

# WOMEN'S LEADERSHIP TRANSFORMATION MANUAL

## *Trainer's toolkit*



## **Acknowledgements**

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*For and on behalf of the WALPE Board of Management*

**Lucy Chivasa**  
**Board Chairperson**

**About WALPE**

WALPE is a women's political empowerment and leadership academy set up to advance knowledge and deepen the capacity of women who want to successfully run for public elected positions. It seeks to provide women with technical and practical trainings that empower them to run for public office. The academy is driven by the need to challenge the status quo, through creating platforms and opportunities for women to get into decision making and leadership positions.

**WALPE's Vision**

A just society where women excel in political leadership for community development.

**WALPE's Mission**

To equip women with necessary means for collective leadership and transformation of communities

## **Training Module Purpose and Overview**

This training module has been developed for aspiring women leaders from both rural and urban areas who intend to run for public office e.g. as councillors, MPs, Presidents, School Development Committees (SDCs), Health Centre Committees (HCCs) leaders, village, ward and constituency development leaders etc. The module is the flagship central component of WALPE programming. It is meant to be delivered less in the form of lectures but to be illustrative and organic, grounded on the lived experiences of Zimbabwean women. The various sections covering different content are meant to be guides to a more participatory and experience-based model of capacity development to emerging women leaders.

### **Broad Learning Outcomes**

The module is meant to impart knowledge and concepts to emerging women leaders on critical feminist, leadership and as well as equip them with hands-on soft skills that will enable them to be effective as leaders as well as negotiate the leadership terrain traditionally dominated by men and patriarchy.

### ***Training Curriculum***

The module has the below sections as its training curriculum:

- *Leadership*
- *Political career development*
- *Building and Managing a Campaign*
- *Introduction to Public Service and Volunteerism*
- *Negotiation and consensus building skills*
- *Non- violent campaign strategies*
- *Constituency outreach and voter mobilisation strategies*
- *Resilience Building and social accountability*
- *Public speaking and mastering the art of convincing audiences*
- *Introduction to Feminism*
- *Etiquette and Confidence building*
- *Introduction to Climate Change*
- *Sexual and Reproductive Health Rights*

### **Module Code:**

101

### **Training Level:**

Introductory

### **Notional Training Time:**

40 hours

**Training Delivery Methods-**While this module will be delivered by expert facilitators, it is meant to be used as a participatory methodology that enables participants to share their own lived experiences as emerging women leaders. The activities and reflective exercises are means to ensure that key concepts are internalised, kept to memory and can easily be applicable to various everyday scenarios.

# **Transformative Leadership**

## **1.0 Introduction to Public Service and Volunteerism**

### **Learning Outcomes**

In this module, participants will:

- Gain in-depth understanding of leadership and the various components of being a public leader
- Build understanding of effective skills required to serve as a public leader
- Acquire working knowledge and skills on volunteerism and learn to identify volunteer opportunities agencies at local community level.

### **Taking up public leadership - Becoming a ‘servant of the people’**

#### **Activity:**

- Discuss how politicians change from the time they are looking for nominations to run for public office (during election campaigns and after they are voted into office).
- Do they remain the same?
- In your view what causes the changes?

### **The African political leadership mystery**

- One of the great mysteries of African leadership, particularly political leadership, is that when candidates are vying for political office and trying to entice citizens to vote for them, they promise to be ‘servants of the people’ once elected.
- Needless to say, all this changes once they are in office, as they then change into something completely different.
- They even become everything, from ordinary citizens to ‘bosses’ and very important people, and ignore their campaign promises of being ‘servants of the people’.
- In fact, many of them, as soon as they assume political office they begin to use their newly acquired power and ‘authority’ to subvert citizens and rise beyond scrutiny.
- Obviously, this is at odds with what serving the people as a leader is all about. Getting into public service (not to be confused with being an employee in government’s public/ civil service sector) requires the newly elected or appointed leader to serve the common good ahead of self in execution of their official duties and responsibilities.

## Understanding leadership

**ACTIVITY:** Ask participants to think about their own experiences, either in their community or wider social life, how would you answer the following questions:

- What is leadership?
  - What is effective leadership?
  - What is ineffective leadership?
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- In very simple terms, **leadership** may be considered as the process (act) of influencing the activities of an organised group in its efforts towards goal setting and goal achievement<sup>1</sup>.
  - A number of important issues arise from the simple definition:
    - The leader has **influence** over a group of people
    - There is a **certain purpose or goal to be set and/or achieved** by the group of people
    - There has to be a level of **organisation and purpose** in the group being led<sup>2</sup>.

## What capabilities are needed for public leadership?

- In public service, as a leader one would need to have the appropriate capabilities in order to be effective.
- The **first is political astuteness**, a combination of understanding the dynamics of differing group interests and judgement.
- The **second one is assessment of the context**, often multi-layered and constrained by individual codes of conduct, in which leadership is required. These capabilities are unpacked in the table below:

## Leading with political astuteness

Personal skills	<ul style="list-style-type: none"><li>• Having self-awareness of one's own motives and behaviours.</li><li>• Being able to exercise self-control and be open to others' ideas.</li><li>• Having a proactive disposition.</li></ul>
Interpersonal skills	<ul style="list-style-type: none"><li>• Having 'soft skills' – being able to influence the thinking and behaviour of others; to gain buy-in without authority; to make people feel valued.</li><li>• Having 'tough skills' – being able to negotiate; to withstand pressure from others; to handle conflict to achieve constructive outcomes.</li></ul>

<sup>1</sup> Stogdill, R. (1950) 'Leadership, membership and organization', *Psychological Bulletin*, vol. 47, no. 1, pp. 1–14.

<sup>2</sup> Hartley, J. and Benington, J. (2010) *Leadership for Healthcare*, Bristol, Policy Press,

Reading people and situations	<ul style="list-style-type: none"> <li>• Recognising different interests and agendas.</li> <li>• Understanding institutions, processes, systems and power relations.</li> </ul>
Building alignment and alliances	<ul style="list-style-type: none"> <li>• Recognising difference and plurality and how to forge them into collaborative action.</li> <li>• Being able to work with differences and conflicts of interest.</li> <li>• Managing competing interests and building useful, realistic consensus.</li> <li>• Actively seeking out alliances and partnerships.</li> </ul>
Strategic direction and scanning	<ul style="list-style-type: none"> <li>• Maintaining focus and action on organisational purpose.</li> <li>• Maintaining longer-term focus in the face of shorter-term pressures.</li> <li>• Being able to envision possible futures.</li> <li>• Noticing small changes that herald bigger shifts.</li> <li>• Managing uncertainty and maintaining open options.</li> </ul>

- Many of these skills are acquired through experience (often of difficult or challenging events) rather than learned in formal situations<sup>3</sup>.

### Activity:

Ask participants to think of examples of prominent women political leaders in Africa and reflect on where they showed political astuteness?

### Important of understanding the context

- Leadership cannot be considered solely as a set of personal skills and qualities. It must also be viewed, and is often best understood, within its context and with clear regard for the purposes it is intended to achieve.

### What is Volunteerism?

Volunteering is an activity which takes place through not for profit organisations or projects and is undertaken:

- To be of benefit to the community and the volunteer.
- Of the volunteer's own free will and without coercion.
- For no financial payment; and

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<sup>3</sup> Hartley, J. and Fletcher, C. (2008) 'Leadership with political awareness', in Turnbull James, K. and Collins, J. (eds) *Leadership Perspectives: Knowledge into Action*, Basingstoke, Palgrave Macmillan, pp. 163–76.

- In designated volunteer positions only.

### **Principles of Volunteering**

- Volunteering benefits the community and the volunteer.
- Volunteer work is unpaid.
- Volunteering is always a matter of choice.
- Volunteering is not compulsorily undertaken to receive pensions or government allowances.
- Volunteering is a legitimate way in which citizens can participate in the activities of their community.
- Volunteering is a vehicle for individuals or groups to address human, environmental and social needs.
- Volunteering is an activity performed in the not for profit sector only.
- Volunteering is not a substitute for paid work.
- Volunteers do not replace paid workers nor constitute a threat to the job security of paid workers.
- Volunteering respects the rights, dignity and culture of others.
- Volunteering promotes human rights and equality.

### **Volunteerism at community level**

- Volunteers are involved in virtually every aspect of society including health, education, social services, youth, sports and recreation, culture, the arts and the environment.
- Some volunteers give just one hour of time each week; others devote many hours. Volunteers are involved in once-off events, as well as ongoing activities.
- Some choose to volunteer out in the community, others are virtual volunteers and do their volunteering from the comfort of home. Volunteers can work on their own or with others, do hands-on work or volunteer at an administrative or leadership level.

**Activity:** In groups map out public service organizations to which you can volunteer in your community and what you can offer.



## Understanding how Government works in Zimbabwe

What is the State?

