“Leadership for Co-existence for Young Women Leaders”

TRAINING MODULE

Developed as a part of the Project
“Young Women as Drivers of Peace: Providing 360° Support to Emerging Women Leaders”

SEARCH FOR COMMON GROUND, SRI LANKA | MAY 2020
Search for Common Ground
“Leadership for Co-existence for Young Women Leaders”

Background

The project titled “Young Women as Drivers of Peace: Providing 360° Support to Emerging Women Leaders” is an initiative of Search for Common Ground Sri Lanka (SFCG), aiming at empowering Emerging Women Leaders to collaboratively identify local issues relating to peace and security, collectively design responses, and define their own success metrics in support of enhancing peaceful co-existence in their communities. This 18 month project is implemented in Ampara, Batticaloa, Kurunegala and Puttalam districts.

Intended outcomes of the project are;
Outcome 1: Emerging women leaders have increased knowledge and skills to carry out a collaborative context assessment, and design and implement inclusive peace building initiatives based on this assessment;
Outcome 2: Emerging women leaders have developed and implemented community-level peace building initiatives leveraging local resources leading to increased peace dividends in the target communities; and
Outcome 3: Increased knowledge among decision-makers and peace building and governance organizations in Sri Lanka of the positive role emerging women leaders can play in peace building initiatives in their communities and how to support them in leading community-level peace building initiatives.

This module provides the base for capacity building training of selected emerging women leaders (which is one of the key activities of the project under outcome 1 and 2) to develop their Leadership qualities with an understanding on the Common Ground Approach (CGA) and Context Assessment Tools. Following the capacity building, trained Young Women Leaders are expected to carry out a collaborative context assessment, and design and implement inclusive peace building initiatives within their communities.

Objectives of the Module

Overall objective of this module is to inculcate the leadership skills and competencies among young women leaders and equip them with required attitude, common understanding of the issues, skill sets and tools to effectively groom them to become leaders of peace building and conflict transformation.

Expected Workshop Outputs:

At the individual level, participants will:

1. Understand the meaning and importance of leadership and able to apply it into their socio-political engagements
2. Review and re-instate their leadership styles through their own personality traits and execute a Self-SWOT analysis
3. Understand the concepts of conflict, peace and violence and relate those into their communities
4. Enhance their skills and equipped with necessary tools on assessing their context, conflict analysis to roll out a comprehensive context analysis.

5. Understand the practical challenges within the society and be motivated and confident to effectively use their leadership skills to establish long lasting peace in their communities

At the group level, participants will:

1. Enhance their ability to embrace a cohesive group identity
2. Have a shared understanding on challenges to peaceful co-existence and opportunities for action
3. Build their team dynamics to work collaboratively to bring solutions to the community issues in relation to social cohesion and positive peace

Target Audience
The target audience of this module will be Emerging Young Women Leaders, (Between age 18-29 years) from the above mentioned four target districts, who are active in formal or informal social, youth or women’s groups who have been addressing community level issues.

Training Methodology
This module is designed as a 4 day learning trajectory, delivered in 2 steps that comprises 2 day residential training in each step. Each training is designed as interactive activity-based training in line with adult learning principles.

Conceptual Framework
This module is based on belief on positive change, belief that all individuals and relationships have the capacity to change. Exploring the path for this positive change is firstly a personal journey. It starts with understanding ourselves and then others, which leads towards collaborative relationships between us. These collaborative relationships stimulates joint actions for betterment of our communities. Such collaborative actions and communities could influence positive institutional and structural changes and repetition of this change process in multiple locations would create harmony and coexistence in our society in large.

Sphere of Influence Framework (Source: Common Ground Approach Module)

This training focuses more on first three inner spheres of above framework. It will encourage individuals to understand themselves and others and develop their understanding, skills and attitudes for collaborative relationships that will lead for collaborative actions for betterment of their communities (intended to happen after the training course). In this process following key concepts will be focused.
1. Leadership and Team Work
Leadership could mean different things to different people around the world, and different things in different situations. However, according to the idea of transformational leadership, an effective leader is a person who; creates an inspiring vision of the future, motivates and inspires people to engage with that vision, manages delivery of the vision and coaches and builds a team, so that it is more effective at achieving the vision. Further, leadership and teamwork are considered as two sides of same coin. Leader is emerged to lead a team towards success and effective teamwork does not happen on its own by magic. It is required for a leadership and at the same time it demands a collective engagement of team players. Most of the scenarios, you will work in a team and at some point, you may called on to lead it. In practical world, depending on the context, one will have to perform as team members or leaders. This module mainly focuses on;
- Understanding key principles of leadership and team work
- Understanding individual personality styles, identities and SWOT as a base of developing own leadership style
- Understanding practical challenges in performing the role of leadership in our communities

2. Common Ground Approach
In general, most of us see situations as win-lose, seeking to protect our own interests. Our society often encourages us, or even celebrates us, when we take adversarial, competitive approaches. This often prevents us from considering that there may be a win-win option. In contrast, the Common Ground approach reveals aspects which can catalyze a win-win solution. It helps us to see the other as an ally, rather than an adversary or enemy. As we become aware of shared identities and underlying values, we can more easily appreciate our shared humanity. It bridges dividing lines by enabling shared interests to be revealed. This opens the opportunity for the transformation of conflict. This module focusses on some key elements of common ground approach as follows;
- Understanding Conflict & Violence
- Personal & Collective Identity
- Adversarial & Collaborative Approaches
- Conflict Transformation
- Active Listening

3. Context/ Conflict Analysis
Conflict analysis is a systematic study of a given conflict with the purpose to reach a better understanding of the causes of conflict, the actors and stakeholders involved, and the societal changes brought about by conflict. Proper conflict analysis is crucial in planning a successful peace building/conflict transformation intervention as it enables to understand the context and the multidimensional, multi-layered and multifaceted nature of a conflict. Lack of proper conflict analysis, could lead to Irrelevant or in the worst-case counter-productive engagement in peace building. This Module focusses on 3 main conflict analysis tools which participants are expected to use in their communities to identify and design specific peace building initiatives. Key conflict Analysis tools are;
- Conflict Tree
- Connectors and Dividers
- Stakeholders and Influences Mapping

How to Use this Module
The potential users of the manual are expected to undergo a specific training of trainers/ trainer orientation session on delivering trainings that will provide a theoretical and practical guidance in using the manual.
This module consists of components that can be best understood as a linked process and, as such, the natural flow of workshops is expected to lead to the realization of vital understandings. The standard course schedule is available in the manual. A detailed session guide for each session is available containing following segments;
1. Introduction/ Background – Brief background and rationale of the session
2. Objectives – Specific objectives of the session
3. Duration – Estimated time duration for the session, with break down for each step where applicable
4. Preparation – Required preparations in terms of materials as well as specific arrangements to be made by facilitators
5. Set-up – Recommended seating arrangement and space set up for the session
6. Steps – Step by step guide to facilitate the session
7. Processing/ Debriefing – Detailed guide for debriefing & processing including recommended debriefing questions
8. Caution – Specific considerations and tips for facilitators related to the session
9. Facilitator Resources – Additional materials for facilitators related to the session, including forms/ formats for the session, additional reading of concepts, etc

Ideally, facilitators are expected to follow the steps listed for each activity. However, as facilitators have the opportunity of observing the learning environment and the dynamics of the participants, they have the flexibility of adjusting the sessions in terms of timing, activities used as well as key content covered based on the requirement. However, such on-site changes should still be guided by the objectives for each session. Also, facilitators are encouraged to read the caution notes and facilitators resources to aware themselves on other options and/or further guidelines in approaching each session of the workshop.
## Master Schedule

<table>
<thead>
<tr>
<th></th>
<th>Morning Session 01</th>
<th>Morning Session 02</th>
<th>Afternoon Session</th>
<th>Evening Session</th>
<th>Extra (Optional) Evening Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 01</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Settling with Learning Environment</td>
<td></td>
<td>“Make a Square” “Team Walk”</td>
<td></td>
<td>“Active Listening” “Self Accountability”</td>
<td>Film Screening</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Identity Flower”</td>
<td>“Village Dilemma” “Self-SWOT”</td>
<td></td>
<td></td>
<td>“Motivation” Workshop Closure</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Step 02</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Settling with Learning Environment</td>
<td></td>
<td>“Time Line Analysis” “Conflict Types” “Power Walk”</td>
<td></td>
<td>“Connectors &amp; Dividers”</td>
<td>Cultural Night</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Stakeholders &amp; Influences Mapping”</td>
<td></td>
<td>“Lemon Juice” “Visioning &amp; Action Planning”</td>
<td></td>
<td>Course Closure</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Overall Session Schedule

### STEP 01 : Day 01

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Objective/s</th>
<th>Key Activity and Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Registration of participants</td>
<td>08.30 - 09.00</td>
<td>- To formally register participants and provide them with the workshop materials</td>
<td>Registration Desk and initial logistic arrangements</td>
</tr>
<tr>
<td>2 Introduction to the programme</td>
<td>09.00 - 09.15</td>
<td>- To formally welcome participants to the programme</td>
<td>Appropriate Multi-cultural/ Multi-Religious rituals, Formal welcome by Organizers – SFCG &amp; Partner Organization.</td>
</tr>
<tr>
<td>3 Participant introduction activity</td>
<td>9.15 – 9.45</td>
<td>- To get to know each other and create a conducive environment for participants to ensure active engagement in training</td>
<td>Introduction activity using yarn ball followed by group challenges</td>
</tr>
<tr>
<td>4 Setting Workshop Expectations and Ethics</td>
<td>9.45 - 10.15</td>
<td>- To level participants’ expectations with workshop objectives</td>
<td>Brainstorming discussion &amp; Presentation</td>
</tr>
<tr>
<td>5 Tea Break</td>
<td>10.15 - 10.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Understanding Leadership</td>
<td>10.30 - 12.00</td>
<td>- To allow participants to present their thoughts and their own interpretation of leadership</td>
<td>Personal Reflection – “Leadership in one word” &amp; Group Activity – “Make a Square”</td>
</tr>
<tr>
<td>7 Understanding Leadership &amp; Teamwork</td>
<td>12.00 -13.00</td>
<td>- To understand the power of teamwork and role of leadership in it</td>
<td>Game “Team Walk”</td>
</tr>
<tr>
<td>8 Lunch break</td>
<td>13.00 – 13.45</td>
<td>- To regain the energy level of participants after lunch</td>
<td></td>
</tr>
<tr>
<td>9 Ice Break</td>
<td>13.45 -14.00</td>
<td>- To regain the energy level of participants after lunch</td>
<td></td>
</tr>
<tr>
<td>10 My personality – CAPS model</td>
<td>14.00 – 15.00</td>
<td>- To analyse and understand their own personality style and help them to develop their leadership qualities based on it</td>
<td></td>
</tr>
</tbody>
</table>
### DAY 01

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Objective/s</th>
<th>Key Activity and Approach</th>
</tr>
</thead>
</table>
| 11      | 15:00 – 17:00 | - To understand the value of listening, to practice active listening, and to learn how to check our perceptions of what the other has communicated.  
- To encourage participants to reflect on their self-accountability as leaders.  
- To understand the importance of self-accountability to gain trust and confidence among others as leaders | Personal Reflection – “My personal stories” and story sharing with Active Listening exercise |
| 12      | 17:00 - 17:30 | - To recap on the sessions covered for the day and summarize key learnings for participants  
- To get participants’ feedback on the methodology, approach, logistics etc for future improvement of the workshop/course | Participants Reflections in a circle & Day evaluation                                         |
| 13      | 17:30 - 19:00 |                                                                                                                                                    |                                                                                             |
| 14      | Evening    | - To reflect on workshop concepts (leadership & coexistence) through a film based on a similar theme                                                                                                         | Film Screening                                                                             |

### DAY 02

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Objective/s</th>
<th>Key Activity and Approach</th>
</tr>
</thead>
</table>
| 1       | 08.30 - 9.15 | - To reflect on the day 1 proceedings and participants learning points and sensitize the participants on key concepts related to the workshop (leadership, diversity, Inclusion & Common ground approaches)  
- To debrief on film screened on previous day | Participants Reflections in a circle & Film Review                                                                                               |
| 2       | 09.15 - 10.30 | - To encourage participants to identify and reflect on their own identity as a mirroring / contributing factor for their leadership character                                                                 | Personal Reflection & Sharing “My Identify Flower”                                          |
| 3       | 10.30 – 10.45 |                                                                                                                                                    |                                                                                             |
| 4       | 10.45 - 12.15 | - To reflect on real-life situation of leadership and create opportunity for participants to apply the skills learnt during the workshop  
- To realize the ground realities when performing their leadership role and being sensitive to overcome those proactively | Simulation Activity – Village Dilemma                                                       |
| 5       | 12.15 - 13.00 | - To identify and capitalize their own Strengths & Weaknesses as leaders                                                                                                                                  | Self-Assessment – “Self SWOT”                                                               |
To help them to understand the barriers or challenges to overcome
- To build their capacity to scan the opportunities in the environment and face the threats diplomatically

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
<th>Additional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Lunch</td>
<td>13.00 – 13.45</td>
<td>- To recognize that our default reaction to conflict is often adversarial and understand the importance of being collaborative to reach win-win solution</td>
<td>Activity – Balloon Game</td>
</tr>
<tr>
<td>7</td>
<td>Understanding Our Reaction</td>
<td>13.45 -14.15</td>
<td>- To gain a deeper understanding on meaning of conflict</td>
<td>Group Activity &amp; Brainstorming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- To understand the difference between conflict and violence and their relationship to peace and co-existence</td>
<td></td>
</tr>
</tbody>
</table>
| 8   | Understanding conflict & Violence | 14.15 – 15.30 | - To emphasize that the leadership is a skill to practice rather than a theory to be learned.  
- To motivate participants to practice learned concept in their communities to become as effective leaders. | Mind Activity – “Cake cutting” & motivational video clips |
<p>| 9   | Leadership in Practice - What are the essentials to become real leaders with working tea | 15.30 - 16.00 | - To recap the proceedings and lessons learnt from the workshop               | Personal Reflections, Assigning Take-home Assignments, Workshop Evaluation &amp; Final Logistic Arrangements |
|     |                                   |               | - To introduce the take home assignment for the next workshop and provide guidance to proceed with it. |                                               |
| 10  | Way forward and Workshop closure  | 16.00 – 16.30 | - To help them to understand the barriers or challenges to overcome            |                                               |
|     |                                   |               | - To build their capacity to scan the opportunities in the environment and face the threats diplomatically |                                               |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Objective/s</th>
<th>Key Activity and Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Registration</td>
<td>08.30 - 09.00</td>
<td>To formally register participants and provide them with workshop materials Registration Desk and initial logistic arrangements</td>
</tr>
<tr>
<td>2</td>
<td>Formal welcome and re- emphasising the workshop objectives</td>
<td>09.00 - 09.15</td>
<td>To formally welcome participants and refresh on overall learning objectives Appropriate Multi-cultural/ Multi-Religious rituals, Formal welcome by Organizers – SFCG &amp; Partner Organization.</td>
</tr>
<tr>
<td>3</td>
<td>Participants Introduction and reemphasizing the workshop ethics</td>
<td>09.15 - 10.00</td>
<td>To introduce the participants among the group and ensure to refresh their memories of previous workshop and participants to ease the connectivity. To level the expectations and refresh on common ethics Personal Reflection – “My Future Identity” &amp; Brainstorming</td>
</tr>
<tr>
<td>4</td>
<td>Analysis the timeline of Sri Lanka : in conflict analysis context</td>
<td>10.00 – 11.15</td>
<td>To broaden the understanding of various incidents occurred in the country over a timeline resulted conflicts and create a constructive dialogue on those incidents to identify the root causes and propose redress mechanisms to lead social cohesion and peace building. Group Activity &amp; Presentation</td>
</tr>
<tr>
<td>5</td>
<td>Conflict Types</td>
<td>11.15 – 11.30</td>
<td>To introduce the types of conflict / categorizations to enable participants to categorise the conflicts prior to analyse those. Presentation &amp; Brainstorming</td>
</tr>
<tr>
<td>6</td>
<td>Understanding Power Dynamics in the Society</td>
<td>11.30 – 12.15</td>
<td>To make the participants realize on power dynamic among different gender and social segments To give a sense of realization of different power dynamics and how that could affect their leadership role and the conflict management Activity – “Power Walk”</td>
</tr>
<tr>
<td>7</td>
<td>Conflict Analysis tool – Conflict tree</td>
<td>12.15 – 13.00</td>
<td>To introduce conflict tree as one of a key conflict analysis tool To enhance the level of understanding and working ability on the tool (Conflict Tree) using an actual conflict identified from their own communities To develop their skills to conduct context analysis with the support of this tools in their communities Trainer Inputs, Tool simulation, Group work &amp; Lessons Sharing</td>
</tr>
<tr>
<td>8</td>
<td>Lunch break</td>
<td>13.00 - 13.45</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Conflict Analysis tool – Conflict tree (Continued)</td>
<td>13.45 to 15.00</td>
<td>To enhance the level of understanding and working ability on the tool (Connectors &amp; Dividers) in real world scenarios To develop their skills to conduct context analysis with the support of this tools in their communities Trainer Inputs, Tool simulation, Group work &amp; Lessons Sharing</td>
</tr>
<tr>
<td>10</td>
<td>Conflict Analysis tool – Connectors and Dividers/ Working tea</td>
<td>15.00 -16.30</td>
<td>To enhance the level of understanding and working ability on the tool (Connectors &amp; Dividers) in real world scenarios To develop their skills to conduct context analysis with the support of this tools in their communities Trainer Inputs, Tool simulation, Group work &amp; Lessons Sharing</td>
</tr>
</tbody>
</table>
### Day 02

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Objective of the session</th>
<th>Key Activity and Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Day 01 Reflection</td>
<td>08.15 - 08.45</td>
<td>- To reflect on the day 1 proceedings and participants learning points and sensitize the participants on key concepts related to the workshop (leadership, diversity, Inclusion &amp; Common ground approaches)</td>
<td>Participants Reflections in a circle</td>
</tr>
<tr>
<td>2 Conflict Analysis tool – Stakeholders &amp; Influencers Mapping</td>
<td>08.45 – 10.15</td>
<td>- To enhance the level of understanding and working ability on the tool (Stakeholders &amp; Influences Mapping) in real world scenarios. - To develop their skills to conduct context analysis with the support of this tools in their communities</td>
<td>Trainer Inputs, Tool simulation, Group work &amp; Lessons Sharing</td>
</tr>
<tr>
<td>3 Tea Break</td>
<td>10.15 - 10.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 How a conflicting situation can be better managed?</td>
<td>10.45 -11.45</td>
<td>- To enhance the understanding of emerging young women leaders about conflict management / resolution - To enhance the ability of respect diverse views and identities in a conflict - To enhance the critical and innovative thinking skills among emerging leaders to resolve a conflict - To make them realize the importance of collaborative efforts to ensure win-win scenarios in a conflict scenario.</td>
<td>Activity – “Lemon Juice”</td>
</tr>
<tr>
<td>5 Sri Lanka in 2025 with young women’s leadership : A Visioning Exercise and Develop of action plans for community actions</td>
<td>11.45 - 13.15</td>
<td>- To broaden their scope to see the holistic view and how their actions in the community level will relate to the holistic vision that changes the world - To allow young women leaders to design actions to roll out in their community to contribute the vision.</td>
<td>Group work –“Future Visioning” &amp; Action Planning</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Time</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Lunch Break</td>
<td>13.15 - 13.45</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Gift from your friends</td>
<td>13.45 – 14.30</td>
<td>- To build an emotional connectivity among the participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- To create opportunity to provide positive feedback from the peers and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>inspiration for their future engagements as young leaders</td>
</tr>
<tr>
<td>8</td>
<td>Personal reflection and commitment</td>
<td>14.30 – 15.00</td>
<td>- To encourage participants to reflect the proceedings of the workshop and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>come up with their personal promise towards a sustainable peace/ Co-existence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>as youth leaders</td>
</tr>
<tr>
<td>9</td>
<td>Workshop evaluation and closure with Tea.</td>
<td>15.00 – 15.45</td>
<td>- To evaluate the improvement of knowledge, skill and attitude levels of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- To evaluate the overall satisfaction of participants on different aspects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of the workshop series</td>
</tr>
</tbody>
</table>
Expanded Session Guide

