

THE Way2Go

Women and Youth Together for Leadership

TRAINING AND CURRICULUM MANUAL



DGB
BILDUNGSWERK

BUND

atuc
Asean Trade Union Council

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INTRODUCTION

Welcome

Southeast Asia is considered one of the most dynamic and fastest growing markets in the world. The region spans a market of 646 million people and attracts almost one-fifth of global Foreign Direct Investment inflow annually. According to a 2019 OECD report¹, with a combined GDP of USD 2.767 trillion, Southeast Asia is expected to grow at an average of 5.2% over the next five years.

Since the signing of the Beijing Declaration and Platform for Action (BPFA) in 1995, Southeast Asian governments have made tangible attempts to achieve gender equality and enhance women's empowerment. All Southeast Asian countries have ratified the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted the ASEAN Community Vision 2025, which aligns with the Sustainable Development Goals (SDGs) as well as the ASEAN Gender Mainstreaming Strategic Framework in 2020.

Notwithstanding the massive potential and remarkable progress Southeast Asian countries have made in raising income levels, reducing poverty and integrating into the world economy; there is still much room for improvement. Women and youth have low representation in governance and operations in trade unions at regional, national and workplace level in Southeast Asia. There are serious gaps in reflecting their numbers and voice. This limits the full potential of woman and youth leaders; making it more difficult to promote decent work, social and core labour rights of workers, more so of women and youth's own rights. Appreciation of this issue has risen through the years, but progress in redressing deficits needs to be radically raised if woman and youth are to assume their rightful place and further invigorate flagging unions.

The Coronavirus/Covid-19 pandemic has exacerbated many of these existing negative trends and made achieving gender equality and tackling discriminatory laws, social norms and practices even more of an immediate imperative.

Overview

This programme forms part of a project on strengthening women and youth leadership within the trade union movement for decent work - a three-year collaboration (2019-2021) between 15 affiliates of the [International Trade Union Confederation - Asia Pacific \(ITUC-AP\)](#) and [ASEAN Trade Union Council \(ATUC\)](#) with support from the [DGB Bildungswerk BUND e.V.](#) The Project is aimed at addressing the basic problem of low representation of women and youth in trade unions and beyond.

This programme is designed to develop the leadership capacity of women and youth through strengthening their representation in leadership, decision making and policy-making bodies within the trade union movement (internal), as well as mainstream policies in union activities operations more broadly (external). The goal is to contribute to the achievement of SDG 5 (Sustainable Development Goal)¹ on gender quality and women in empowerment.

Objectives

As part of a strategic capacity building approach, The WaY2Go Women and Youth Together for Leadership Training will equip women and youth with the skills to be able to:

- Outline the characteristics of trade unions and address the challenges faced by trade unions from an economic perspective.
- Explain the current developments and future trends affecting workers and unions as well as how to align with international labour standards.
- Summarise the factors which contribute towards gender equality and suggest innovative strategies and solutions in laws, policies, CBAs, and practices that address the most critical gender issues and systemic barriers to gender equality and women's empowerment.
- Demonstrate the leadership qualities, skills and behaviours of an effective trade union leader.
- Implement training/education approaches which increase the participation and engagement of women and youth in trade union leadership and actions.
- Utilise best practice in communication strategy to increase the participation and engagement of women and youth in trade union leadership and actions.
- Design and conduct effective advocacy campaigns which redress the low participation of women and youth in trade union leadership and actions.
- Exhibit the behaviours, characteristics and skills of effective negotiators, to influence and advocate for the best interests of women and youth.
- Define SMART Planning and utilise SMART Planning principles to develop and action strategic plans.
- Define Results-Oriented Monitoring (ROM) and Planning, and recognise how a steering structure, the results chain/results chain hypotheses and risk management lead to the effective and efficient implementation and monitoring of a project.

¹ The 2019 SDG Gender Index measures the state of gender equality aligned to 14 of the 17 Sustainable Development Goals (SDGs) in 129 countries and 51 issues ranging from health, gender-based violence, climate change, decent work and others.