- The State is more than the government. The government may change but the State endures over time. The State includes the government, bureaucracy, military, Judiciary, Legislature and other institutions.
- It derives its authority from and represents the people. The Constitution is the primary document that regulates the relationship between the State and citizens.

Arms of the State

- The State is made up of three arms: the **Executive**, **Legislature** and **Judiciary**.
- There are also other institutions which fall under the State.
  - They include the military, police, civil service, and independent commissions that support democracy such as the Zimbabwe Human Rights Commission (ZHRC), Zimbabwe Electoral Commission (ZEC) the National Peace and Reconciliation Commission (NPRC) and others.

### *The Executive*

- The Executive is what most people commonly refer to as government.
- The President is the head of government and he is the principal officer of the State. Hence he is referred to as the Head of State and Government.
- The Executive also includes members of the Cabinet. They are appointed by and serve at the pleasure of the President.
- The majority of Cabinet members are appointed from Parliament while the President is permitted to appoint up to 5 Ministers from outside Parliament.
- The Executive arm is responsible for policy-making and implementation.

### *The Legislature*

- The legislature consists of Parliament, which has two separate houses: National Assembly and the Senate. It has the power to make laws “for the peace, order and good governance of Zimbabwe” according to the Constitution.

### *What is the role of MPs?*

- MPs are the law-makers of the nation. Since their primary role is to make law, the effectiveness of an MP is seen by their participation in the law-making process. The quality of laws depends on the quality of MPs and their ability to debate issues.
- The second role of Parliament is to protect the Constitution and to ensure that all laws and operations of government (and all its institutions) are in line with the constitution and in the national interest.
- The third critical role of Parliament is to hold the government accountable.
- Parliament also has oversight of State revenues and expenditure, making sure that all revenue is accounted for and expenditure is properly incurred and limits are observed.

### **Activity:**

*In an open plenary, ask participants to discuss:*

- *How to judge the performance of an MP?*
- *whether MPs have a role in development at constituency level?*



## Facilitator's Guide

- As part of the discussion, bring out the fact that most people traditionally and predominantly associate an MP with a developmental role. This is partly because, when candidates campaign to become MPs, they tend to make grand developmental promises to constituents based on specific problems and aspirations in the constituency.
- The result is that for most people, the core mandate of the MP is development of the constituency.
- People have real problems: poor schools, food shortages, poor roads, poor medical services, etc and they look to their local representative to solve these problems.
- However, the reality is that the MP has no capacity to solve these problems and it is not even their responsibility within the framework of government.
- One could lobby government to prioritise their area or seek donors to offer help but otherwise they have no fund to attend to these challenges.
- The authorities that are responsible are central government and the local authority. Both have the powers to collect taxes and therefore have public funds which they can use to fix these challenges.
- An MP is not legally empowered to raise or collect taxes.

## *Provincial and Local Government*

- There are three layers of government: National, Provincial and Local..

- Under the devolved system, there is now a provincial layer in addition to the local which has always existed.

### *Provincial Councils*

- Members of provincial councils consist of all MPs and Senators of each province and in addition persons who are elected by proportional representation based on the votes obtained by candidates for the National Assembly elections.
- The provincial chairperson is elected from a list submitted by the party with the highest number of National Assembly seats in the province.
- The function of the provincial council is to ensure “social and economic development of the province”. It is therefore this provincial council that has a developmental role.
- At present however, this has not yet been implemented.

### *Local authorities*

- Local authorities manage urban and rural areas. They are responsible for governing the local affairs of the people within the area of their jurisdiction.
- Councillors are elected to local authorities and these elections are held concurrently with the election of MPs and President.
- Local authorities are headed by mayors or chairpersons elected from among the councillors. In other words, one of the elected councillors is elected to become the mayor or chairperson.
- Local authorities have the power to make by-laws and other regulations necessary to administer their areas.
- They also have the power to levy rates and taxes and can raise revenue to enable them to carry out their mandate. It is therefore the mayor or chairperson and councillors who have responsibilities to provide services within the local area.
- Service delivery in local areas is therefore the responsibility of councillors and the local authority, not MPs and Parliament.

## 1.2 Social Accountability

### Session Learning Objectives

Upon completion of this session, participants should be able to:

- **To have an improved understanding of accountability and social accountability.**
- **Enhanced understanding of social accountability and appreciation of its benefits and importance.**

### What is accountability?

Accountability is one of the key elements of good governance. It is about making sure that the people responsible for delivering public service do their work as expected and use the resources at their disposal in an efficient and equitable manner. For instance, if you are a teacher, doctor, or nurse, it is your responsibility to do your job the best way you can with the resources at your disposal.

In most cases, duty bearers do not act according to what is expected of them and this calls for action to check on their performance.

*Exercise: Ask the participants to state areas in their communities where they feel public officials are failing to account to the public.*

### What is Social accountability?

Social accountability refers to actions initiated by citizen groups to hold public officials, politicians and service providers to account for their conduct and performance in terms of delivering services, improving people's welfare and protecting people's rights. It focuses on citizen action aimed at holding the state to account using strategies such as social mobilisation, press reports and legal action.

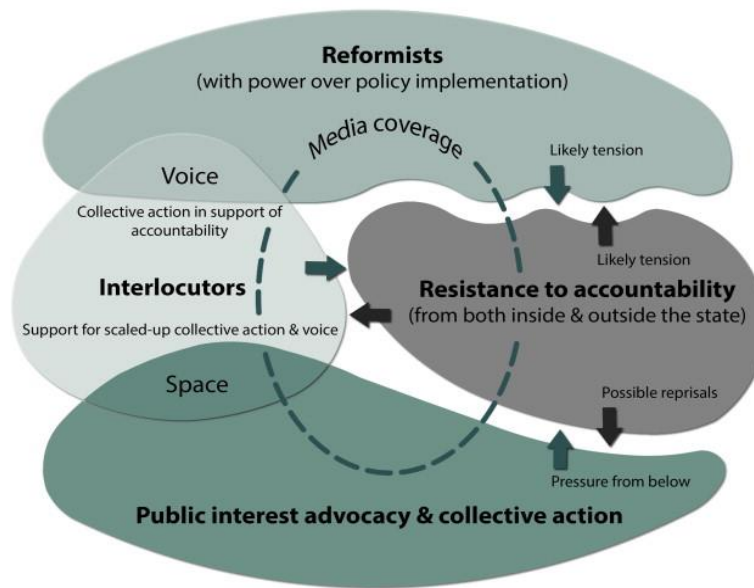
Provides extra sets of checks and balances on the state in the public interest, exposing instances of corruption, negligence and oversight which horizontal forms of accountability are unlikely or unable to address.

### Benefits of social accountability

- Improved use of resources by public officers
- Adherence to budgets and work plans
- Reduced corruption
- Improved quality of projects
- Empowers citizens to exercise their democratic rights effectively.

## The Sandwich Strategy

Opening From Above Meets Mobilization from Below



Source: Revised version of diagrams in Fox (1992: 220).

### Methods of Social Accountability

**Participatory budgeting:** This involves direct participation by citizens in formulating public budgets. The local leaders have the responsibility of mobilising the people to participate in this process.

**Public expenditure tracking:** This involves citizen groups tracking how the government actually spends funds, with the aim of identifying leakages and/or bottlenecks in the flow of financial resources or inputs.

**Participatory performance monitoring and evaluation (M&E):** This involves political leaders and citizen groups or community to monitor the implementation and performance of public services or projects and evaluating their impact, often according to indicators they themselves have selected.

**Citizens' report cards:** These are surveys that compile people's opinions on citizens' satisfaction with service delivery in different sectors

### Accountability Tools

- Citizens' score card
- Monitoring and evaluations
- Social audit
- Budget tracking
- Reviews and reports

## Conclusion

### Accountable leadership

- Stays in touch with her community
- Carries out regular consultative and feedback meetings.
- Accountability leadership is what drives development through effective and efficient utilization of resources by the duty bearers for the benefit of the rights holders –the citizens.
- Accountable leaders need to be creative, transformative and promoters of human rights.

### *. Exercise:*

In groups, participants should share their understanding of the concepts of social accountability, duty bearers and rights holders.

They should also attempt to describe platforms for social accountability and tools. In plenary, participants should share their responses and discuss further their understanding of accountability.

## 2.0 Understanding Power

### Facilitator Guidelines

Ensure that in the discussions with participants, you get them to understand that:

- Leadership is basically about the intentional exercise of power.
- Also make your participants understand that there are many ways of understanding power, and no single definition is possible:
  - some see power as a **resource** wielded by certain people or groups over others, whether as a **means of domination** or as a form of **legitimate authority**.
  - Others see power as a positive force or ability of people to strengthen and mobilise to challenge inequalities and demand rights.
  - Both these views of power recognise it as something exercised by actors or groups – as a kind of **“agency” or capacity to act**, and **powerlessness as the lack of that ability**.