1st Training
### INTRODUCTION AND CREATING A CONDUCTIVE ENVIRONMENT FOR TRAINING

#### i. INTRODUCTION TO THE PROGRAMME

<table>
<thead>
<tr>
<th>Introduction/Background</th>
<th>Participants are coming from diverse backgrounds with different levels of understanding on the purpose of the project and this particular training sessions. Hence it is important to make them aware on the context and the background of the project and training sessions.</th>
</tr>
</thead>
</table>
| Objectives              | - To formally welcome participants to the programme  
- To enable participants to understand the work of SFCG, purpose of project and the context which this initiative is taken place by organizers |
| Duration                | 15 minutes  
*Activity 15 min* |
| Preparation             | Pre-discussion with the project team of SFCG and agree on the proceedings (Whom to deliver welcome speech, contents, etc) |
| Set-up                  | Closed room, U shaped seating |
| Steps                   | 1. Multi-Religious/ Welcome rituals representing all the segments of the participant group (appropriate)  
2. SFCG to formally welcome the participants and stakeholders.  
3. Introduction on SFCG and explain the purpose of the training sessions, processes and the context this training session is designed.  
4. Make the participants aware on the logistics arrangements, Housekeeping Rules, reimbursements, etc. |
| Trainers’ Resources      | Report on the Pre-Training Assessments/ Baseline Assessment (If applicable) |

#### ii. PARTICIPANTS INTRODUCTION

<table>
<thead>
<tr>
<th>Introduction/Background</th>
<th>This activity provides a creative and energetic start to the workshop. It will enables participants to get to know each other with some simple activities. This introduction session is designed as a short and activity based one, as there will be more opportunities created for participants to get to know each other deeply through different sessions throughout the workshop.</th>
</tr>
</thead>
</table>
| Objectives              | - To get to know each other and create a conducive environment for participants to ensure active engagement in training  
- To encourage participants to familiarize with each other’s background to facilitate the collaborative learning throughout the workshop. |
| Duration                | 30 minutes  
*Activity - 30 min* |
### Preparation

Make sure required materials are available
- Yarn ball
- Name tags, markers and pins

### Set-up

Circle set up – all participants standing in a circle shape

### Steps

1. Welcome all participants to the workshop again and invite them to come to gather in a circle
2. Provide them with name tags, markers & pins. Inform them to write their short name (Name they prefer to be called) on the name tag and tag it on their dress using a pin.
3. Inform them that (as explained in workshop introduction), this is going to be a long learning journey and inform them that this will be a quick introduction session to get to know each other.
4. Inform them that person who will have a yarn ball in his/her hand should introduce herself briefly with her name, village, current status of their personal and community life (using one sentence), future ambition of being a young community leader (using one sentence)
5. Once the introduction finished, that person has to throw the yarn ball to another participant randomly. She/he has to do the introduction and throw it to another one who haven’t introduce themselves so far. This has to be continued until everyone in the circle introduced themselves (including facilitators, project staff, etc)
6. Thank participants for the round of introduction and inform them that there will be more opportunities for them to get to know each other during the course while they are learning.
7. Emphasize them that as young leaders they will be given many challenging scenarios in this workshop.
8. As the first challenge, give them few 2 minutes challenges (select 2-3 challenges from below list based on the time availability)
   - Ask them to re-arrange the circle based on their birth date
   - Ask them to re-arrange the circle based on the alphabetical order (English)of the first letter of their names
   - Ask them to re-arrange the circle based on the alphabetical order (English)of the most preferred song of their own
   - Ask them to re-arrange the circle with their birth year/ height
9. Thank them and request them to maintain the same energy level throughout the workshop

### Processing/Debriefing

No specific debriefing required

### Caution

- Be cautious on the time management. This session should be short and energetic. Provide clear instructions for participants to shorten their self-introductions.

### Trainers’ Resources

Not applicable
### INTRODUCTION AND CREATING A CONDUCIVE ENVIRONMENT FOR TRAINING

#### iii. WORKSHOP EXPECTATIONS AND ETHICS

<table>
<thead>
<tr>
<th>Introduction/ Background</th>
<th>This session will allow participants to set their workshop expectations and agree upon with facilitators on the ethical considerations for the workshop, which allows smooth proceeding.</th>
</tr>
</thead>
</table>
| **Objectives**           | • To compare and match participants’ expectations with workshop objectives  
                            • To agree upon common ethics that will enable a participatory and constructive learning space for all. |
| **Duration**             | 30 Minutes  
                            *Activity - 30 min* |
| **Preparation**          | Make sure required materials are available  
                            • flip chart board and sheets  
                            • Markers  
                            • Power Point Presentation  
                            Make sure workshop objectives are ready to display in a flip chart/ PPP slide |
| **Set-up**               | “U” shaped seating arrangement |
| **Steps**                | 1. Provide 1-2 Zopp cards to participants  
                            2. Invite participants to discuss and come up with 1-2 expectations as small groups (3-4 sitting next to each other).  
                            3. After collecting participants expectations, portrait the training sessions objectives and explain how they would cover participants’ expectations.  
                            4. Invite participants to share what common ethics/norms should exist in this training session space for the 4 days. Write what they share in a flip chart. Discuss and agree upon key ethics for the training sessions. (Please refer facilitator guide for more relevant ethics)  
                            5. Once this process is done, ethics agreed and training session objectives to be displayed in a place where everybody can see it. |
| **Caution**              | • Some expectations may not be addressed in this workshop and those need to be placed under a “Parking Lot” (flip-chart paper to be placed on the wall), and facilitators may explain when could those be covered (eg: during the 2nd workshop, or self-reflection after workshop, etc), or reasons if those will not be covered during the course  
                            • Sometimes, it would be good to introduce a brief agenda with key topics proposed in each sessions. However, keep the flexibility of timing and the order of the session based on on-site requirements. |
| **Facilitator Guide**    | Ethics shall ideally include the following elements. Facilitator may guide the group to reach the following if not proposed by the participants,  
                            • Respecting the time allocations  
                            • Mobile phones remain silent, and only answer if there is anything top urgent  
                            • Ask questions if anything is not clear |
### 1. LEADERSHIP AND TEAMWORK

#### 1.1: UNDERSTANDING LEADERSHIP

**Introduction/Background**

People have different interpretations on leadership based on their own experience. Everyone knows what leadership is, however, it is quite broader concept and can be interpreted differently by different people. Hence, it is quite important to have a common understanding around the purpose of the particular course. This session will first, allow participants to share their own interpretations on leadership before coming to a common understanding on the concept and second, understand the key principles of leadership and teamwork, key challenges of leadership in a society and finally, brainstorm and analyze their perceptions with key leadership principles and come to a common understanding in relation to the scope of this training course.

**Objectives**

- To allow participants to present their thoughts and their own interpretation of leadership
- To understand the challenges and role of leadership in society,
- To understand the meaning of leadership, key principles of leadership and teamwork
- To compare and analyze their own perceptions on leadership and clear any misconceptions

**Duration**

90 Minutes  
*Activity - 60 min (Step 1 : Activity – 15 min, Step 2 : Activity – 45 min)*  
*De-briefing - 30 min*

**Preparation**

Make sure required materials are available
- Zopp Cards (3 for each participant)
- Markers
- Pre-designated board/ space to paste participants’ cards
- Blind folds (one for each participant)
- Ropes (2-3 with sufficient length)
- whistle
- Pictures of leaders at different levels
- Make sure sufficient space (preferably outdoor space) is available for the activity and lay the ropes to have circles (2-3 based on no of groups)
| Set-up | Sufficient outdoor space for the activity  
|        | U shaped seating arrangement for plenary discussion |

| Steps | **Step 1: Leadership in my words**  
|       | 1. Ask participants on “What do they think/feel about leadership”  
|       | 2. Invite participants to write 3 key words reflecting their interpretation on leadership, in 3 separate Zopp cards  
|       | 3. Request them to display the cards on a board/ space provided.  
|       | 4. Request all participants to go through the cards and get an understanding on leadership by referring what others have written and proceed to the next activity |

|       | **Step 2 – Activity – Make a Square**  
|       | 1. Divide participants into 2/3 groups with equal members in each group.  
|       | 2. Ask each group to stand around the rope given to their group which is laid in circle shape on floor.  
|       | 3. Ask everyone to be blind folded (Each other can help themselves) and ask them to be honest that they will not see through the folded material.  
|       | 4. Start the game  
|       | - Ask each group to take the rope into their hands  
|       | - Emphasize them that this is a challenge that you have to win as a team.  
|       | - Challenge is to make a square using the rope by the team (every member should hold the rope at every time)  
|       | - Maximum time given for the challenge is 3 minutes and the winning team will be decided based on the time taken and the accuracy of the shape of the square.  
|       | - After first 3 minutes, participants can unfold themselves and measure the accuracy of each square and decide on the winning team.  
|       | - Ask participants whether they satisfied with their effort and allow each group to discuss on how they could face this challenge in a better way. Inform them that we are going to have a second round and ask them to plan quickly to face a similar challenge in a better way.  
|       | - Then ask them to be blind folded again.  
|       | - Once they are ready, inform them that in the second round the challenge will be different and this time they have to make an equilateral triangle as a new challenge (you may un-tie the enclosed rope without informing them to make it more complicated).  
|       | - After 3 minutes, ask them to unfold themselves and measure the accuracy of each triangle and decide on the winning team.  
|       | 5. Thank participants for their active participation and move on to debriefing |

| Processing / Debriefing | Ask participants on how they felt about the activity.  
|                        | - How did you feel about the challenge? Was it expected or unexpected? |
- Did everybody reacted to the challenge in the same way/ differently?
- How did a leadership emerged within the group? How did the group responded to it?
- How did the leaders feel once they took the leadership? Did others responded to the way as expected?
- How others felt and how they have responded? How did they feel about leaders approach?

- Brainstorm on how leadership emerges in the society (Situational leadership), challenges in a team work/ multiple society and role of leadership and teamwork to face common challenges.
- Then slowly move on to the key words they have displayed and brainstorm on key words written on it
  - identify common mis-conceptions on leadership,
  - Try to categorize the written cards - required attitudes, skills, identifiable characteristics, etc with the participants.
- (If time permits) use pictures of different leaders (Politician, religious, institutional, woman, youth/ child, etc) and ask them whether they recognize them as leaders. If yes how and if not, why?
- Help them to get rid of any mis-conceptions and build their confidence that anyone can be a leader and all leaders are not the same (in their personality, approach, etc).

**Caution**

- Ensure that participants come up with their own interpretation without going into theoretical definitions
- Ideal # of participants per group need to be less than or equal to 15
- Beware that some participants may try to cheat during blind folding. Observe the blind folding process and ensure all of them are properly blind folded before proceeding to the next step.
- Make sure proper instructions are given for the game at the correct time – Always the challenge (1st and 2nd one) should be introduced once they are blind folded.
- Beware on the time management. Guide them to proceed with the game efficiently without wasting the time to ensure sufficient time is available for debriefing (proper pre-preparation is necessary in this regard)

**Facilitator’s Resources**

**Leadership**
Leadership can be simply defined as the art of motivating a group of people to act toward achieving a common goal

**Leadership in peace building**
Leadership in peace building is processes that create and nurture an empowering environment that unleashes the positive energy and potential that exist in people, enabling them to resolve conflict non-violently and to participate in co-charting a path towards positive peace. (https://theglobalobservatory.org/)

Leadership functions in relation to Task, Team and Individual can be represented by the below diagram:

<table>
<thead>
<tr>
<th>Search for Common Ground - Sri Lanka</th>
<th>Did everybody reacted to the challenge in the same way/ differently?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[72x796]Search for Common Ground - Sri Lanka</td>
<td>How did a leadership emerged within the group? How did the group responded to it?</td>
</tr>
<tr>
<td>[303x39]“Leadership for Co-existence for Young Women Leaders” - Training Module – May, 2020</td>
<td>How did the leaders feel once they took the leadership? Did others responded to the way as expected?</td>
</tr>
<tr>
<td>[463x39]Page 18 of 98</td>
<td>How others felt and how they have responded? How did they feel about leaders approach?</td>
</tr>
<tr>
<td>[189x775]Did everybody reacted to the challenge in the same way/ differently?</td>
<td>Brainstorm on how leadership emerges in the society (Situational leadership), challenges in a team work/ multiple society and role of leadership and teamwork to face common challenges.</td>
</tr>
<tr>
<td>[189x750]How did a leadership emerged within the group? How did the group responded to it?</td>
<td>Then slowly move on to the key words they have displayed and brainstorm on key words written on it</td>
</tr>
<tr>
<td>[189x731]How did the leaders feel once they took the leadership? Did others responded to the way as expected?</td>
<td>- identify common mis-conceptions on leadership,</td>
</tr>
<tr>
<td>[189x701]How others felt and how they have responded? How did they feel about leaders approach?</td>
<td>- Try to categorize the written cards - required attitudes, skills, identifiable characteristics, etc with the participants.</td>
</tr>
<tr>
<td>[189x687]How did the leaders feel once they took the leadership? Did others responded to the way as expected?</td>
<td>(If time permits) use pictures of different leaders (Politician, religious, institutional, woman, youth/ child, etc) and ask them whether they recognize them as leaders. If yes how and if not, why?</td>
</tr>
<tr>
<td>[382x568]Then slowly move on to the key words they have displayed and brainstorm on key words written on it</td>
<td>Help them to get rid of any mis-conceptions and build their confidence that anyone can be a leader and all leaders are not the same (in their personality, approach, etc).</td>
</tr>
<tr>
<td>[185x439]• Ensure that participants come up with their own interpretation without going into theoretical definitions</td>
<td>• Ideal # of participants per group need to be less than or equal to 15</td>
</tr>
<tr>
<td>[185x409]• Ideal # of participants per group need to be less than or equal to 15</td>
<td>• Beware that some participants may try to cheat during blind folding. Observe the blind folding process and ensure all of them are properly blind folded before proceeding to the next step.</td>
</tr>
<tr>
<td>[185x394]• Beware that some participants may try to cheat during blind folding. Observe the blind folding process and ensure all of them are properly blind folded before proceeding to the next step.</td>
<td>• Make sure proper instructions are given for the game at the correct time – Always the challenge (1st and 2nd one) should be introduced once they are blind folded.</td>
</tr>
<tr>
<td>[185x364]• Make sure proper instructions are given for the game at the correct time – Always the challenge (1st and 2nd one) should be introduced once they are blind folded.</td>
<td>• Beware on the time management. Guide them to proceed with the game efficiently without wasting the time to ensure sufficient time is available for debriefing (proper pre-preparation is necessary in this regard)</td>
</tr>
</tbody>
</table>
| [185x334]• Beware on the time management. Guide them to proceed with the game efficiently without wasting the time to ensure sufficient time is available for debriefing (proper pre-preparation is necessary in this regard) | **Leadership**
Leadership can be simply defined as the art of motivating a group of people to act toward achieving a common goal

**Leadership in peace building**
Leadership in peace building is processes that create and nurture an empowering environment that unleashes the positive energy and potential that exist in people, enabling them to resolve conflict non-violently and to participate in co-charting a path towards positive peace. (https://theglobalobservatory.org/)

Leadership functions in relation to Task, Team and Individual can be represented by the below diagram: |
These leadership functions need to be handled with excellence and this is achieved by performing those functions with increasing skill. Before examining the skills of leadership, it is worth seeing where certain qualities of leadership can be viewed as having functional value. These can be examined as leadership characteristics.
Leadership Styles

1. Authoritarian Leadership

Authoritarian leadership styles allow a leader to impose expectations and define outcomes. A one-person show can turn out to be successful in situations when a leader is the most knowledgeable in the team. Although this is an efficient strategy in time-constrained periods, creativity will be sacrificed since input from the team is limited. The authoritarian leadership style is also used when team members need clear guidelines.

Advantages:
- Time spent on making crucial decisions can be reduced.
- Chain of command can be clearly emphasized.
- Mistakes in the implementation of plans can be reduced.
- Using authoritarian leadership style creates consistent results.

Disadvantages:
- A very strict leadership style can sometimes lead to member rebellion.
- It kills members’ creativity and innovation.
It reduces group synergy & collaboration.
Group input is reduced dramatically.

2. **Participative Leadership**
Participative leadership styles are rooted in democratic theory. The essence is to involve team members in the decision making process. Team members thus feel included, engaged and motivated to contribute. The leader will normally have the last word in the decision-making processes. However, if there are disagreements within a group, it can be a time-consuming process to reach a consensus.

Advantages:
- It increases members’ motivation and satisfaction.
- It encourages members’ creativity.
- A participative leadership style helps in the creation of a strong team.
- High level of productivity can be achieved.

Disadvantages:
- Decision-making processes become time-consuming.
- Leaders have a high probability of being apologetic.
- Communication failures can sometimes happen.
- Security issues can arise because of transparency in information sharing.
- Poor decisions can be made if the members are unskilled.

3. **Delegative leadership**
Also known as "laissez-faire leadership", a delegative leadership style focuses on delegating initiative to team members. This can be a successful strategy if team members are competent, take responsibility and prefer engaging in individual work. However, disagreements among the members may split and divide a group, leading to poor motivation and low morale.

Advantages:
- Experienced members can take advantage of their competence and experience.
- Innovation & creativity is highly valued.
- Delegative leadership creates a positive work environment.

Disadvantages:
- Command responsibility is not properly defined.
- Delegative leadership creates difficulty in adapting to change.

4. **Transactional leadership**
Transactional leadership styles use "transactions" between a leader and his or her followers - rewards, punishments and other exchanges - to get the job done. The leader sets clear goals, and team members know how they'll be rewarded for their compliance. This "give and take" leadership style is more concerned with following established routines and procedures in an efficient manner, than with making any transformational changes to an organization.
Advantages:
Leaders create specific, measurable and time-bound goals that are achievable for members.
Member motivation and productivity is increased.
Transaction leadership eliminates or minimizes confusion in the chain of command.
It creates a system that is easy to implement for leaders and easy to follow by members.

Disadvantages:
Innovation & creativity is minimized.
Empathy is not valued.
Transaction leadership creates more followers than leaders among members.

5. Transformational Leadership
In transformational leadership styles, the leader inspires his or her followers with a vision and then encourages and empowers them to achieve it. The leader also serves as a role model for the vision.

Advantages:
Creates shared ownership, Places high value on shared vision.
High morale of members is often experienced.
It uses motivation and inspiration to gain the support of members.
It is not a coercive approach to leadership.
It places high value on relationships.

Disadvantages:
Leaders can deceive members.
Consistent motivation and constant feedback may be required.
Tasks can’t be pushed through without the agreement of members.
Can sometimes lead to the deviation of protocols and regulations.

1. LEADERSHIP AND TEAMWORK

1.2: UNDERSTANDING TEAM WORK – TEAM WALK

Leadership and teamwork are connected to each other. Leader is emerged to lead a team towards success and effective teamwork does not happen on its own by magic. It is required for a leadership and at the same time it demands a collective engagement of team players. Most of the scenarios, you will work in a team and at some point, you may called on to lead it. In practical world, depending on the context, participants will have to perform as team members or leaders. This session is designed to generate some practical insights on power of successful teamwork and the role of leadership in creating and maintaining a good team work.
| Objectives | • To understand the power of teamwork and role of leadership in it  
• To allow participants to utilize their leadership skills and teamwork abilities within their own teams |
| --- | --- |
| Duration | 60 Minutes  
Activity - 30 min  
De-briefing - 30 min |
| Preparation | Make sure required materials are available  
• Team boots (Timber planks with ropes tied on each ends)  
• Whistle  
Make sure sufficient outdoor space is available for the activity - 20-40 meters distance based on space availability.  
Mark the distance and tracks for different teams |
| Set-up | Sufficient outdoor space for the activity  
U shaped seating arrangement for plenary discussion |
| Steps | 1. Make participants aware that the next activity is going to be a game to understand the power of team work. Inform them that this is a physical activity, check whether there is any participants with injuries/pregnancy etc, and invite them to support groups and act as observers.  
2. Divide participants into groups (5-6 members per group) based on the size of team boots.  
3. Provide each team with pre-prepared team boot pairs (planks with ropes)  
4. Mark the starting point and end point (20-40 meters distance based on space availability) with a track mark for each group.  
5. Explain game rules  
- This is a team game, each team is given a boot pair for the usage of all members of the group should wear the boots (left & right foot), team member who is in front & back can hang the rope  
- You will have to walk to a specified distance using the team boots. The team which crosses over the finishing line first wins.  
- If any member/s fall/s off from a shoe (plank) the team has to go back one boot step (length of a timber plank) and start.  
6. Give them 3-4 minutes for the team plan and start the race.  
7. Thank participants for active participation, select and nominate winners and move on to debriefing |
| Processing / Debriefing | • Ask participants how they felt about the activity.  
- How did you feel about the challenge?  
- How did each team planned and organized for the game?  
- What are the success/failure factors in your teams?  
- Was it easy to create and maintain team synergy?  
- How did the leadership worked in each group?  
• Brainstorm on importance of creating and maintaining team synergy to achieve common objectives. Discuss the important aspects such as  
- Recognizing and organizing different talents/capacities within the team  
- Mutual trust on each other within the team |
- Personal opinions vs team decisions
- Sharing responsibilities – (leader, front person, back person, middle persons, etc)
  - Link the lessons learnt from the activity with the real world experiences as much as possible

**Caution**

- Make sure to check on participants with physical injuries/ difficulties to participate in activity. Invite them to observe or support teams as appropriate (Based on the number, you may appoint a supporter/ guider who could be outside and guide/ cheer the team.
- Beware on the time management. Proceed with the game efficiently without wasting your time to ensure sufficient time is available for debriefing (proper pre-preparation would help in this regard)
- Inform participants to remove unsafe shoes (high heels, etc.). Covered shoes are recommended to minimize chance of injury.
- Remove any possible dangerous objects (rocks, sharp end objects, etc) of the walking track
- Beware on the time management. Proceed with the game efficiently without wasting time to ensure sufficient time is available for debriefing.

