary country and design its national flag. Team members must be able to explain the significance of each element of the flag's design.
- ✓ Design and make the national currency from a country with strong women leaders. Teams must be able to explain the significance of each aspect of the currency.
- ✓ Write a tribute to a national hero from your imaginary country.
- ✓ Choreograph a dance and explain what it represents, e.g. rain dance, wedding dance, etc. All team members must participate in the dance.
- ✓ Create a game. All team members must be able to explain the rules of the game, and how it is played.
- ✓ Create a product and a television commercial for it.
- ✓ Put on a 2 minute dramatic piece that begins with the line "Is it really that big?"

# UNRAVELLING THE VALUES ONION<sup>10</sup>

## Objectives:

- ✓ To assist participants to **identify** their **personal values**
- ✓ To assist participants to **explore** what their **preferred workplace** looks like

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Personal Values Checklist handout for each participant
- Pens or pencils
- Newspapers, magazines, coloured paper, glue, tape, scissors
- Soft Music and a music player

## Preparation:

**Organize** participant chairs around a table. Place art materials in the centre of the table.

**Place** list of the workshop's objectives where all participants can see it

**Prepare** a flip chart with a definition of a "values" (Values = ideals accepted by an individual or group; beliefs of a person or social group in which they have an emotional investment (Princeton))

**Prepare** Personal Values Checklist handouts

## Activity overview:

Facilitator shares the workshop's objectives with participants, and explains the Values Auction. In pairs, participants negotiate the value(s) they feel are most important. When the Values Auction starts, pairs bid on the value(s) they have decided are most important. Once the auction is complete, the group discusses the process of prioritizing values. **Total time: 2 hours 45 minutes.**

## Instructions for facilitator:

1. Invite participants to sit around the table.
2. Explain the workshop's objectives to participants, and leave the list of objectives on display for the duration of the workshop.
3. Defining Values Group Activity (20 minutes):
  - a. Ask the group what a "value" is and record answers on a flip chart.
  - b. Show the group the definition of "values" and discuss whether this adds to the list generated by the group.
  - c. Discuss with the group why it is important to know your own values. (Optional: Use the metaphor that a person has many values like the layers of an onion. As you strip away the layers, you come closer to knowing your most basic or key values. When you strip down to the last layer, you are able to identify the value that is most important to you or your core value.)

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<sup>10</sup> This activity was created by Linh Bui, Ivy Lopez-Sarmiento and Parminder Nizher during the WEC Leadership Train-the-Trainer.

4. Hand out the Personal Values checklist to participants.
5. Personal Values Checklist Individual Activity (20 minutes):
  - a. Ask participants to each underline the 10 values that are most important to them.
  - b. Ask participants to cross out 5 of the 10 values they underlined.
  - c. Ask participants to circle the 3 most important values of the 5 that are underlined but not crossed out.
  - d. Ask participants to each identify for themselves the reasons why each of their 3 top values is so important to them.
6. Sharing Top 3 Values Group Activity (10 minutes):
  - a. Ask participants to share their top 3 values and the reasons they chose those particular values.
  - b. Ask participants if they were surprised by what they chose.
7. BREAK for 15 minutes
8. Ideal Workplace Individual Activity (30 minutes):
  - a. Ask participants: Based on your chosen values, think about ideal employers you want to work for. What does your ideal workplace look like?
  - b. Give example of your own workplace and how it matches your values.
  - c. Invite participants to take 20 minutes to create pictures or collages of their ideal workplaces.
  - d. Give each participant 1 minute to explain her image
9. Interview Role Play Group Activity (40 minutes):
  - a. In pairs, ask participants to role play sharing their values with a potential employer for a job or volunteer position.
  - b. Give each pair 5 minutes for the first role play. Then ask each person to switch roles and do a second role play.
  - c. Debrief this activity with the group. Ask probing questions.
    - i. How do you find out about a potential employer's values?
    - ii. How do you know if potential employers really live the values they say are important to them?
    - iii. What do you think would happen if you worked for an employer with completely different values from yours?
    - iv. What are the benefits of working for an employer with values that match yours?
10. Check In (20 minutes):
  - a. Have a group discussion guided by the following questions:
    - i. How do you feel about the values you've chosen / identified?
    - ii. How do you plan to let your values guide you to find employment?
    - iii. What do you feel about the process today?

# PERSONAL VALUES CHECKLIST<sup>11</sup>

PERSONAL VALUES CHECKLIST		
Achievement	Friendships	Physical challenge
Advancement and promotion	Growth	Pleasure
Adventure	Having a family	Power and authority
Affection (love and caring)	Helping other people	Privacy
Arts	Helping society	Public service
Challenging problems	Honesty	Purity
Change and variety	Independence	Quality of what I take part in
Close relationships	Influencing others	Quality relationships
Community	Inner harmony	Recognition (respect from others, status)
Competence	Integrity	Religion
Competition	Intellectual status	Reputation
Cooperation	Involvement	Responsibility and accountability
Country	Job tranquility	Security
Creativity	Knowledge	Self-respect
Decisiveness	Leadership	Serenity
Democracy	Location	Sophistication
Ecological awareness	Loyalty	Stability
Economic security	Market position	Status
Effectiveness	Meaningful work	Supervising others
Efficiency	Merit	Time freedom
Ethical practice	Money	Truth
Excellence	Nature	Wealth
Excitement	(being around people who are) Open and honest	Wisdom
Expertise	Order (tranquility, stability, conformity)	Work under pressure
Fame	Personal development (living up to the fullest use of my potential)	Work with others
Fast living		Working alone
Fast-paced work		
Financial gain		
Freedom		

11 Roberts, Charlotte. Checklist for Personal Values. In Senge, P., Kleiner, A., Roberts, C., Ross, R. & Smith, B. (1994). *The Fifth Discipline Fieldbook*. Doubleday: New York, NY.



Women's Lived  
Realities



Great necessities call forth  
great leaders.

— Abigail Adams

# STOP<sup>12</sup>

## Objectives:

- ✓ To help participants get to know each other better.
- ✓ To raise participants' awareness that violence touches all women's lives.

## You will need:

- One facilitator
- STOP handouts (one per participant)
- Pens or pencils

## Preparation:

**Prepare** STOP handouts.

## Activity overview:

Participants each receive a STOP card. Participants walk around the room and ask each person to initial one square. The first person to complete one line yells STOP.

## Instructions for facilitator:

1. STOP (15 minutes):
  - a. Give each participant a STOP card.
  - b. Explain that STOP is a bingo game about violence against women.
  - c. Ask participants to walk around the room and find participants that have experienced one of the incidents on the STOP card to initial that square.
    - i. Each participant can sign ONCE on each STOP card.
    - ii. The first participant to fill a line horizontally or vertically yells "STOP".
2. Debrief (5 minutes):
  - a. Ask participants how this activity made them feel.
  - b. Ask if participants were surprised by anything.
  - c. Ask participants if they thought the issue of violence against women was connected to their lives before this activity. And now.
  - d. Explain that this activity raises our awareness that violence affects all women's lives in some way.

---

<sup>12</sup> This activity was created by Jenny Searles of YWCA Toronto.

## STOP Violence Against Women

S	T	O	P
I know someone who has been “put down” or called names by their partner.	I am an advocate for women and children.	I know someone who has been financially controlled by her partner.	I would like to see more done by the government to protect women leaving abuse.
I know a child who has witnessed a parent or caregiver being abused.	I helped a family member or friend leave a violent situation.	I know what my MP’s views are on the issues related to violence against women.	I experienced some form of violence in high school.
I was bullied as a child.	I know someone who has been pushed or shoved by her partner.	I know where to access supports and resources in my community for women leaving abuse.	I have a friend or family member in an abusive relationship.
I feel confident to approach someone I care about who I think is experiencing violence.	I want to make a difference in my community for women leaving violence.	I have experienced some form of violence in my lifetime.	I am an advocate for myself.

# WOMEN SPIDERS<sup>13</sup>

## Objectives:

- ✓ To increase participants' awareness of women's lived realities
- ✓ To assist participants to understand that the issues experienced by women are different depending on social location

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Topic Cards (racism, poverty, sexuality, human rights, privilege, violence against women/ children, disability, unpaid/low paying work, more if group is larger)

## Preparation:

**Prepare** topic cards

**Prepare** yourself for the activity by thinking through the discussion questions

## Activity overview:

Each participant receives a card with a topic on it. Participants introduce their topics. Participants then link with one another and describe how the topics together impact women's lives. The group discusses the activity.

## Instructions for facilitator:

1. Explain the workshop's objective to participants, and leave the list of objectives on display for the duration of the workshop.
2. Women Spiders Group Activity (20 minutes):
  - a. Give each participant a topic card.
  - b. Ask participants to think about what this topic looks like. Ask probing questions and give examples:
    - i. If you have "privilege" what does that look like in society? Privilege might look like a good education, a good job, having savings, freedom from discrimination.
    - ii. If you experience racism, what does that look like?
    - iii. If you experience poverty, what does that look like?
  - c. Ask participants to introduce themselves as their topic and what it looks like: "I am a woman who is doing unpaid work. I look like..." (ie. I am a woman living in poverty. I often go hungry so that my children have enough to eat. I live in unsafe housing. I have to choose each month between paying my bills and paying the rent).
  - d. Encourage the group to assist any participants who are having trouble by making suggestions.

---

<sup>13</sup> This activity was created by Parminder Nizher and Joanne Richard during the WEC Leadership Train-the-Trainer.

3. Women Spiders Intersections Group Activity (20 minutes):
  - a. Ask participants to link up with one another in pairs.
  - b. Ask the pairs to introduce what their two topics look like when they are both part of a woman's life. (ie. We are poverty and violence against women/children. We look like a woman who is afraid to leave a violent home because her children will experience deeper poverty.)
  - c. Ask participants to separate again and to form new groups of 3 people. Again invite groups to introduce themselves and explain what they look like when they are together in a woman's life.
4. Group Discussion (30 minutes):
  - a. Ask some awareness-raising questions to the group such as:
    - i. What does racism look like when it's linked with sexuality?
    - ii. What does poverty look like when it's linked with racism?
    - iii. What do human rights look like when they're linked with poverty?
  - b. Be sure to guide discussions around privilege because all topics look different with privilege added.
    - i. What does sexuality look like if you have privilege?
    - ii. What does it look like if you are a racialized woman with children and have privilege?
5. Debrief (15 minutes):
  - a. Ensure that a debrief is done with the group. Ask guiding questions such as:
    - i. How did this activity make you feel?
    - ii. What things are coming up for you?
    - iii. What did you take from this activity?

# ANALYZING ECONOMIC SECURITY<sup>14</sup>

## Objectives:

- ✓ To assist participants to understand the term economic security and what it means in women's lives

## You will need:

- One facilitator
- Flip chart paper
- Markers
- One set of economic security cards per group
- Blank cards

## Preparation:

**Prepare** topic cards

**Prepare** yourself for the activity by thinking through the discussion questions

## Activity overview:

Each group receives a complete set of economic security cards plus 3 blank cards. Each group selects three words that best represent economic security for them and writes down three more words/ideas that were not included. Groups present role plays that illustrate economic security.