### Expressions of Power

Expression	What does it mean in practice
<b><i>Power to</i></b> : individual ability to act	This is rooted in the belief that every individual has the ‘power to’ make a difference by acknowledging her own sources of power and acting on them in ways that allow others to access their own sources of power.
<b><i>Power with</i></b> : collective action, when a person or group uses their sources of power to share resources and decision-making, or to allow others to make their own decisions.	<p>‘Power with’ helps build bridges across different experiences and knowledge and is about bringing together resources and strategies.</p> <p>Reflects relations based on an empowerment model where there is dialogue, inclusion, negotiation, consensus - the power of people working together to solve a common problem.</p>
<b><i>Power within</i></b> : inner qualities that a person or group has or can develop to overcome obstacles and	Power within helps individuals build their capacities to envision and come together to work collectively for change

### Activity:

Organise the participants into 3 groups, with each of them brainstorming on their views on what is

- Visible power
- Invisible power
- Hidden power

Ask the groups to also give examples from the Zimbabwean political arena of the respective expressions of power.

Further, get the participants to build consensus on what would the ideal type or combination of expressions of power by emerging women leaders.

### Visible power

- **Visible power** includes the aspects of political power that we ‘see’ – formal rules, structures, institutions and procedures informing decision-making.
- In other words, it is about how people in certain powerful positions use existing procedures and structures to control / influence the actions of others.



### **Hidden power**

- *Hidden power* is when people with power maintain their power by creating barriers to participation, by excluding key issues from the discussion, or by making decisions ‘behind the scenes’<sup>4</sup>.
- Examples could include predetermined meeting agendas made without consultation, or contentious issues always being pushed to the end of an agenda and never getting addressed; a lack of clarity around how decisions of hiring or promotions are made; or women being told they are being too emotional or sensitive about issues that affect them, undermining their legitimacy.

### **Invisible power**

- *Invisible power* is the internalisation of dominant belief systems and ideologies that blame people for the marginalisation and oppression they experience.
- People are made to feel powerless to challenge abuses of power because of the prevailing view that domination is ‘natural,’ cannot be changed, or is somehow their fault<sup>5</sup>.
- Advertising campaigns notoriously perpetuate invisible power by, for example, marketing products in ways that make women feel inferior, incomplete, and only valued for their beauty. Within political parties, female politicians may silence themselves, or are not consulted, because they are presumed to lack experience and therefore their opinions are not valuable.

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<sup>4</sup> <http://www.powercube.net/analyse-power/forms-of-power/hidden-power/>

<sup>5</sup> <http://www.powercube.net/analyse-power/forms-of-power/invisible-power/>

## 3.0 Building a Political Campaign

### OBJECTIVES

- ▶ To develop campaign management skills among emerging women leaders.
- ▶ To identify approaches to political campaigns that are more focused on the issues.

### WHAT IS A CAMPAIGN?

#### Defining “Campaign”

#### ACTIVITY: Brainstorming Session

Have participants brainstorm definition(s) of campaign.

Flipchart responses

Share the following definition:

**Campaign**: A systematic course of planned activities for some specific purpose.

### A POLITICAL CAMPAIGN

#### Features of a Political Campaign

#### ACTIVITY: Group Discussion

Ask participants to examine political campaigns in their wards/constituencies/ at national level and brainstorm the more common features. How have campaigns differed between political parties?

#### TRAINER’S GUIDE: Group Discussion on *Political Campaigns in Zimbabwe*

Some of the following points may come up as features of political campaigns in Zimbabwe:

- Nasty personal comments/mud-slinging
- Candidates/parties listing the failures of the other candidates/parties
- Issues addressed
- Promises
- Visibility and promotion of candidate
- Public works projects more evident
- Increased visibility of politicians
- Communities increasingly polarized
- Increase in violence against women
- Dread and fear in community

Highlight the following points when facilitating a discussion about the positive and negative features of political campaigns in Zimbabwe:

**Positive features of political campaigns in Zimbabwe:**

- Long outstanding issues are identified during this period.
- Public works projects are initiated/completed leading up to election (roads, bridge repair, etc.).
- Politicians are more visible and accessible.

**What is the purpose?**

To get the party or candidate elected.

**Who benefit**

Residents (their concerns are given some attention)

- Community as a whole (public works projects get completed)
- Politicians (they can get elected)
- Special interest groups (their interests are given attention)

**Negative features of political campaigns in Zimbabwe:**

- Politically motivated violence against women, fear/dread in the community
- Polarization in community
- tribal tensions
- Political tensions and strife

**What is the purpose?**

- political party polarisation tensions/divisions are encouraged to get the votes

**Who benefits?**

- Party or candidate who gets elected by votes swayed by tensions
- A particular community may benefit, depending on which party or candidate gets elected; but it is not a long-term benefit. And it does not benefit the greater community.

***Checklist for a Successful Campaign:***

You should consider this as a checklist for your campaign:

- **Is it attractive and effective?**
- Is there enough information?
- Have you considered what resources you would need (including money and human resources) and where you would get them?
- Did you collaborate with others?
- **Have you identified possible barriers to a successful campaign?**

Public apathy

Resistance to change in attitudes, beliefs and practice

Insufficient resources

- **How can these barriers be overcome?**

How can specific groups in the community be targeted differently (age, special interest, ethnic, women)?

Research issues that are of interest to your target audience.

Marketing and getting your message out.

Professional approach.

## **ELEMENTS OF A SUCCESSFUL CAMPAIGN**

An enthusiastic and professional **campaign team**.

The identification of **sympathetic groups and individuals** and their tangible support.

The development of a carefully considered **campaign plan** that includes, among many other elements, a campaign strategy, budget and fundraising plan and calendar of events.

An attractive **campaign message** that is effectively communicated.

Consider what issues are important to your community and to you and emphasize some solutions.

Ensure the method of delivery used will reach the audience for which it is intended. For example, there is no point in writing a series of newspaper articles or designing a newsletter to outline your issues, if the majority of your target group is illiterate or do not rely on the print media for their news.

Focused and targeted **campaign activities** that reach out to your voter.

The identification of **possible barriers** to the success of the campaign and ways to overcome them. Barriers might include:

Public apathy

Resistance to change

Candidate or Party leader not well-known

Negative baggage from past performance of party

Campaigns do not motivate people

People do not feel politicians respond to their concerns

Politics seen as negative and a “dirty game”

### **Strategies to overcome barriers:**

Target specific groups in the community differently (age, special interest, ethnic, women)

Issue-based campaigns

Research issues that are important to your community

Getting your message out

Pick a leader who already has some credibility in your community

Getting your candidate’s name and face known (fliers, posters, brochures and advertising (TV, local and national newspapers, etc; get out ‘meet and greet’ the voters)

Informal meetings (one-on-one meetings; door to door bottom house meetings, etc.)  
Colourful, attractive special events  
Be upbeat and enthusiastic when delivering your campaign message and meeting voters  
Show sincerity do not lie  
Continue the dialogue with the community even after the election

**Familiarity with the regulations** governing the campaign.

- Assign one of your campaign team members to research this important topic and to provide advice and guidance.

**A media and public relations strategy** that successfully attracts the attention of the media and highlights your campaign.

**An effective *Get Out to Register and Vote* campaign:**

- Distributing basic information about how, when and where to register and vote, including *when* the election is, *where* to vote and *what time* the polls open - by telephone, flyers and going door-to-door.
- Transportation and child-minding services on election day for your voters
- Scrutineers at the polling stations, communicating with checkers and foot soldiers to get out the vote

## 3.2 MANAGING A POLITICAL CAMPAIGN

### Approaches to Campaigning

Lead a discussion with participants on the two approaches to campaigning:

**Systematic:** Systems, plans and deadlines are laid out to guide how the campaign will be conducted.

**Ad Hoc:** Events unfold without planning.

### Planning a Political Campaign: *Preparing a Campaign Plan*

A campaign plan is a written document and management tool developed and used to guide a campaign team in its goal of getting the candidate elected.

### ACTIVITY: Role Play- Running a successful campaign

Organize participants into small groups. Ask each group to prepare an act/drama illustrating good and bad campaign strategies.

Have the participants consider:

- What are the important elements of creating an effective campaign plan?

Bring the large group back together and have each of the groups present their acts.

### TRAINER'S GUIDE: *Preparing a Campaign Plan*

Highlight the following points when the groups present their campaign plans:

- A strategy for your campaign.
- Campaign message to communicate your plan of action. You will repeat this message over and over again to voters right up until Election Day. Development of a campaign message
- Roles and responsibilities of the campaign team
- Assembling the campaign team
- Information about the target population
- Voter contact strategies
- Budget
- Available resources, including financial and human resources
- Campaign activities
- Developing campaign materials (administrative, voter outreach)
- Learning about the regulations governing the campaign
- Media and public information strategy
- Timeline and calendar of events and activities (a campaign calendar)

### The Campaign Team

- Facilitate a discussion that leads to the need to create a campaign team.

## **TRAINER'S GUIDE: Discussion on the need for a campaign team**

You may want to ask questions such as:

Can/should a candidate design and run a campaign alone?