**Facilitators Resources**

**Teamwork**

Teamwork is a compound word, combining team and work. Teams are a form of group normally dedicated to achieving a common goal/ performing a common task. Each member of the team has skills, talents, experience, and education. Each is expected to contribute. Each member must fulfill his or her own obligations for the team to succeed, and the team, like a chain, is only as strong as its weakest member.

Group dynamics involve the interactions and processes of a team and influence the degree to which members feel a part of the goal and mission. A team with a strong identity can prove to be a powerful force, but it requires time and commitment. A team that exerts too much control over individual members can run the risk or reducing creative interactions and encourage tunnel vision. A team that exerts too little control, with attention to process and areas of specific responsibility, may not be productive. The balance between motivation and encouragement, and control and influence, is challenging as team members represent diverse viewpoints and approaches to the problem. Individuals that typically work alone or tend to be introverted may need additional encouragement to participate. Extroverts may need to be encouraged to listen to others and not dominate the conversation. Teamwork involves teams and work, and group dynamics play an integral role in their function and production.

**Characteristics of Effective Teams**

1. **Clear direction**

   It is about a clear sense of purpose and measurable objectives. This unifies the group and every team member knows why the group exists. A clear goal is a fuel which drives each member’s effort. First, you need to realize and communicate the team goals and desired outcomes. Use them for clear direction for the team you select and leave the team flexibility to develop the best way to get there.
2. Open doors and clear communication
Communication is crucial for building a sense of solidarity between team members. Clear and transparent communication is when the team is able to communicate effectively and there is a feeling of open communicative relations between all members of the group. All the issues are handled by face-to-face communication and team members do not talk behind each other’s back. The more freely you talk to your team members, the more comfortable you are in sharing ideas and insights.

3. Collaboration spirit
The more you collaborate and communicate, the more you create and the better products you get. Thorough and close collaboration is a trait shared by every high-performing team. It can be difficult, especially if some members possess strong personalities. Successful teams tend to have strong leaders that are able to keep everybody on the same page while keeping the petty bickering to a minimum.

4. Playing by the rules
Any team should have a set of rules that determines its operating procedures and acts. This set helps to keep the team on track and eliminate any ambiguity. It means that everyone has to agree to the rules beforehand.

5. Defined roles
Skill sets, specific roles, and thinking styles are required for teams. When performing a particular task, the team will need a detail-oriented person who can keep the team on track. An explorer is also an important role because he/she can be more of a big-picture thinker who can help the team see what is possible. There is also a need for a person who will be responsible for measurement and metrics. Of course, your team may have other roles, but you should have a good handle on those roles before you begin managing the team.

6. Encouraging differences in opinions
Common goals and their agreeing are essential. However, it’s not about suppressing alternative ideas and opinions. Divergent opinions within a team may enhance team performance.

7. Mutual accountability
High-performing teams accept responsibility as individuals and as a team. Team members should not blame one another for mistakes and failures. And no one should spend time in personal justifications. Any success should be celebrated together.

8. Team trust
The truth is – team members who cannot trust one other or and do not believe in the defined team goals seldom get success. Focusing on solving problems is a natural thing for effective teams. There can be trust between team members only if they can translate their views freely.
9. Decision making
There are a built-in decision-making system and a hierarchy in any effective team. They help teams to react quickly and effectively to all situations. Each member is respected for the various areas of expertise, and the leader obtains the members’ opinion to formulate the group’s response.

10. Efficient use of ideas
Generating ideas is the crucial skill for all teams. Brainstorming is one of the ways to come up with the solution to a problem. Every team member should be able to propose information and formulate that information into a response.

11. Enjoy your work
Continuous work can lead to burnout and lack of productivity, so it’s important for any team to have time for fun and relax. Collaborative groups that work particularly well together should enjoy each other’s company and get together outside of the office sometimes to socialize and have fun. Such positive relationships with colleagues can make for a much more relaxed environment and reduce conflicts.

(https://hygger.io/blog/11-characteristics-of-effective-team/)

<table>
<thead>
<tr>
<th>1. LEADERSHIP AND TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3 : MY PERSONALITY STYLE - CAPS</strong></td>
</tr>
</tbody>
</table>

| Introduction/Background | Leadership style is a personal trait and it comes naturally in every individual related to their personality types. It is determined by behavior like introversion and extraversion, thinking & feeling, and judging & perceiving. All these behavior have a bigger impact on the success and failure of a leader and consequently the success and failure of the teams led by them. In our society, everybody has a unique leadership style. Personal leadership development process is determining ones’ own personal style and focus on developing their personal leadership styles to the right direction. It is obvious that participants of this training will have diverse personality styles that reflects their leadership styles and desires. This session will help them to identify their own personality styles and capitalize on those particular styles while understanding and valuing the diversity of personalities in our society, |

| Objectives | • To analyse and understand participants’ own personality styles and help them to develop their leadership qualities based on it. |

| Duration | 60 Minutes  
**Activity - 30 min**  
**Debriefing - 30 min** |

<p>| Preparation | Make sure required materials are available |</p>
<table>
<thead>
<tr>
<th><strong>Set-up</strong></th>
<th>Free seating for self-assessment and U shaped seating arrangement for plenary discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Make participants aware that we are going to do a self-analysis and 100% confidentiality need to be assured. No one is allowed to see other’s analysis.</td>
</tr>
<tr>
<td>2.</td>
<td>Invite participants to be relaxed and they can freely spread around the training room and sit comfortably to ensure no one see their analysis.</td>
</tr>
<tr>
<td>3.</td>
<td>Distribute the questionnaire and ask them to fill it individually.</td>
</tr>
<tr>
<td>4.</td>
<td>Inform them to do it frankly and provide first hand answer to the questions without get into any deeper rational thinking.</td>
</tr>
<tr>
<td>5.</td>
<td>Introduce the marking sheet and guide them to select their personality style using the marking sheet.</td>
</tr>
<tr>
<td>6.</td>
<td>Introduce 4 personality types – Controller, Analyser, Promoter, Supporter and explain the characteristics of each types. (positive and negative aspects)</td>
</tr>
<tr>
<td>7.</td>
<td>Thank participants for their frank self-analysis and move on to debriefing.</td>
</tr>
<tr>
<td><strong>Processing / Debriefing</strong></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>Obtain the feedback from participants on how they felt about this activity.</td>
</tr>
<tr>
<td>-</td>
<td>Was it easy to fill the self-assessment sheet? Were there any doubts in selecting an answer for particular question?</td>
</tr>
<tr>
<td>-</td>
<td>How do you feel about your personality style? Is it agreeable to you?</td>
</tr>
<tr>
<td>-</td>
<td>Which personality is the best for a leader in your view?</td>
</tr>
<tr>
<td>-</td>
<td>Is it important to identify your personality type to become a successful leader?</td>
</tr>
<tr>
<td>•</td>
<td>Emphasize that this personality model is a qualitative continuum, there is no clear cut. Some personalities could be in between different types and it is natural. Inform the participants that you may not be able to select a superior personality and a good leader can have any type of personality.</td>
</tr>
<tr>
<td>•</td>
<td>Brainstorm how these personalities will be considered in interpersonal / team relationship). Discuss how they could develop their leadership based on their personality styles.</td>
</tr>
<tr>
<td>•</td>
<td>Invite them to identify their unique strengths and to be improved areas (weaknesses) based on their personality. Then to work on those to improve your leadership (improving your strengths and rectifying your weaknesses). A separate session will be done on personal SWOT;</td>
</tr>
<tr>
<td>•</td>
<td>Highlight the diversity in our personalities which is a part of the diversity in the society that we experience. Emphasize the importance of respecting other personalities.</td>
</tr>
<tr>
<td><strong>Caution</strong></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>Emphasize that this is going to be completely a self-assessment and encourage them to do it frankly.</td>
</tr>
</tbody>
</table>
- Some participants may face difficulties in filling the assessment questionnaire. Help them without any disturbance to others.
- If requested by all, facilitator may readout and explain questions one by one so that participants could fill it simultaneously.

<table>
<thead>
<tr>
<th>Facilitators Resources</th>
<th>Personality Assessment Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluate your personality type</strong></td>
<td></td>
</tr>
<tr>
<td>Step 01 - Simply select the word on each line that most closely describes you. Do not think/ analyze. If it is difficult to choose, select the first one that comes to mind</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Vibrant</td>
<td>Daring</td>
</tr>
<tr>
<td>Playful</td>
<td>Influential</td>
</tr>
<tr>
<td>Outgoing</td>
<td>Strong-willed</td>
</tr>
<tr>
<td>Persuasive</td>
<td>Forceful</td>
</tr>
<tr>
<td>Stimulating</td>
<td>Inventive</td>
</tr>
<tr>
<td>Feisty</td>
<td>Self-Reliant</td>
</tr>
<tr>
<td>Promoter</td>
<td>Optimistic</td>
</tr>
<tr>
<td>Impulsive</td>
<td>Confident</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Positive</td>
</tr>
<tr>
<td>Humorous</td>
<td>Competitive</td>
</tr>
<tr>
<td>Charming</td>
<td>Bold</td>
</tr>
<tr>
<td>Cheerful</td>
<td>Confident</td>
</tr>
<tr>
<td>Inspiring</td>
<td>Autonomous</td>
</tr>
<tr>
<td>Emotional</td>
<td>Decisive</td>
</tr>
<tr>
<td>Mixes easily</td>
<td>Mover</td>
</tr>
<tr>
<td>Likes to talk</td>
<td>Persistent</td>
</tr>
<tr>
<td>Vivacious</td>
<td>Leader</td>
</tr>
<tr>
<td>Endearing</td>
<td>Chief</td>
</tr>
<tr>
<td>Well-liked</td>
<td>Industrious</td>
</tr>
<tr>
<td>Bubbly</td>
<td>Daring</td>
</tr>
<tr>
<td>Flashy</td>
<td>Dominant</td>
</tr>
<tr>
<td>Disorderly</td>
<td>Uncaring</td>
</tr>
<tr>
<td>Repetitious</td>
<td>Opposed to</td>
</tr>
<tr>
<td>Absentminded</td>
<td>Blunt</td>
</tr>
<tr>
<td>Interrupts</td>
<td>Impatient</td>
</tr>
<tr>
<td>Unpredictable</td>
<td>Unaffectionate</td>
</tr>
<tr>
<td>Hit and miss</td>
<td>Willful</td>
</tr>
<tr>
<td>Accommodating</td>
<td>Proud</td>
</tr>
<tr>
<td>Angered easily</td>
<td>Confrontational</td>
</tr>
<tr>
<td>Inexperienced</td>
<td>Nervy</td>
</tr>
</tbody>
</table>

Step 02 – Now Count the number of words marked under each column (1,2,3,4) and put the total in the cell at the end of each column.

Personality Assessment – Quick Check

Please select the most relevant quadrant

![Personality Quadrant Diagram]

Your Personality Type
Based on Detailed Questionnaire
1. Promoter
2. Controller
3. Analyzer
4. Supporter

Based on Quick check
Snapshot of Each personalities

Promoter
“Everyone, listen to me”

**Features**
- Produce many ideas
- Prefer to get the attention
- “Challenge” “Creation” motivates promoters
- Start fast, easy to get bored
- Act by the intuition

**Keys to communicate**
- Talk about big dreams
- Give positive feedback, praise their action
- Don’t try to stop them. They won’t.
- Just suggest the direction.
- Make them the “booster” of the team

Controller
“Don’t touch. This is my kingdom”

**Features**
- Rational and very practical
- Prefer to control and decide everything
- Hate to be ordered, interfered
- Jump to conclusion. “And what’s the conclusion?”
- Focus on the result, not the process

**Keys to communicate**
- Never try to control them
- Reporting make them comfortable
- Exaggerated praise make them doubtful
- Give them a true goal, let them control how to do it
- Trust 99%, challenge 1%

Supporter
“Let’s work as a team”

**Features**
- Sensitive to the mood/atmosphere
- Like to take care of the people
- Happy to be appreciated
- “Thank you” is the best tranquilizer
- “You can do it”? Oh, no. Let’s do it together

**Keys to communicate**
- Pay attention to them, care them
- Don’t praise exaggerately, just appreciate
- Spotlight their contribution
- Work in a good mood
- Communicate frequently

Analyzer
“Wait, let me confirm the logic”

**Features**
- Always judging if it is logically right or not
- Prefer to discuss based on the fact and logic
- Doesn’t like to start from zero
- Need time to think and plan before action
- Right process is important to achieve the goal

**Keys to communicate**
- If you ask a question, specify what you want to know
- If you ask them something, explain “why” and “how”
- Give them all the information related to the task
- Give them time to consider, before reply
- Don’t make only analyzer team. Nothing happens.
1. LEADERSHIP AND TEAMWORK

1.4: Active listening and Self-Accountability as leaders

**Introduction/Background**

At the core of human experience and communication, is a deep desire to feel heard, and to know that others care enough to listen. Listening is therefore a critical skill in conflict transformation. Research shows that most people only hear about 25% of what is being said to them. Listening requires effort because we are used to judging, reacting, interrupting, or allowing ourselves to be distracted. But it is a skill that can be strengthened if we practice.

*Active listening is at the heart of all conflict transformation.* Listening with attention and respect shows the speaker that what she or he is saying is important. It requires that we channel our focus away from ourselves and towards the person who is speaking.

This exercise is a simulation for people to understand the importance of active listening and the self-accountability in a leadership prospective and also in conflict management.

**Objectives**

- To understand the value of listening, to practice active listening, and to learn how to check our perceptions of what the other has communicated.
- To encourage participants to reflect on their self-accountability as leaders.
- To understand the importance of self-accountability to gain trust and confidence among others as leaders.

**Duration**

120 Minutes

*Activity - 90 min (Step 1 activity 60 min, Step 2 activity 30 min)*

*Debriefing - 30 min*

**Preparation**

Ensure following materials are available

- Zopp cards – 30
- Marker pens - 10
- Platignum - 30
- Blu tag - 02

**Set-up**

“U-shaped seating arrangement
Appropriate free seating for story sharing

**Steps**

**Step 1:**

- Make the participants aware that we are planning to cover two important elements of leadership qualities
- Ask participants to remind 2 incidents of their life. One achievement that they have achieved despite many challenges and an incident that they miserably failed. Pick a failure story that could be shared with one or two participants individually.
- Then ask them to note down 3 key reasons for achievement and failure as they think.
- Then ask them to get into pairs and share the successful incident only with the reasons.
- Shuffle pairs a few times so that each one has an opportunity to listen to the reflections of 2-3 others. Ask them to listen to other’s story.
- Invite all the participants to plenary and move to the de-briefing session
- Introduce the active listening concept to the plenary
- Introduce the difference of sympathy and empathy

**Step 2:**
- Move to the same pair / different pair and share the failure story with the reasons
- Ensure to use the skills introduced on active listening and sharing of both the stories among them and practice the skills learned.
- Move to the de-briefing session

**Step 3 :**
De-briefing on self-accountability based on shared stories

<table>
<thead>
<tr>
<th>Processing / Debriefing</th>
<th>Active Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask participants on how they felt about listening activity. The views are expected in listeners and speakers prospective, not about the story</td>
<td></td>
</tr>
<tr>
<td>- How did you feel about listening to the story from the colleague/s?</td>
<td></td>
</tr>
<tr>
<td>- What were the challenge of listening the story?</td>
<td></td>
</tr>
<tr>
<td>- What were the challenges of sharing the story?</td>
<td></td>
</tr>
<tr>
<td>- What was going on in your mind when you were listening?</td>
<td></td>
</tr>
<tr>
<td>Limit this to 3-5 participants maximum.</td>
<td></td>
</tr>
</tbody>
</table>

Introduce the active listening concept. Refer facilitator guide for more details

Ask participants on how they felt about listening activity. The views are expected in listeners and speakers prospective, not about the story

- How did you feel about listening to the story from the colleague/s?
- What were the challenge of listening the story?
- What were the challenges of sharing the story?
- What was going on in your mind when you were listening?

Limit this to 3-5 participants maximum.

**Self-Accountability :**
Request them to come out from the active listening experience and focus on the stories with the reasons shared with you by your colleagues or your own stories.

- What are the reasons for success stories?
- What are the reasons for failure stories?
- How do you feel about those successes and failures?
- Do you feel accountable for the reasons of success and failures of these incidents?

Present the Accountability/ Victim loop and relate it with participants’ reasons
<table>
<thead>
<tr>
<th>Caution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emphasize the importance of self-accountability as leaders</strong></td>
</tr>
<tr>
<td>In certain cultural contexts, it may not be appropriate to make direct eye contact, so make sure you check and adjust this exercise to the local context. This can also be true of gender or inter-generational dynamics in the culture.</td>
</tr>
<tr>
<td>Sharing the failure story in plenary is not necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitator Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT DOES AN ACTIVE LISTENER DO?</strong></td>
</tr>
<tr>
<td>• Listens: keeping your mind clear and focused on the speaker’s words, emotions and needs.</td>
</tr>
<tr>
<td>• Paraphrases: repeating what you have heard in your own words, so the speaker can confirm, or not, that you have understood what has been said.</td>
</tr>
<tr>
<td>• Questions: asking questions to encourage the speaker to continue talking, and to clarify points that are not clear.</td>
</tr>
<tr>
<td>• Summarizes: summing up from time to time give the speaker confidence that you are listening and retaining the essential points of what has been said.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitator Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AN ACTIVE LISTENER...</strong></td>
</tr>
<tr>
<td>• Is relaxed yet attentive, giving the speaker her/his full attention, respect and care;</td>
</tr>
<tr>
<td>• Is not thinking about what he or she is going to say next;</td>
</tr>
<tr>
<td>• Doesn’t interrupt;</td>
</tr>
<tr>
<td>• Doesn’t judge, offer advice or give opinion;</td>
</tr>
<tr>
<td>• Is sensitive to the emotions being express;</td>
</tr>
<tr>
<td>• Can reflect back to the speaker what he or she has said and the emotions being felt.</td>
</tr>
<tr>
<td>• Shows respect regardless of what the speaker is sharing;</td>
</tr>
<tr>
<td>• Empathizes with the emotions being expressed;</td>
</tr>
<tr>
<td>• Reflects back to the speaker the information and feelings being expressed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitator Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 steps of active listening</strong></td>
</tr>
<tr>
<td>1. <strong>Paraphrasing and questioning</strong> allow us to ensure that we are accurately following the thread of the story that is being told by the speaker. It gives the speaker the opportunity to hear how we are understanding the conversation, and correct us if necessary.</td>
</tr>
<tr>
<td>Paraphrasing and questioning can involve phrases as:</td>
</tr>
<tr>
<td>»»”I heard you say this, which to me means…”</td>
</tr>
</tbody>
</table>
2. We put ourselves in a **vulnerable position** as active listeners. To feel and understand what another person is experiencing and to see the world from their perspective may lead us to change our own world view, even just temporarily, which is not always comfortable. But it creates trust and compassion.

3. It can be very difficult and sometimes even feel wrong to listen actively to someone with a point of view that we disagree with. It’s important to be able to put aside our own views to be able to fully understand other perspectives and respect those with different opinions.

4. When active listening is done effectively, it can help the speaker to see more clearly their underlying needs, and feel connected and trusting of the space that the listener has created.

**Victim loop / Self-Accountability loop**

![Victim loop diagram]

**DAY CLOSURE**

**iv. CLOSURE – DAY 01**

| Introduction/ Background | This session intends to denote the day closure with key learnings and feedback for improvement by the participants. Session includes both interactive verbal feedback and technology based approach for better results. |

“Leadership for Co-existence for Young Women Leaders” - Training Module – May, 2020
### Objectives
- To recap on the sessions covered for the day and summarize key learnings for participants
- To get participants’ feedback on the methodology, approach, logistics etc for future improvement of the workshop/ course

### Duration
30 minutes

### Preparation
Make sure required materials are available and necessary arrangements are made based on the methodology used for the recap

### Set-up
Circle set up – all participants standing around a circle
Suitable arrangement for recap activity

### Steps
1. Invite participants to come to a circle and inform that we have come to the closure of formal sessions of the day
2. Use appropriate method for day recap based on the time availability and participants’ mode (Please refer Facilitators’ Resources for different possible options)
3. Introduce mentimeter survey tool and invite them to fill the survey before they leave the room. If all participants do not possess a smart phone use a flip chart to get their feedback.
4. Make necessary agreements on the evening film screening session (starting time, film to be screened, etc). Inform them that they can go to their rooms get relaxed and come back for evening session.
5. Thank them for their active participation and invite them to keep it up for second day too and present the brief agenda for day 02.