## Instructions for facilitator:

1. Explain the workshop's objective to participants.
2. Economic Security Definition Activity (20 minutes):
  - a. Divide the group into small groups of 3–4 people.
  - b. Give each group a complete set of economic security cards plus 3 blank cards.
  - c. Ask each group to discuss what economic security means to them and to select three cards that best represent it.
  - d. Ask each group to write down 3 additional words/ideas on the blank cards that were not included in the prepared cards.
3. Role Play Activity (20 minutes):
  - a. Ask each group to take 10 minutes to develop a short role play illustrating what economic security means for them. Groups can review their 6 cards for ideas.
  - b. Each group spends 2-3 minutes presenting their role play.
  - c. Encourage the group to comment or ask questions about each role play.

---

<sup>14</sup> This activity is adapted from the Jefferson Centre for Education and Research 2004 Popular Education Tool Kit. Analyzing Social Justice activity by CASA Latina, Maru Mora Villalpando. <http://www.jeffctr.org/docs/Popular%20Education%20Tool%20Kit.pdf>

# ECONOMIC SECURITY

**Instructions:** Produce multiple sets of economic security cards. Each set of cards should have one card per idea (see list below). Groups of participants will choose the three cards that best represent economic security to them. In other words, groups will choose the three cards that are most important to them when thinking about economic security.

- Secure housing
- Adequate income
- Good job
- Strong community
- Savings
- My own money
- Enough to treat myself
- Emergency funds
- Support network
- Dignity
- Assured standard of living
- Resources to participate fully in my community
- Social inclusion
- Income covers expenses
- Money left over at end of month
- Stable income
- Financial literacy
- Freedom from violence
- Family support order
- National anti-poverty strategy
- An equal say in family spending
- Sustainable livelihood
- Adequate child care
- Benefits
- Union membership
- Adequate public/community services
- Enough to buy healthy food

# THE SENSITIVITY GAME<sup>15</sup>

## Objectives:

- ✓ To sensitize participants to real-life situations where there is a violation of their dignity and/or that of others
- ✓ To assist participants to understand the concept of dignity, defined as having their human rights protected and respected
- ✓ To enable participants to appreciate the relative position of others in society in relation to their own dignity

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Universal Declaration of Human Rights (UDHR) Articles 1, 2 and 25 written on flip charts
- An open space
- Prepared question series

## Preparation:

**Prepare** UDHR Articles 1, 2 and 25 on flip chart paper

**Prepare** question series

**Identify** the start line, and finish line 10 steps away

## Activity overview:

Everyone is burdened with one kind of disadvantage or another, compared to other people. An important step in the consciousness-raising of rights-sensitive people is developing their ability to reflect on their own position in life and empathize with others who have less advantages or who are faced with different challenges.

Participants line up at a starting area for “the sensitivity game.” The goal is to promote understanding of diverse circumstances and the advantages and barriers faced by different people. Participants step forward or back when each question is announced, depending on what is true for them. After all of the questions have been asked, the facilitator debriefs the activity.

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<sup>15</sup> This activity is adapted from the HERA Electronic Resource Centre for Human Rights Education activity Exercise 7: The Sensitivity Game. [http://www.hrea.org/erc/Library/Bells\\_of\\_Freedom/part5.html](http://www.hrea.org/erc/Library/Bells_of_Freedom/part5.html)

## Instructions for facilitator:

1. Explain the workshop's objectives to participants, and leave the list of objectives on display for the duration of the workshop.
2. Finish Line Activity (20 minutes):
  - a. Ask participants to line up on the starting line. Point out the finish line.
  - b. Explain to participants that you will ask a series of questions. After each question you will give an instruction of how many steps forward or back to take if the answer is YES.
  - c. Sample questions:
    1. Did any among you have parents at your birth who had money enough to support you as a child? Take 2 steps forward.
    2. Who among you was born with or has acquired a physical disability? Take 1 step back.
    3. Who among you own a house and land? Step 2 times forward.
    4. Whom among you have a monthly income that you think is adequate for your family needs? Step 3 times forward.
    5. Who among you belong to a community group that you feel suffers from discrimination? Step back 3 times.
    6. Who among you have adequate health care and clean water for your family? Step 3 times forward.
    7. Who among you are women? Step back 3 times.
    8. Who among you have parents who are unemployed or underpaid? Step 2 times backward.
    9. Who among you is unemployed? Step back 3 times.
    10. Does anyone here have a pension plan? Take 2 steps forward.
3. Group Discussion (45 minutes):
  - a. Facilitate a group discussion about the experience using the following questions:
    - i. What do the starting and the finish lines represent?
    - ii. Now that you know where you stand, how do you feel? Why do you feel good/bad? What do you feel about the others? Is it okay to be at the back?
    - iii. Why do you think some are in front of the line and some are lagging behind? How do you account for this?
    - iv. Do you think it is just and humane that some are in front and some are at the back?
    - v. Why do you think some situations ask you to step forward not backward and others backward and not forward?
    - vi. What do you think are the needs of those who have not reached the finish line?
  - b. Explain that the finish line represents fullness of being human. Our human dignity protected and respected. It is what we all aspire for. The distance between the starting and the finish lines tells us that we need a certain standard of living to enable us to protect our dignity. What constitutes such living standards is what we call human rights. Draw attention to Article 25 of the UDHR.

- c. Ask those who found themselves furthest behind what they could do to move forward. Ask those over the finish line what they could do to help some of those behind.
- d. Conclude with a discussion about the idea that wherever a participant finds herself standing, their dignity deserves to be equally respected and protected.

## The Universal Declaration Of Human Rights (Udhr) (1948)

**Article 1.** All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.** Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

**Article 25.** Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

# Leadership

## Goals



In Iroquois society, leaders are encouraged to remember seven generations in the past and consider seven generations in the future when making decisions that affect the people.

— Wilma Mankiller

# THE WHEEL OF TIME<sup>16</sup>

## Objectives:

- ✓ To increase participants' knowledge of time management strategies
- ✓ To confirm participant commitment to change their time management behaviour

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Blank paper for each participant

## Preparation:

**Arrange** chairs around a table.

**Place** list of the workshop's objectives where all participants can see it

**Prepare** Self-Assessment handouts

**Prepare** World Café flip chart papers for each section of the Wheel of Time

**Prepare** Time Management Goals handouts

## Activity overview:

Facilitator shares the workshop's objectives with participants, and explains the Values Auction. In pairs, participants negotiate the value(s) they feel are most important. When the Values Auction starts, pairs bid on the value(s) they have decided are most important. Once the auction is complete, the group discusses the process of prioritizing values.

## Instructions for facilitator:

1. Facilitator introduces herself and the topic of Time Management (5 minutes).
2. Icebreaker and Introductions (15 minutes):
  - a. Facilitator asks participants to complete the following sentence:  
My name is \_\_\_\_\_ and my favourite thing to spend time on is \_\_\_\_\_.
  - b. Facilitator tells participants that their favourite thing to spend time on can be part of work or personal time.
3. Self-Assessment Activity (20 minutes):
  - a. Facilitator distributes the Self-Assessment handout.
  - b. Participants rate, on a scale of 1-7, how true/often the statements in each of the 5 sub topics are TRUE for them (see Self-Assessment handout).
  - c. Before participants begin, facilitator refers to the Self Assessment and explains the handout. Facilitator reviews each of the 5 sections and explains each statement within each section. Facilitator shows participants a completed Self-Assessment as an example. Be sure to very clearly explain the SCALE.

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<sup>16</sup> This activity was created by Stacia Kean and Ivy Lopez-Sarmiento during the WEC Leadership Train-the-Trainer.

- d. Have participants draw their own Wheel of Time on a sheet of paper. Participants will keep this and refer back to it throughout the activity.
4. World Café Group Activity (30 minutes):
    - a. Facilitator splits participants into 5 groups. Throughout this activity, the Facilitator walks among the groups listening and occasionally making a contribution.
    - b. Each group is given a sheet of flip chart paper with one of the topics written at the top (ie. Family Time).
    - c. Each group appoints one 'facilitator' who doesn't rotate but will instead moderate the discussion with each new group on the topic and at the end will present the findings.
    - d. Each group is given 5 minutes to record/brainstorm practical ideas/ways to improve their skills or new tools/tricks (ie. the day planner "Dayminder" works really well because of the layout and it's affordable and easy to use).
    - e. After 5 minutes the groups, except for the 'facilitators,' will get up and move to the next station and record ideas on that next topic (ie. Work-Life Balance).
    - f. After the groups have switched stations 5 times and every group has had a chance to contribute to every topic, the groups tape their flip charts to the wall.
    - g. The 'facilitators' present the results to the larger group.
    - h. If there is time, the group may choose to ask questions or comment on each section.
  5. BREAK for 15 minutes
  6. Reflection (15 minutes):
    - a. Facilitator tells participants that this is an opportunity to reflect on the Self-Assessment they did at the beginning of the session, and to get some ideas on how to improve their time management in each of the 5 areas/topics.
    - b. Possibly have music playing softly in the background. Don't rush this process. The idea is to allow some creative time to process the information BEFORE making a decision plan.
    - c. Participants circulate the room reading the flip charts.
  7. Goal Setting Individual Activity (15 minutes):
    - a. Invite participants to use the Time Management Goals worksheet to write down 5 ideas of how or what they can incorporate/use/change to help themselves improve and feel better about their time management.
    - b. Ask participants to write down how they will implement the improvement in the next week.
    - c. Let participants know that they will take their papers home with them.
  8. Check-In (10 minutes):
    - a. Facilitator invites each participant to share her name, the activity she identified in the Icebreaker, and whether she spends enough time doing what she loves.
  9. Post-Assessment (15-20 minutes x 2 per participant):
    - a. Facilitator meets with or speaks on the phone with participants 1 week after the workshop to assess progress.
    - b. Facilitator meets with or speaks on the phone with participants again 6 weeks after the workshop to assess progress.