What is the starting point; what skills are necessary?

- What activities are useful/essential?
- What are the most important responsibilities?

## **Campaign Team Functions**

### **ACTIVITY: Small Group Discussions**

Organize participants into small groups. Ask them to brainstorm activities that the campaign team needs to address. Bring the groups back together and ask participants to share some of the points they came up with. Record the responses on a flip chart.

## **TRAINER'S GUIDE: Small Group Discussions on *Campaign Team Functions***

The following points should come up or should be added to the discussion.

### **Campaign team functions:**

- Budget
- Voter outreach
- Scheduling
- Volunteer management
- Canvassing
- Media contact and communications
- Fundraising
- Checking voters' lists
- Election Day planning

## **Campaign Team Members**

Share the following list of suggested campaign team members with participants.

### ***Campaign Team***

- Campaign Manager
- Finance Manager
- Door-to-Door Coordinator
- Volunteer Coordinator
- Communications/Media Coordinator
- Office Manager
- Election Day Coordinator
- Election Agents

*There are other positions, depending on your preferences, availability of resources and/or needs*

## 4.0 Public Speaking and Speech Writing

### Learning objectives

Upon completion of this section, participants should be able to:

- Understand what the key elements of an effective public speech are
- Appreciate the steps required to develop content, package it and prepare for a public speech
- Develop a working and relevant knowledge of the art of public speaking and speech writing.

### Introduction

- Great leaders have historically been known for delivering powerful oratory and written speeches that have achieved various desired results, like emboldening armies to fight for liberation, like influencing nations into certain beliefs and causes or generally strengthening loyalty among followers towards their leaders.
- As a leader, you will be expected to address audiences beyond just your followers and seek to influence or steer them towards given causes.
- As a leader you therefore need to master art of public speaking, writing and delivering speeches.

### Question for Reflection

Who are some of the greatest orators you know from history? What did they use their powerful oratory and public speaking skills to achieve?

### The message as a point of departure

- As a leader you need to have a message to deliver to your audience or your followers first and foremost.
- You therefore need to have a clear, concise and consistent message.
- You need to ask yourself:
  - What are you trying to communicate?
  - What actions do you want your followers or people that you influence to pursue after your speech?

## Building that powerful message

### Know Your Audience's Needs.

- Ordinary speakers deliver information, but leaders package information in such a way that it persuades, enlightens, inspires and motivates.
- This comes through matching the information you wish to share with your audience with the needs and desires of that particular audience you will be speaking to.
- It is always important to remember that persuasion, enlightenment and inspiration require engaging not only the minds but also the hearts of listeners.
- The message in your speech will need to have that connection, therefore.



### Research and read widely as you prepare your speech

- Always remember, leaders have influence and to some extent (depending on your level of leadership) control over their followers, audiences and communities they lead in.
- It means therefore that as you stand to give a speech, it needs to be well researched, especially where facts are involved.
- As a leader, you need to be well read as you prepare to speak to audiences you lead or want to influence.
- If you are speaking on issues of the economy, on political or other related developmental issues, you need to ensure the facts are on your fingertips, the statistics are accurate and your analysis is grounded and critical, based on your own interpretation of what you would have read.
- The internet has now made it easier to access research information on various topics, please make good use of it, Google is your friend as a speaker! Read as widely as you can in

preparation, jot down your own notes, make sure you acknowledge sources where you use statistics and direct quotations from other leaders or writers.

- Always remember to have your own presentation based on your own words and interpretation of what you would have read. **Please do not copy other leaders, scholars or researchers' direct content without acknowledging sources. This is plagiarism and it is an unforgivable sin in public speaking.** Many world leaders, even well-known and likable ones, have had their reputations and credibility ruined because of plagiarism.

### Packaging your message



Public speeches can take various formats. You could be giving your talk in the form of a presentation, as an oratory speech or as a written speech that you are reading. In all the situations, what is important is to appreciate the best way to package your message. If you are giving a presentation, always remember

- Don't put too much text on your slides.
- Have as much of the information on your fingertips and only use the slides for reference.
- Rather have a few bullet points and use images to illustrate points. Experts argue that messages put across in the form of illustrations and images last much longer in audiences' minds than those put across simply in words.
- If you are using props, illustrations, images or even audio-visual material and part of your speaking, make sure these take your message forward or emphasize important points and that they do not distract audience attention.
- Even as you make reference to your slides or visual aids, majority of your time should be spent engaging your audience through eye contact.

**Make use of storytelling**

- Humans respond to emotional stories and illustrations. It is a great strength therefore for a public speaker to make use of stories and illustrations when speaking to audiences.
- Messages that have human stories stick in audiences' minds much longer. The stories will obviously need to be short, relevant and appropriate to your type of message and arousing the right kind of emotion in your audience.

**Be careful when using humour**

- Humour is also another important driver of public speeches. When used correctly, humour provides levity in speeches and also gives audience interesting take-home messages, especially if the humour links with the message you want to portray.
- There is need to be careful however when using humour in public speeches. Avoid humour that entrenches negative stereotypes or denigrates certain groups, avoid humour that worsens stigma related to certain medical conditions or makes fun of the socio-economic status of persons.
- As a leader you would not want part of your followers to feel segregated by your humour. Unfortunately, one bad joke can ruin an otherwise well prepared public speech, if you are not too sure, avoid humour altogether to avert unnecessary disaster.

*Give examples where political leaders tried to use humour but in bad taste.....*

**Speeches should not be too long**

- Research shows that the average adult can only pay attention for about 7-10 minutes at a time.
- After that time period, unless the listener's attention is rejuvenated through an illustration, a vivid example, humour or any other public speaking device that draws back attention, as a speaker you will have lost audience members already.
- Attention further diminishes the longer a speech takes, no matter how good or charismatic the speaker is.
- As a leader make sure your speech is not too long therefore.
- Usually after 30 minutes, the loss of audience members' attention rises rapidly. You need to keep it short therefore.

**Have a powerful introduction and ending**

- Audiences are known to pay the most attention at the beginning of a speech and at the very end of it.

- If you therefore make sure at the beginning you hit the most important part of your message and ensure that at the end, the important recommendations or action points are also articulated, your message will likely stick in your audiences' minds much longer.

### **The importance of structure in your public speech**

- In order to achieve impact as a speaker, your speech or message needs to have structure. Whether it's a written or oratory speech, you need to begin with a head/introduction, then your speech needs to have its main body and then the conclusion.

### **The head/introduction:**

- Gives you an opportunity to 'pitch' to your audience, bringing about the issues, arguments or premises of concern or interest in a vivid way.
- This is the part where you 'draw your audience in' and convince your audience to pay attention to what you are saying for the rest of the speech.
- Remember you have the audience's greatest attention at this point, so it should be used most effectively. Use powerful quotations, a story snippet or statistics in your speech introduction to draw attention and arouse audience interest.

### **The main body of your speech**

This is the part where you go into greater detail on your facts and the issues you are raising in the speech. You essentially seek to 'go deeper', whether in description or explanation of the issues, as well as bring out your arguments substantively in this section. The main body of your speech should be used to unpack and add flesh to the pointers you raised in the introduction. This is also the part where you need to retain audience interest through speech devices like humour, illustrations use of your body language to ensure you engage and retain audience attention.

### **The conclusion**

You should not waste this component of your public speech, as this is the part where calls to action are usually placed. After all is said, the audience want to know where to go from there, both in terms of thinking and actions. As a public speaker therefore, you want to make sure that your speech conclusion is very clear, ensure that you summarise your main arguments from the rest of the speech and link the summary with the way forward or what needs to be done next. Powerful quotations as parting shots are also very useful in your speech conclusion so that you make sure you leave the audience with a vivid take-home message.

## Preparing to speak publicly

### ACTIVITY:

*Pick out 3 volunteers from the group and get them a few minutes to prepare different speech scenarios as follows*

*Scenario 1:*

- *Why I am the right candidate to be your Member of Parliament (address to constituents)*
- *We need more women in political office (speech to emerging women leaders conference)*
- *Apology speech to political party members for split of the party into 2 factions*



### Facilitator guidelines

Look out for various good and bad habits of public speaking.

Good public speaking habits include:

- Standing straight,

- making eye contact across audience (not staring as it can be considered intimidating and discomforting)
- introducing yourself loudly and clearly stating your name, where you are from, party and purpose for speaking.
- using hand gestures to emphasise points.
- staying lively and alert to audience dynamics.

Bad public speaking habits include:

- Wringing your hands,
- speaking softly,
- stuttering,
- looking at the ground and avoiding eye contact with audience
- fidgeting and being uneasy in front of audience

## **Work on non-verbal communication and your body language**

### **Non-verbal cues**

Non-verbal communication is very important when delivering speeches. Research shows that powerful speeches achieve impact by an average 7% spoken word and up to 93% non-verbal communication and body language.