### Processing/ Debriefing
Possible debriefing questions for debriefing;
- What were the main sessions we covered during the day?
- What were your key learning/s for each session? How those lessons are applicable for your day-to-day life?
- What are your suggestions/ feedback for the betterment of this workshop experience (methodology, process, logistics, etc)?

### Caution
- Beware on time management. This session needs to be an interactive and reflective one for participants to share and establish key learnings of the day in to their mind.

### Trainers’ Resources
Possible options to conduct the re-cap
- Use one word/ sentence to reflect their day’s experience – all can get an opportunity
- Using yarn ball – One with the ball express her key learning/ feedback, if someone has a lesson/ feedback related to the first on she can request the ball by stretching her hands and express hers. Otherwise ball is randomly thrown to someone and she shares another learning/ feedback - No of opportunities will depend on the time availability
- Creating sub circles – Crate small circles of 3-4 standing together and come up with key lesson/ feedback as a group
| - Press conference style – Create 2 groups (inner & outer circles). One group will be journalists and the other will be officials from workshop. Journalists should prepare and ask questions on workshop form officials to answer.
- Debating style - Create 2 groups (inner & outer circles). One group to share positive learning of the day and other group to share to be improved area related to particular point. |

**EVENING FILM SCREENING**

<table>
<thead>
<tr>
<th>v. EVENING FILM SCREENING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction/ Background</strong></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
</tr>
<tr>
<td>Film to be screened to be agreed beforehand based on participants consent – Share the list of optional films and participants can select a film based on the preference of majority.</td>
</tr>
<tr>
<td><strong>Set-up</strong></td>
</tr>
<tr>
<td><strong>Steps</strong></td>
</tr>
<tr>
<td><strong>Processing/ Debriefing</strong></td>
</tr>
<tr>
<td><strong>Caution</strong></td>
</tr>
<tr>
<td>Trainers’ Resources</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Day 2:

<table>
<thead>
<tr>
<th><strong>DAY START</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>vi. DAY START – DAY 02</strong></td>
</tr>
<tr>
<td><strong>Introduction/Background</strong></td>
</tr>
</tbody>
</table>
| **Objectives** | • To reflect on the day 1 proceedings and participants learning points and sensitize the participants on key concepts related to the workshop (leadership, diversity, Inclusion & Common ground approaches)  
• To debrief on film screened on previous day |
| **Duration** | 45 minutes  
*Recap of day one – 15 minutes  
Film debriefing – 30 Minutes* |
| **Preparation** | Make sure required materials are available and necessary arrangements are made based on the methodology used for the recap |
| **Set-up** | Circle set up – all participants standing around a circle  
Suitable arrangement for recap activity |
| **Steps** | 1. Welcome all participants to the day 02 and invite them to come to a circle  
2. Use appropriate method for a short day recap (Please refer Facilitators’ Resources for different possible options)  
3. Move on to debrief of film screening as the final step of day recap. You may use a separate methodology for this as appropriate  
4. Thank them for their active participation on day 01, invite them to keep it up throughout the workshop  
5. Move on to day 02 proceedings after introducing a brief agenda. |
| **Processing/Debriefing** | Possible debriefing questions for debriefing;  
- What were the main sessions we covered during the day?  
- What were your key learning/s for each session? How those lessons are applicable for your day-to-day life?  
- What are your suggestions/ feedback for the betterment of this workshop experience (methodology, process, logistics, etc)?  
Film debriefing - Please refer session guide of film screening session |
| **Caution** | • Beware on time management. This session needs to be an interactive and reflective one for participants to share and establish key learnings of the day in to their mind. |
| **Trainers’ Resources** | Possible options to conduct the re-cap  
- Use one word/ sentence to reflect their day’s experience – all can get an opportunity |
- Using yarn ball – One with the ball express her key learning/feedback, if someone has a lesson/feedback related to the first one she can request the ball by stretching her hands and express hers. Otherwise, the ball is randomly thrown to someone and she shares another learning/feedback. No of opportunities will depend on the time availability.
- Creating sub circles – Create small circles of 3-4 standing together and come up with key lesson/feedback as a group.
- Press conference style – Create 2 groups (inner & outer circles). One group will be journalists and the other will be officials from workshop. Journalists should prepare and ask questions on workshop form officials to answer.
- Debating style – Create 2 groups (inner & outer circles). One group to share positive learning of the day and another group to share to be improved area related to particular point.

### 1. LEADERSHIP AND TEAMWORK

#### 1.5 : MY IDENTITY

**Introduction/Background**

In the society people have multiple identities. They represent inherited, chosen and aspirational dimensions. Identities are aggravated and distorted during conflict, deepening the dividing lines. On the other hand, it is possible to find commonalities when we recognize the diverse, dynamic and hidden facets of our identity.

This session will enable the participants to reflect on their own identity, introduce themselves to the group, and to understand the concept of identity (personal and societal).

**Objectives**

- To encourage participants to identify and reflect on their own identity as a contributing factor for their leadership character.

**Duration**

60 minutes

*Activity – 30 min*

*Debriefing – 30 min*

**Preparation**

Make sure required materials are available:

- A4 Size Cards - White (1 for each participant)
- Pencils (1 for each participant)
- Crayons (4-6 boxes)
- Colored pens – Platignum / Markers (Sufficient amount to be shared)
- Colored pencils (2 boxes)
- Glue sticks/Glue tack

Prepare trainers’ identity flowers to set an example for participants (to reflect different identity types, etc).

Make sure there is a designated space to paste all identity flowers, where participants can revisit and make necessary amendments time to time.

**Set-up**

Calm environment. Sufficient space for participants to spread-out.
**U shaped arrangement for Plenary**

| Steps | 1. Make the participants aware that initial introduction has helped to get an understanding about the participants. Now we are going to know each other better while understanding an important concept as young leaders  
2. Provide them the A4 card for each participant and drawing/writing materials  
3. Request participants to be relaxed and reflect on the question “Who am I”, to think of their identity and how they could introduce them to others  
4. Ask participants to draw a large flower with four petals and a stem. It should fill the whole page so that the participants can write a word inside of the petals and center part. Refer the sample flower drawing under Trainers’ resources section.  
5. Ask them to write their most important identity in the center of the flower and other identities that they feel as very important to them in each of four petals. Use only one word to describe each identity and they can decorate their flowers using colours.  
6. Then ask them to get into pairs (with a person not known to them in the group previously) and get to know each other using the flower.  
7. Invite participants to paste their identity flowers in the space provided. Ask them to look around what others have written  
8. Thank participants for their active participation and move on to the debrief |

| Processing/Debriefing | • Ask them how they felt when they asked to brainstorm their identities?  
- Was it easy to decide what to put in your flower? IF difficult, why was it difficult?  
- How did you decide which identities to write and which identified not to write?  
- What do you think about identities shared already, out of which of them are inherent (gender, race, daughter, etc.)?, Which are chosen (profession, hobby, etc.)?, Which ones are aspirational, representing who you are becoming, or dream to be (a loving person, a citizen of the world, a changemaker, etc.)?, What about nationality and religion: Are they inherent or chosen?  
- Whether the identity is Static or Ever changing  
- How do you feel the relationship between your identity and your leadership characters?  
  
  - Introduce different Identity types – Inherent/chosen/ aspirational, based on what they have written.  
  - Discuss the Relationship between individual & common/Group identity and Why identity is important in peace building (division/harmony). How identities work in a conflict situations and how it can be used for peace and harmony. |
- Discuss that everyone’s identity is very important in developing their own leadership and keep them inform that they will have to revisit it throughout the workshop.

<table>
<thead>
<tr>
<th>Caution</th>
</tr>
</thead>
</table>
| • Activity would require a quiet environment for the participants to think and self-reflect.  
• Facilitator may assess the time needed by the participants in doing each phases of this activity (i.e., drawing, explaining) and manage the estimated time wisely. |

<table>
<thead>
<tr>
<th>Trainers’ Resources</th>
</tr>
</thead>
</table>
| - Sample Identity flower picture  
- Key concepts (to be taken from CGA Module) |

**EACH PERSON’S IDENTITY IS COMPLEX.**
We have multiple identities that we proudly display or hide depending on the situation. Some of these are inherited, others are chosen. These parts of our identity gain and lose importance based on where we are and whom we are around.

**IDENTITIES ARE BOTH BIOLOGICALLY AND SOCIALLY CONSTRUCTED.**
We define ourselves through a mix of biological identities (such as sex, height or age) and socially constructed identities (such as religion, political allegiance or class). How important an identity is to us reflects the relationships that are most important to us (wife, father, daughter, etc.).

**OUR IDENTITIES ARE EVOLVING, REFLECTING WHOM WE ARE BECOMING.**
The identity we often most value and nourish reflects whom we are most passionate about becoming. This reflects our own journey to self-realization, being authentic to our deepest-held values. In some cultures, or in situations of conflict, people may feel as though they have less freedom to break away from certain parts of their identity, even if they see them as constraining their own evolution.

**IDENTITY IS POWERFUL.**
Identity is an essential human need. We all need to feel acknowledged, accepted and appreciated for who we are. Many are willing to make enormous sacrifices, even to giving their lives, to protect their identity if they perceive it to be threatened.

**IN VIOLENT CONFLICT, THE IDENTITY ENGAGED IN THE CONFLICT IS AMPLIFIED.**
In conflict, one part of a community’s identity is often manipulated and amplified to dehumanize “the other” and mobilize a group of people to
“defend” themselves against others. In such situations, people are manipulated and forced to pick one identity over others, stripping away the commonality that they may share. (For example, they may have to choose being a Christian rather than the common identity of being a parent, or a fisherman). The Common Ground Approach seeks to underscore what we have in common as a basis for transforming conflict.

**DESPITE OUR UNIQUENESS, THERE ARE ALWAYS COMMON ASPECTS TO OUR IDENTITY.**
Violent conflict often blinds us from seeing our common identities. These shared identities are often related to our fundamental values and aspirations, even if our inherited or biological aspects of our identity are different.

---

### 1. LEADERSHIP AND TEAMWORK

#### 1.6: LEADERSHIP IN PRACTICE – VILLAGE DILEMMA

| **Introduction/Background** | Leadership is a personality trait that demands a mix of knowledge, skills and attitudes. Further leadership is an evolving concept that need to be practiced and developed rather than by just learning and memorizing the concepts. Experimenting leadership in real world is quite complex and challenging which requires many unique set of skills including understanding on context, people and the task, Analyzing, Planning, Building trust, persuading, collaboration, delegation, etc.

This session is designed to simulate this complexity of the role of leadership in real world scenario through a case study of leaders, village representatives and villagers. Participants are grouped and will be given different roles to play. It will provide a reasonable understanding on the real-world challenges and complexities in performing the role of a leader in our communities. Further it will encourage participants to utilize their existing leadership skills innovatively to address such complexities and overcome such challenges. |

| **Objectives** | • To reflect on real-life situation of leadership and create opportunity for participants to apply the skills learnt during the workshop
• To realize the ground realities when performing their leadership role and being sensitive to overcome those proactively |

| **Duration** | 90 Minutes
*Activity - 50 min*  
*Debriefing – 40 min* |

| **Preparation** | Make sure required materials are available
• Ropes (to create 3 islands (circles) with sufficient space
• Blind folds (for one group – 1/3 of total participants)
• planks to make the bridge (can use same planks used for team walk),
• balls
• baskets |
- whistle
- Few pencils and blank sheets

Make sure sufficient space (ideally outdoor) is arranged for the activity

| Set-up | Outdoor space for the activity  
|        | U shaped seating arrangement for plenary discussion or / outside environment. |

| Steps | 1. Make the participants aware that we are moving to an activity.  
|       | 2. There will be 3 groups, and each will have to act according to the instructions provided.  
|       | 3. Create 3 groups and ask them to move to 3 places and inform that no sharing of information is allowed before the game.  
|       | 4. Give instructions to each group separately. Refer facilitator guide for those specific instructions.  
|       | 5. Create 3 islands (round shape) using ropes and invite groups one by one  
|       | - First invite community group, provide blind folds and make them all are properly blind folded. At the end the session, balls and keep baskets around the island.  
|       | - Then invite community coordinators to their island and provide them their materials to build the bridge  
|       | - Finally invite community leaders to their island  
|       | 6. Announce that each group should stick to instructions provided to them and start the activity.  
|       | - During the activity you can change the positions of the baskets to make it difficult for community group and others to guide them  
|       | - In between, additional tasks (brain teasers/ IQ challenges/ etc) can be given for emerging leaders of leaders group to distract from continuous support to the community and put them in trouble.  
|       | 7. Closely monitor whether instructions given are properly followed by each group  
|       | 8. Closely observe the proceedings and make a note on important incidents to be discussed at the debriefing  
|       | 9. Give sufficient time for the activity (final result may be a success or a failure) and stop it.  
|       | 10. Thank participants for their active participation and move on to debriefing |

| Processing / Debriefing | • Ask each group, that how they felt about the activity.  
|                       | - How you felt about the challenge/ responsibility given to their group?  
|                       | - How did you feel about the situation?  
|                       | - How did you feel when you were dealing with others?  
|                       | - What went well and what should have been improved in the activity?  
|                       | • Discuss the conditions in the situation and link those with multiple perceptions & perspectives within the society and importance of leadership to understand these perceptions and perspectives to create positive change |
- Discuss different approaches (collaborative/ violent) taken by leaders group and their consequences
- Discuss the ground realities reflected in the activity (Challenges/ barriers and strengths of each segments, community perceptions, etc) to sensitize them with practical challenges at ground level.

### Caution
- Proper, preparation, close monitoring and observation of facilitators is required in this session.
- Make sure clear instructions are given to each group. Make sure community group is properly blind folded and instructions are properly followed by each group.
- Closely observe and identify active leaders from leaders group and give them extra task.
- Final outcome of this activity will depend on how each group handle the situation and react. It is not necessary to be a successful ending. Closely observe the proceedings and make notes on important lessons.

### Facilitator Resource

**Instructions to community leaders**
- You are the leaders of the community lives in a separate island and there are 2 more groups community coordinators/ representatives and community members of your village are in two separate islands surrounded by see.
- You are not allowed to go out of your island.
- Other groups have their own resources and also some limitations and restrictions in using them.
- Island where community lives is not secured and your responsibility is to bring them to your island.
- You are not allowed to touch any others’ resources.
- You can motivate others, guide them and get others help to reach your objective.

**Instructions to Community coordinators/ representatives**
- You are community coordinators group who live in a separate island. There are 2 more groups who live in 2 nearby islands.
- You cannot talk. You can communicate with others only using non-verbal means (signs, etc).
- As community coordinators you can help others and get help from others.
- You are given with materials to make a bridge. However, you are not allowed to touch those materials until one other group finishes their task.

**Instructions to the community**
- You are a community group who live in a separate island. There are 2 more groups who live in 2 nearby islands. If you go out of the island without proper protections you will be drawn to the deep see.
- You are completely blind (blind folds will be provided to wear). Hence your understanding on the outer world is very minimum.
- You can seek help from others to solve your problems. However, be cautious in doing so (as you are very vulnerable and can be cheated for the benefit of others).
- You are given a task to put 3 balls into a basket around you.

1. LEADERSHIP AND TEAMWORK

1.6 : Personal SWOT : Analysing your own

**Introduction/Background**

A Personal SWOT analysis, a good tool to examine the individual’s capacity in relation to internal and external. However, may be more useful if you focus on a specific goal or problem that you want to address. This is because we all have a number of very diverse goals. The skills and attributes that may help us towards one goal may be irrelevant, or even a weakness, in another context. A threat in one context could be unimportant in another.

A SWOT analysis is not something that you want to do every day. But if you are finding a particular problem is very intractable, or that you are really struggling to know where to start with a goal, it may be a useful way of ordering your thinking, and giving you a different perspective on the problem.

**Objectives**

- To identify, analyze and capitalize their own strength and personality
- To help them to understand the weaknesses and support to plan to minimize those.
- To build their capacity to scan the opportunities in the environment and face the threats diplomatically

**Duration**

45 min  
*Activity - 30 min  
*Debriefing - 15 min

**Preparation**

Ensure following materials are available,
- Printed Self-SWOT analysis format for all the participants
- A guidance note on SWOT analysis

**Set-up**

No special set up is necessary for this activity where each participant can work individually in their place.

**Steps**

- Provide all the participants with a format to do a self-SWOT Analysis
- Provide an introduction on the format and request each person to write down a goal that the want to achieve my taking part in this session
- Request individual members to list down their strengths individually. Ask them to consider
- (Based on the time availability) Rest of the sections are can be given as homework.
- Request participants to do an in-depth analysis and be open about themselves in this analysis to identify their real strengths, weaknesses and
**Processing / Debriefing**

In de-briefing session,

Educate them that strengths and weaknesses are internal, and opportunity and threats are external and internals ones are highly manageable by the individual.

Bring up a discussion on the connection between strengths, self-identity, personality traits and leadership qualities.

Emphasize the importance of capitalize their strengths to overcome the weaknesses and identification and grasping of right opportunities to manage the threats.

**Caution**

Request participants to be cautious on sharing their weakness with others and facilitators should not request the participants to share those in the audience.

IF any participant is willing to share their strength, let them to do so if time permits in possible situation.

**Facilitator Resources**

**SWOT Analysis** : SWOT analysis is the examination of your situation by looking at Strengths, Weaknesses, Opportunities and Threats. It has been used by businesses for many years as a strategic planning tool, because it helps to give you an all-round view of the organisation.

SWOT analysis are however, equally useful on a personal level as a way to identify areas for development, and as part of career discussions. Its simple format, and easy-to-apply structure mean that it can be used very easily without support.

SWOT analysis is a way of looking at your situation by identifying:

**Strengths**, or those areas where you have an advantage over others, or some unique resources to exploit;

- What advantages do you have that others don’t have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else?
- What personal resources can you access?
• What do other people see as your strengths?
• Which of your achievements are you most proud of?
• What values do you believe in that others fail to exhibit?
• Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

**Weaknesses**, or areas where you or your organisation may be weaker than others, and may find that others can do better than you;

• What tasks do you usually avoid because you don’t feel confident doing them?
• What will the people around you see as your weaknesses?
• Are you completely confident in your education and skills training? If not, where are you weakest?
• What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
• Do you have personality traits that hold you back in your field? For instance, if you have to conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

**Opportunities**, or possibilities that you can take advantage of to help you achieve your goals and ambitions; and

• What new technology can help you? Or can you get help from others or from people via the internet?
• Do you have a network of strategic contacts to help you, or offer good advice?
• What trends do you see in your living area, and how can you take advantage of them?
• Are any of your peers/colleagues failing to do something important? If so, can you take advantage of their mistakes?

**Threats**, or things that may prevent you or your organisation from making a profit or achieving your goals.

• What obstacles do you currently face in community development work?
• Does changing technology threaten your position?
• Could any of your weaknesses lead to threats?
2. COMMON GROUND APPROACH

2.1: UNDERSTANDING OUR REACTION – BALOON GAME

Introduction/Background

This session is designed to create an understanding on our normal approach to a conflict situation as humans. Most of us see situations as win-lose, seeking to protect our own interests. Our society often encourages us, or even celebrates us, when we take adversarial, competitive approaches. This often prevents us from considering that there may be a win-win option. We usually choose this adverse approach without much reflection. We most often respond with fear or mistrust of those around us and assume that their interests are contrary to our own. We are often conditioned by a notion of scarcity or zero-sum to believe that in order to win, someone else must lose. This session will help participants to understand this reality and to understand the importance of taking collaborative approach to reach win-win solutions.

Objectives

- To recognize that our standard reaction to conflict is often adversarial and allow to understand the importance of being collaborative to reach win-win solution.