# SELF-ASSESSMENT

## Rating Scale:

1	2	3	4	5	6	7
Not at all						All the time
Very little						I'm a genius at this stuff

### Section 1: Work/Life Balance

- ✓ I have at least one meal per day with family or friends
- ✓ When I'm not at work I don't think about work
- ✓ I have a good balance of personal and work time

### Section 2: Healthy Living

- ✓ I make healthy meals at least 3 times per week
- ✓ I exercise at least 3 times per week
- ✓ I feel rested when I wake up in the morning

### Section 3: Community Time

- ✓ Every month, I volunteer or help out in my community

### Section 4: Family Time

- ✓ I often spend quality time with my family or friends
- ✓ I do something fun with family or friends each week

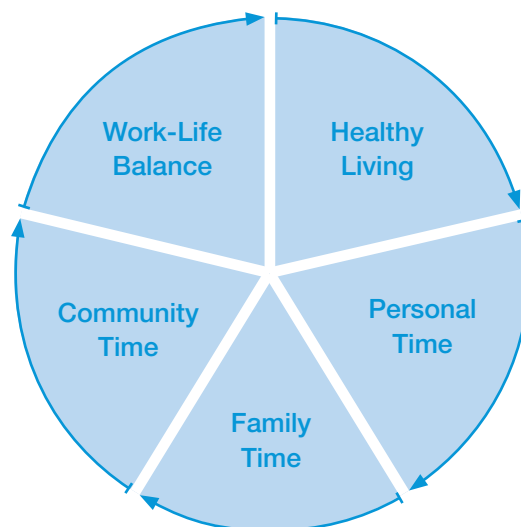
### Section 5: Personal Time

- ✓ Every day, I take some time just for me
- ✓ In my personal time I do things I enjoy
- ✓ Every year I have a vacation of some kind.

## Wheel of Time

### Instructions:

Based on your self-assessment in each of the 5 sections, colour in part of the segment on the pie graph to the right of this text box. For example, if you rated yourself 4/7 for Work-Life Balance, colour in 4/7 of the Work-Life Balance triangle.



# TIME MANAGEMENT GOALS

Write down at least 1 way that you will improve your time management in each area:

**Work-Life Balance**

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**Healthy Living**

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**Community Time**

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**Family Time**

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---

---

**Personal Time**

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# TRIPLE ASSET MAPPING<sup>17</sup>

## Objectives:

- ✓ To increase participants' knowledge of goal setting
- ✓ To have participants set goals for their leadership journeys

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Tape
- Paper
- Sample Mind Map
- Mapping handouts
- Basket of ideas for mapping
- Evaluation forms

## Preparation:

**Arrange** seats around a table and place list of the workshop's objectives where all participants can see it

**Prepare** sample Mind Map

**Prepare** Asset Map handouts

## Activity overview:

Facilitator shares the workshop's objectives with participants, and explains/describes Mind Mapping. Participants develop leadership journey Mind Maps first in small groups and later individually. Participants then use Asset Mapping to develop leadership goals.

## Instructions for facilitator:

1. Facilitator reviews the workshop objectives with the group (5 minutes).
2. Divide participants into groups of 3 and describe Mind Mapping.
3. Mind Mapping Group Activity (90 minutes):
  - a. Hand the basket of ideas around and ask participants to each choose one. Topics that will help participants to brainstorm their leadership journeys may include: personal values, community, employment, setting goals, volunteering, networking, and building my skills.
  - b. Briefly review the Mind Mapping handout and show the group a sample mind map that you have prepared (see photo p. 40).
  - c. Ask each group to choose a presenter.
  - d. Ask each group to draw a mind map.
  - e. Invite presenters to share the mind maps with the larger group.

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<sup>17</sup> This activity was created by Sharon McIlraith and Annis Owusu-Achaw during the WEC Leadership Train-the-Trainer.

4. BREAK for 15 minutes
5. Mind Mapping Individual Activity (30 minutes):
  - a. Display the mind maps created during the morning session.
  - b. Give each participant a piece of flip chart paper and invite her to create her personal “Leadership Journey” mind map.
  - c. Move around the room, asking questions and giving guidance as needed.
6. Asset Map Individual Activity (30 minutes):
  - a. Explain that the Sustainable Livelihoods approach to mapping your assets looks first at your strengths (who you are and what you have), then at how you will choose to build on your strengths (goals setting). Asset Maps can help you to set goals for your leadership journey.
  - b. Ask individual participants to fill out the Sustainable Livelihoods Asset Map handout.
  - c. Move around the room and provide guidance as needed.
  - d. Ask participants to set two goals that will help them to increase their assets, based on the information in their Asset Maps.
7. Check-In (15 minutes):
  - a. Ask participants to share feedback about the workshop and record on a flip chart.
  - b. Thank participants.
8. Evaluation (15 minutes):
  - a. Hand out Evaluations and give participants time to complete them.

## MIND MAPPING<sup>18</sup>

Mind Mapping uses pictures and/or word phrases to organize and develop thoughts in a non-linear fashion. It helps people “see” a problem and its solution.

The key to using mind mapping to generate ideas and solve problems is to be creative. If one idea triggers another, don't try and analyze it, just mark it down on the mind map - the crazier the association, the better! That's how the truly innovative solutions come.

Making connections that aren't obvious or linear - that's the secret to how the minds of the world's most creative people work. But it can be the hardest thing for most people to do - we tend to impose a “logical association” upon the ideas we connect. This makes creativity more difficult. We get our best ideas when we let our minds flow.

### Here's How You Do It

- ✓ Take a sheet of plain paper and turn it sideways
- ✓ Using colored markers, write the main issue in the centre
- ✓ Around the main issue, write ideas that issue makes you think of
- ✓ Circle the new ideas and connect them to the main issue with lines
- ✓ You may want to add a new layer of ideas around the ones you just circled
- ✓ Sit back and look at your mind map as a whole. Reflect on the overall picture of your issue you have created



<sup>18</sup> This Mind Mapping activity is adapted from an article by JVD Creativity that can be found at: <http://www.jvdcreativity.com/article4.htm>.

# SUSTAINABLE LIVELIHOODS ASSET MAP<sup>19</sup>

Instructions: Fill in up to 5 assets or strengths that you have for each category of assets.

## Human Assets

Health and Employability (examples: wellness, skills and knowledge I can use to find and do a job)

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## Personal Assets

Identity (examples: self confidence, spirituality, cultural identity)

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## Social Assets

Support and Connections (examples: self-advocacy and leadership skills, community relationships)

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## Financial Assets

Money and Financial Literacy (stable income, budgeting skills, financial plan)

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<sup>19</sup> The ideas presented in this tool were derived from the work of Eko Nomos during a project funded by the Canadian Women's Foundation.



**Physical Assets**

Basic Needs (examples: safe housing, nutritious food, transportation)

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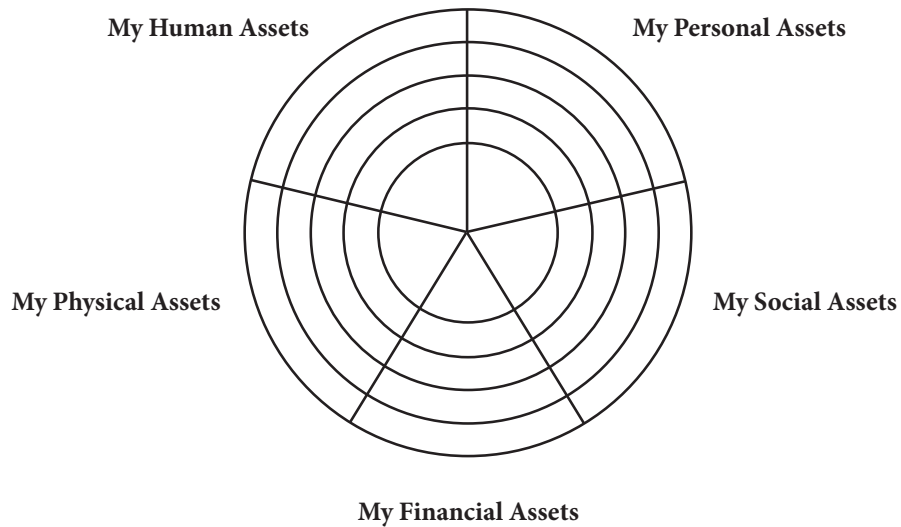
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**Instructions:** Starting in the centre, in each Assets section, colour in 1–5 segments according to the number of assets you identified above.

**ASSET MAP**



**Goals:** Look at the Asset Map above. Pick two kinds of assets you want to change and grow. Set two goals that you know you can achieve in the next 2 months. (Examples: Human Assets: Complete the Work Link summer pre-employment program from July 5–August 13, 2010. Physical Assets: Get a June 2010 bus pass so that I can do informational interviews with 2 employers each week.)

Goal 1: \_\_\_\_\_

---

Goal 2: \_\_\_\_\_

---

# THE HARVEST<sup>20</sup>

## Objectives:

- ✓ To assist participants to **set personal goals**

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Pens or pencils
- Handouts
- Evaluation

## Preparation:

**Organize** participant chairs around a table

**Prepare** Personal Values Checklist handouts

**Prepare** a flip chart BEAR outline

**Prepare** SMART Goals handouts

**Prepare** Personal Change scenarios

## Activity overview:

Facilitator shares the workshop objectives with participants and facilitates a group discussion about goal setting. The group completes the BEAR activity about limiting beliefs and uses this learning to complete the SMART Goals activity. The group completes the Personal Change activity to reinforce how important it is to plan for change.

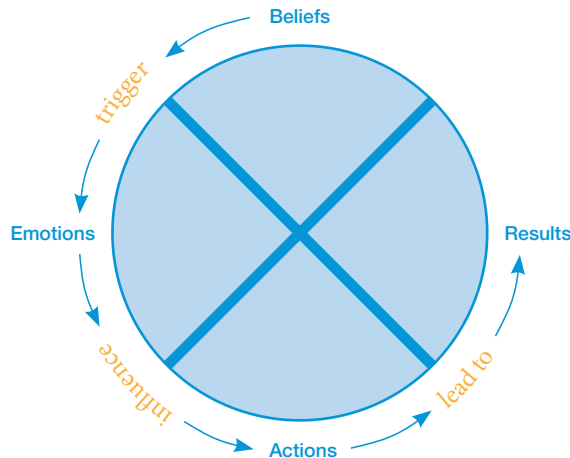
## Instructions for facilitator:

1. Invite participants to sit around the table and explain the workshop objective.
2. THE SEED Group Discussion (1 hour):
  - a. Facilitate a group discussion using the following questions:
    - i. What is goal setting?
    - ii. Why is it important?
    - iii. Why does goal setting work?
    - iv. When does it not work?
    - v. Share examples of when you have made goals.
  - b. Record responses on a flip chart.
  - c. For personal story telling, ask participants to break into small groups to increase comfort levels.

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<sup>20</sup> This activity was created by Shannon Cormier and Sylvia Snow during the WEC Leadership Train-the-Trainer.