THE TRAINING MANUAL

Who Is This Manual For?

This comprehensive training manual is designed for trainers and/or facilitators who are delivering face-to-face training. The trainers/facilitators may be Women and Youth Representatives (WYRs) or union member/non-member trainers and facilitators.

This manual should not be distributed to participants but is intended to support you as a facilitator in preparing for the delivery of this programme. If required, standalone handouts will be provided for distribution to participants.

This manual is an interactive PDF, which means that you will be provided with space to capture your own facilitator notes. Make sure you save this document every time you work in it so that your notes are not lost!

How to Use This Manual

This training consists of 10 face-to-face modules of learning which are conducted across 8 full days and 2 half days (9 day's total) of training. These sessions are designed to be highly interactive and provide participants with opportunities to reflect on particular topics of interest and learn from each other and the facilitator through structured discussion, paired discussion and exercises.

These 10 modules in this programme are:

Module 1: Trade Unionism and Me	Module 6: Communication Strategy
Module 2: Our World of Work	Module 7: Advocacy and Campaigns
Module 3: Gender Equality: Women and Youth Are All In This Together	Module 8: Negotiation is Fun
Module 4: Me as a Trade Union Leader	Module 9: SMART Planning
Module 5: Educating Unionists, Stakeholders and Other Allies	Module 10: Results-Oriented Monitoring

The third section of this manual is dedicated to outlining the 10 modules of training and will provide you with the:

- Session structure with timings
- Session objectives
- Talking points, exercises and additional readings
- Blank space for you to capture facilitator notes

Trainer Resource Pack

In addition, you will be provided with a Trainer Resource Pack to use alongside this The WaY2Go Women and Youth Together for Leadership Training Manual.

The Trainer Resource Pack will provide you with additional Annexes containing supplementary information to support your facilitation, participant learning and group discussions in each of the modules of this programme.

This Trainer Resource Pack should be used to support your own understanding and inform your facilitation. It should not be distributed to participant and/or read directly from out loud to participants.

You will need to download The WaY2Go Women and Youth Together for Leadership Trainer Resource Pack separately and use it in tandem with this Training Manual when delivering each module.

You may wish to use the Annexes within the Trainer Resource Pack to develop slide deck (Keynote, PowerPoint etc.) presentations to support your facilitation, however this is entirely up to you.

Important Note

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BEING A FACILITATOR

Being an effective facilitator of face-to-face training is not an easy task. Your role is to organise materials, keep track of time and ultimately ensure that participants walk away with new knowledge, skills and the ability to apply this learning into the real world.

You're not only responsible for ensuring active participation from all individuals, but also for guiding different personalities, learning styles, preferences and perspective towards a common outcome.

This section outlines some key principles to think about when facilitating face-to-face training.

For additional support, please refer to the [ILO's Bureau for Workers' Activities \(ACTRAV\) Handbook on Educating Trade Union Educators](#) for more ideas on how to 'educate the union educator' and implement learner-focused education activities grounded on the principles of solidarity and collectivism.

Adult Learning Principles

Malcom Knowles was American adult educator who was famous for the adoption of the theory of adult learning or andragogy. The word andragogy comes from the Greek *άνδρ-*, meaning "man", and *άγωγός*, meaning "leader of". Therefore, andragogy literally means "leading man". Put simply, andragogy is the principles which can be applied to enable adults to successfully learn something new.

While adults are long past learning their 'ABC's', many of them are continuously learning - whether it be a new role at work or a new hobby. While much learning takes place informally and, on the fly, when taking on the role of a facilitator, there are a range of strategies and principles you can apply to ensure that formal training is effective, leads towards genuine behavioural transformation and leaves participants empowered to make positive changes.

When thinking about designing any sort of learning experience, whether it be online or in a face to face environment, it is paramount to take into consideration the following 7 principles.

Self-direction

Adults need to be treated as responsible and enabled to self-direct their learning. This means allowing them to design their own learning experiences, work in a way that aligns with the personal learning preferences, set personalised goals and evaluate the effectiveness of learning.