Duration

30 Minutes  
Activity – 15 min  
Debriefing – 15 min

Preparation

Make sure required materials are available
- Baloons (1 for each participant with few extra)
- Tooth pick (1 for each participant)
- Rope to mark the boundaries
- Whistle

Make sure sufficient space (indoor/outdoor) is available for the activity
**Set-up**

Sufficient (indoor/outdoor) space for the activity – boundaries created using the rope  
U shaped seating arrangement for plenary discussion

**Steps**

1. Make participants aware that we are going to do an activity.  
2. Invite all the participants to be inside the area boundaryed by the ropes.  
3. Give each participant a balloon and ask them to blow and tie a knot on it.  
4. Give each participant a toothpick.  
5. Emphasize that the winning of this game is rely on protecting the balloon from popping during the exercise and no one is allowed to move outside the demarcated boundaries.  
6. Start the game (2-3 minutes). After the game ask from participants to indicate, who won and who lost.  
7. Thank participants for their active participation and move on to debriefing

**Processing / Debriefing**

- Ask how they felt about the activity.  
  - How did you feel about the activity? What were your approaches?  
  - Why/how did we assume that there needed to be a winner and a loser?  
  - What were the factors in the way the exercise was set up, that made us resort instinctively to competition? Did it serve your interests to do that? Instruction was to “protect your balloon”  
  - Did anyone see any opportunity to “win-win”. What was your approach and what happened?  
- Discuss that it is in our human nature to be competitive. We often think that in order to win someone should lose. Explain the importance of attitudinal shift from win-lose to win-win for a collaborative action.  
- Emphasize the difference of adversarial and Collaborative using conflict transformation diagram.

**Caution**

- Beware of the potential physical damage when handling the toothpick during the game. Please make a notice when providing game instructions and advice to use it carefully and not use it in front of faces of others.

**Facilitator Resources**

**It is in our human nature to be competitive.** We see situations as win-lose; our society often encourages us, or even celebrates us, when we take adversarial, competitive approaches. We rarely see the potential of a win-win outcome. We tend to believe that in order to win, someone else must lose. Breaking out of these instinctive reactions is not automatic.  

**The Common Ground approach creates an environment where collaboration becomes possible.** This starts with building trust. It enables parties in conflict to dialogue. Gradually, they begin to see each other as allies, rather than adversaries. It bridges dividing lines by enabling shared interests to be revealed. This opens the opportunity for the transformation of conflict.
2. COMMON GROUND APPROACH

2.2 : UNDERSTANDING CONFLICT & VIOLENCE

Introduction/Background

As advocates for co-existence, it is quite important to understand what conflict is? It is not surprising that most people think conflict as negative, destructive and undesirable thing that need to be avoided, contained or eliminated. Especially with the terminology used in local language (Sinhala & Tamil), people tend to think of it as the opposite of co-operation, harmony, accord or peace and in daily usage it is most closely associated with, and often used to mean, the same as violence.

However, Such a narrow and one-dimensional view of conflict is not correct and it prevent us from distinguishing different levels of conflicts, our reactions on it as well as different causes under a particular conflict. This session mainly focuses on understanding the difference between conflict and violence while understanding conflict as a neutral and inevitable phenomenon it our human behavior.

Objectives

- To gain a deeper understanding on meaning of conflict
- To understand the difference between conflict and violence and their relationship to peace and co-existence

Duration

45 Minutes

Activity 30 min (Step 1 – 15 min and Step 2 – 15 min)
Debriefing – 15 min (Step 1 - 7 min and Step 2 – 8 min)
### Preparation

Make sure required materials are available
- Zopp cards and markers
- Pin board
- A4 sheets

### Set-up

U shaped seating arrangement for plenary discussion

### Steps

**Step 01**
1. Paste the word “CONFLICT” on the flip chart board.
2. Provide Zopp cards to participants and ask them to write a word / a short phrase that comes in their mind when they hear the word “Conflict”.
3. Request them to come up with their own words (Without repeating the same words written by others)
4. Ask participants to provide reasons on why they have written the particular word/ phrase and classify them in to 3 categories in the board – 1. Negative (violence related), 2. Neutral (natural/inevitable), 3. Positive.
   (make sure the names of these categories are not exposed at the beginning and place the relevant cards for those categories and name them at the end)
5. Move on to debriefing step 1

**Step 02**
1. Create small groups and give them an A4 paper for each group and ask them to write the word “PEACE” on it in large letters covering the paper fully.
2. Give them 15 seconds to tear that paper into pieces as much as possible (You may get the count of pieces from each group)
3. Then ask them to shuffle those pieces and allow them the re-organize to make the word peace within 2 minutes.

### Processing / Debriefing

**Step 01**
- Ask how they feel about the words/phrases and their categorization
  - How many words are in each category (Negative, neutral & positive)? Why do you think so?
  - Which category is most likely to be reflecting the real conflict?
    What do you feel about negative and positive categories? Are they reflect the conflict or a result/our reaction on a conflict?
  - Why are there not many words in positive category? Can’t there be any positive results of a conflict?
- Discuss the difference between conflict and violence. Make them understand that conflict is a neutral/natural and inevitable thing and violence is a negative result /way we react on a conflict
- Provide a definition of conflict and discuss how it is different from violence. Discuss that conflict is inevitable part of our human existence, reflected through our diverse values, identities, cultures and beliefs. It is natural, and is neither positive nor negative
- Discuss different levels/ types of conflicts how they relates to our lives with examples.

**Step 02**
- Ask how they felt about the activity
  - How long did it take you to tear up your paper and how long did it take to make it together? Which one was easier?
  - Did it make the same picture as before after doing it back?
  - How do you relate this exercise with our lives
- Discuss the difference of level of effort on destruction and restoration. Make them realize that even after restoration, it won’t be same as in previous stage similarly Even the peace restored after violence/destruction is not the same as before (it has scars and fissures)
- Link with conflict and violence
  - Emphasize that violence is not mere direct physical violence as reflected here, whereas there can be different indirect types of violence types and discuss them with examples (cultural & structural violence)
  - Peace does not mean that there are no conflicts. As we discussed conflict is inevitable and therefore there can be conflicts in a peaceful environment. Hoover it does not lead to conflict. Instead, it is taken if positively and used as an opportunity to make peace more beautiful. Give some examples of some conflicts which resulted positive results to the world (See facilitator resources).
- Debriefing should end with positive peace and how positive peace can be achieved.

**Caution**
- There may be no cards on the positive category but you can still keep it and ask whether there is any positive result of a conflict during the debrief
- Make sure to extend the debriefing discussion to provide an idea on different types of conflicts as well as different types of violence which is needed in future sessions.

**Facilitator Resources**

*Conflict and violence can seem like the same thing but in reality they are not -*
We associate conflict with violence, because our experience of conflict is often negative.

**CONFLICT**

Conflict arises when two or more parties have seemingly incompatible goals. Conflict is inevitable and natural, and is neither positive nor negative.
- This is an inevitable part of our human existence, reflected through our diverse values, identities, cultures and beliefs.

**Conflict is an opportunity** - Conflict is an opportunity to understand different perspectives, address injustices and realize that change is needed. When handled constructively, conflict can bring about shared solutions and collaborative relationships.
Common causes of conflict in society are:
- Resources are unfairly distributed: for example, land, money or employment.
- Power is unevenly distributed, causing the exclusion of certain groups.
- Groups hold misconceptions or prejudices about each other.
- There is little or no communication between groups.
- There are old unresolved tensions between groups.
- Groups have interests or needs that are or seem to be incompatible.

Conflicts can occur at all level in society:
- Within an individual
- Within a household (between husband and wife/family members)
- Between extended family groups
- Between & among community groups (Ethnic/religious groups, councils, associations, co-operatives, land owners, resource users etc.)
- Between community groups and external organizations (NGOs, government agencies and commercial companies)
- Between political parties
- Between countries and group of counties

Different types of conflicts

Relationship Conflicts
Occur because of the presence of strong negative emotions, misperceptions or stereotypes, poor communication or miscommunication, or repetitive negative behaviors. Relationship problems often fuel disputes and lead to an unnecessary escalating spiral of destructive conflict. Supporting the safe and balanced expression of perspectives and emotions for acknowledgment (not agreement) is one effective approach to manage relational conflict.

Data Conflicts
Occur when people lack information necessary to make wise decisions, are misinformed, disagree on which data is relevant, interpret information differently, or have competing assessment procedures. Some data conflicts may be unnecessary since they are caused by poor communication between the people in conflict. Other data conflicts may be genuine incompatibilities associated with data collection, interpretation or communication. Most data conflicts will have "data solutions."

Interest Conflicts
Caused by competition over perceived incompatible needs. Conflicts of interest result when one or more of the parties believe that in order to satisfy his or her needs, the needs and interests of an opponent must be sacrificed. Interest-based conflict will commonly be expressed in positional terms. A variety of interests and intentions underlie and motivate positions in negotiation and must be addressed for maximized resolution.

Structural Conflicts
Caused by forces external to the people in dispute. Limited physical resources or authority, geographic constraints (distance or proximity), time (too little
or too much), organizational changes, and so forth can make structural conflict seem like a crisis. It can be helpful to assist parties in conflict to appreciate the external forces and constraints bearing upon them. Structural conflicts will often have structural solutions. Parties’ appreciation that a conflict has an external source can have the effect of them coming to jointly address the imposed difficulties.

**Value Conflicts**
Caused by perceived or actual incompatible belief systems. Values are beliefs that people use to give meaning to their lives. Values explain what is "good" or "bad," "right" or "wrong," "just" or "unjust." Differing values need not cause conflict. People can live together in harmony with different value systems. Value disputes arise only when people attempt to force one set of values on others or lay claim to exclusive value systems that do not allow for divergent beliefs.

**VIOLENCE**
When a conflict is not managed constructively, it can lead to violence. Violence is the use of power physical or force to inflict suffering, injury, death, destruction or deprivation.

**Violence is not only direct** (as in causing immediate harm, suffering or injury); it can also be indirect (cultural or structural).

**Structural violence** refers to social, political and economic systems that harm or disadvantage certain groups or individuals. For example, the law in some countries denies nationality to certain religious or ethnic groups.

**Cultural violence** refers to the prevailing attitudes, values, rules, and beliefs in a culture that justify or allow structural or direct violence. For example, certain religious beliefs portray women as inferior to men, thus allowing women to be discriminated against (structural violence) or harmed (domestic violence, “honor” killings, etc.) simply because they are women.

Source: CGA Module

### 1. LEADERSHIP & TEAMWORK

#### 1.7: MOTIVATION – ESSENTIALS TO BECOME EFFECTIVE LEADERS

**Introduction/Background**
This session intends to set the tone for the workshop closure. Leadership to be seen as a concept to be practiced rather than a concept to be preached or learned. For others to recognize you as a leader, despite how much leadership qualities you have, you must use and proactively portray them in practice. This session focusses mainly on the importance of being positive and proactive in using the leadership skills as well as being innovative, think beyond boundaries to identify and deliver better solutions to the communities that you are leading.
### Objectives
- To emphasize that the leadership is a skill to practice rather than a theory to be learned.
- To motivate participants to practice learned concept in their communities to become as effective leaders.

### Duration
30 Minutes  
*Activity – 12-15 min and videos – 15-18 min*

### Preparation
Make sure required materials and equipment are available  
- Multimedia projector  
- Video clips

### Set-up
U shaped seating arrangement for plenary discussion

### Steps
1. Make participants aware that we are approaching the closure of 2 day’s training workshop and this session will be a brain challenge with few videos to watch.
2. Introduce them the brain tease and ask them to solve it individually  
   *(Exercise - cake cutting Please refer Facilitator resources)*  
   Provide activity instructions properly. If someone found the answer, ask them to share it personally with facilitator without revealing to others.  
   Complete the activity (step 1 & 2), nominate winners and debrief the lessons.
3. Show at-least 2 videos and debrief the lessons (one by one after each video)
4. Share one or two contemporary examples on effective leadership and close the session with motivation.

### Processing / Debriefing

**Cake cutting activity**
- Ask how they felt about the exercise  
  - How did you feel about the challenge? Was it seem possible at the beginning?  
  - For those who did not succeed – why was it not possible as you think?  
  - For those who succeeded – How did you approached to it?  
  - How many different solutions you could have for the exercise even though it seems impossible at the beginning?  
  - What is the key lesson you take to your life through this exercise?
- Discuss that sometimes we tend be framed with what we have learned and it tend to limit our level thinking. Then it may prevent from finding a proper and better solution. Discuss the importance of thinking out of the frame to find innovative solution for a particular problem as leaders.

**Videos**
- Ask what you watched and how you felt watching each video  
  - What were your key observation of the video?  
  - How do you link with those observations to your real life?
- Video 1 - Tree India – Brainstorm how your self-initiation and proactiveness is important in your leadership regardless of your age, gender, social status, education, etc. Further, discuss that your initiation
can be an eye-opening for others which makes many impossible to become possible through proper teamwork.
- Video 2 – Thai insurance commercial– Discuss the importance of being your own leader to create a better world. Emphasize the importance of creating positive change from where you could control and being the change for the change that you would like to see in this world.
- Share any suitable contemporary examples of effective leadership with the participants to motivate them.

**Caution**
- Beware on time management. Maximal utilize the time to generate maximum learning and motivation to participants.

**Facilitator Resources**

**Exercise – Cake cutting**

**Step 1**
Father bought you a round shape cake. There are 8 members in your family and he asked you to cut it in to 8 equal pieces. However, he imposed a strict condition that you can have only 3 cuts in the process. Take a blank page of your note book and draw this round shape cake and now try to cut the cake in to 8 equal pieces with only 3 cuts.

![Cake cutting diagram](image)

**Step 2** (Once they provided answer for step 1)
OK, However, there is an important thing that we forgot. The cake your father bought was an icing cake. The answer you already provided is not accurate now. Try to solve the new challenge according to same conditions.

**Answer**

**Option 1**

1. After 1st and 2nd cut, stack four pieces one on the other and do the 3rd cut.

**Option 2**

2. After 1st and 2nd cut, take out 2 opposite pieces and stack those 2 pieces on the other 2 pieces and do the 3rd cut.

**Option 3**

3. After 1st and 2nd cut, arrange 4 pieces in a single line (one after other) and do the 3rd cut across 4 pieces.

**Videos**

Lead India – Tree

[https://www.youtube.com/watch?v=GPeeZ6viNgY](https://www.youtube.com/watch?v=GPeeZ6viNgY)
### WAY FOREWARD AND WORKSHOP CLOSURE

#### Introduction/Background
This is the first step of a longer learning journey for selected emerging women leaders. This session denotes the end of step one and will provide space to recap workshop proceedings, share participants’ reflections and link participants to the next step of the journey through a take-home assignment and guidance to proceed with it.

#### Objectives
- To recap the proceedings and lessons learnt from the workshop
- To introduce the take-home assignment for the next workshop and provide guidance to proceed with it.

#### Duration
30 minutes

#### Preparation
Make sure required materials are available and necessary arrangements are made based on the methodology used for the recap.

#### Set-up
Circle set up – all participants standing around a circle
Suitable arrangement for recap activity

#### Steps
1. Inform participants that we have come to the end of the end of the first step of our learning journey and invite them to come to a circle.
2. Use appropriate method to recap workshop proceedings and key lessons from participants (Please refer Facilitators’ Resources for different possible options)
3. Inform participants during this workshop we focused more on understanding and developing your own leadership with basic understanding on conflicts. In next step, we will focus more on conflict analysis tools to understand conflicts in your own communities and how to use your leadership to address identified issues.
4. Introduce them the take-home assignment, To observe and identify specific conflicts (existing / potential) in your communities and drivers/ reasons for those. Further, invite them to reflect on their personal leadership styles and complete their personal SWOT when coming to the next workshop
5. Perform workshop evaluation using mentimeter survey tool and open the form for verbal feedback
6. Invite organizers for vote of thanks and make necessary agreements/notices on the next workshop

#### Processing/Debriefing
- No specific debriefing required.
- Make sure that identity flowers done by the participants are collected and kept carefully to be used during the next workshop
### Caution

- Make sure, sufficient time is available for this session for participants to leisurely engage with. Otherwise, participants may tend to do it in a rush (as they want to go home quickly) without putting any serious thoughts.

### Trainers’ Resources

Possible options to conduct the re-cap

- **Use one word/ sentence to reflect their day’s experience – all can get an opportunity**
- **Using yarn ball – One with the ball express her key learning/ feedback, if someone has a lesson/ feedback related to the first on she can request the ball by stretching her hands and express hers. Otherwise ball is randomly thrown to someone and she shares another learning/ feedback - No of opportunities will depend on the time availability**
- **Creating sub circles – Crate small circles of 3-4 standing together and come up with key lesson/ feedback as a group**
- **Press conference style – Create 2 groups (inner & outer circles). One group will be journalists and the other will be officials from workshop. Journalists should prepare and ask questions on workshop form officials to answer.**
- **Debating style - Create 2 groups (inner & outer circles), One group to share positive learning of the day and other group to share to be improved area related to particular point.**
Expanded Session Guide
2nd Training
## INTRODUCTION AND CREATING A CONDUCIVE ENVIRONMENT FOR TRAINING

### viii. PARTICIPANTS INTRODUCTION –

| Introduction/Background | This is the beginning of the second step of the entire training course and it is the same group which participated for the first step would continue to this step. Therefore, participants are already familiar with each other. This session is designed as a continuum of the identity session of the first workshop to reflect the learnings and realizations of first workshop to create their future identity flower. |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------)--

### Objectives

- To introduce the participants among the group and ensure to refresh their memories of previous workshop and participants to ease the connectivity.
- To refresh personal learnings from previous workshop.
- To level the expectations and refresh on common ethics.

### Duration

45 minutes  
*Activity – 30 min*  
*Debriefing – 15 min*

### Preparation

- Make sure required materials are available
  - A4 size white cards
  - Markers,
  - Crayons/ colour pencils
  - Scissors

  Make sure the identity flowers done by participant at first workshop are displayed in a dedicated place with a space to paste future identity of each participant

### Set-up

Free seating for creating own future identity flower  
Circle set up – all participants standing around a circle  
Identity flowers done by participant at first workshop to be displayed in a dedicated place with a space to paste future identity of each participant

### Steps

1. Welcome all participants to the second workshop and ask them how way their experience after first workshop.
2. Inform that there can be many learnings and realizations from the first workshop and it is a time to make use of them.
3. Remind about the identity session done during the first workshop and inform that their flowers are displayed on the room. Inform them that it is time for each one to do their future identity (identity that they wish to develop in future) based on their learnings and reflections from the first workshop.
4. Provide participants a blank A4 card and Ask participants to prepare their future identity (They can draw, write, and cut shapes creatively to represent their identity). Inform them that they may use their self-SWOT as helping tool to define their future identity. Give them 10 -15 minutes to do their future identity.
5. Bring participants in to a circle. Ask them to hold it with their hands so that others could see it. Invite one participant after the other one step inside the circle to create 2 circles (outer & inner circle) facing at each other.

6. Inform them that once facilitator claps 2 circles should more opposite directions (one circle clockwise and the other circle anticlockwise). Once the facilitator claps again all must stop and share your future identity with the one who is in front of you from the other circle.

7. Have 2-3 rounds of sharing based on the time availability

8. Ask them to paste their future identities on the designated place on the wall – just next to your initial identity flower.

9. Move on to debriefing on Evolving identity (please refer debriefing section below)

10. Refresh on overall workshop objectives to the plenary and agree on the common workshop ethics agreed in the 1st workshop. Checking whether any amendments to be done in the ethics list and do the amendments if plenary request to do so.

11. Wish them all the best for energetic workshop and close the introduction

<table>
<thead>
<tr>
<th>Processing/Debriefing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get feedback from participants on their future identities created</td>
</tr>
<tr>
<td>- What do you think about your future identity? Is it same as the one you did previously</td>
</tr>
<tr>
<td>- Can an identity be changed or is it static?</td>
</tr>
<tr>
<td>- How do you link your personal identity with the collective identity of your family/society?</td>
</tr>
<tr>
<td>Explain that our identities are evolving, reflecting whom we are becoming. This reflects our own journey to self-realization, being authentic to our deepest-held values</td>
</tr>
<tr>
<td>Discuss the relationship between individual and group/societal identity – Better personal identities leads to better social identity and vise-versa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check whether all participants are from the first workshop. There may be few new participants for this training due to some unavoidable situations. In such cases brief new participants on what happened in the first training and make them familiar with the process.</td>
</tr>
<tr>
<td>Beware on time management. Just refresh on workshop ethics and objectives as participants are already familiar with those.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainers’ Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>EACH PERSON’S IDENTITY IS COMPLEX.</td>
</tr>
<tr>
<td>We have multiple identities that we proudly display or hide depending on the situation. Some of these are inherited, others are chosen. These parts of our identity gain and lose importance based on where we are and whom we are around</td>
</tr>
</tbody>
</table>

IDENTITIES ARE BOTH BIOLOGICALLY AND SOCIALLY CONSTRUCTED.
We define ourselves through a mix of biological identities (such as sex, height or age) and socially constructed identities (such as religion, political allegiance or class). How important an identity is to us reflects the relationships that are most important to us (wife, father, daughter, etc.)
OUR IDENTITIES ARE EVOLVING, REFLECTING WHOM WE ARE BECOMING.
The identity we often most value and nourish reflects whom we are most passionate about becoming. This reflects our own journey to self-realization, being authentic to our deepest-held values. In some cultures, or in situations of conflict, people may feel as though they have less freedom to break away from certain parts of their identity, even if they see them as constraining their own evolution.