By non-verbal communication, we make reference to aspects like:

- your voice projection, how you vary your voice when making emphasis on different points of your speech, your accent and voice intonation.
- Use of other non-verbal speech devices such as silence, timing and pauses also helps create or build up anticipation during speeches.

As you grow as a leader and as a public speaker, always avoid trying to sound like your favourite public orator, develop your own style and use as natural a speaking accent as possible. Your vocal variation also needs to be as natural and as organic as possible, so that you do not appear artificial, that is the last thing you want as a leader. Project confidence, if you are using a microphone and public address system, remember not to scream and let the system take your voice further.

### **Body language**

Body language involves the use of various parts of your body to enhance spoken word communication.

Examples of body language:

- hands can be used to emphasize or illustrate points during a public speech.

- Looking at your audience or getting your eyes to periodically glide across the auditorium projects confidence and sincerity, while avoiding eye contact projects the opposite.
- Standing with balance, with your back in an up-straight position also projects confidence. You may for instance want to avoid clutching hands, fidgeting and scratching all sorts of places as well as frowning and scowling unnecessarily as this may be interpreted for timidity and being rude.
- Unless you are trying to put across sombre messages, the occasional smile during a speech projects comfort and giving your audience hope.
- remember that if you use your body language correctly, it can strengthen your public speaking and convince your audience.
- The opposite can also happen if body language is not effectively used in speeches as it can betray an otherwise powerful speech.

### **Be Action-Oriented in Your Speeches as a Leader.**

As a leader you must be action oriented and this must be reflected in your speech. Pick one action of few action points and continually hammer them in your speech. Repeat them at each critical point of your speech. Remember that action mobilizes people and motivates them to like those proposing it and thus in this way you become **influential** as a leader in your community.

### **Audience Size**

- ✚ The size of an audience is another important factor in preparing and delivering a speech.
- ✚ A large audience and a formal occasion usually call for greater formality in language and delivery
- ✚ This can be contrasted to smaller meeting that tend to be more informal and often require only talking points and fewer remarks.
- ✚ Always find out beforehand what size of audience you will be speaking to as well as how formal the meeting will be. This is important for your preparations.
- ✚ Also check on the dress code so that you won't feel awkward being over or under dressed at the occasions you will be speaking at.

### **Occasion and Purpose**

Another of the speechwriter's tasks is to assess the occasion at which the leader has been asked to speak and tailor the remarks accordingly. In contemporary society, the delivery of remarks by public figures is an expected element in almost every secular public ceremony, and at many religious services. The speechwriter must ensure that the occasion and the speech agree with one another, in both tone and content.

## Reading audience feedback

One of the capacities you need to develop as a growing leader and public speaker is to pick up feedback from your audience as you speak. It is imperative to understand body language, so that you do not only master yours, but also that of your audience. At times audiences will encourage you to go on as they show enthusiasm, occasionally applaud and their eyes are fixated on you as the speaker. In other instances, they audience's response and body language may warn you to wrap up and conclude your speech for instance. Make sure you are on the lookout for feedback from your audience, at times it may be a signal to rejuvenate your talk, hit on points of audience interest or maybe wrap up.

### Activity:

*Run a competition- Allow participants to volunteer to do speeches and allow other participants to vote for the best orator. The best orator must resemble all the good attributes mentioned in this section. Offer a small price to the winner.*

## Conclusion

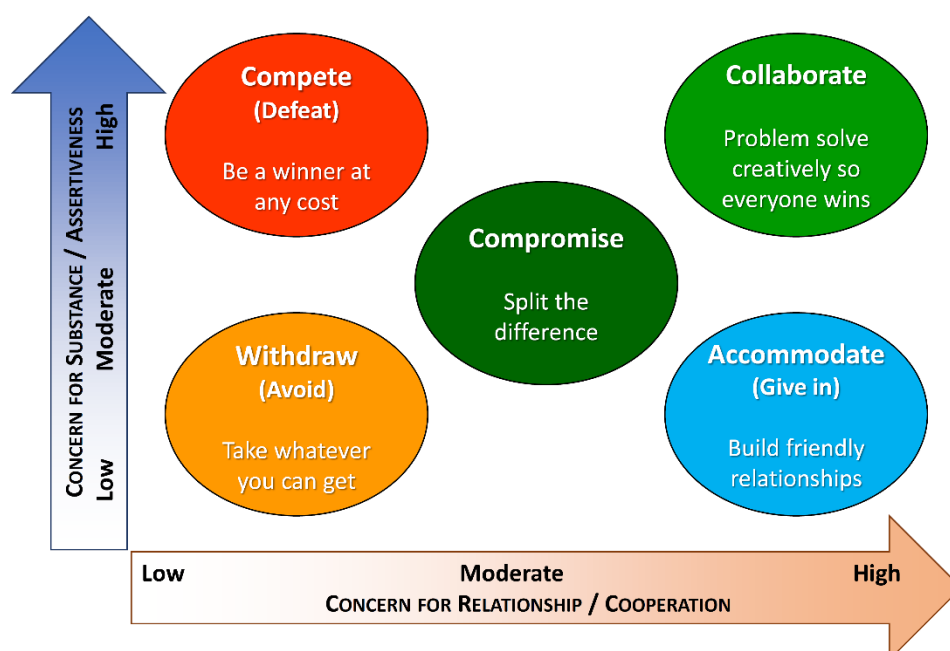
This module has set out practical steps that can be followed by an aspiring leader to improve her public speaking and speech writing skills. To attain these, constant and consistent practice is required.

## 5.0 Introduction to Negotiation and consensus building

### Learning Outcomes

At the end of the section participants should be able to:

- define and understand negotiation and consensus building in leadership
- practically apply negotiation and consensus building in their everyday role as leaders



## Introduction

In our interconnected world, solving problems demands more of leaders than ever before: innovative stakeholder engagement, conflict resolution, and strategic collaboration. That is why it is essential for leaders to build skills in negotiation and consensus building. This section of the module gives the key essentials.

## Negotiation and consensus building defined

**Negotiation** is a process by which a decision is made between two (or more) parties. While we can call that decision an “agreement”, the only thing that is agreed upon is that this was the decision made. One or more parties may not like the decision or feel it is the best way to move forward.

The goal of **building consensus** is to have everyone agree with and support a decision, although unlike negotiation, it could be more than a decision: it could be a philosophy, mission statement, or other statement or expression about principles.

Consensus building achieves success by the confidence all parties have collectively that the decision or expression is appropriate and the best way forward. It is possible to fail to build consensus. Of course, it's possible to fail in negotiations, too. Negotiations are critical when the decision is between two parties representing different interests, and where the decision must be adhered to, like a contract. Consensus is critical when all people are working toward the same goal, like stakeholders in a project, and where their commitment to the agreement will play a role in their commitment to the work.

*An ideal negotiation does build consensus. The two are not mutually exclusive.*

## Consensus building explained

- Consensus building, also known as collaborative problem solving or collaboration is a conflict-resolution process used mainly to settle complex, multiparty disputes.
- The process allows various stakeholders (parties with an interest in the problem or issue) to work together to develop a mutually acceptable solution.
- Consensus building is based on the principles of local participation and ownership of decisions.
- Ideally, the consensus reached will meet all of the relevant interests of stakeholders, who thereby come to a unanimous agreement.
- While everyone may not get everything they initially wanted, "consensus has been reached when everyone agrees they can live with whatever is proposed after every effort has been made to meet the interests of all stake holding parties.”

**Negotiation skills** include:

- Being persuasive.

- Maintaining strong relations with the other party.
- Making your reasoning clear for the positions you advocate.
- Understanding the other party's interests and communicating that you appreciate their perspective.
- Recognizing the relative importance of issues to the other party, as well as which interests you share with them and which conflict;
- Generating options that effectively address the party's interests.
- Apologizing for problems or harms for which you are responsible.
- Avoiding inappropriate blaming of the other party for problems which arise.

**Principles of Persuasion** include being able to:

- **Invoke the common good**, *emphasize collective benefits and downplay individual costs*
- **Make connections to core values**, *sell your ideas by linking them to cherished values (e.g., independence, respect, and innovation)*
- **Heighten concerns about loss or risk**; *emphasize what makes your proposals less risky than other alternatives*
- **Apply the power of contrasts to make requests seem more reasonable**; *ask for a great deal initially and then retreat to a more reasonable request.*
- **Strategically narrow or broaden the focus**; *frame a choice that could be construed as setting an undesirable precedent as an isolated situation independent of other choice.*
- **Neutralize toxic issues**: *Table them or make up-front commitments that allow you to move on to other issues where you can generate momentum.*
- **Refute counter-arguments in advance**: Anticipate their major reservations and address them preventively.
- **Give your counterparts a script to persuade their constituents**: *Equip those you are persuading to persuade their constituents (e.g., peers, allies, relatives etc).*

### **Positions Vs Interests**

Positions are the demands the negotiating parties make and interests are the motivations behind the demands made by the parties. It is desirable to have parties negotiate on interests instead of positions because it presents opportunities for collective problem-solving rather than contest. It is also an opportunity to arrive at win- win solutions.