3. THE SOWING Personal Values Checklist Individual Activity (20 minutes):
  - a. Have participants complete #5 of Unravelling the Values Onion.
4. BREAK for 15 minutes
5. BEAR Group Activity (1+ hours – do not rush):
  - a. Discuss fear of change with the group. Use guiding questions such as:
    - i. Are you set in a routine in your life?
    - ii. When you think about change, what does it feel like?
    - iii. What stops people from making changes in their lives?
    - iv. How do limiting beliefs stop people from making change? Limiting beliefs are the beliefs about yourself or your situation that make it seem too difficult or unattractive to change (ie. it's my fault that he hits me, or I'm never going to get ahead on my bills so why try)
  - b. Facilitate the BEAR activity.
    - i. Draw a circle on a flip chart as pictured below.
    - ii. Tell participants that you will use the topic “Finances” as an example of an area of their lives where they might want to set some goals.
    - iii. Explain to participants that you will write their ideas in each section.
    - iv. Ask participants to call out facts about people’s financial situation (Results). If participants are stuck, make a suggestion to get the discussion going.
    - v. Then, ask participants what actions lead to those results.
    - vi. Then, ask participants what emotions influence those actions.
    - vii. Then, ask participants what beliefs trigger those emotions.
    - viii. Examples:
      1. Results: debt, bad credit, unable to cover expenses
      2. Actions: spend more than earn, avoid bills, lack of budgeting skills
      3. Emotions: shame, helplessness, lack of freedom, fear loss of control
      4. Beliefs: it's not my fault, I'm not worth it, materialism, debt is normal



- c. Ask participants to reflect (for at least 5 minutes) on their own behaviour and how they might want their finances to look and feel different than they do right now.
  - d. Facilitate a group discussion including:
    - i. What are your limiting beliefs, emotions, actions and results around finances?
    - ii. What do you really want in your life? How can better finances help this happen? List what it is you really WANT, not what you think you should do. This is a new Result that can be added to a blank BEAR template. Participants can then set goals around the actions needed to lead to those results by doing the BEAR activity again with the new result.
    - iii. Identify WHY those things are important.
    - iv. Invite participants to share their thoughts about:
      - 1. What will the benefits of making change be?
      - 2. How will your life be different in one year if you *don't* make the change?
6. THE WORK: SMART Goals Individual Activity (1 hour):
- a. Distribute the SMART Goals handout. Review what SMART stands for and go through the example. Ask participants to use the first page to practice setting a SMART goal in one of the following areas:
    - i. Finances
    - ii. Employment
    - iii. Community involvement
    - iv. Skills
    - v. Standing up for myself
  - b. Ask participants to establish 2 additional goals using page 2. Provide individual guidance as needed.
7. THE WEEDING: Personal Change Group Activity (1 hour):
- a. Backwards Coat Mini-Activity:
    - i. Ask participants to put their coats/sweaters on as they normally would three times.
    - ii. Ask participants to put their coats/sweaters on backwards.
    - iii. Facilitate a discussion about how it feels to put on the coats/sweaters differently.
    - iv. Connect this feeling of discomfort to changing behaviour (how it feels strange and new at first, and how it is possible to get used to the change over time).
  - b. Go through personal change scenarios with participants and facilitate discussion of each one. Example scenarios:
    - i. Ayesha wants to save up to buy her daughter a baseball glove. She takes a look at her finances and sees that she can save enough money if her family drinks water instead of pop for 8 weeks.
    - ii. When Mary doesn't get a job at the local Tim Horton's, she calls to find out why. The Manager tells Mary that her resume talked about working at a hotel front desk, not in a coffee shop. Mary knows she has the skills to do the job at Tim Horton's.

Mary wants to start job searching more effectively.

- iii. Aika is new to her community and feels really alone. She thinks that the best way to meet people is through volunteer work. Aika wants to volunteer at the local food bank but doesn't know how to get started.

- 8. THE HARVEST: Support System Activity (1 hour per participant – individual meetings):
  - a. Meet with each participant to identify her support system for reaching her goals.
  - b. Help participants to complete the Personal Action Plan Template (review #5 of Personal Action Plan #2).
  - c. Ensure that you follow-up with participants regularly in person or by telephone.
- 9. Evaluation (15 minutes):
  - a. Ask each participant to complete an evaluation.

# SMART GOALS

SMART goals are goals that are realistic and can be measured. You will be able to tell if you reach a SMART goal because when you make a SMART goal you build in enough information to judge your own success.

**Specific** – You should be clear about what you want to happen

**Measurable** – You should be able to track your goal

**Action** – What small specific actions must you take to achieve this goal

**Realistic** – Can you achieve these goals? Is it doable?

**Time** – You should set a timeframe for your goal

Example<sup>21</sup>:

**Topic:** Reading

**Goal:** To improve reading, practice by reading one new book each week from now until July 1, 2010.

Is it SMART?

Specific	Read one new book each week	✓
Measurable	Count number of weeks and compare with number of books read	✓
Achievable	Yes (eg. I have time to read for 1 hour each night and 3 hours on Saturday)	✓
Relevant	Reading books at home is one step toward improving reading	✓
Time-bound	By July 1, 2010	✓

Topic: \_\_\_\_\_

\_\_\_\_\_

Goal: \_\_\_\_\_

\_\_\_\_\_

Is it SMART?

Specific		
Measurable		
Achievable		
Relevant		
Time-bound		

<sup>21</sup> Example can be found at: [www.anciauxinternational.com/partnership/ppt/SMART\\_goals.ppt](http://www.anciauxinternational.com/partnership/ppt/SMART_goals.ppt).

## SMART GOALS PAGE 2

Topic: \_\_\_\_\_

\_\_\_\_\_

Goal: \_\_\_\_\_

\_\_\_\_\_

Is it SMART?

Specific		
Measurable		
Achievable		
Relevant		
Time-bound		

Topic: \_\_\_\_\_

\_\_\_\_\_

Goal: \_\_\_\_\_

\_\_\_\_\_

Is it SMART?

Specific		
Measurable		
Achievable		
Relevant		
Time-bound		

# Self-Advocacy



Ma muaka kite a muri

Ma muri ka ora a mua

(Those who lead give sight to those who follow

Those who follow give life to those who lead)

— Pauline Tangiora

# BECAUSE I AM<sup>22</sup>

## Objectives:

- ✓ To **increase** participants' **self confidence**
- ✓ To **build** participants' basic **negotiation skills**

## Session 1: You will need:

- One facilitator
- Welcome package with agenda and session objectives
- Evaluation Pre-Assessment
- Mixed dried beans
- Pot
- Magazines, list of descriptive words and skills, art supplies (including bristol board, scissors, glue, crayons, markers, cloth, and additional craft materials)

## Preparation:

**Arrange** participant chairs around a table.

**Prepare** the Welcome Package with an agenda and session objectives.

**Prepare** Evaluation Pre-Assessments to hand out to the group

**Pour** dried beans into the pot.

**Place** art materials in the centre of the table. Ensure that you have at least one piece of Bristol board per participant.

## Activity overview:

Facilitator shares the objectives with participants. Facilitator invites participants to share information about themselves using the beans. This allows participants to begin thinking about their stories. Participants create personal Story Boards that include items representing their skills. Participants then share reflections on the process of creating their Story Boards.

## Instructions for facilitator:

1. Welcome participants, go through housekeeping items (washrooms, parking, etc.) and go through the agenda for the workshop.
2. Evaluation Pre-Assessment (15 minutes): Ask participants to complete the pre-assessment. Explain that the same evaluation will be completed at the beginning and the end of the workshop to allow a pre- and post measurement. This will allow the facilitator to know the impact of the workshop on participants.
3. Icebreaker (20 minutes): In a bowl, ask each participant to take a small handful of beans. Invite participants to share something about themselves for each bean. It is important that the facilitator go last.

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<sup>22</sup> This activity was created by Shannon Cormier, Joanne Richard and Lis Suarez during the WEC Leadership Train-the-Trainer.

4. I AM Individual Activity (1 hour 20 minutes):
  - a. Explain to the group the process of creating an individual collage that includes words, images, cloth, drawings, colours, and shapes – a visual representation that describes “You” and your skills. Ask participants to use Bristol board as a background or “Story Board”.
  - b. Show participants an example Story Board as a teaching tool and describe its meaning.
  - c. Ask participants to work individually, taking time to think about their personalities, lives, hopes and dreams.
  - d. While participants are working on their collages, walk around the room and check in with participants as appropriate.
  - e. Invite participants to take natural breaks when needed.
5. Check-In (20 minutes):
  - a. Bring the group back together.
  - b. Invite participants to share their experience of this activity. Use guiding questions such as: How did you feel when working on your Story Board? What was most important to include? What was the most difficult part?
  - c. Encourage participants to bring in pictures or items that they can add to their Story Boards the next time they come in.
6. Closing (10 minutes):
  - a. Tell participants what they can expect in Session 2.
  - b. Invite questions or comments before closing the session.

## Session 2: You will need:

- One facilitator
- Participants’ Story Boards from Session 1
- Dictionaries
- Pens or pencils or markers
- Paper
- Page protectors
- Negotiation Checklist

## Preparation:

**Organize** participant chairs around a table.

**Place** participants’ Story Boards on the table.

**Arrange** pens, pencils, markers and paper in the centre of the table.

**Place** page protectors nearby so that participants can insert their Skills Inventories

## Activity overview:

Facilitator reviews Session 1. In pairs, participants spend time getting to know each other and then introduce each other. Participants then share their Story Boards, highlighting at least 2 skills. Participants reflect on what they have learned about themselves through the Story Board process.

## Instructions for facilitator:

1. Welcome everyone back and review Session 1 (10 minutes).
2. Icebreaker: Introduce Your Partner (20 minutes):
  - a. Ask the group to divide themselves into pairs.
  - b. Advise groups that each person will be expected to introduce her partner including at least one skill that her partner is proud of.
  - c. Give each group 5 minutes to get to know each other better.
  - d. Give each participant 1 minute to introduce her partner including one skill she is proud of.
3. Divide the participants into 2 groups.
4. Sharing Your Story Group Activity (40 minutes):
  - a. Give participants 5 minutes to take another look at their Story Boards and think about how to explain them to the group.
  - b. Invite each participant to stand up and share her story based on her story board. Ask participants to include at least two skills that they have represented on their story boards.
5. BREAK for 15 minutes
6. Skills Inventory Individual Activity (1 hour 15 minutes):
  - a. Ask participants to look at their story boards and think about what skills are represented.
  - b. Ask participants to transfer the visual images into a portfolio using words.
  - c. Encourage participants to brainstorm as many skills as possible, even when the session seems to be taking a long time. If participants are having difficulty with their brainstorming, ask them to think about different experiences represented on their story boards and the range of skills needed for each.
  - d. Start with the facilitator's story board and pull our skills as examples.
7. Check-In (15 minutes):
  - e. Ask participants to share one thing they learned about themselves through the process of identifying their skills.
  - f. Tell participants what they can expect is Session 3.
  - g. Invite questions or comments before closing the session.

### Session 3: You will need:

- One facilitator
- Pens or pencils
- Markers
- Paper
- Tape
- Participants' Skills Inventories
- Flip chart paper
- Prepared Negotiation Checklist on a flip chart

### Preparation:

**Arrange** chairs in a circle.

**Place** participants' Skills Inventories and supplies for the Hidden Skills activity nearby

**Prepare** a flip chart with the Negotiation Checklist

### Activity overview:

Facilitator reviews Session 2. In the Hidden Skills activity, participants share skills they admire in each other. The group reviews the definition of negotiation and reflects on their past experiences. Participants learn about effective negotiation techniques using the Negotiation Checklist.