IDENTITY IS POWERFUL.
Identity is an essential human need. We all need to feel acknowledged, accepted and appreciated for who we are. Many are willing to make enormous sacrifices, even to giving their lives, to protect their identity if they perceive it to be threatened.

IN VIOLENT CONFLICT, THE IDENTITY ENGAGED IN THE CONFLICT IS AMPLIFIED.
In conflict, one part of a community’s identity is often manipulated and amplified to dehumanize “the other” and mobilize a group of people to “defend” themselves against others. In such situations, people are manipulated and forced to pick one identity over others, stripping away the commonality that they may share. (For example, they may have to choose being a Christian rather than the common identity of being a parent, or a fisherman). The Common Ground Approach seeks to underscore what we have in common as a basis for transforming conflict.

DESPITE OUR UNIQUENESS, THERE ARE ALWAYS COMMON ASPECTS TO OUR IDENTITY.
Violent conflict often blinds us from seeing our common identities. These shared identities are often related to our fundamental values and aspirations, even if our inherited or biological aspects of our identity are different.

2. COMMON GROUND APPROACH

2.4 Analysis the timeline of Sri Lanka: in conflict analysis context

**Introduction/Background**
This session will help the participants refer back to history and how the conflicts within the country has been erupted for decades and decades and analysis the historical incidents that has lead number of conflicts in Sri Lanka which escalated to the level in country civil war for 3 decades.

Identifying the major incidents that has led to violence within the country and process those information will help to identify the causes for conflicts which could lead to form a redress mechanism in the community level which could link with national approach towards the reconciliation and peace building initiatives.

**Objectives**
- To broaden the understanding of various incidents occurred in the country over a timeline resulted conflicts and create a constructive dialogue on
those incidents to identify the root causes and propose redress mechanisms to lead social cohesion and peace building.

| **Duration** | 75 minutes  
*Activity – 50 min*  
*Debriefing – 25 min* |
|--------------|------------------|

| **Preparation** | Ensure following materials are available  
- Old newspapers in different languages - 06  
- Magazines - 10  
- Scissors - 01  
- Cello tape - 02  
- Gum – 01 big  
- Markers - 10  
- Flip chart papers - 06  
- Zopp cards in 3 colours - 10  
All these materials ( indicated quantities are for one set) to be arranged for 3 sets  
News article / relevant materials explain different historical timeline of conflict occurred in Sri Lanka – Inform the participants in the previous training completion to bring these article to use for this activity. |
| **Set-up** | 3 separate tables to be allocated to conduct the group activity. Group names to be displayed in the table.  
Ensure the availability of above-mentioned materials in those tables when the activity starts  
3 designated places to display the timeline on wall and adequate space in-front of that wall to conduct presentations by gathering all participants |

| **Steps** | Divide the participants into 3 groups  
Request each group to assign a leader and a group name as appropriate  
Inform the groups to work out a timeline explains different incidents occurs since 1948 to To date in Sri Lanka which led to for a conflict / violence which has results a negative impact on peace.  
Ask the group members to use the paper article or any other materials they have to draw an attractive timeline indicating different incidents.  
Request each group to identify the possible causes / intension of those events  
Provide 30 mins to complete this timeline  
Ask each group to nominate one or few members to present the timeline for plenary in 5 min.  
Allow other participants to ask questions from the group members. Maximum of 3 questions (5 min per group)  
Facilitator can write the important missing incidents in cards while presenting and paste at the end of the each group sessions. |
- Once all the presentations are completed, facilitator could move to de-briefing session.

<table>
<thead>
<tr>
<th>Processing / Debriefing</th>
<th>Ask from the participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• How they felt by doing this activity? – Request from maximum 3 participants from different area / background</td>
</tr>
<tr>
<td></td>
<td>• Have they felt lost or succeeded by doing this exercise?</td>
</tr>
</tbody>
</table>
Finally facilitator can summarize the timeline and indicate the important events / incidents that led major conflicts in Sri Lanka that results huge lost for the country and mankind. Facilitator must emphasize the purpose of doing this activity again and stress that this activity is done not to remind the various victories of conflict but to get an understanding that causes of conflict could be addresses in a common grounded approaches which could have prevented the conflict and how the young leaders could contribute to for a positive redress mechanism from the grass root level of have a lasting peace among diverse societies in Sri Lanka.

| Caution | Refer back the timeline of conflict could hurt or harm participants by connecting it with their personal life losses and incidents, so facilitator must make an appeal clearly that the exercise is purely for awareness creation and to analyze the root causes of conflict. Even if someone feel stressed by attending this activity, kindly take that person out from the group and try to support him/ her to come out from that stressful situation by actively listening to her views. Decide whether his/her views can be shared in the plenary with the permission. Facilitator can decide based on the context. Participants may start accusing other races/ religions / which need to be strictly prohibited by informing that “The available information about these incidents are very limited and reaching a conclusion in highly un-realistic and in real world there won’t a write and wrong prospective and its very with the time”. So judgment with the very limited details and our pre-conceived understanding is also a reason for conflicts” |

<table>
<thead>
<tr>
<th>Facilitator Resources</th>
<th>Timeline: Conflict in Sri Lanka</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Key events in the struggle between government forces and Tamil rebels.</td>
</tr>
</tbody>
</table>

Though picturesque, the island-country of Sri Lanka has been blighted by a long-running conflict between government forces and armed Tamil rebels. Thousands have died and many more have been made homeless by the unremitting violence.

**Ethnic composition**

The Sinhalese, who are in power in Sri Lanka, comprise about 73.8 per cent of the population and are concentrated in the densely populated southwest. They speak Sinhala, an Indo-European language derivative of Sanskrit.

Tamils in Sri Lanka form two distinct groups. The first group, the so-called Sri Lanka Tamils, are descendants of Tamils who lived on the island for centuries.
They comprise approximately 18 per cent of the population and live predominantly in the north and eastern coasts.

The second group are called the hill country Tamils or the plantation Tamils. They are the descendants of the labourers brought to Sri Lanka by the British and are about five per cent of the Sri Lankan population. Tamils speak an ancient classical language which is said to be 4,000 years old. They remain concentrated in the "tea country" of south-central Sri Lanka. Muslims form about eight per cent of the population. Unlike the Buddhists, Christians or Hindus on the island, whose identity stems from the language that they speak, religion determines the identity of Sri Lankan Muslims who speak Tamil in Tamil-dominated areas and Sinhalese on the rest of the island. The rest of the population consists of Burghers - descendants of European colonists, and tribesmen, known as the Veddahs.

Below is a guide to some of the key events in the island’s history since independence:

**1948:** Sri Lanka, then known as Ceylon, gains independence from British rule. Ethnic Tamils feel disenfranchised by the so-called "Citizenship Act" which denied citizenship to the Tamils and their descendants brought from India by the British to work on tea plantations

**1956:** Solomon Bandaranyake, then prime minister, enacts a law making Sinhala the only official language of Sri Lanka, alienating the Tamils. Peaceful protests by Tamils are broken up by a Sinhala mob and riots follow.

**1957/65:** Pacts are signed between the government and the Tamils giving them a measure of regional autonomy and freedoms in language and education, but the agreements remain largely on paper.

**1970:** New constitution enshrines earlier law-making Sinhala Sri Lanka's official language and makes Buddhism the country's official religion, further alienating Tamils who are mainly Hindus and Christians.

**1972:** Ceylon becomes a Republic and is officially renamed the Republic of Sri Lanka. Velupillai Prabhakaran forms the Tamil New Tigers group to set up a separate homeland - the Tamil Eelam.

**1975:** Tamil New Tigers re-named Liberation Tigers of Tamil Eelam (LTTE).

**1978:** LTTE proscribed as an illegal organisation.

**1981:** Riots in Jaffna. A state of emergency is declared.

**1983:** First guerrilla-style ambush by LTTE kills 13 soldiers. Rioting erupts, killing hundreds of people. About 150,000 Tamil refugees flee to India where Tamil military training camps are established.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>The Indian government cracks down on armed Tamil groups in India. First suicide attack by LTTE kills 40. Indo-Sri Lanka Peace Accord signed and India agrees to deploy peacekeepers - the Indian Peace Keeping Force (IPKF), which quickly gets drawn into the civil war.</td>
</tr>
<tr>
<td>1990</td>
<td>IPKF withdraws from Sri Lanka. LTTE becomes the prominent Tamil armed group. Over 100,000 Muslims are expelled from LTTE dominated areas, many with just two hours notice.</td>
</tr>
<tr>
<td>1991</td>
<td>Rajiv Gandhi, then Indian prime minister, is assassinated by a female LTTE suicide bomber.</td>
</tr>
<tr>
<td>1993</td>
<td>Ranasinghe Premadasa, then president of Sri Lanka, is killed in a LTTE suicide bomb attack.</td>
</tr>
<tr>
<td>1999</td>
<td>Chandrika Kumaratunge, a former prime minister and later the first female president of Sri Lanka, is wounded in an assassination attempt during an election rally.</td>
</tr>
<tr>
<td>2002</td>
<td>Norway-brokered ceasefire between the LTTE and the Sri Lankan government comes into effect. It holds for five years despite many incursions from both sides. A road linking Jaffna peninsula and the rest of Sri Lanka opens after 12 years.</td>
</tr>
<tr>
<td>2004</td>
<td>The government of Sri Lanka and LTTE sign Post-Tsunami Operational Management Structure (P-Toms) by which the two entities agreed to work together to offer relief to the communities devastated by the Asian Tsunami. Lakshman Kadirgamar, Sri Lankan foreign minister, is assassinated by the LTTE.</td>
</tr>
<tr>
<td>2007</td>
<td>After weeks of heavy fighting, the Sri Lankan army takes back the LTTE-held town of Vakarai. LTTE air force attacks various Sri Lankan targets including Colombo airport. SP Thamilselvan, leader of the LTTE's political wing, is killed in an air raid.</td>
</tr>
<tr>
<td>2008</td>
<td>The Sri Lankan government formally withdraws from the ceasefire with the LTTE and renewed fighting erupts. Amid attacks and counter-attacks, Sri Lankan forces seem to gradually gain the upper hand.</td>
</tr>
<tr>
<td>2009</td>
<td>After months of the military consistently advancing against the LTTE, the government declares victory.</td>
</tr>
</tbody>
</table>
Mahinda Rajapaksa, the president, says the country has been "liberated from terrorism" in a victory speech on May 19 following claims by the army that it has killed Prabhakaran, the LTTE leader.

The LTTE says it will "silence our guns" and admits the conflict has reached a "bitter end", but dismisses claims of Prabhakaran's death and vows that the Tamil struggle for a homeland will continue.

Source: AL JAZEERA, 19 May 2009

Link to access the article: https://www.aljazeera.com/focus/blanktemplate/2008/11/200811061193133.html.

### 2. COMMON GROUND APPROACH

#### 2.5: Introducing the conflict types

**Introduction/Background**

This session is to give an overall understanding on different conflict types and provide a different prospective of categorizing the conflict types considering the nature of the conflict. Broader understanding of different types of conflicts will contribute for designing of context specific community or policy level actions towards a lasting and inclusive solutions which impart peace in the society.

Conflict analysis process will be further improved with a deeper understanding on the different types and conflict management and transformation also will be enriched with a good understanding on various conflict types.

**Objectives**

- To introduce the types of conflict / categorizations to enable participants to categorise the conflicts prior to analyse those.

**Duration**

15 Minutes

*Presentation – 10 min*

*Debriefing and Q & A – 5 min*

**Preparation**

Ensure following materials are available

- Presentation on conflict and types of conflicts
- Laptop
- Multimedia with power connection
- Printed presentations for participants
- Flip chart board and sheets the absence of power
- Markers – 3 colours, 5 nos
- Zopp cards

**Set-up**

All the participants can sit in a half circle to visualize the presentation screen without any inconvenience
The printed presentation (Translated into local languages) need to be provided prior to start the presentation and printing of presentation need to be notes from to write down the relevant examples in the notes section.

### Steps

| 1. | Refresh the definition of “Conflict” and other types of conflict introduced already |
| 2. | Introduce the different type of conflict categorization using a presentation: |
|     | - Manifested or latent |
|     | - Recent or rooted |
|     | - Broad or narrow in scope, affecting large populations or only a small portion |
|     | - Internal or external |
| 3. | Explain the categorization clearly and how this categorization is done |
| 4. | Explain each conflict categorization using examples to ensure participants understand these categorizations clearly. Refer the facilitator guide section for examples. |

### Processing / Debriefing

Emphasize the importance of using these categorizations when they identify and analyse different conflict they encounter in their community and the importance of understanding this categorization to work on right conflict management strategies:

Tell the participants that we will discuss further on the conflict management in coming sessions
Request 4-5 participants to give some other examples for these types to check their understanding.

### Caution

Examples to explain the conflict types need to be selected carefully, not to hurt any participants background / feelings.

Ensure the participants understand the different types of conflict correctly without any confusion. This need to be ensured in the de-briefing session

### Facilitator Resources

<table>
<thead>
<tr>
<th>Examples for conflict types</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Manifested or latent</td>
</tr>
<tr>
<td>- <em>Fight between husband and wife on the food issues – Manifest</em></td>
</tr>
<tr>
<td>- <em>Issues between husband and wife on sexual incompatibility – Latent</em></td>
</tr>
<tr>
<td>- Recent or rooted</td>
</tr>
<tr>
<td>- <em>Conflict between two houses on the boundary line – Narrow</em></td>
</tr>
<tr>
<td>- <em>Conflict between two ethnic groups for long term: Ethnic conflict of Sri Lanka for 3 decades between LTTE and Government forces</em></td>
</tr>
<tr>
<td>- Broad or narrow in scope, affecting large populations or only a small portion</td>
</tr>
<tr>
<td>- <em>Conflict between two houses on the boundary line – Narrow</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

## 2. COMMON GROUND APPROACH

### 2.6: Power Walk

**Introduction/Background**

This exercise is a simulation of a community/society in ‘development’. And how power difference influence this in the society. Everyone starts off equal, but ends up very different.

The Power Walk helps you to identify marginalized groups that are vulnerable for and work out a strategy for including them in your project; it also clearly shows the power structure of the community. Power Walk: Who are we going to listen to – and talk with? This exercise is a simulation of a community/society in ‘development’. Everyone starts off equal but ends up very different. The debriefing following the exercise allows participants to reflect on what disparities exist and why and to consider how to address these through project design and implementation. The characters and questions should be adapted to the local context to make it relevant.

**Objectives**

- To make the participants realize on power dynamic among different gender and social segments
- To give a sense of realization of different power dynamics and how that could affect their leadership role and the conflict management

**Duration**

45 Minutes

*Activity* - 20 min  
*Debriefing* - 25 min

**Preparation**

Ensure following materials are available

- Zopp ards –
- Marker pens
- Stick / chalk to draw the lines and squares

**Set-up**

Adequate indoor space is required to bring all the participants to one line with space of at least 1 m between each person. If this facility is not available indoor, pick an outdoor space. Adequate space for the participants to move forward and backward is necessary.

Draw 15 squares in front of and rear of the line where participants are assembling and # of squares along with line need to tally with the participant count. A sample one is shown below. “X” indicated the participants Ideal space is tiled floor with at least 1’x 1’ size 30 tiles vertically and horizontally equal to participant count.
Steps

1. Identify 15 different characters representing various classes for different genders (eg: Daily wage Tamil speaking Indian Plantations woman and man, Disabled Female Soldier from SL Army, Disabled male soldier from SL army, Local council female councilor, Local Council male Councilor). The characters can be chosen to suit for the context.

2. Write down those characters on Zopp cards and keep it ready prior to start the session with the translated text.

3. Give out the ‘Play the role of.’ cards. Ask participants to spend a couple of minutes imagining the daily life of the person whose role they are playing and to think of a name for their character. They must keep their role a secret from other participants.

4. Every participant has to imagine them as this character and stay in the same line.

5. Facilitator will read out 10 statements one by one allowing each participant to respond to those statements by moving one step ahead if they feel that the given character could do it without any challenges. If the character feel it is not possible for him/her to do the work indicated in the activity, they must walk backward by one step. If the character feel that the statements are not relevant to them they can stay in the same place without moving forward or backward. For each statement, everyone can move forward/ backward by one step or stay at the same place.

6. At the end of all statements, facilitator calls one character and check their places. ne by one in an order that reflects higher order class and lower order social classes to check both the male and female characters to see their places.

Processing / Debriefing

Ask participant on their feeling of being in that character? Need to be a quick round of feedback in one or two words.

Pick maximum of 8 people and ask this view “how they felt in representing each character, whether they feel empowered or challenged?

Finally the facilitator has to explain how this difference of social segments and Gender is affecting their level of exercising power to give the leadership and how it could influence the conflicts and how these dynamics need to be considered in conflict management. Facilitator can use the same statements and characters as examples.
Also relate the session with identity (societal challenges based on socially created identities)

2. Ask them the reasons for this situation and relate it to power/ socially created identities which could lead to conflicts

<table>
<thead>
<tr>
<th>Caution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identification of suitable characters are highly critical in this exercise and it must be context specific. Prior understand of the participant group and their background will help to identify the characters correctly. Discuss with the organizing team prior to the arrangements</td>
</tr>
<tr>
<td>• Ensure that all the participants clearly understand the character and make themselves prepare to represent the characters fully</td>
</tr>
<tr>
<td>• Proper preparation, close monitoring and observation of facilitators is required in this session.</td>
</tr>
<tr>
<td>• Outcome of this activity will depend on how each participants understand the character properly and act accordingly</td>
</tr>
<tr>
<td>• Closely observe the proceedings and views and make notes on important lessons.</td>
</tr>
</tbody>
</table>

Note: Purpose of this activity is to give an understanding on the challenging context and social norms which they have to understand prior to performing their role and work as women leaders. This is not meant for de-motivating them by portraying challenges prevailing in each social classes and different genders

<table>
<thead>
<tr>
<th>Facilitator Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power</strong> is the ability to exercise one’s will over others (Weber 1922). Power affects more than personal relationships; it shapes larger dynamics like social groups, professional organizations, and governments. Power differences is one of a root cause of various forms of discriminations and conflicts throughout the world</td>
</tr>
</tbody>
</table>

Power dynamic play a crucial role on determining a position for a person in the society and the extend of exercising the power is also depend on the social class he/she attached to. Understanding of the power differences of different social segments in the society include gender will help the community leaders to design their response to abide with those. Further, Leadership qualities also considered as source of power. Each young women leaders can excel in their leadership qualities to have more power to guide the community in democratic manner to achieve the shared goal agreed upon.

Sample statements and characters. This may vary with the context

• You have the power to influence people in your community
• You receive (received) secondary school education
• You and your family live in a secure, well serviced and spacious place
• You can afford to meet your basic needs
• You can afford to see a doctor and buy medicine when you are sick
• You can afford a place to live
3. CONTEXT AND CONFLICT ANALYSIS

3.1 : CONFLICT ANALYSIS TOOLS – CONFLICT TREE

**Introduction/Background**

Conflict analysis is a systematic study of a given conflict with the purpose to reach a better understanding of the causes of conflict, the actors and stakeholders involved, and the societal changes brought about by conflict. Proper conflict analysis is crucial in planning a successful peace building/conflict transformation intervention as it enables to understand the context and the multidimensional, multilayered and multifaceted nature of a conflict. Lack of proper conflict analysis, could lead to irrelevant or in the worst-case counter-productive engagement in peace building.

This session intends to introduce conflict analysis tool – Conflict tree and create opportunity for participants to practice the tool by their own on actual conflict identified from their communities.