### **Principled Negotiation Consists of 4 principles**

1. **Separate the People from the Problem.**
  - No big assumptions about the other side's intentions.

- Do not entangle relationships with the problem.
- Discuss perceptions; let each side blow off steam
- Listen actively to what is being said.

**2. Focus on Interests, not Positions**

- Acknowledge interests as part of problem-solving Ask “why” questions to uncover concerns hidden behind positions.

**3. Generate a variety of Options before deciding what to do**

- Do not immediately narrow down to specific terms or positions make time to brainstorm without judging

**4. Base the selection of options on some objective Criteria**

- Base options on criteria that is relevant and acceptable to the parties. E.g. moral standards, equity, efficiency, etc.

## 6.0 Introduction to Resilience building

### Learning Outcomes

By the end of this section participants should be able to:

- Clearly understand what resilience building entails.
- Acquire the skills to develop resilience in their daily roles as leaders.



### What is resilience building?

Resilience is the ability to recover from challenges and difficulties and continue with our goals and intentions. It involves building personal character to hold self-belief, determination and inner strength. It is the capacity to remain flexible in thoughts, behaviours and emotions when under stress or any adversities. Resilience is the strength and speed of our response to stress & adversity – and we can build it!!!

### Exercise 1

*In pairs discuss challenges that are faced by female leaders within your communities.*

*What do you suggest they can do to overcome that?*

After experiencing the above mentioned challenges in leadership, people find themselves experiencing one of the following:

- Loss of self-confidence.
- Difficulty in decision making.
- Difficulty in managing their emotions.

- Reduced creativity and out-of-the-box thinking.
- Reduced desire for social contact.
- A changed outlook: optimists turn into pessimists, and pessimists lose their counterbalancing perspective.

#### **Strategies of building resilience as a leader**

- Maintain your well-being.
- Communicate powerfully and consistently.
- Building strong and trusting relationships.
- Take more risks.
- Encourage and support others to develop.

*The ability to learn is the most important quality a leader can have. You can learn to be confident which is necessary to reach for opportunities...*

#### **What do resilient people do?**

- Use their strengths
- Maintain perspective
- Operate in their 'circle of influence' which encompasses those concerns that we can do something about i.e. that concerns that we have some control over
- Seek meaning/purpose
- Set goals
  - Think 'can do'
  - Connect to others
  - Practising self-care

#### **Some techniques to build resilience are:**

- Practising self-compassion. This means being kind to oneself and harnessing positive and supportive thoughts.
- Practising self-care
- Setting your intentions and sticking to them
- Harnessing mindfulness to power your goals
- Being flexible and open to feedback
- Releasing unwanted thoughts

If you are a leader, you are subject to pressure. In fact, one could argue that it is because of your ability to absorb pressure that you have been given a leadership role. But what happens when the pressure becomes uncomfortable? When the demands are more than you can manage. When your sense of being in control disappears. When you feel unsupported, and when your emotions become entangled in the situation. In those conditions pressure becomes stress. In such situations one needs to be resilient.

**What Resilience Building can do for you:**

- Helps you to bounce back from negative events.
- Helps you to build confidence in your abilities, strengths, resources.
- Helps you to raise awareness of negative attributions / a pessimistic style e.g. 'all or none thinking'.
- Supports the process of learning, insight, growth and development from setbacks and mistakes.
- Helps you to increase positive expectations about outcomes.
- Provides space, support and exercises that enable you to re-energise.
- Helps you to enhance positive emotions which increase your capacity for creativity and big picture thinking.
- Helps you to heighten HOPE – one of the strongest predictors of success and overcoming adversity.

**Tips for Women Leaders**

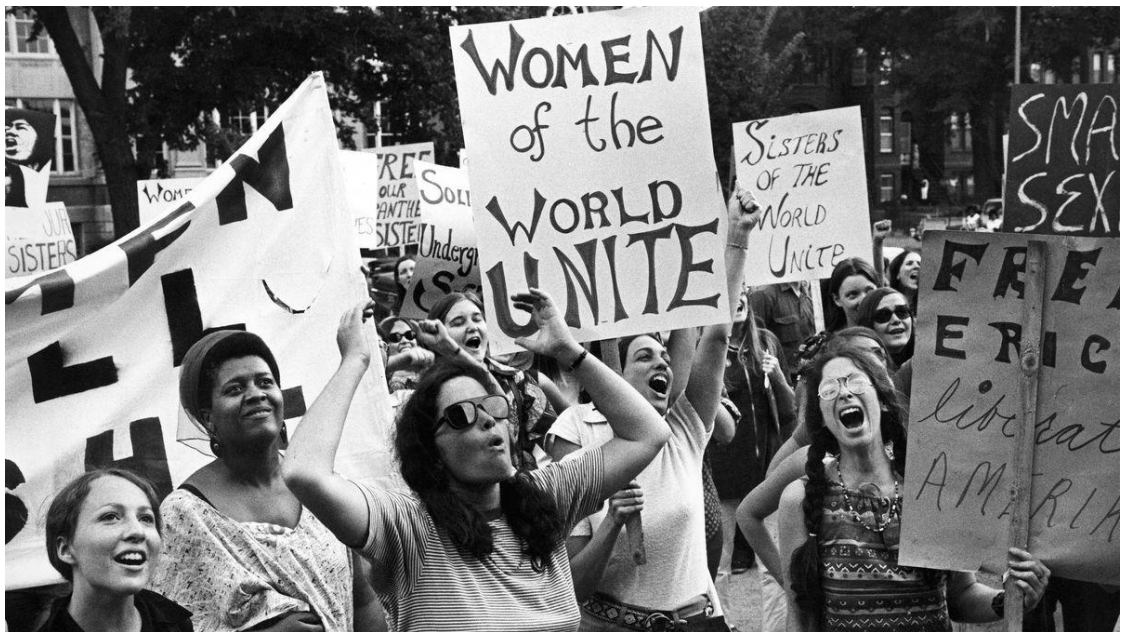
- Decide in which area you want to get more confident first. Focus on the chosen area and the steps you need to take to build your confidence.
- Set yourself intentions and stick to them.
- Be flexible and open to feedback.
- Release unwanted thoughts.
- Practice gratitude.
- Be kind to yourself and others, and don't mistake kindness for weakness.
- Get a coach who will help you to become more confident & resilient, unlock your full potential and increase your feeling of self-worth and self-belief.
- In addition to working with a professional coach, do not underestimate the power of being connected to other women with similar challenges relating to life, career and leadership. Research, join and attend regularly relevant events & networking groups.

## 7.0 Introduction to Feminism

### Learning Outcomes

At the end of this session, participants will be able to

1. clearly define what feminism is and what its forms and attributes are
2. know and appreciate the history of feminism
3. understand the linkages between power, feminism and leadership
4. apply the feminist school of thought in the day-to-day execution of their leadership roles.



### Gender stereotypes and privilege

#### Activity: Discussing concerns with gender stereotypes and privilege

Organise your participants into small groups of 5 and get them to respond to the questions below:

- What is the difference between sex and gender?
- How does the difference between sex and gender manifest at community level?
- Are the experiences of male and female leaders the same?
- Are there any advantages that accrue to male leaders by virtue of being male, compared to female leaders?

#### Facilitator Guideline:

- In the discussion after the group activity, you need to get participants to unpack socially constructed roles and responsibilities between males and females

- You also need to get participants to interrogate the challenges faced by male and female leaders and analyse whether these are as a result of leaders being male or female
- You need to get participants to conclude if they believe in the notion of male privilege and how it plays out in leadership circles

## Understanding feminism

### Activity:

- Split the participants into groups of 5 and get them to brainstorm and write any random words that come to their minds when they hear the word 'feminism'.
- From the written words, the participant groups should each select three that they think best describes or explains what feminism is. The 3 must be in an order of hierarchy.
- After 10 minutes get the small groups to give feedback from their group discussion. Check for similarities and differences among the groups.

### The Premise of Feminism

- The underlying premise of feminism is that **biology** determines our **sex** (i.e. whether we are male or female) and **culture** determines our **gender** (i.e. the notions of assigning stereotypes, roles and responsibilities based on masculinity or femininity).
- Now, while the ultimate goal would be to achieve gender equality, there is an existing reality that exists and that inherently disadvantages women.
- The argument here is that, owing to male domination or patriarchy, societies generally privilege and prioritize the male point of view, and that women are marginalised and treated unfairly within most male-dominated societies.
- Consequently, therefore, as an oppressed group, women have been unable to achieve their potential, receive rewards, or gain full social, economic and political participation in society.

**Feminism**, therefore, is concerned with exploring the inequalities that exist between men & women in society from a female perspective and illustrate how males dominate social relationships as well as restrict life opportunities of women.

**Feminists** contend that women have something valuable to contribute to every aspect of the world and there is therefore every reason and need to counter gender stereotypes and seek to establish social, educational, professional and other life opportunities for women that are equal to those for men.