Foster self-direction by asking participants to think about, list and share what they would like to gain from the training at the beginning and reflect upon what they learned at the end of the session.

Experience

Adults have extensive and diverse experiences, which influence how they construct meaning from their engagement with information. Learning needs to elicit and build upon the already extensive experience and knowledge of participants.



Encourage group and paired discussions and provide participants with opportunities to share their experience and insights with one another.

Motivation

Adults are motivated to self-improve. Learning should be designed in response to this need – as a facilitator, your role is to ensure that you are following the ‘interest’ or motivation of participants.



Use your judgement and follow participant interest. You might allow for more time on topics that they are more interesting to them and perhaps omit aspects of the material that is less interesting to them.

Need to know

Adults need to upfront know what they are going to learn and how before they commit to learning.



We have included objectives and learning outcomes for this programme. Make sure you share these with the participants at the start of the session and invite them to add any further objectives that they might have that are within the scope of the session.

Readiness

For adult learners, learning may be unexpected and uncomfortable. Therefore tasks/activities need to be designed and delivered in such a way as to be user friendly and intuitive. Be prepared for the fact that participants will have differing levels of understanding, varied perspectives and a range of different motivations for engaging in new learning.



TIP

Take the time to understand what participants want to learn, what motivates them to learn and how they enjoyed different tasks and activities. This will inform how you can adapt your approach to help them feel more ready for learning.

Practicality

Learning and practice go hand in hand. Learning needs to be practical, active and directly relatable and applicable to the lives and professions of adult learners. If they don't 'see' the point or know how to take new learning and apply it in their own lives, they will be less engaged.



TIP

Allow for 5-minutes at the end of every session for participants to define specific actions to take away and apply into their workplace/practice. This is an essential step in making the learning really useful to them, so don't be tempted to skip it over.

Socialisation

Adults require their learning needs to be met as well as their social needs. Learners need to conduct themselves within communities of practice, whereby learning is socially constructed and developed through socialisation with others. This also increases overall satisfaction and engagement with learning.



TIP

We have structured the training sessions to include a high level of social interaction in the form of group and paired discussions. This helps to build relationships within the group and ensures that participants feel well supported in their learning experience.

FACE-TO-FACE TRAINING TIPS

Be Prepared

As a trainer, your goal is to maximise the training day experience for participants. At the same time, you also want to be relaxed and enjoy the facilitation experience. There is nothing worse than a flustered and stressed trainer!

To ensure a successful session you want to make sure that you are prepared well in advance with all the equipment and resources that you will need. You also want to make sure that you're completely familiar with the training materials - the content and learning outcomes of the session.

This manual includes a checklist which you can utilise in preparation for each training session.

Vary Your Style

Like everyone, you have developed preferences in life. How you give directions to strangers, explain a task to a colleague or clarify information for your spouse. So too, do you have a preferred way of training. Your training style will be influenced by internal factors such as your beliefs, communication approaches and personal values. It will also be influenced by external factors such as the training room, ages and maturity of the group and the time of the day.

Evidence suggests that effective facilitators are able to adjust their approach, recognise changes in the group climate and have a repertoire of diverse approaches and strategies that are can be applied to different groups and contexts. Just because your preference works for you, doesn't mean it works for everyone!

When engaging in facilitation, consider what styles and approaches you most like to use. Spend time researching and observing others and consider what works and doesn't work in different contexts and with different learners. Note down your observations and keep record of the strategies and skills that you want to utilise in the future.

Utilise a Range of Discussion Strategies

Provide variation throughout a training session by utilising different strategies to engage participants in group discussion. This ensures the session isn't monotonous or predictable and keeps everyone motivated and engaged.