**Objectives**

- To introduce conflict tree as one of a key conflict analysis tool
- To enhance the level of understanding and working ability on the tool (Conflict Tree) using an actual conflict identified from their own communities
- To develop their skills to conduct context analysis with the support of this tools in their communities

**Duration**

120 Minutes

*Introducing conflict analysis – 15 Mins*

*Introducing Conflict tree – 30 Mins*

*Practicing and de-briefing the tool – 75 mins*

**Preparation**

- Make sure required materials are available
  - Zopp cards (3 different colours)
  - Pin board and large sheet
  - Markers in different colours

- Study the tool properly and get prepared with an example (Please refer the facilitator resources)

- Draw a diagram of large conflict tree to introduce the tool. Do a sample conflict tree for a selected conflict (which will be practiced with participants as an example)
**Set-up**
- U shaped seating arrangement for plenary discussion
  - Round table arrangement for group work

**Steps**

**Introducing Conflict Analysis**

1. Make the participants aware that from this point onwards, focus will be on conflict analysis through 3 important conflict analysis tools.
2. Request participants to discuss on the importance of a conflict analysis and the main purpose of a conflict analysis
   - Conflict analysis helps us to understand the root causes and effects of the conflict.
   - It helps us to understand the dividers and connectors.
   - It helps us understand the influencers on the conflict, positive and negative.
   - Most importantly, conflict analysis helps us identify entry points, potential champions, and opportunities to begin to transform conflict and enable collaboration.
3. Discuss the key principles of conflict analysis as follows
   - Conflict analysis opens the way to identify practical steps for intervention.
   - It is at its heart of exercise in dialogue, as we seek to understand and converge different perspectives and perceptions of the conflict. It is a process which can create trust, as different stakeholders engage and see different perspectives on the conflict.
   - It should also reflects power dynamics, concerning those who are leading the conflict analysis, as well as the importance and weight given to those whose views are considered, or which are absent, during the process.
   - Conflict analysis should be ongoing, as conflict itself is dynamic.
   - Conflict analysis is essentially about asking good questions, and in that sense, is something that we all can get better at the more we practice.

**Introducing Conflict Tree**

1. Make the participants aware that from this point onwards, focusing to learn about conflict tree as a key conflict analysis tool.
2. Introduce the tool by practicing, using a pre-identified common conflict which is relevant to all participants (Eg: family conflict, garbage disposal problem, etc)
3. Based on time availability practice the tool based on brainstorming questions to reflect how it is practiced at the field (10-15 minutes)
4. After some time inform them that this is how the tool is practiced and then complete the tree using pre-prepared cards. Inform that the end result of the analysis would be like this. Inform them that they will be given opportunity to practice the tool deeply by themselves as small groups using actual conflicts that they have already identified.
5. Briefly explain the purpose, process as well as uses and benefits of the tool
### Practicing conflict tree

1. Group participants into small groups of 6-8 members (ideally grouping can be based on geographic location/ organization that they are representing, so that all group members will work on a conflict which is relevant to them).

2. Ask them to list down different conflicts identified by themselves after 1st workshop and select a conflict to analyze. Help them to select a suitable conflict (Project team too can help them in this regard).

3. Invite groups to select 2 facilitators to lead the tool practicing exercise. **This step to be completed before breaking for the lunch.**

4. Ask participants to practice the tool for the identified conflict. Provide them with required materials – Zopp cards in 3 colours, large sheet, markers, etc. Agree on the time slot to practice the tool (30-45 minutes)

5. While they are practicing the tool move around among groups and help them to practice the tool correctly by providing required guidance.

6. After 30 minutes invite groups to come in to the plenary and present a summary of their conflict tree (Conflict/ problem, Root causes and effects) and key learnings/ challenges in practicing the tool.

7. Thank participants for their active participation and move on to debriefing.

### Processing / Debriefing

- Ask participants on their experience with the tool
  - Was it easy to practice the tool?
  - What went well and what were the challenges faced when you were practicing the tool?
  - How was the feeling of facilitators and participants of each group?
  - Are there any key questions that you would need to clarify related to the tool?

- Discuss how to identify different aspects (Conflict/ problem, Root causes and effects) properly and emphasize them that the key success factors of this tool are dialogue and right questioning.

- Provide facilitation tips on practicing the tool in their communities to come up with a best outcome.

### Caution

- Beware on the time management. Facilitators need to be well prepared with the example analysis. Make sure proper instructions are provided before they break into small groups.

- It is important to move around groups and help them as they practice the tool. Further, make notes on important observations to be shared during the debriefing.
Guide for introducing the Conflict Tree

1. The Conflict Tree is a graphic tool using the image of a tree to identify the root causes of the conflict and to understand the social, economic and political impact of the conflict.

2. We can visually organize our understanding of the conflict as a core problem, its causes and its effects.
   - **The branches and leaves are the effects:** what we see as a result of the conflict, and what its impact is on the society, groups and individuals
   - **The roots are the root causes:** the underlying socio-economic, cultural, structural or institutional factors which create or enable violent conflict
   - **The trunk is the core issue:** the main problem at hand, related to key values, or key resources

3. It can be used to help define the core problem, to distinguish between causes and effects in a conflict and to make decisions about priorities for addressing the conflict.

4. We use this tool by drawing a picture of a tree, including its roots, trunk and branches. The group identifies together the core problem in the trunk, the causes in the roots and the effects in the branches.

5. It would be useful to explain using a completed example of the tool, offering the following definitions:
a. A cause is a social, religious, economic, political, historic or other factor which is contributing to the conflict.
b. A core problem is the way in which the cause of the conflict is triggered, or begins to manifest, to create the effects.
c. An effect is the impact of the conflict on daily life, the environment, the local population, relationships, economic development, etc.

**Purpose of Conflict Tree**
- To agree on the core issue
- To distinguish between causes and effects, and the triggering events
- To identify opportunities to address the root causes

In many conflicts there will be a range of opinions concerning these questions:
» What is the core problem?
» What are the root causes of the problem?
» What are the effects that have resulted from this problem?
» What are the triggering events which escalate the conflict towards violence?
» What is the most important issue for our group to address? Where can we have impact?

---

### 3. CONTEXT AND CONFLICT ANALYSIS

#### 3.2 : CONFLICT ANALYSIS TOOLS – CONNECTORS & DIVIDERS

**Introduction/Background**
Conflict analysis is a systematic study of a given conflict with the purpose to reach a better understanding of the causes of conflict, the actors and stakeholders involved and the societal changes brought about by conflict. Proper conflict analysis is crucial in planning a successful peace building/conflict transformation intervention as it enables to understand the context and the multidimensional, multilayered and multifaceted nature of a conflict. Lack of proper conflict analysis, could lead to Irrelevant or in the worst case counter-productive engagement in peace building.

This session intends to introduce conflict analysis tool – Connectors and Dividers and create opportunity for participants to practice the tool by their own on actual conflict identified from their communities.

**Objectives**
- To enhance the level of understanding and working ability on the tool (Connectors and Dividers) using an actual conflict identified from their own communities
- To develop their skills to conduct context analysis with the support of this tools in their communities

**Duration**
90 Minutes
*Introducing the tool Connectors and Dividers* – 20 Mins
*Practicing the tool (group work)* – 30 mins
*Group presentation and de-briefing* – 40 mins
### Preparation

- Make sure required materials are available
  - Zopp cards (3 different colours)
  - Pin board and large sheet
  - Markers in different colours

Study the tool properly and get prepared with an example (Please refer the facilitator resources)

- Draw a diagram of the Connectors and dividers matrix to introduce the tool.
- Do a sample Connectors and Dividers matrix for a selected conflict (which will be shared with participants as an example)

### Set-up

- U shaped seating arrangement for plenary discussion
- Round table arrangement for group work

### Steps

#### Introducing the tool – Connectors and Dividers

1. Make the participants aware that this point onwards we are going to learn about our next conflict analysis tool – Connectors and Dividers.
2. Introduce the tool by using a pre identified common conflict which is relevant to all participants (You may use the same conflict used for the conflict tree)
3. Based on time availability practice the tool based on brainstorming questions to reflect how it is practiced at the field (10-15 minutes)
4. After some time inform them on the method to practice the tool and then complete the tool using pre-prepared cards. Inform that the end result of the analysis would be like this. Inform them that they will be given opportunity to practice the tool deeply by themselves as small groups using actual conflicts that they have already identified.
5. Briefly explain the purpose, process as well as uses and benefits of the tool

#### Practicing the tool – Connectors and Dividers

6. Inform participants to practice the tool in same groups as they did for conflict tree exercise and the analysis to be done for the same conflict identified and selected.
7. Invite groups to select 2 facilitators (2 new facilitators who did not lead the previous tool) to lead the tool practicing exercise.

**After this step groups can be sent for group work with the working tea.**

6. Ask participants to practice the tool for the identified conflict. Provide them with required materials – Zopp cards in different colours, large sheet, markers, etc. Agree on t time to practice the tool (30-45 minutes)
7. While they are practicing the tool move around and help them with necessary guidance to practice the tool.
6. After agreed time invite groups to come into the plenary and present a summary of their tool and key learnings/ challenges in practicing the tool.
7. Thank participants for their active participation and move on to debriefing.

### Processing / Debriefing

- Ask from participants on their experience with the tool
  - Was it easy to practice the tool?
- What went well and what were the challenges faced when you were practicing the tool?
- How was the feeling of facilitators and participants of each group?
- Are there any key questions that you would need to clarify related to the tool?

- Discuss how to identify different aspects properly (Connectors and Dividers) and emphasize them the key success factors of this tool are brainstorming and right questioning.
- Provide facilitation tips on practicing the tool in their communities to come up with a best outcome.

Caution

- Beware on time management. Facilitators need to be prepared well with the example analysis. Make sure proper instructions are provided before they break into small groups.
- It is important to move around groups and help them as they practice the tool. Further, make notes on important observations to be shared during the debriefing.

Facilitator Resources

<table>
<thead>
<tr>
<th>CONNECTORS</th>
<th>DIVIDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SYSTEMS AND INSTITUTIONS</strong></td>
<td>government policies and structures, laws, social services, civil society organizations, economic opportunities ...</td>
</tr>
<tr>
<td><strong>ATTITUDES AND ACTIONS</strong></td>
<td>friendship, solidarity, discrimination ...</td>
</tr>
<tr>
<td><strong>VALUES, MYTHOLOGY AND INTERESTS</strong></td>
<td>religious beliefs, traditional practices/beliefs ...</td>
</tr>
<tr>
<td><strong>HISTORY AND PAST EXPERIENCES</strong></td>
<td>military experience, shared professions, travel experience ...</td>
</tr>
<tr>
<td><strong>SYMBOLS</strong></td>
<td>places, music, culture, language, rituals, celebrations ...</td>
</tr>
</tbody>
</table>

Guide for introducing the Connectors and Dividers

1. The Connectors and Dividers Analysis allows us to identify the elements which divide people from each other, and can trigger or
aggravate conflict, as well as the elements which are keeping people together, and which can potentially be triggered or amplified.

2. When analyzing a conflict, we often focus more on dividers than connectors, because they get media attention, are associated with violence, offer an easy way to “explain” the conflict, and can be perceived as “the problem which needs to be fixed.” Connectors are often hidden, because in many situations they reflect what is “normal” about the community, enable basic human needs to be met, and are holding people together despite the dividers. They represent both existing and potential capacities for peace, which are crucial to include in a conflict analysis.

3. All societies, in which conflicts are at play, whether violent or not, have both connectors and dividers. Often, in the midst of a conflict, we see the dividers as dominant and insurmountable. The connectors often remain invisible or ignored.

4. Dividers and Connectors are dynamic. They change over time. They exist in all contexts, even those that are not explicitly in conflict.

5. Dividers and Connectors can be institutions, attitudes, and actions, values and interests, experiences or symbols.

6. As we seek to engage with a conflict, we must ask not only what is dividing us, but what continues to hold us together?

7. By understanding the dividers and the connectors, we can see opportunities to understand connectors as a way of re-framing the conflict dividing lines and the perception of the parties in conflict.

8. It would be useful to explain using a completed example of the tool, giving examples of Dividers and Connectors within each category:

6. It’s essential to be very specific when using this tool. If we are too general, it will not be helpful as we seek to identify entry points later on. To help become specific, we can use these five categories, identifying Dividers and Connectors for each one.

SYSTEMS AND INSTITUTIONS — If systems and institutions serve some people and not others, they may increase divisions between groups. For example, if oil pipelines travel through a community but the community does not benefit from the pipelines, the pipelines are an example of a “divider.” A newly voted constitution, which won a majority, may be a connector. Water may be a connector as a need, but access to water may be a divider.

ATTITUDES AND ACTIONS — Attitudes and actions can either divide or connect people. People may continue to have inter-group marriage, despite the on-going inter-group violence. Or there may be a rise of hate speech online which can further polarize the communities.

VALUES, MYTHOLOGY AND INTERESTS — Despite the diversity of values and religions in a society, they are not all dividers. Many connectors within this category are hidden, yet powerful. We can sometimes see some values, such as environmental protection, remaining underlying connectors despite an aggravated divider between religious communities.

HISTORY AND PAST EXPERIENCES — understanding the narratives of the past can reveal both connectors and dividers. Notions of heroism
may serve to divide communities, while there may be underlying historic figures which could catalyze connectors. Victory, defeat, and a sense of victimhood are interpreted differently by each party in the conflict, and can widen or narrow divides depending on how the conflict evolves.

**SYMBOLS AND EVENTS** – Cultural events, music, arts, the national flag, ceremonies, monuments, and sport can be connectors or dividers. We may see that a holiday triggers divider, while a national sports team can amplify connectors.

**Purpose of the tool – Connectors and Dividers**
- To identify the factors that divide and connect different stakeholder groups
- To understand the opportunities to weaken the dividers and strengthen the connectors
- To identify hidden connectors that could transform the dynamics triggering the dividers in many conflicts there will be a range of opinions concerning these questions:

---

**DAY CLOSURE**

**ix. DAY CLOSURE – DAY 01**

**Introduction/Background**
This session denotes the day closure with key learnings and feedback for improvement by the participants. Session incorporates both interactive verbal feedback and technology based approach for better results.

**Objectives**
- To recap on the sessions covered for the day and summarize key learnings for participants
- To get participants’ feedback on the methodology, approach, logistics etc for future improvement of the workshop/ course

**Duration**
30 minutes

**Preparation**
Make sure required materials are available and necessary arrangements are made based on the methodology used for the recap

**Set-up**
Circle set up – all participants standing around a circle
Suitable arrangement for recap activity

**Steps**
1. Invite participants to come to a circle and inform that we have come to the closure of formal sessions of the day
2. Use appropriate method for day recap based on the time availability and participants’ mode (Please refer Facilitators’ Resources for different possible options)
3. Introduce mentimeter survey tool and invite them to fill the survey before they leave the room. If all participants do not possess a smart phone use a flip chart to get their feedback.
4. Make necessary agreements on the evening cultural night (starting time, necessary arrangements, etc). Inform them that they can go to their rooms get relaxed and come back for evening session.
5. Thank them for their active participation and invite them to keep it up for second day too and present the brief agenda for day 02.

**Processing/Debriefing**

Possible debriefing questions for debriefing;
- What were the main sessions we covered during the day?
- What were your key learning/s for each session? How those lessons are applicable for your day-to-day life?
- What are your suggestions/feedback for the betterment of this workshop experience (methodology, process, logistics, etc)?

**Caution**

- Beware on time management. This session needs to be an interactive and reflective one for participants to share and establish key learnings of the day in to their mind.

**Trainers’ Resources**

Possible options to conduct the re-cap
- Use one word/sentence to reflect their day’s experience – all can get an opportunity
- Using yarn ball – One with the ball express her key learning/feedback, if someone has a lesson/feedback related to the first on she can request the ball by stretching her hands and express hers. Otherwise ball is randomly thrown to someone and she shares another learning/feedback - No of opportunities will depend on the time availability
- Creating sub circles – Create small circles of 3-4 standing together and come up with key lesson/feedback as a group
- Press conference style – Create 2 groups (inner & outer circles). One group will be journalists and the other will be officials from workshop. Journalists should prepare and ask questions on workshop form officials to answer.
- Debating style - Create 2 groups (inner & outer circles). One group to share positive learning of the day and other group to share to be improved area related to particular point.

---

**EVENING CULTURAL NIGHT**

**x. EVENING CULTURAL NIGHT**

**Introduction/Background**

This is purely voluntary session that creates opportunity for participants to showcase their aesthetic talents. Complete ownership of this session including planning organizing and execution is with the participants and facilitators are expected to facilitate the process only.

**Objectives**

- To create opportunity for participants to showcase their aesthetic talents
- To create an opportunity for participants to work together and organize an event

**Duration**

120 minutes (based on no of items lined up)
| Preparation | Appoint an organizing committee for the event at the beginning of the workshop and let them to organize the event by themselves. Make sure required facilities are available for the event  
- Multimedia Projector (with sounds)  
- Musical instruments  
- Costumes and background set up etc  
(Participants to get prepared for their own items as required) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Set-up</td>
<td>Participants to decide on suitable seating arrangement and set-up</td>
</tr>
<tr>
<td>Steps</td>
<td>1. No direct involvement of facilitators is expected. Event to be carried out completely by participants (including planning, organizing, item lining up, announcement, etc)</td>
</tr>
<tr>
<td>Processing/Debriefing</td>
<td>• No specific de-briefing required</td>
</tr>
<tr>
<td>Caution</td>
<td>• Make sure participants will take the full responsibility of the event. However, ensure that required background support and guidance is provided</td>
</tr>
<tr>
<td>Trainers’ Resources</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**DAY START**

**xi. DAY START – DAY 02**

<table>
<thead>
<tr>
<th>Introduction/Background</th>
<th>This session provides space to recap the sessions conducted on previous day, share participants’ reflections and plan for the second day of the workshop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>• To reflect on the day 1 proceedings and participants learning points and sensitize the participants on key concepts related to the workshop (leadership, diversity, Inclusion &amp; Common ground approaches)</td>
</tr>
<tr>
<td>Duration</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Preparation</td>
<td>Make sure required materials are available and necessary arrangements are made based on the methodology used for the recap</td>
</tr>
</tbody>
</table>
| Set-up | Circle set up – all participants standing around a circle  
Suitable arrangement for recap activity |
| Steps | 1. Welcome all participants to the day 02 and invite them to come to a circle  
2. Use appropriate method for a short day recap (Please refer Facilitators’ Resources for different possible options)  
3. Thank them for their active participation on day 01, invite them to keep it up throughout the workshop  
4. Move on to day 02 proceedings after introducing a brief agenda. |
**Process Debriefing**

Possible debriefing questions for debriefing;
- What were the main sessions we covered during the day?
- What were your key learning/s for each session? How those lessons are applicable for your day-to-day life?
- What are your suggestions/feedback for the betterment of this workshop experience (methodology, process, logistics, etc)?

**Caution**

- Beware on time management. This session needs to be an interactive and reflective one for participants to share and establish key learnings of the day into their mind.

**Trainers’ Resources**

Possible options to conduct the re-cap
- Use one word/sentence to reflect their day’s experience – all can get an opportunity
- Using yarn ball – One with the ball express her key learning/feedback, if someone has a lesson/feedback related to the first on she can request the ball by stretching her hands and express hers. Otherwise ball is randomly thrown to someone and she shares another learning/feedback - No of opportunities will depend on the time availability
- Creating sub circles – Crate small circles of 3-4 standing together and come up with key lesson/feedback as a group
- Press conference style – Create 2 groups (inner & outer circles). One group will be journalists and the other will be officials from workshop. Journalists should prepare and ask questions on workshop form officials to answer.
- Debating style - Create 2 groups (inner & outer circles). One group to share positive learning of the day and other group to share to be improved area related to particular point.

---

3. CONTEXT AND CONFLICT ANALYSIS

### 3.3: CONFLICT ANALYSIS TOOLS – STAKEHOLDERS AND INFLUENCES MAPPING

**Introduction/Background**

Conflict analysis is a systematic study of a given conflict with the purpose to reach a better understanding of the causes of conflict, the actors and stakeholders involved, and the societal changes brought about by conflict. Proper conflict analysis is crucial in planning a successful peace building/conflict transformation intervention as it enables to understand the context and the multidimensional, multilayered, and multifaceted nature of a conflict. Lack of proper conflict analysis, could lead to Irrelevant or in the worse-case counter-productive engagement in peace building.

This session intends to introduce conflict analysis tool – Stakeholders and Influences Mapping and create opportunity for participants to practice the tool by their own on actual conflict identified from their communities.