## History of Feminism

- Globally, feminism has a long history which dates back to the early years of civilisation
- Feminism has gone through growth phases that have been termed ‘waves’ of feministic movements and they are explained in the table below:

Era	Focus	Progress made
<b>First wave feminism</b>	<b>Suffrage</b> – the right to vote alongside other legal rights – a lot of emphasis on removal of legal obstacles to realisation of gender equality Mostly active in the UK, USA and Canada	Movement succeeded in gaining women the right to vote and other legal liberties
<b>Second wave of feminism</b>	<b>Equal Pay</b> – Began in the USA, then spread to Europe and Asia Focused mainly on sexuality, reproductive rights and the wage gap	Movement succeeded in securing career options for women, and realisation of many reproductive rights for women
<b>Third wave of feminism</b>	<b>Patriarchy</b> – Fights for equality through focusing exclusively on female victims of gender-neutral issues Has paid attention to individual experiences of women, individual agency and identity and diversity of women	Movement has continued to flag the retrogressive nature of patriarchy Has asserted the uniqueness of women identity and their respective lived experiences

### Activity:

- Organise participants into groups of 5 and have them discuss about feminist individuals and organisations that have been of influence in the history of Zimbabwe.
- Get participants to discuss what have been some of the successes and challenges encountered by feminists in Zimbabwe.

### Facilitator Guidelines

- It is important for participants to appreciate that Zimbabwe has its own history of feminism and feminist leaders who have been influential at various stages of the country’s history
- Facilitate a discussion that brings out
  - how feminist leaders have applied themselves,
  - in what circumstance as well as
  - understanding the reaction from male leaders and the communities they were working with at large

## Do we need more Feminist Leaders?

### Activity:

Undertake an open plenary discussion on:

- Whether it is important for young women leaders to be feminist in their approach.
- Whether there are any young emerging female politicians who are feminist and what it is to admire about them?

### Facilitator Guidelines

It is important to impress on the participants that feminist leadership, which goes beyond just having strong women leaders, will explicitly seek to address the unequal gendered power relations in all spheres of life, whether

- personal,
- domestic and
- public in order to promote gender equity, equality and social justice.

- **Feminist leadership** becomes particularly **transformative** when it addresses the root causes of inequality, recognising the intersections of gendered inequality and all other forms of social and political oppressions - structural as well as interpersonal.
- What would be more desirable therefore is to develop women leaders with **Transformative Feminist Leadership** qualities.

## Learning Outcomes

1. Appreciate the important link between good grooming, etiquette and leadership.
2. Improve their etiquette and grooming skills.
3. Improve their credibility as aspiring leaders by being more appealing to their followers.



### Activity:

- ## Facilitator Guidelines

- 44

- professionalism.
- level of sophistication.
- intelligence.
- credibility.

### **Defining grooming**

- **Grooming**, in its simplest terms, is the process of making yourself look neat and your appearance tidy, pleasant and attractive. Good grooming certainly plays an essential role in the leadership equation.

### **Personal grooming tips for leaders**

#### **Activity**

In small groups between 3-5 people, get participants to discuss important personal grooming tips as women leaders. Use the below as discussion points:

- Healthy & glowing skin
- Application of make-up
- Dressing wisely and appropriately
- Smelling nice
- Maintenance of nails
- Maintenance of hair and hairstyles
- Appropriateness of footwear depending on occasion
- Oral hygiene

#### **Facilitator Guidelines**

- In a world full of stereotypes about how women in general should dress or look like, you may want to be careful not to impose or leave unchecked discussions that stereotype and so disempower women leaders.
- Women leaders will need to be assured that while aligning to norms and context is important, no one is meant to police over their bodies, hence their dressing and disposition should be about themselves primarily.

#### **Understanding Etiquette**

- **Etiquette** is a code of behaviour that extends to many aspects of how we present ourselves in social and professional situations.

- Leaders need to appreciate that there is a way they are supposed to be conducting themselves when they are with their followers or within their spheres of influence.
- Projecting yourself negatively or inappropriately as a leader will most likely have a negative impact on your influence as a leader as well as in the confidence your followers' /team members have with you.

### **The Five Qualities of Professional Etiquette for Leaders**

<b>Quality</b>	<b>Specific Behaviours</b>
<b>Conscientious</b>	<ul style="list-style-type: none"> <li>• Consistently attend your scheduled events on time.</li> <li>• Be organized and efficient and manage your time well.</li> <li>• Be realistic about what you can accomplish and follow through on commitments.</li> <li>• Go the extra mile for anyone expecting quality work from you (while respecting time, budget, or other constraints)</li> <li>• Finish your work on time rather than leave loose ends for others.</li> </ul>
<b>Courteous</b>	<ul style="list-style-type: none"> <li>• Speak and write clearly at a language level your audience understands</li> <li>• Be punctual: arrive at meetings/rallies on time.</li> <li>• Notify those expecting you when you're running late</li> <li>• Apologize for your own errors and misunderstandings</li> <li>• Practice active listening</li> <li>• Share your expertise with others and be a positive, encouraging influencer to those following you</li> </ul>
<b>Tactful</b>	<ul style="list-style-type: none"> <li>• Exercise self-control with regard to conversational topics and jokes</li> <li>• Control your biases by being vigilant in your diction (e.g., word choices involving gendered pronouns)</li> <li>• Accept constructive criticism gracefully</li> <li>• Provide helpful, improvement-focused feedback mixed with praise</li> <li>• Keep negative opinions of people to yourself</li> <li>• Be patient, understanding, and helpful towards struggling community members</li> </ul>
<b>Ethical</b>	<ul style="list-style-type: none"> <li>• Avoid even small white lies and truth-stretching logical fallacies</li> <li>• Avoid conflicts of interest or even the perception of them</li> <li>• Pay for products and services as soon as possible if not right away</li> <li>• Respect the confidentiality of private information and decisions</li> <li>• Focus on what you do well rather than always criticizing and pointing at the inadequacies of opponents.</li> <li>• Follow proper grievance procedures rather than take vengeance</li> <li>• Be charitable whenever possible</li> </ul>

<b>Presentable</b>	<ul style="list-style-type: none"> <li>• Be positive and friendly, especially in introductions, as well as generous with your smile</li> <li>• Present yourself according to expectations in grooming and attire</li> <li>• Practice proper hygiene (showering, dental care, deodorant, etc.)</li> <li>• Follow general rules of dining etiquette</li> </ul>
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Source: Guffey, Loewy, & Almonte (2016, p. 309: Figure 10.1)

### Social Graces

- Social graces include all the subtle behavioural niceties that make you likeable. They include manners such as being polite, etiquette (e.g., table etiquette), and your style of dress and accessories.
- Some of the behaviours associated with social graces include the below:
  - Saying *please* when asking someone to do something
  - Saying *thank you* when given something you accept
  - Saying *no, thank you, but thanks for the offer* when offered something you refuse
  - Complimenting someone for a something they've done well
  - Speaking positively about others and refraining from negative comments
  - Smiling often
  - Being a good listener

## 9.0 Introduction to climate change<sup>6</sup>

### Learning Outcomes

#### Help participants to:

- Understand what climate change is and how it affects development in their communities
- Understand key terms in climate change discourse.
- Know how they can participate in the fight against climate change in their local community.

### Defining Climate change

**Climate change** is defined as the long-term change (over decades or centuries) in the earth's climate caused by the release of greenhouse gases-notably carbon dioxide and methane-that trap heat in the atmosphere.

Climate change brings about measurable changes in rainfall patterns and temperature that happens over several decades or longer. Over the last decades, there has been accelerated climate change as these changes have occurred faster than at any other period in the history of the earth.

To fully appreciate climate change, we must unpack the difference between weather, climate and climate variability.

**Weather** this refers to the state of the atmosphere, such as temperature, wind, humidity and air at a given time and space. Weather can change from hour to hour and from day to day.

**Climate** describes the average weather conditions that occur in a particular place or region over at least 30 years. For example, Zimbabwe's climate is basically warm, sunny and dry with hotter temperatures from about mid-August to November and cooler temperatures between May and mid-August. Rainfall is seasonal and usually occurs between mid-October and mid-March.

**Climate variability** describes to non-permanent and shorter term changes which may occur daily, seasonally, annually, inter-annually or over several years. These include the fluctuations associated with El Nino (dry) or La Nina (wet) events.

#### **Activity: Understanding climate change.**

In groups, ask the participants to discuss visible changes to their local climate which have happened over the last 20 years. Draw focus on rainfall patterns, temperatures and other signs such as bird and animal movements etc.

Ask them to report back in groups and see the emerging patterns from each group presentations.

Discuss similarities and differences in their observations?