### Instructions for facilitator:

1. Welcome everyone back and review Session 2 (10 minutes).
2. Hidden Skills Group Activity (20 minutes):
  - a. Give each participant a blank piece of paper and ask them to work together to tape a piece of paper on the back of each participant.
  - b. Ask participants to go around the room and write a skill they admire on the back of each of the other participants.
  - c. After each person has written on the papers of every other participant, give the group time to read and reflect.
  - d. Give participants time to add to their Skills Inventory.
3. Introduce "Negotiation" to the group (15 minutes).
  - e. Ask participants what "Negotiation" means to them.
  - f. Share this Wikipedia definition with the group: "**Negotiation** is a dialogue intended to resolve disputes, to produce an agreement upon courses of action, to bargain for individual or collective advantage, or to craft outcomes to satisfy various interests."
  - g. Invite participants to comment on this definition.
  - h. Give participants 5 minutes to think quietly about how their skills might help them to negotiate.

4. Brainstorming Small Group Activity (20 minutes):
  - a. Divide participants into small groups.
  - b. Ask groups to brainstorm their experiences with negotiation using the following questions:
    - i. What experience have you had with negotiation?
    - ii. What worked well?
    - iii. What didn't?
    - iv. What would you do differently next time?
5. BREAK for 15 minutes
6. Negotiation Preparation Group Activity (1 hour):
  - a. Show the group the Negotiation Checklist flip chart
  - b. Review the checklist with participants and ask if anything should be removed or added
  - c. Ask participants to reflect on their past experiences with negotiation and whether or not it would have improved their experiences if they had used this checklist
7. Check-In (15 minutes):
  - a. Ask participants to share one thing they learned during the workshop.
  - b. Tell participants what they can expect in Session 2.
  - c. Invite questions or comments before closing the session.

## NEGOTIATION CHECKLIST

- Be welcoming
- Show gratitude
- Acknowledge one another
- Own the process not the content (follow a respectful process no matter what the topic)
- Understand your stuff (the baggage you bring with you into the process)
- Listen, listen, listen
- Use open-ended dialogue
- Create an understanding “tell me more about it”
- Be courageous, believe in it (positively centred)
- Respond don't react
- Take time to express yourself well
- Breathe
- Challenge yourself to think differently
- Maintain peace and harmony
- Celebrate
- Afterward: write about the process and reflect on your words

## Session 4: You will need:

- One facilitator
- Negotiation Checklist
- Case Scenarios
- Evaluation Post-Assessment

## Preparation:

**Organize** participant chairs around a table.

**Prepare** Case Scenarios to hand out to the group

**Prepare** Evaluation Post-Assessments to hand out to the group

## Activity overview:

Facilitator shares the workshop's objectives with participants, and explains the Values Auction. In pairs, participants negotiate the value(s) they feel are most important. When the Values Auction starts, pairs bid on the value(s) they have decided are most important. Once the auction is complete, the group discusses the process of prioritizing values. Total time: 2 hours 45 minutes.

## Instructions for facilitator:

1. Welcome everyone back and review Sessions 1–3 (10 minutes).
2. Case Scenarios Group Activity (2 hours):
  - a. Use the one of the Case Scenarios to work through the Negotiation Checklist (p. 54) with the group.
  - b. Divide the group into pairs.
  - c. Give each pair a Case Scenario and ask pairs to take 15 minutes to decide who will play what role and to practice role playing.
  - d. Ask pairs to role play their Case Scenarios in front of the group.
  - e. After each pair goes, facilitate a group discussion about the role play using the following questions:
    - i. How do you feel about the negotiation that took place?
    - ii. What went well?
    - iii. What didn't?
    - iv. What might be done differently next time?
  - f. Build in a 15 minute BREAK at an appropriate time.
3. Check-In (10 minutes):
  - a. The next time you negotiate with someone, what will you do differently than you have in the past?

4. Evaluation Post-Assessment (15 minutes):

- a. Ask participants to complete the evaluation post-assessment. Explain that by comparing the pre-assessment and the post-assessment you will be able to tell how effective the workshop has been.

## CASE SCENARIOS

- ✓ Your childcare provider changes her hours and you now have to leave work 15 minutes early in order to pick up your daughter on time. You want to approach your supervisor positively so you think about possible solutions that will still allow you to work the same number of hours. Negotiate with your supervisor.
- ✓ You have decided to go back to work part-time after staying home with your children for 4 years. You know that your family would prefer that you stayed home until the youngest is in school full-time. Choose a family member to negotiate with. Negotiate with your family member to ensure a peaceful return to work.
- ✓ You want to take vacation in the third week of May, but you are scheduled to work the Monday and Wednesday. There is one coworker who might agree to switch shifts with you. The easiest way to convince her to switch shifts is to offer to take her Saturday shift but this means you have to pay extra for childcare while you work. Negotiate with your coworker to take the third week of May off work.
- ✓ You and your partner share a vehicle. You take the bus to work and your partner drives the car. You want to use the car two days each week so that you have more time to spend making jewelry to sell at the market on Saturdays. Negotiate with your partner to use the car two days per week.
- ✓ You have a back injury and your doctor tells you that it will continue to get worse unless you have an ergonomic chair, keyboard and mouse at work. You know that this will cost your employer a little bit of money, but you also know that being in less pain will allow you to be more productive. You also know that by law employers are required to accommodate disabilities. Negotiate these accommodations with your supervisor.
- ✓ You learn that two of your coworkers who started working at the same time as you make \$2 per hour more than you do. You know that you are one of the best employees at your workplace and you believe that you deserve to make the same amount of money as your coworkers. Negotiate a pay raise with your employer.

## WHAT WOULD YOU SAY?<sup>23</sup>

### Objectives:

- ✓ To increase participants' self-advocacy skills
- ✓ To increase participants' ability to apply their self-advocacy skills in the workplace

### You will need:

- One facilitator
- Agenda
- Flip chart paper
- Markers
- Evaluation Pre-Assessment
- Evaluation Post-Assessment

### Preparation:

**Arrange** seats in a circle and place flip chart paper where it will be seen by everyone in the circle

**Place** list of the workshop's objectives where all participants can see it

**Prepare** cards with each value clearly written in the centre (one per value)

**Prepare** Values handouts

### Activity overview:

Facilitator shares the workshop's objectives with participants, and explains the Values Auction. In pairs, participants negotiate the value(s) they feel are most important. When the Values Auction starts, pairs bid on the value(s) they have decided are most important. Once the auction is complete, the group discusses the process of prioritizing values.

### Instructions for facilitator:

1. Facilitator reviews the workshop objectives with the group.
2. Icebreaker (10 minutes):
  - a. Facilitator asks participants each answer the following questions:
    - i. What is your name?
    - ii. If you could have a dream job, what would it be?
    - iii. What would you need to do this? (ie. transportation to school, money for skills training, childcare, more confidence, etc.)
  - b. Be mindful of cultural differences and experiences within the group.
  - c. When this activity is facilitated with groups of immigrant and refugee women, ideally the facilitator will have experience working with similar groups.

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<sup>23</sup> This activity was created by Rispah Tremblay and Suzanne Tighe during the WEC Leadership Train-the-Trainer. This activity was designed to be facilitated with a group of immigrant and refugee women.

3. Agenda Review (10 minutes):
  - a. Facilitator reviews the agenda for the morning and afternoon.
  - b. Facilitate a discussion about what each topic means to ensure that the group understands the agenda (ie. employer expectations).
4. Sharing Experiences Group Activity (30 minutes):
  - a. Participants share their experiences in each of the 3 topics:
    - i. Understanding employer expectations and workplace culture
    - ii. Building relationships of trust with co-workers and employer
    - iii. Self-advocacy
  - b. Participants' input will guide what key information is shared about each topic. The facilitator will use what is shared to frame each topic, and to choose what additional information to communicate to the group.
5. BREAK for 15 minutes
6. Role Play Activity (1 hour/20 minutes each):
  - a. Scenarios:
    - i. Asking for time off to celebrate a cultural holiday
    - ii. Requesting flex time to care for children / grandchildren
    - iii. Requesting a change in work schedule to accommodate the bus schedule
  - b. The idea is that repetition (ie. going through three different scenarios) will help build women's confidence.
  - c. Facilitator will play the role of employer/supervisor.
  - d. Facilitator assigns additional roles for each role play.
  - e. Facilitator will ensure that during each role play, the following is discussed or dramatized:
    - i. Being prepared (reviewing employee policy manual, knowing who to talk to, ie. direct supervisor), getting support from others
    - ii. Knowing options and having a plan
    - iii. Implementation plan – actually talking to the employer (with Facilitator playing employer, who will sometimes say “no” or ask for a compromise)
  - f. Facilitator will debrief each role play with the group
7. Follow-up (10 minutes): Each participant shares where/who she can go to for support, and the kinds of support she feels comfortable giving others.

## EVALUATION PRE- AND POST-ASSESSMENT

1. I am comfortable approaching an employer for information or discussion  
 ☹ ----- 😊
2. I know who I can go to for support ☹ ----- 😊
3. I know what self-advocacy means ☹ ----- 😊

Conflict  
Resolution



In diversity lies the truth of humanity

— Nyaradzai Gumbonzvanda

# GROUND RULES<sup>24</sup>

## Objectives:

- ✓ To **inform** participants of the workshop's objectives
- ✓ To **set a tone** of openness and respect for the workshop's proceedings

## You will need:

- One facilitator
- Workshop objectives listed on a flip chart page
- Flip chart paper
- Markers

## Preparation:

**Arrange** seats in a circle and place flip chart paper where it will be seen by everyone in the circle

**Place** list of the workshop's objectives where all participants can see it

## Activity overview:

Facilitator shares the workshop's objectives with participants, and explains that to be productive they need to agree to some ground rules for the time they will work together. Both participants and facilitator can suggest rules. There must be group consensus on each rule before it is added to the list of rules.

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<sup>24</sup> Adapted from the World YWCA's Empowering Young Women to Lead Change: A Training Manual.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

## Instructions for facilitator:

1. Explain the workshop's objectives to participants, and leave the list of objectives on display for the duration of the workshop. Ask participants if the objectives meet their expectations for the workshop. If you are comfortable, invite participants to suggest additional objectives and either (a) adapt the workshop to include the new objective(s) or (b) conform that you will keep the new objective(s) in mind for future workshops.
2. Explain the importance of ground rules to ensure a successful workshop. Let participants know that each woman can suggest one or more rules, and that the group must agree to all suggestions before they are listed as rules.
3. Write 'GROUND RULES' as a heading on a sheet of flip chart paper and invite the group to suggest rules.
4. If no one suggests anything, make a suggestion yourself, such as returning from breaks on time or listening respectfully. This will break the ice and encourage greater participation.
5. Some Ground Rules that you may want to consider including are:
  - a. Safe Space – everyone is respected and listened to
  - b. Encourage sharing and equal participation
  - c. Ask for clarification if needed
  - d. Be honest with myself and others
  - e. Embrace new ideas
  - f. Respect boundaries
  - g. Confidentiality
6. When the list is complete place it on display for the duration of the workshop.