THE Way2Go

Here are some suggestions for how to do this:

- **Think-Pair-Share.** Ask a question, pair participants with another to discuss together and then share responses with the whole group. This encourages participants to share and discuss ideas around particular topics, issue or problems.
- **The Minute Paper.** Ask participants to write the 2 – 5 most significant things they learnt and/or questions they may have in 1-minute. This activity helps to reflect on understanding of key concepts or topics.
- **The Jigsaw Technique.** Break participants into groups and give them different concepts to explore. When each group reports back to the whole group, they teach each other the concepts, and collectively they have covered all topic areas, rather than getting all participants to cover all areas. This encourages participants to understand one area at a deeper level, and peer teach through discussion and problem solving.
- **Mind Mapping.** Mind mapping is a visual exercise to help participants organise and structure complex content. It focuses on developing a hierarchy of information to work out key components, their subsets and relationships to each other. Focus on one central word or idea and use branches to depict the importance of ideas. Mind maps can be used for individual or group activities or a mixture of both to help with brainstorming, problem solving and memory.

Be Flexible

Even the most prepared facilitator will find that some training sessions don't always go to plan. Some groups like to have deep discussions or have a lot of questions. Sometimes these can lead the training session digress in unexpected ways.

As a facilitator, it is your job to accommodate and work flexibly around some of these elements. At times you may choose to follow the interests of participants and modify the agenda to suit their needs. At other times, you may want to bring it back onto track by directing their focus. Don't be afraid to discuss this with participants and agree upon how much time there must be for discussion, when time is constrained and when you need to move on from a topic or activity.

Learn Participants Names

Referring to participants by their first names will create a sense of trust and rapport throughout the group. You may choose to ask participants to wear a name badge/sticker. Alternatively, you can make a quick sketch of the room layout and write down names next to where each person is sitting. That way you can refer to your sketch at any point throughout the session.

MANAGING DISCUSSIONS

In almost any training that you run, you will experience different types of learner behaviour. Most will be positive, however, there may be instances where you encounter learners who challenge you or 'throw you a curve ball'. It is important to know how to manage and deal with these situations, so that you can motivate and engage everyone in discussion and learning.

The Heckler

A Heckler is a person who tries to disconcert others with questions or challenges. The Heckler will often shout out comments or interrupt you and or others. They're usually trying to 'test' how much you do or don't know, or how 'qualified' you are. The benefit of facilitation as an approach, is that your job is not to know everything, but to facilitate discussion and conversation for others to explore an idea. Don't take it personally (often this challenge is borne out of insecurity).

Strategies:

- Respond with questions to a challenging statement or question e.g. "That's an interesting idea. What do you think?"
- Ask the group to share their ideas in response to a challenging statement or question e.g. "I've never looked at it in that way. Does anyone else want to share what they think?"

The Talker

We all know who the 'know it all' is from our school days. The Talker is well informed and anxious to show it off. They will often show off by talking, using confusing vocabulary and explaining to others in great detail what they know.

Strategies:

- Use a Learning Contract at the beginning of a session to agree with the group that whatever information is shared is for the benefit of the group and not for personal interest.
- Challenge any sharing which doesn't directly support the learning of the group e.g. "That sounds interesting however it is slightly off topic, and it might be better to have this conversation at a later stage."

The Griper

A Griper is usually someone who habitually complains or grumbles. They can find fault in almost anything! This means they often will use you as a 'scapegoat' and hold others responsible for why they did or didn't do something. When dealing with adult learners, it is important to remember that their learning and professional growth is NOT your responsibility. You are there to create a learning space and facilitate growth, not to force them to learn.

Strategies:

- Put the responsibility back onto the unwilling participant e.g., "Thank you for sharing. What's the outcome you would like to create for yourself today?"

The Whisperer

The Whisperer is usually someone who is easily distracted, loses track of what's going on and generally is bored and acts mischievously. Sometimes this can be triggered by insecurity and lack of confidence, and sometimes it can be good feedback for you as a facilitator. Are they bored for a reason? Do you need to shake things up to bring the energy back into the room? Consider what you can do to reengage them.

Strategies:

- Reengage their attention by asking a question.
- Refer back to the Learning Contract and enquire from participants what they need to be fully present in the moment.