### The greenhouse effect and global warming

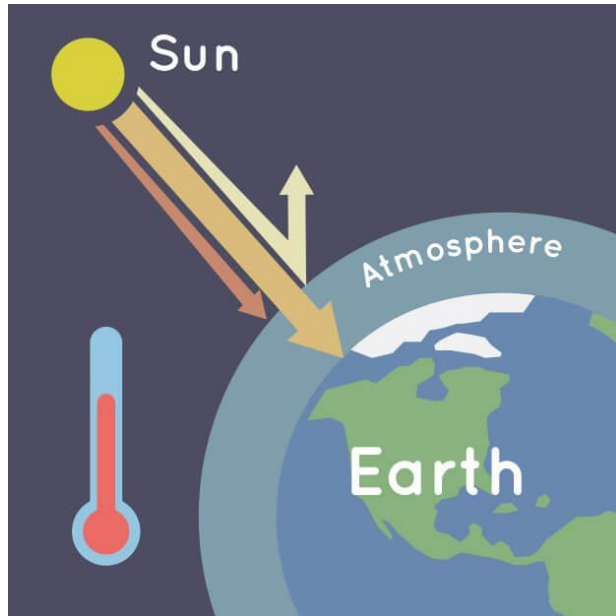
#### *What is the greenhouse effect?*

The greenhouse effect is a process that occurs when gases in Earth's atmosphere trap the Sun's heat. This process makes Earth much warmer than it would be without an atmosphere. The greenhouse effect is one of the things that makes Earth a comfortable place to live.

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<sup>6</sup> (this module is drawn from *Climate Change in Zimbabwe: A guide for planners and decision makers 2<sup>nd</sup> Edition* by Konrad Adenauer Stiftung)

The greenhouse effect works much the same way on Earth. Gases in the atmosphere, such as carbon dioxide, trap heat just like the glass roof of a greenhouse. These heat-trapping gases are called greenhouse gases. During the day, the Sun shines through the atmosphere. Earth's surface warms up in the sunlight. At night, Earth's surface cools, releasing heat back into the air. But some of the heat is trapped by the greenhouse gases in the atmosphere. That's what keeps our Earth a warm and cozy 58 degrees Fahrenheit (14 degrees Celsius), on average.



**Figure:** *The greenhouse effect*

#### ***How are humans impacting the greenhouse effect?***

Human activities are changing Earth's natural greenhouse effect. Burning fossil fuels like coal and oil puts more carbon dioxide into our atmosphere.

Global space agencies observed increases in the amount of carbon dioxide and some other greenhouse gases in our atmosphere. Too much of these greenhouse gases can cause Earth's atmosphere to trap more and more heat. This causes Earth to warm up.

#### ***What reduces the greenhouse effect on Earth?***

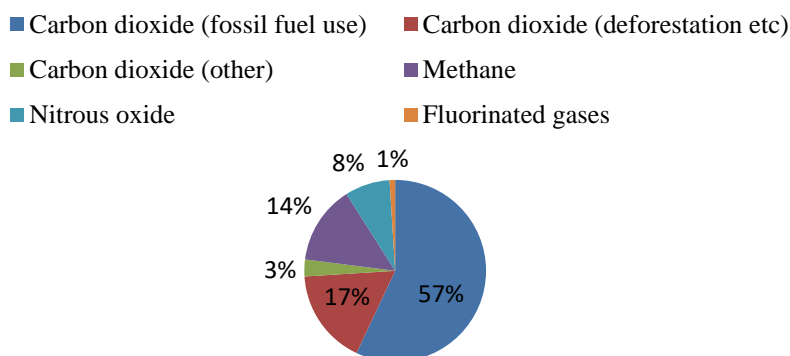
Just like a glass greenhouse, Earth's greenhouse is also full of plants! Plants can help to balance the greenhouse effect on Earth. All plants from giant trees to tiny phytoplankton in the ocean take in carbon dioxide and give off oxygen. The ocean also absorbs a lot of excess carbon dioxide in the air. Unfortunately, the increased carbon dioxide in the ocean changes the water, making it more acidic. This is called ocean acidification.

More acidic water can be harmful to many ocean creatures, such as certain shellfish and coral. Warming oceans from too many greenhouse gases in the atmosphere can also be harmful to these organisms. Warmer waters are a main cause of coral bleaching.

#### **Greenhouse gases**

The burning of coal or oil (known as fossil fuels) for industry and transport and to produce electricity releases greenhouse gases into the atmosphere. The following pie chart shows which greenhouse gases are released into the atmosphere.

*Chart: The greenhouse gases responsible for climate change*



*Source: Environmental Protection Agency based on data from the Working Group III to the fifth assessment report of the Intergovernmental Panel on Climate Change.*

#### **Activity: Greenhouse effect**

In small groups, ask the participants to discuss how they can reduce carbon emission in their communities?

Also ask them to consider how trees and forests can play a role in this process.

#### **Climate injustice**

Every living thing on Earth will be affected by climate change, but regions that will experience the most severe impacts are in the developing world like Zimbabwe. This is due to several factors:

- Tropics and sub-tropics where these countries are located already have high temperatures.
- Low adaptive capacity
- Lack of finance to institute protective infrastructure and adaptive mechanisms
- Multiple stressors including hunger, poverty and disease.

In global climate change negotiations, industrialized countries insist that developing nations can reduce their greenhouse. However, they do not offer adequate assistance to help nations develop in a way that contributes less to climate change, a principle enshrined in the United Nations Convention on Climate Change (UNFCCC).

#### **Activity: Understanding Vulnerability**

Vulnerability denotes the level of exposure to hazards, sensitivity to the effects of hazards and the capacity to adapt to the new conditions that climate change is likely to present, including developing resilience to potential hazards.

In groups, ask the participants to discuss how vulnerable is their communities to climate related hazards such as floods and high temperatures.

## **Climate related hazards**

Weather hazards experienced in Zimbabwe commonly include tropical cyclones and thunderstorms, sometimes leading to hailstorms, heat waves, floods and flash flooding. Temperature extremes are also common and cause heat waves and during the dry season and ground frost during the cold season.

### **Activity: Mapping climate related hazards**

In groups, ask the participants to discuss the most recent climate related disasters which occurred in their communities. How did they respond to these? What damages did they cause? What can they do to be better prepared next time as a community.

## **Conclusion**

This module has just introduced the very basics of a complex issue. With this foundational knowledge, participants can now learn on the issue further through other trainings.

## 10.0 Sexual and Reproductive Health Rights

### Learning Outcomes

#### Participants should be able to:

- Learn what is sexual and reproductive health rights (SRHR).
- Understand that these rights are indivisible and linked to other rights.
- Identify and know sexual and reproductive health rights violations.

### Defining Sexual and Reproductive Health Rights (SRHR)

According to the World Health Organization (WHO), Sexual and Reproductive Health and Rights (SRHR) encompass efforts to eliminate preventable maternal and neonatal mortality and morbidity, to ensure quality sexual and reproductive health services, including contraceptive services, and to address sexually transmitted infections (STI) and cervical cancer, violence against women and girls, and sexual and reproductive health needs of adolescents. Universal access to sexual and reproductive health is essential not only to achieve sustainable development but also to ensure that this new framework speaks to the needs and aspirations of people around the world and leads to realization of their health and human rights.

#### **Activity: SRHR services offered in their communities**

In small groups ask the participants to discuss the SRHR services they get from their local community clinics. In plenary, ask them to list them all and look at similarities and gaps in the services.

### Relationship to SRHR and other rights

Women's sexual and reproductive health is related to multiple human rights, including the right to life, the right to be free from torture, the right to health, the right to privacy, the right to education, and the prohibition of discrimination. The Committee on Economic, Social and Cultural Rights and the Committee on the Elimination of Discrimination against Women (CEDAW) have both clearly indicated that women's right to health includes their sexual and reproductive health.

This means that States have obligations to respect, protect and fulfill rights related to women's sexual and reproductive health. The Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health maintains that women are entitled to reproductive health care services, goods and facilities that are:

- Available in adequate numbers
- Accessible physically and economically
- Accessible without discrimination
- Good quality

#### **Activity: SRHR Policy review**

In groups task them to do a plenary on the SRHR policies. They should state the policy gaps they observed in their community /nation? Do they fulfil the above principles? What can they do to get better services?

## **SRHR violations**

Violations of women's and girls' sexual and reproductive health rights are often deeply engrained in societal values pertaining to their sexuality. Patriarchal concepts of women's roles within the family mean that women and girls are often valued based on their ability to reproduce.

Early marriage and pregnancy, or repeated pregnancies spaced too closely together, often as the result of efforts to produce male offsprings because of the preference for sons, has a devastating impact on women's health with sometimes fatal consequences. Women are also often blamed for infertility, suffering ostracism and being subjected to various human rights violations as a result.

### **Activity: SRHR violations**

In small groups, ask the participants to discuss the most prevalent SRHR violations which are occurring in their communities.

In their discussions they must focus on the perpetrators, the support available to victims and how this support can be improved to make it more accessible.

..... **THE END**.....

*Wish you all the best with your Campaign.....When She Rises We All Rise*