**Objectives**

- To enhance the level of understanding and working ability on the tool (Stakeholders and Influences Mapping) using an actual conflict identified from their own communities.
- To develop their skills to conduct context analysis with the support of this tools in their communities

**Duration**

90 Minutes  
*Introducing the tool Stakeholders and Influences Mapping – 20 Mins*  
*Practicing the tool (group work) – 30 mins*  
*Group presentation and de-briefing – 40 mins*

**Preparation**

Make sure required materials are available  
- Zopp cards (3 different colours)  
- Pin board and large sheet  
- Markers in different colours  

Study the tool properly and get prepared with an example (Please refer the facilitator resources)

Draw a diagram of the Stakeholders Influence matrix to introduce the tool. Do a sample for a selected conflict (which will be shared with participants as an example)

**Set-up**

U shaped seating arrangement for plenary discussion  
Round table arrangement for group work

**Steps**

**Introducing the tool – Stakeholders and Influences Mapping**

1. Make the participants aware that we are going to learn about our next conflict analysis tool – Stakeholders and Influences Mapping.  
2. Introduce the tool by practicing the tool using a pre identified common conflict which is relevant to all participants (You may use the same conflict used for the conflict tree & Connectors and Dividers tools)  
3. Based on time availability practice the tool based on brainstorming questions to reflect how it is practiced at the field (10-15 minutes)  
4. After some time inform them that this is how the tool is practiced and then complete the tool using pre-prepared cards. Inform that the end result of the analysis would be like this. Inform them that they will be given opportunity to practice the tool deeply by themselves as small groups using actual conflicts that they have already identified.  
5. Briefly explain the purpose, process as well as uses and benefits of the tool

**Practicing the tool - Stakeholders and Influences Mapping**

6. Make the participants aware that we are going to practice this tool as same groups which practiced the previous tools and analysis will be done for the same identified conflict.  
7. Invite groups to select 2 facilitators (2 new facilitators who did not lead the previous tools) to lead the tool practicing exercise.  
8. Ask participants to practice the tool for the identified conflict. Provide them with required materials – Zopp cards in different colours, large sheet, markers, etc. Agree on t time to practice the tool (30 minutes)  
9. While they are practicing the tool move around the groups and help them to practice the tool by providing required inputs
8. After agreed time invite groups to come into the plenary and present a summary of their tool and key learnings/challenges in practicing the tool.
9. Thank participants for their active participation and move on to debriefing.

### Processing / Debriefing

- Ask participants on how was their experience with the tool
  - Was it easy to practice the tool?
  - What went well and what were the challenges faced when you were practicing the tool?
  - How was the feeling of facilitators and participants of each group?
  - Are there any key questions that you would need to clarify related to the tool?
- Discuss on how to identify different stakeholders and their influence levels properly. Inform them the key success factors of this tool are brainstorming and right questioning.
- Provide facilitation tips on practicing the tool in their communities to come up with a best outcome.

### Caution

- Beware on time management. Facilitators need to be prepared well with the example analysis. Make sure proper instructions are provided before they break in to small groups.
- It is important to move around groups and help them as they practice the tool. Further, make notes on important observations to be shared during the debriefing.
Guide for introducing the Stakeholders and Influences Mapping

1. Stakeholders and Influences Mapping tool helps us to map out stakeholders related to the conflict in two ways:
   1. their level of influence in the society
   2. the degree to which they are either facilitators/enablers or spoilers of peace.

2. When we use this tool, we begin with the stakeholders that are most obvious. But then we continue to map out stakeholders that may not be immediately evident. For example, a stakeholder such as the motorcycle taxi union, or the parents association, may not seem to be fundamentally involved in the conflict. Yet by placing them on the map, we begin to see opportunities for understanding how it is that our initiative can move different groups towards the top left corner of the map.

3. This process helps to clarify where the power lies, where potential allies are and what opportunities there might be to increase or change the role those stakeholders play in the conflict. This helps us to develop strategies for different stakeholders, depending on the level of their influence and whether that influence is positive or negative.

4. Every society is comprised of multiple groups or stakeholders. When we are trying to understand a conflict, we very often focus firstly on the stakeholders that we see as directly involved in perpetuating the conflict. We naturally also pay attention to stakeholders who are most suffering from the conflict.
5. It would be useful to explain using a completed example of the tool, giving examples of different stakeholders and their levels of influence on the conflict:

**Purpose of the tool – Stakeholders and Influences Mapping**
- To understand the situation better
- To understand more clearly the relationships between parties;
- To clarify where the influence currently lies;
- To see where allies or potential allies are;
- Aside from the primary actors in a conflict, there are always secondary actors, or stakeholders, who have a potential to influence the conflict.
- This process helps to clarify where the influence lies, where potential allies are and what opportunities there might be to increase or change the role those stakeholders play in the conflict.
- It also reveals who to work with and why in terms of augmenting the potential for enablers of peace to be more influential.

### 3. CONTEXT AND CONFLICT ANALYSIS

#### 3.4 : How a conflicting situation can be better managed?

**Introduction/Background**
Conflict resolution is a way that two or more parties can find a peaceful solution to a disagreement – be it personal, financial or emotional. Strategies are employed to successfully manage, mitigate or otherwise settle such differences among individuals, families, groups, organizations, communities or any other social unit.

Community leaders may require qualities which are empathy, active listening, respecting diversity so on and they may use a wide variety of conflict management methods to achieve this. These can include negotiation, advocacy, group facilitation, family group conferencing, healing circles and evaluation.

**Objectives**
- To enhance the understanding of emerging young women leaders about conflict management / resolution
- To enhance the ability of respect diverse views and identities in a conflict
- To enhance the critical and innovative thinking skills among emerging leaders to resolve a conflict
- To make them realize the importance of collaborative efforts to ensure win-win scenarios in a conflict scenario.

**Duration**
60 Minutes  
*Activity - 30 min*  
*De-briefing - 30 min*

**Preparation**
Following accessories are necessary to conduct this activity  
- 6 limes  
- sugar - 750 g
- 6 glasses
- 6 knifes
- Pepper - 250 g
- Salt - 250 g
- Water - 2 L in one bottle

Set-up

6 separate tables to be allocated to conduct the group activity
All the accessories necessary to conduct the activity to be kept in another table and will be distributed soon after the

Steps

- Divide the participants into 6 group
- Each group will be given the task of preparing a good lime juice glass within 15 min

Each group need to be given following item and one group will receive one of the below mentioned item.
- Group A - Water
- Group B - Lemons
- Group C - Pepper and Salt
- Group D - Sugar
- Group E - Knives
- Group F - Spoons

- Movement among groups need to be done in a restricted manner and all the members need to respect those condition. Emphasize this prior to start the activity.
- One member from each group can go to another group and collect one item at a time. Only one member is allowed to move out from the group at a time.
- 1 member of a group is allowed to move out from the group to pick one item only once. She/ he is not allowed to go out again from the group to pick any item.
- Each group will have to prepare the lime juice within 20 minutes and arrange the presentation for judgements.
- A Person will be assigned to judge the taste of the juice and the group which makes the best lime juice will be chosen.

Processing / Debriefing

- In de-briefing session, obtain the feedbacks on the process from each group and facilitator can guide the participants to make the group understand the importance of managing a conflict in situation and how effective coordination among the groups will support the cause.
- Facilitator should emphasize the importance of adopting collaborative/ violent free approach and their consequences, Win-Lose, Win-Win, Lose-Lose outcomes:

  - Introduce the five responses to conflict,
    ✓ Competition
    ✓ Avoidance
    ✓ Accommodation
    ✓ Compromise
✓ Collaboration

- Facilitators could take lime juice as an example again and explain the importance of being collaborative to ensure the win-win scenario for all the groups.

- Obtain their feedback after explaining this concept and get the group to reflect on their performance and how it would have been better by incorporating this approaches.

- More emphasize need to be given on conflicts and how this could be managed effectively in positive way while everyone wins.

- Request participants to think through a conflict that they could recall and get their feedback that how that conflict would have been resolved. Limit this to maximum of 2 participants considering the time constrain.

Caution
Participants may interpret that the competition is not necessary at all the time and remind them to be competitive in most of the places but in certain scenarios especially in a conflicting situation, where collaborative solutions tend to give better results than being competitive and they have to decide that through a good analysis of the situation.

Facilitator Resources

<table>
<thead>
<tr>
<th></th>
<th>COMPETITION</th>
<th>AVOIDANCE</th>
<th>ACCOMMODATION</th>
<th>COMPROMISE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One or both parties in conflict choose to fight each other. The result is a</td>
<td>Both parties avoid addressing the conflict, leading to a situation where the</td>
<td>One of the parties makes concessions to preserve the relationship with the</td>
<td>Each of the parties in conflict agree to give up part of their demands to</td>
</tr>
<tr>
<td></td>
<td>win-lose situation, which causes anger and may result in retaliation. This</td>
<td>conflict is unresolved, and nobody wins. This is a lose-lose situation in</td>
<td>other party. This is a win-lose situation in which one party’s needs are</td>
<td>appease the other. This is a partial win-partial lose situation in which</td>
</tr>
<tr>
<td></td>
<td>is a win-lose situation in which only one party’s needs are met.</td>
<td>which only one party’s needs are met.</td>
<td>similar to competition, the party that has accommodated often feels</td>
<td>neither side feels that their needs have been completely satisfied.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>unsatisfied with the outcome.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMPROMISE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMPROMISE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COMPROMISE</td>
<td></td>
</tr>
</tbody>
</table>
The parties in conflict find a way to satisfy each of their needs. This is win-win. There is joint ownership of the outcome, which both parties commit to defend in future. Collaboration is only possible when we come to understand each other’s interests. Then, positions can change. We can only get to a win-win result through dialogue. This requires trust, honesty, and empathy.

Collaboration is an enduring win-win outcome to a conflict.

**COLLABORATION IS THE BEST WAY TO MANAGE CONFLICT.**

Collaboration is the best way to manage conflict, as both sides can ultimately move beyond their positions and fulfill their interests and get what they need (Module 4). In other words, it is a win-win result. However, it may not always be possible right from the start.

**COLLABORATION IS DURABLE BECAUSE IT FULFILLS PEOPLE’S UNDERLYING NEEDS.**

Living in a world that is interconnected and interdependent doesn’t work if we only seek win/lose outcomes.

**COLLABORATION IS POSSIBLE WHEN WE ASK THE “WHY” QUESTION**

Collaboration is possible when we ask the “why” question and understand not only the positions but the underlying interests and needs of each party. This way, the two parties in conflict will no longer seek to eliminate or dominate the other party as an obstacle to getting what they want. Rather, they seek to defend the shared interests as it gives each of the parties what they need, they change their initial position without feeling that they have “lost,” and the conflict is sustainably transformed.

Source: Common Ground Approach Training module
### 3. CONTEXT AND CONFLICT ANALYSIS

#### 3.5: Sri Lanka in 2025 with young women’s leadership: A Visioning Exercise

**Introduction/Background**

Visioning generates a common goal, hope, and encouragement; offers a possibility for fundamental change; gives people a sense of control; gives a group something to move toward; and generates creative thinking and passion.

Setting a vision to imagine a better living space for everyone in Sri Lanka with the young leadership and how that leadership can promote a positive peace. Visioning will be linked with the development of possible community level actions which young leaders could take it forward in their community and beyond which is expected to be contributed for positive changes in the mindset of people to always work on common ground approach in resolving conflicts.

#### Objectives

- To broaden their scope to see the holistic view and how their actions in the community level will relate to the holistic vision that changes the world
- To allow young women leaders to design actions to roll out in their community to contribute the vision.

#### Duration

90 Minutes  
*Visioning Activity: 50 min*  
*Action Plan preparation – 25 min*  
*Debriefing – 15 min*

#### Preparation

Ensure following materials are available
- Old newspapers in different languages  
- Magazines  
- Scissors  
- Cello tape  
- Gum  
- Markers  

All the materials need to be prepared in 3 sets
- Action Plan format and a guidance note from project team

#### Set-up

- 3 separate tables to be allocated to conduct the group activity. Group names to be displayed in the table.
- Ensure the availability of above-mentioned materials in those tables when the activity starts
- 3 designated places to display the timeline on wall and adequate space in-front of that wall to conduct presentations by gathering all participants
**Steps**

**Step 1:**
- Divide the participants into group (10 people in a group)  
- Ask them to utilize the learning or refer those materials of timeline exercise on the conflicts in Sri Lanka for this visions exercise. Consideration of those incidents are prime in this exercise  
- Each group should appoint a leaders and one or few presenters among themselves and present their ideas in 10 min time  
- Ask them to draw an imaginary Sri Lanka that they would like to see in 2025 with leadership of young women. Material will be provided to use to create this drawing / structure  
- Get the support of the external resource person invited to support this session

**Step 2:**
- Divide the groups in to 6 groups (Geographically represented Groups)  
- Provide with an action planning format based on SFCG’s preference and requirement  
- Allow the small group to appoint a leader  
- Request all the participants to develop a Vision statement for the young women leaders group  
- Request them to develop a small group (Geographical/CSO) level action plans with clear responsibilities vested to individuals within the action plans  
- Guide them to reflect on the learning obtained through practicing the tools (Conflict tree, Stakeholder mapping and connector/divider tools) to be utilized in this planning.  
- Guide them to use the overall contextual understanding of country and their regions to decide on the conflicts. SSCG staff members to guide them to identify the right conflict and designing the action plan.  
- Closer the 1st session with a proverb. Refer facilitator guide section for details.

**Processing / Debriefing**

- Ask group members to highlight some of the major differences between now and the future they have created. Most will initially focus on population size and technology change, but also try to elicit changes in attitudes and values regarding the community or surrounding environment, in concepts of what constitutes "progress," and in standard of living and quality of life.  
- Facilitator can raise a question to provoke thinking: “How this 2025 vision of Sri Lanka link with their current/intended community work as leaders - maximum 2 persons from each group to answer with examples)  
- Facilitator can wrap up by highlighting the important of understanding the context, conflicts and the how leadership qualities will help to come up with the possible community level solutions in their level. Also to give a holistic view of their smaller actions and how impactful they are in a larger context

**Caution**

Make sure clear instructions are given to each group.  
Note that in multicultural groups, you may get different visions based on different cultural backgrounds. Be alert to statements that may have cultural,
ethnic, or even gender roots. *The goal is not to find the majority opinion, but to arrive at a vision that reflects the thinking of the diverse groups in any classroom or community.*

Deciding of action may direct to come up with some un-realistic action by the group and important to guide them to come up with only few possible and viable action in small level to provide a learning opportunity for the participants on action plan implementation in community level.

<table>
<thead>
<tr>
<th>Facilitator Resources</th>
</tr>
</thead>
</table>

Visioning is a technique that is used to support a group of stakeholders in developing a shared vision of the future. It involves asking the group of participants to appraise where they are now and where they can realistically expect to be in the future. All the key stakeholders in a development activity or organisation that go through a considerable change regarding sanitation and water issues should be represented in the visioning workshop. There are different approaches of using visioning techniques such as using pictures or keywords or so called organisational and guided visioning methods. The visioning process should be implemented before decisions are made.

*Positive elements:*

1. Visioning is a participatory tool that brings citizens and stakeholders together and assists a group of stakeholders in developing a shared vision of the future
2. Visioning allows all the involved stakeholders to express their wishes regarding future development of their thematic area
3. Visioning is developing written and visualised statements of a community’s long-term goals and strategic objectives for peaceful nation

*Challenges:*

1. Visioning requires time to bring all the relevant stakeholders together in order to express their wishes and visions they have regarding the thematic area
2. Visioning needs members who can lead the process and are therefore experienced in applying this tool
Source: Stefanie Keller (seecon international gmbh)

Closing Proverb says,

A vision without a plan is just a dream.
A plan without a vision is just drudgery.
But a vision with a plan can change the world.

WORKSHOP CONCLUSION

xii. GIFT FROM YOUR FRIENDS

| Introduction/Background | It has been a long journey with a group of young women leaders in this course, sharing their experiences, learning together some key aspects of leadership, common ground approaches and some conflict analysis tools. Further, they are supposed to work with the project individually as well as teams in implementing identified project initiatives for co-existence of their societies. This session is designed to make this course a memorable one for participants by creating an opportunity to share their personal memories as well as some peer feedback for their future development as emerging leaders. |
**Objectives**
- To build an emotional bond among the participants
- To create opportunity to provide positive feedback from the peers and inspiration for their future engagements as young leaders

**Duration**
45 Minutes

**Preparation**
Make sure initial identity flowers and future identity flowers done by participants are available.
Few cello tapes would be needed to distribute among groups

**Set-up**
Small groups (which they worked mostly together) will create some circles – participants to do this using their chairs in plenary

**Steps**
1. Make the participants aware that we are slowly moving on to the end of this workshop as well as the entire course.
2. Briefly remind them on the identity session using an identity flower and started the second workshop by imagining our future identities (both are displayed in the training room).
3. Invite them to carefully take their own identity flowers and form in to small groups where they mostly worked together (Conflict Analysis Tools groups)
4. Ask them to keep the initial identity flower in their files and take the future identity flower they did. Ask small groups to form circles and each participant to paste her future identity flower on their back (each others can help on this).
5. Briefly, run through the key sessions of the entire course with some key learning highlights. Inform them that we have been together throughout the workshop sharing our thoughts, experiences, learnings, etc. Now it is time for us to give and get our final feedback as peers.
6. Invite each other’s in small groups to add any comment/ feedback/ autograph on others’ identity flowers based their experience during the training. Each member to write a comment on all other members’ cards and one member will receive comments from all other members in a small group. (they may farm circles and do it efficiently)
7. Give them sufficient time to share their comments and at the end inform participants that this is going to be the best gift of the workshop from your peers and take their identity flowers with comments from others.
8. Inform that considering the time limitation this sharing was done only within the small groups. If anyone would like to share comments with any other members they could do it during tea.

**Caution**
- Beware on time management. Participants would need to get feedback from other members in the training as well as from the facilitators (which is a good sign). Kindly inform them to use the tea time / for this as it would disturb other formal sessions.
- Be kind enough to spare some time to give some comment/ autograph to participants if they request
WORKSHOP CONCLUSION

xiii. PERSONAL REFLECTION AND COMMITMENT

**Introduction/Background**
After a long journey of collective learning with peers, this session is designed to encourage participants to come out with their own personal reflections of the training. Participants are invited to think through their personal learning journey and come up with a personal commitment and welcomed to share it with peers. This personal commitment is expected to be something practical that they could definitely practice personally within their own comfort zone.

**Objectives**
- To encourage participants to reflect the proceedings of the workshop and come up with their personal promise towards a sustainable peace/Co-existence as youth leaders

**Duration**
30 Minutes

**Preparation**
Make sure required materials are available
- Post Evaluation formats (soft/printed versions)
- Other logistic arrangements

**Set-up**
Circle shaped arrangement

**Steps**
1. Invite participants to come into the circle as usual. Make them aware that we are approaching to the end of the workshop as well as the entire course.
2. Inform participants that it has been a long learning journey as a team from the beginning. Inform them that we have reached to a most important juncture of this entire workshop
3. Invite participants to be relaxed and remind what are your key learnings
4. Invite participants to close their eyes and take them through the learning journey by briefing through each session with a key learning.
5. Then inform participants that we have learned together and there can be many personal learnings throughout. Further, we have agreed on our way forward as teams.
6. Distribute the personal commitment cards
7. Invite participant to think thoroughly and write down one thing that you would do in person based on the learnings of the workshop. Inform them that it can be a simple thing but a realistic one that they could practically do within their own control zones.
8. Provide sufficient time for them to write their personal promise.
9. Inform them that apart from the gift from your friends this is going to be the most precious gift for you from this workshop, A gift from your own. Inform them to read through it and keep them with them. Invite them to keep this personal commitment in a place where easily visible,
look at it frequently and analyze your own efforts towards your own promise.
10. At the end open the plenary for those who wish to share their personal promise with others.

<table>
<thead>
<tr>
<th>Caution</th>
</tr>
</thead>
</table>
| • Make sure, sufficient time is available for this session for participants to leisurely engage with. Otherwise, participants may tend to do it in a rush (as they want to go home quickly) without putting any serious thoughts.  
• Sharing the personal promise with peers should be completely on voluntary basis. If they don’t wish to share it that is ok. However, make sure that the opportunity is given to all those who wish to share it with others. |

<table>
<thead>
<tr>
<th>Facilitator Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**WORKSHOP CLOSURE**

**Introduction/Background**
This session denotes the end of the entire 2 step learning journey with the participants. As the future steps and personal reflections of participants are already covered through separate sessions, Intention of this session is to get participants feedback for the training and to do final concluding remarks including certification.

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
</table>
| • To evaluate the improvement of knowledge, skill and attitude levels of participants.  
• To evaluate the overall satisfaction of participants on different aspects of the workshop series |

<table>
<thead>
<tr>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
</table>
| Make sure required materials are available  
• Evaluation sheets  
• Certificates, etc  
• Multimedia with lap and internet facility  
• A wifi connection to give access for 30 participants  
• Smart phone from participants (If anyone of them is not having a smart phone, pair them with a person having smart phone. |

<table>
<thead>
<tr>
<th>Set-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle set up – all participants standing around a circle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
</table>
| 1. Inform participants that we have come to the end of the end of the learning journey.  
2. Refresh on the way forward and personal reflections shared by participants and wish the for the achievement of those. |
3. Perform workshop evaluation using mentimeter survey tool and open the floor for verbal feedback
4. Invite organizers for vote of thanks and necessary arrangements (Certification, logistic settlements, etc)

<table>
<thead>
<tr>
<th>Processing/Debriefing</th>
<th>• No specific debriefing required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caution</td>
<td>• Make sure, sufficient time is available for this session for participants to provide their feedback on the workshop.</td>
</tr>
<tr>
<td>Trainers’ Resources</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>