The Silent One

The Silent One is the one who doesn't say a word during a session. They come across as shy, timid or indifferent. Sometimes this is because they are, and sometimes it's because they prefer to listen to others. Silence is not an indication of disengagement however it may mean that, as a facilitator, you need to intentionally invite them to share in a session.

Strategies:

- Praise or compliment their responses when they do share.
- Refer to them by name when giving examples or asking open questions.
- Use them as helpers in demonstrations or exercises.

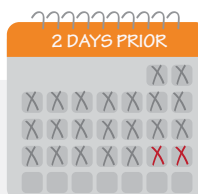
PREPARING FOR TRAINING



1. Carefully review and familiarise yourself with all training materials including facilitator notes, Annexes and facilitator resources from the Trainer Resource Pack.
2. Make notes in your training manual to help guide you in your preparation.
3. You may wish to prepare a slide deck (Keynote, PowerPoint etc.) presentation to use during the session. Use the Annexes to help create these presentations so you ensure you cover all key content for each session.




1. Prepare all session slides, additional resources and materials for the session (including for any exercises or activities).



1. Confirm the number of attendees.
2. Ensure that you have soft copies of any handouts or additional material you need to share with participants.
3. Have a copy of the Trainer Resource Pack available for you to refer to during the session.
4. Prepare sign in sheets and populate with participant names, date and session title.



1. Set up the learning space. Consider the quality, availability and accessibility of the temperature, ventilation, light, and furniture arrangement (rows, horseshoe, conference, u-shape etc.).
2. Prepare all equipment. Make sure you have enough pens/markers, metacards/ post-it notes etc.
3. Prepare name labels.
4. Take attendance.
5. Conduct training while considering participant's motivation and attention, session learning objectives, the ease, comfort and enjoyment of participants, and the content which needs to be covered.



Training Modules & Materials

An illustration of five diverse people standing in a park with green trees and rolling hills. From left to right: a woman with brown hair in a grey jacket holds a sign; a man with brown hair in a blue shirt holds a sign high above his head; a woman with red hair in a black shirt holds a sign; a woman with long black hair in a green shirt is seated in a wheelchair; and a man with dark skin in a beige shirt holds a sign. The signs read: 'PROUD UNION MEMBER HERE', 'NEW SOCIAL CONTRACT', 'DECENT WORK', and 'SOCIAL PROTECTION FOR ALL'.

**PROUD
UNION MEMBER
HERE**

**NEW
SOCIAL
CONTRACT**

**DECENT
WORK**

**SOCIAL
PROTECTION
FOR ALL**

MODULE 1

Trade Unionism and Me

Timing	Session
30 Mins	Registration
1 Hour 30 Mins	The ITUC-AP/DGB BW Project Activity 1.1 Introduction to the ITUC-AP/DGB BW Project and Implementing Partners.
15 Mins	Break
1 Hour	What are TUs and What Do They Do? Activity 1.2 Characteristics of Trade Unions in ASEAN Activity 1.3 Major Issues and Challenges Faced by Trade Unions in ASEAN Activity 1.4 Why Trade Unions
30 Mins	Women and Youth in ASEAN Activity 1.5 Women and Youth Leadership in Trade Unions Activity 1.6 2019 ASEAN Baseline Survey Results
1 Hour 30 Mins	Lunch Break
1 Hour 15 Mins	Macroeconomics Activity 1.7 Economic Performance Issues Activity 1.8 Stabilisation Policies
15 Mins	Break
1 Hour 45 Mins	Microeconomics Activity 1.9 Trade Market Exercise

THE ITUC-AP/DGB BW PROJECT

1 Hour
30 Mins

Objective: Introduce the ITUC-AP/DGB BW Project, including its goals, objectives, components, advocacies, programs and activities; particularly those related to women and youth leadership.

Activity 1.1: Introduction to the ITUC-AP/DGB BW Project and Implementing Partners

Methodology: Presentation

Materials Needed: Trainer Resource Pack (Module 1, Annex 1)

INSTRUCTIONS



1. Introduce the ITUC-AP/DGB BW Project.
2. Pay close attention to the goal and objectives, components and corresponding activities, success indicators and outline the ITUC-AP and ATUC current advocacies, programs and activities, particularly those related to women and youth leadership. Refer to Annex 1 to support this discussion.
3. Take questions from participants if there is time/where appropriate.