# CONFLICT RESOLUTION<sup>25</sup>

## Objectives:

- ✓ To give participants an opportunity to practice non-violent conflict resolution skills.

## You will need:

- ✓ One facilitator
- ✓ List of conflicts (provided)

## Preparation:

None

## Activity overview:

Participants are divided into groups of three or four and each group is given a conflict scenario to try to solve. After giving each group 20 minutes to develop a peace plan for the situation, the facilitator randomly calls on one member of each group for a role play on the conflict situation their group has been working on. The other group members provide support to the women in the role play, who can at any moment pause the role play and turn to them for advice.

## Instructions for facilitator:

1. Divide participants into groups of three or four.
2. Hand out one conflict scenario to each group and tell participants that they will have 20 minutes to discuss an effective non-violent way to resolve the conflict.
3. Let participants know that one or more members of each group will be called on to do a role play with the facilitator to illustrate the resolution to the conflict situation they examined.
4. When called on, each group must explain their proposed solution to the facilitator. The facilitator will play the role of the major conflicting party. The team members will play the role of peace negotiator.
5. Instruct the other group members to stand or sit next to the woman involved in the role play. Whenever she feels that she needs help, she can say “pause” which pauses the role play so she can turn to her group for advice. When she is ready to resume the role play she says “play”.
6. Conduct a role play with each group.
7. When each group has had a turn, spend some time discussing the conflict resolution strategies used by the group, and suggestions for improvement.

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<sup>25</sup> Adapted from the World YWCA's Empowering Young Women to Lead Change: A Training Manual.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

## Conflict Situations (fictional)

- ✓ The Government of Canada promised safe water for all Aboriginal Communities in 2005. Kashekumik First Nation agreed to contribute some of the labour to build a new water treatment system, but the government went back on its promise because the project became too expensive. Community members are threatening to leave the community and find homes where the water is safe. As a nationally respected community leader, how would you negotiate a peaceful solution?
- ✓ Due to heavy traffic some family homes on either side of a highway must be relocated in order to widen the road. However tensions are raised between community members from either side of the highway when the group on the western side is given less money and a shorter relocation period. As a community leader from the western side, how would you negotiate peace?
- ✓ A group of women were given a task to complete for a specific sum of money. Two of them did only one day's work because they fell ill. At the end of the project some of the women insist that these two women should receive the full payment since they have very low incomes and need the money. This creates conflict within the group. As one of the ill women – find a peaceful solution.
- ✓ A woman received a phone call from a creditor saying that she owes \$500. Upon talking with her boyfriend, she learns that he used her credit card without permission and he refuses to pay the bill saying that it's her credit card not his. You are a really good social assistance case manager working with this family – find a peaceful solution.
- ✓ 10 years ago, a group of women took out a loan together to purchase a piece of land. The women each plant a garden on the land and grow their own organic vegetables. Some of the women sell the vegetables at the market, while others share them with friends and family. Undeveloped land in the community is becoming scarce, and a Developer approaches the group of women with an offer on the land. Three of the women want to sell to the developer, while two want to keep the land. As one of the women who wants to keep the land – find a peaceful solution.
- ✓ A group of women work together in a social enterprise that is a business of a nonprofit organization where women sew products for sale. The women are paid by the piece, so the more work they do the more income they earn. An order comes in to sew 1,000 backpacks. The organization's Production Coordinator needs 3 women to cut out the pieces, 5 women to sew the backpacks, and 2 women to finish the backpacks. There are 15 women sewers involved in the social enterprise. As one of the women – find a peaceful solution.

# THE FOUR FACES<sup>26</sup>

## Objectives:

- ✓ To raise participants' **awareness of workplace culture** and its impact on their thinking and behaviour

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Group Tasks in envelopes
- Props: blindfolds (for individuals playing people with visual disabilities), ear muffs (for individuals playing people with hearing disabilities)
- Note paper
- Pens

## Preparation:

**Organize** participant chairs in a circle.

**Prepare** envelopes each with one piece of paper as follows:

1. You are a very important member of a team. You are to follow the supervisor's instructions. You have a visual disability.
2. You are a very important member of a team. You are to follow the supervisor's instructions. You have a hearing disability.
3. You are a very important member of a team. You are to follow the supervisor's instructions. You are not able to speak.
4. You are a very important member of a team. You are to follow the supervisor's instructions. You are the supervisor and you are responsible for giving your team directions.

**Place** a flip chart and markers at one side of the circle

## Activity overview:

Facilitator shares the workshop's objective with participants, and explains that a small group will be involved in a role play. Facilitator gives out envelopes and props. Participants complete the role play with 'barriers' while Facilitator observes group dynamics and records individual contributions. Participants complete the role play again, this time without 'barriers'. The group debriefs the exercise.

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26 This activity was created by Heather Bree Davies and Rispa Tremblay during the WEC Leadership Train-the-Trainer.

## Instructions for facilitator:

1. Invite participants to sit in a circle.
2. Describe the activity and hand out group tasks. Ensure that you have enough envelopes to give one to each person in the group. There will be more than one person in each role. Explain that the group will participate in a group task to complete the floorplan of an employment training program. Explain that the budget is unlimited and that participants should focus on creating the best employment training facility possible (ie. add a water fountain, childcare room, library, etc.). Explain that you will be observing the group dynamics and reporting to the group at the end of the task.
3. Role Play with 'Barriers' Group Activity (20 minutes):
  - a. Allow participants to use the flip chart and markers to create the floorplan.
  - b. Ask participants to begin the activity.
  - c. Write down your observations of individual behaviour during the role play. Take note of how people in the different roles behave.
  - d. Share your observations with the group.
4. Role Play Group Activity (10 minutes):
  - a. Explain that participants will complete the activity again without 'barriers'.
  - b. Ask participants to begin the activity. This time, participants have no assigned roles and complete the task without barriers using the flipchart and only one red marker.
  - c. Write down your observations of individual behaviour during the role play. Take note of how people in the different roles behave.
  - d. Share your observations with the group.
5. Group Discussion (10 minutes):
  - a. Facilitate a group discussion about the activity guided by the following questions:
    - i. How did the exercise make you feel?
    - ii. How does this relate to the Leadership role?
    - iii. How was the communication?
    - iv. How important was the observation/feedback?
    - v. How was your group dynamic?
    - vi. How does this relate to workplace culture?



# Network

Building



We say that this contribution of women is immeasurable  
not because we have tried to measure that  
contribution and found it beyond our capacity —  
for we have never tried to measure that contribution.  
We say so because we live it every day. We know.

— Dr. Carla Barnett

## YOU'RE A WORK OF ART<sup>27</sup>

**\*This activity is designed for groups who have not previously worked together. For groups that already know each other well choose an ice breaking activity instead.**

### Objectives:

- ✓ To help participants to **learn each other's names** and backgrounds
- ✓ To help participants **become more comfortable** with each other

### You will need:

- One facilitator
- At least one sheet of drawing paper per participant \*(It is useful to have some extras)
- Enough markers, crayons, or pencils of different colours to share among participants

**\*(Beads, leaves, seeds, glitter, glue, old gift-wrappings, scraps of cloth, discarded magazines, paper, and other art materials can spark creativity and make this exercise more fun.)**

### Preparation:

**Arrange seats** in a circle and place flip chart paper where it will be seen by everyone in the circle

**Arrange a table** or basket with all art supplies

### Activity overview:

Divided into groups of two, each participant will get to know her partner for five minutes. Based on the knowledge gained, participants will produce an art piece using the materials provided. When the group comes back together, each participant will introduce her partner through the work of art she inspired.

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<sup>27</sup> Adapted from the World YWCA's Empowering Young Women to Lead Change: A Training Manual.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

## Instructions for facilitator:

1. Randomly divide group into pairs.
2. Give a sheet of drawing paper to each woman.
3. Explain that each participant has five minutes to learn as much as they can about their partner, and then 15 minutes to create a work of art based on what they have learned. Let participants know that you will signal when it is time to move from step to step.
4. Encourage participants to be creative in both the questions they ask their partners, and in their artwork. Explain that the artwork can be abstract and participants are invited to show their partner's personality through shapes and colours.
5. Point out the art table, or basket, with materials for creating their artwork.
6. Ask if anyone needs clarification before starting the activity.
7. Time each section: five minutes per partner, and 15 minutes for artwork.
8. At the end of the 25 minutes provide scotch tape, thumbtacks or another way for participants to display their work. Remind participants to label who the art piece depicts.
9. Give each participant a chance to describe her artwork and what it says about her partner.

## I ONCE...<sup>28</sup>

### Objectives:

- ✓ To **energize** participants, and help them **feel more comfortable** with each other.
- ✓ To help participants get to know each other better.

### You will need:

- One facilitator

### Preparation:

None

### Activity overview:

Participants stand or sit in a circle and take turns saying something that they did once, such as “I once fell in love with a vegetarian”, or “I once cooked a meal for more than 20 people on my own.” All participants who have also done that must run to the middle of the circle and give each other a high five.

### Instructions for facilitator:

1. Ask participants to stand in a circle and explain that they will each have a turn to say something they once did. Give an example.
2. Explain that all participants who have also done this thing must run to the middle of the circle and give each other a high five.
3. Allow each participant to have a turn to say something she has done.

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<sup>28</sup> Source: World YWCA. Empowering Young Women to Lead Change: A Training Manual.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

## CATCH THE BALL<sup>29</sup>

### Objectives:

- ✓ To **identify learnings** from participants
- ✓ To close the session on a **positive note**

### You will need:

- A small ball
- Space cleared to be able to stand in a circle

### Activity overview:

Participants toss a ball to one another and each young woman who catches the ball shares one thing that she learned or can use from the workshop.

### Instructions for facilitator:

1. Participants toss the ball from one to another. Each person who catches the ball shares one thing she learned or can use from the workshop.
2. Once this is complete, the facilitator thanks participants for their input for the day and summarizes some of the positive learnings from the day.

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<sup>29</sup> Adapted from the World YWCA's Empowering Young Women to Lead Change: A Training Manual.  
<http://www.worldywca.org/en/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

# SHARED FEARS<sup>30</sup>

## Objectives:

- ✓ To help participants **become more comfortable** with each other

## You will need:

- One facilitator
- Strips of blank paper
- Pens or pencils
- Hat, tin or bag

## Preparation:

**Prepare** enough strips of blank paper to give 2-3 to each participant

## Activity overview:

Participants write personal fears anonymously on pieces of paper. Each person reads someone else's fear to the group and explains how that person might feel. The facilitator may choose to do this activity with a group that has already completed the GROUND RULES activity.

## Instructions for facilitator:

1. Explain the workshop's objectives to participants, if appropriate.
2. Set the tone by introducing the topic of fear and explaining how (a) it is normal and natural at the beginning of a new group OR (b) it is normal and natural for women wanting to make changes in their lives. Tell participants that a good way to start dealing with these fears is to share them in a safe space. Explain that sharing one's fears often makes them less powerful.
3. Give each participant 2 strips of paper. Ask participants to write one fear on each strip. Gather the strips and put them in the hat.
4. Pass around the hat and have each group member pull out a strip of paper, read the fear, and explain how she thinks the person might feel. Tell the group that no one should comment, just maintain a respectful silence.
5. If the reader doesn't elaborate much on the fear, then ask them one or two questions. Avoid implying or showing your opinion as to the fear being expressed, unless the person is disrespecting or completely misunderstanding someone's fear. If the person doesn't elaborate after one or two questions, leave it and move on.
6. Check-In
  - a. Discuss what people felt and noticed.
  - b. Without going into specifics, ask people to raise their hands if they shared anyone else's fear.
  - c. Sum up by pointing out that although fear makes us feel alone, we can lean on our friends and networks to help us through our fears.

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<sup>30</sup> This activity is adapted from a James Neill Icebreaker. <http://wilderdom.com/games/descriptions/FearInAHat.html>

## 2 TRUTHS AND A LIE<sup>31</sup>

### Objectives:

- ✓ To help participants **learn more about** one another

### You will need:

- One facilitator
- Blank paper
- Pens or pencils

### Preparation:

None

### Activity overview:

Participants each write two truths and one lie on a piece of paper. Participants introduce the three “facts” to the rest of the group who tried to guess which one is a lie.

### Instructions for facilitator:

1. Explain the workshop’s objectives to participants, if appropriate.
2. Explain that in this activity each person writes two truths and a lie about herself on a piece of paper. Give participants 5-8 minutes to write two truths and a lie.
3. Explain to participants that each person will read out the three “facts” to the group. Add that the goal is to: a) convince others that your lie is truth (and that one of your truths is the lie) and b) to correctly guess other people’s lies.
4. Ask participants to walk around for 10-15 minutes and ask about each other’s truths and lies. The goal is to ask people questions to help determine which statement is their lie, while not letting people guess which one is your own lie. Explain that at the end we will cast our votes and find out the truth.
5. Ask participants to gather together in a circle. Start with one person who reads their three statements aloud. Then the participant reads the statements again, stopping to allow a vote for each one. e.g., “I am Turkish. Who thinks that is a lie? [Vote] I am vegetarian. Who thinks that is a lie? [Vote] I have a metal pin in my right leg. Who thinks that is a lie? [Vote]. Then ask participant to identify her lie. ie OK, my lie was “I am vegetarian.” The facilitator will need to help each person out, especially initially until the basic format is understood.
6. The participant who had the least votes for their lie is the most successful.  
**Optional:** offer small prizes to the 3 people whose lies had the least votes.
7. Check-In:
  - a. Ask participants which fact surprised them the most.

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<sup>31</sup> This activity is adapted from an Icebreaker by James Neill.  
<http://wilderdom.com/games/descriptions/TwoTruthsAndALie.html>



# Leadership



in Action

Change your life today. Don't gamble on  
the future, act now, without delay.

— Simone de Beauvoir

# PERSONAL ACTION PLAN #1<sup>32</sup>

## Objectives:

- ✓ To allow participants to create a Personal Action Plan for leadership development.
- ✓ To allow participants to identify concrete steps they will follow to further develop their leadership.

## You will need:

- One facilitator
- Personal Development Plan handouts

## Preparation:

**Prepare** Personal Development Plan handouts

## Activity overview:

Participants will use the Personal Development Plan handouts to create action plans for their leadership development. Participants will identify concrete steps and a timeline. Participants will commit to follow-up with the facilitator at a specific time to review progress.

## Instructions for facilitator:

1. Explain the workshop's objectives to participants, and leave the list of objectives on display for the duration of the workshop.
2. Ask participants to fill out the Personal Development Plan handouts. Encourage participants to really take time to think about each section and to identify realistic goals that fit into their lives. Ask participants to identify a timeline that will work well for them.
3. If appropriate, refer participants to the SMART GOALS handout on p\_\_ to help them understand the kinds of goals you are asking them to identify.
4. Check-In
  - a. Ask each participant to share one short-term goal with the group.
5. Follow-up:
  - a. Before participants leave, make an in-person or telephone call appointment with them to follow-up on their Personal Action Plans – specifically the baby steps.
  - b. At the appointments, ask each participant to identify which short-term goals she has accomplished. Or to identify baby steps she has taken toward her short-term goals.
  - c. If it is helpful, brainstorm with each participant ways to accomplish some of the other short-term goals. Refer participants to community supports as appropriate.

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<sup>32</sup> Contributed to the WEC Leadership Train-the-Trainer by Joanne Richard. Original source: Adapted from the Personal Development Plan found at [www.self-improvement-mentor.com](http://www.self-improvement-mentor.com).

## PERSONAL DEVELOPMENT PLAN

### Instructions:

- a. Think about your life. What do you want to change or achieve? How will you get there? Use this worksheet to document your leadership action plan.
- b. Starting with the shaded box where you write your Priorities for Change. For the rest of the worksheet, all 1s correspond, all 2s correspond, and all 3s correspond.

Focus Area: \_\_\_\_\_

**Your focus area should answer the question:**

What in my life do I want to change first/most?

What does my leadership look like?	
<p>What are my strengths? Think about what you are really good at. Identify your best skills.</p>	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What needs improvement? Think about what you wish you were better at. What do you need to change to reach your goals?</p>	<p><b>Needs improvement</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What is the most common feedback (positive and negative) that I receive from others?</p>	<p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What else helps me to notice my strengths and weaknesses (results of my work, comments from people, how I feel when I do things, etc.)?</p>	<p><b>Performance Indicators</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<p>What are my top priorities for this part of my leadership development?</p>	<p><b>Priorities for Change</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

What do I want my leadership to look like?	
How do I want my leadership to look different for each priority identified in the last question? What will success look like?	<p><b>Desired State</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
Why do I want to achieve that? How will it help me?	<p><b>Why do I want it?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
What are my short-term goals? Short-term goals are baby steps that I can take in <b>the next 3-4 weeks</b> to move toward my desired state.	<p><b>Short-term Goals</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
What are my medium-term goals? Medium-term goals are where a few baby steps will get me on the way to my desired state.	<p><b>Medium-term Goals</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
What are my long-term goals? Long-term goals are bigger goals made up of short and medium term goals; big steps toward my desired state.	<p><b>Long-term Goals</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
How do I get there? What do I need?	
What must I improve/ learn / experience to achieve that desired state?	<p><b>What is needed?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
What are the possible resources that will help me improve / learn / experience?	<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

Timeline		
When do I want or need to achieve my short-term goals? What is my schedule to work on these priorities?	<i>Priority for Change 1</i> (from p.1) Hours per week: Day/time:  Day/time:  Day/time:	<i>Priority for Change 1</i> Start date: Short-term goal:  Medium-term goal:  Long-term goal:
When do I want or need to achieve my short-term goals? What is my schedule to work on these priorities?	<i>Priority for Change 2</i> (from p.1) Hours per week: Day/time:  Day/time:  Day/time:	<i>Priority for Change 2</i> Start date: Short-term goal:  Medium-term goal:  Long-term goal:
When do I want or need to achieve my short-term goals? What is my schedule to work on these priorities?	<i>Priority for Change 3</i> (from p.1) Hours per week: Day/time:  Day/time:  Day/time:	<i>Priority for Change 3</i> Start date: Short-term goal:  Medium-term goal:  Long-term goal:
Progress		
Write down any baby steps you have taken toward your short-term goals and/or short-term goals that you have achieved.	Short-term goal 1:  Short-term goal 2:  Short-term goal 3:	

# PERSONAL ACTION PLAN #2<sup>33</sup>

## Objectives:

- ✓ To allow participants to create a Personal Action Plan for leadership development.
- ✓ To allow participants to identify concrete steps they will follow to further develop their leadership.

## You will need:

- One facilitator
- Flip chart paper
- Markers
- Personal Action Plan templates

## Preparation:

**Prepare** Personal Action Plan templates

**Prepare** an example Personal Action Plan

## Activity overview:

Participants will use the blank flip chart paper to develop leadership action plans with concrete steps toward achievable and realistic goals.

## Instructions for facilitator:

1. **PREPARE BEFOREHAND:** Draw the outline of a tree on flip chart paper. Create an example Personal Action Plan using the Personal Action Plan with Notes on the next page. Write inside the tree, identifying an achievement at the bottom of the page, assets in the roots, goals and objectives on the trunk, an assessment of how far you have come in the lower part of the top, and a reflection in the upper part of the top. Circle or colour in the part of the tree that represents how far you have come so far.
2. Explain the workshop's objectives to participants, and leave the list of objectives on display for the duration of the workshop.
3. Show participants the example Personal Action Plan that you have created.
4. Personal Action Plan Activity (30 minutes):
  - a. Guide participants through the development of their own Personal Action Plans using the questions in the Personal Action Plan with Notes. Ask participants to do the following:
    - i. **ACHIEVEMENT:** At the bottom of the page, write a big change you want to make in your life. Ask yourself, "How will my life look different if I am able to make this change?" Write the answer.
    - ii. **ASSETS:** On the roots of the tree, write your strengths and what you are good at. You will use these assets to help you make change.

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<sup>33</sup> Developed by the WEC Leadership Train-the-Trainer participants, led by Shannon Cormier.

- iii. GOALS: On trunk, write your goals and the broad steps you will take to make the big change. Leave space between each one.
- iv. OBJECTIVES: Under each goal, write 2-3 concrete things you will do to reach that goal. Under each objective, write the baby steps you will take to get there.
- v. MILESTONES: Underline or note key experiences on the way – things that are really significant for you.
- vi. FIRST STEPS: Look at the baby steps you identified under each OBJECTIVE. Circle 3 that you are going to do in the next 3-4 weeks.

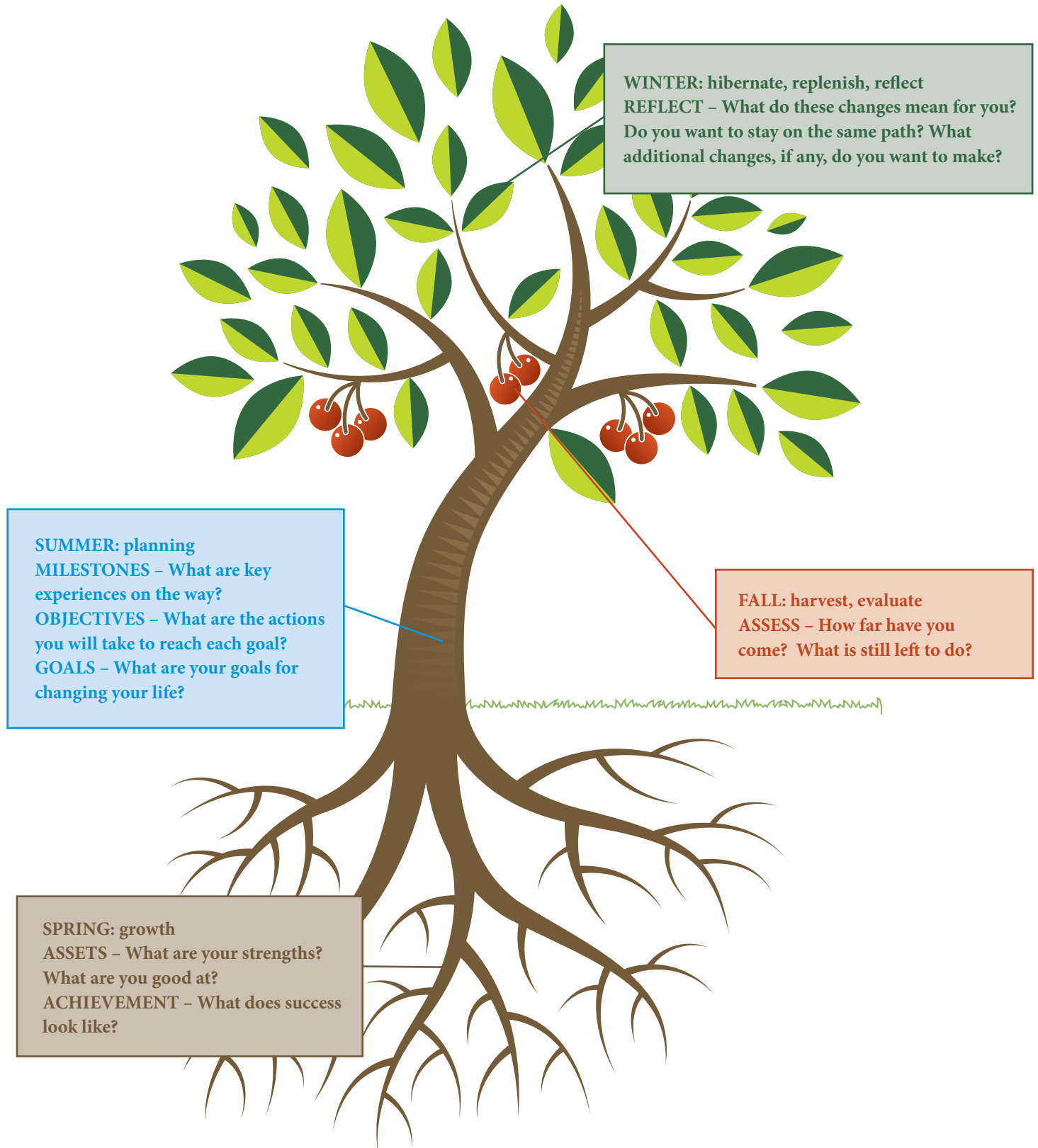
5. Check-In

- a. Ask participants to share one of the baby steps they are going to take in the next 3-4 weeks.
- b. Give each participant a Personal Action Plan Template and explain that it will be used at the follow-up appointment in 3-4 weeks.

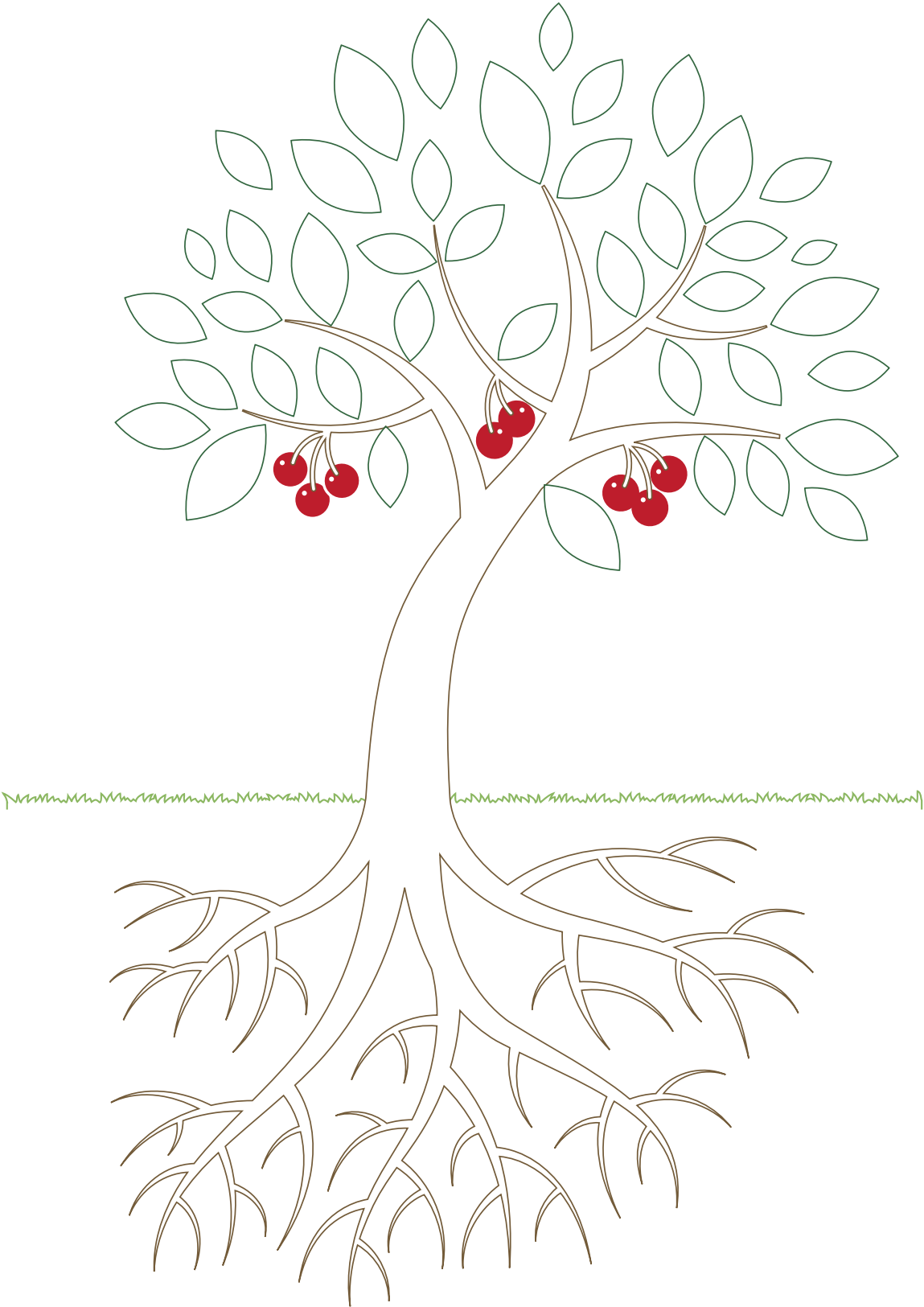
6. Follow-Up

- a. Before participants leave, make an in-person or telephone call appointment with them to follow-up on their Personal Action Plans – specifically the baby steps.
- b. At the appointments, ask each participant to identify which baby steps she has accomplished. If it is helpful, brainstorm with each participant ways to accomplish some of the other baby steps. Refer participants to community supports as appropriate.
- c. At the appointments, ask each participants to colour in the bottom of the tree on the Personal Action Plan Template to represent how far up the trunk they have moved toward their ACHIEVEMENT.
- d. Collect Personal Action Plan Templates that are coloured in as the evaluation for this activity.

## PERSONAL ACTION PLAN WITH NOTES



**PERSONAL ACTION PLAN TEMPLATE**





# Evaluation



Investing in local leadership grows trust and ownership among communities, and ensures solutions are found and sustained locally.

— Monica Zetzsche

# OFFICIAL WEC LEADERSHIP TRAINING EVALUATION

We would appreciate your feedback on what you have learned from the training session, and any comments about how it could be improved. Please circle the answer that applies to you, provide any comments that you would like.

1. I feel more clear and more confident about my own approach to leadership.

1	2	3	4	5
Very much				Not at all

2. I have a clearer idea of what I think are the qualities of a good leader.

1	2	3	4	5
Very much				Not at all

3. I have a better understanding of issues affecting women in my community, including:

- violence
- poverty
- racism
- economic security
- housing
- women's voice in the family
- human rights
- situation of Aboriginal women
- situation of women who have a disability

4. I have some information and ideas for strengthening the following things in my life:

- health
- self- esteem
- self-confidence
- emotional well-being
- community connections and network
- work
- work/life balance

5. I have a clearer idea of my strengths (assets, skills, etc)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very much				Not at all

6. I have a better understanding of how to set my leadership goals

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very much				Not at all

7. I have a stronger sense of who I am, what I believe and what is important to me

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very much				Not at all

8. I have learned some new ways to deal with conflict

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very much				Not at all

9. I feel more confident about how to make connections in my community and build networks.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very much				Not at all

10. Overall, how helpful was this session?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Extremely helpful				Not helpful

**Why?**

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11. What would you change about the session?

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12. Any other comments?

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### Thank-you!

**Note:** The facilitator for the training session(s) will need to adapt the evaluation form to the particular content covered in each session. You may want to delete questions about topics that you did not cover, and add other questions if needed.

# OUTCOMES TOOL – SELF CONFIDENCE<sup>34</sup>

Measures: A change in attitude of self or self-confidence

Use: This tool can be used as a post-activity evaluation and even more effectively as a pre- and post-activity evaluation.

	1	2	3	4	5	6	
	Very like me				Very unlike me		
1. I am able to list three positive qualities of self	1	2	3	4	5	6	
2. I am comfortable speaking in front of groups	1	2	3	4	5	6	
3. I would volunteer to participate in a group task	1	2	3	4	5	6	
4. I will ask questions to seek clarity	1	2	3	4	5	6	

### COMMENTS

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<sup>34</sup> This activity was created by the WEC Leadership Train-the-Trainer participants.

# OUTCOMES TOOL – SELF ADVOCACY<sup>35</sup>

Measures: A change in attitude of self or self-confidence

Use: This tool can be used as a post-activity evaluation and even more effectively as a pre- and post-activity evaluation.

	Often		Sometimes		Rarely
<b>I know what my rights are</b>	1	2	3	4	5
<b>I ask for support</b>	1	2	3	4	5
<b>I speak up for myself</b>	1	2	3	4	5
<b>I share stories about my success</b>	1	2	3	4	5

## COMMENTS

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<sup>35</sup> This activity was created by the WEC Leadership Train-the-Trainer participants.

## ADDITIONAL RESOURCES

Please see the Women's Economic Council's website for a list of links, resources and additional activities to supplement this *Women Changing Lives* leadership toolkit.  
[www.womenseconomiccouncil.ca](http://www.womenseconomiccouncil.ca)