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 1: The ITUC-AP/DGB BW Project

MY NOTES

**Click the box below to start typing. Save the document to keep your notes.*

WHAT ARE TRADE UNIONS AND WHAT DO THEY DO?

1 Hour

Objective: Reflect on key issues including characteristics of trade unionism in ASEAN, challenges faced by unions, importance of unions to workers, functions of a trade union, emerging economic and social issues that affect workers and how trade unions help workers adapt to the situation.

Activity 1.2: Characteristics of Trade Unions in ASEAN

Methodology: Reflection, Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 1, Annex 2)

INSTRUCTIONS



1. Provide participants with 2 metacards/post-it notes.
2. Ask them to write one strength and one weaknesses of their organisations (one metacard/post-it note for strength, one metacard/post-it note per weakness).
3. Participants will place the strength metacard/post-it note on one part of the wall, and the weakness metacard/post-it note on another part of the wall.
4. Share some of the characteristics of Trade Unions in ASEAN. Refer to Annex 2 to support this discussion.

DISCUSSION QUESTIONS



Trainer Resource Pack Module 1 Annexes

1. What would you say a strength is for your organisation?
2. What would you say a weakness is of your organisation?
3. What is your understanding of trade unionism in ASEAN? How would you characterise it?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 2: Characteristics of Trade Unionism in ASEAN

FACILITATOR ADDITIONAL READING



- [Labour Laws and Practices in ASEAN](#)
- [Southeast Asia Trade Union Movement and its Development](#)

Activity 1.3: Major Issues and Challenges Faced by Trade Unions in ASEAN

Methodology: Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 1, Annexes 3 and 4)

INSTRUCTIONS



1. Split participants into smaller groups of approximately 4-6 people.
2. In groups, ask participants to discuss:
 - a. Current and emerging developments in the world of work and the effects on workers and their organisations.
 - b. What workers and unions are doing to mitigate the negative effects of such developments.
3. Participants will use metacard/post-it notes to capture their discussion around these 2 areas and put them on the wall.
4. Refer participants back to the organisational strengths and weaknesses completed in Activity 1.5 to further inform their discussions.
5. Once participants are ready, lead a discussion to stress the important items and gaps in some of the areas they have identified. Refer to Annex 3 and 4 to support this discussion.

DISCUSSION QUESTIONS



1. What are the current and emerging developments in the world of work?
2. How do these developments effects workers and organisations?
3. What are workers and unions doing to mitigate the negative effects of such developments?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 3: Major Situations and Challenges Faced by Trade Unions in ASEAN
- Module 1, Annex 4: The Emerging Economic and Social Issues That Affect the Workers and How Trade Unions can Help Workers Adapt to the Situation

FACILITATOR ADDITIONAL READING



- [Southeast Asia Trade Union Movement and its Development](#)
- [Our Economic and Political Agenda for Young Workers](#)

Activity 1.4: Why Trade Unions

Methodology: Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 1, Annexes 5 and 6)

INSTRUCTIONS



1. Provide participants with 2 metacards/post-it notes.
2. On each metacard/post-it note, ask them to write the answer to these two questions:
 - a. Why did you join the union?
 - b. Why do you remain in the union?
3. Ask participants to put their metacards on the wall.
4. Lead a discussion with participants around why trade unions are important to workers and what the functions of trade unions are. Encourage participants to share from their own personal experiences. Refer to Annex 5 and 6 to support this discussion.

DISCUSSION QUESTIONS



1. Why did you join the union?
2. Why do you remain in the union?
3. Why are trade unions important to workers?
4. What are the functions of trade unions?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 5: Importance of Trade Unions to Workers
- Module 1, Annex 6: Functions of Trade Unions

FACILITATOR ADDITIONAL READING



- [Labour Relations Overview](#)
- [AFSCME Officers Handbook: A Guide for Local Union Leaders](#)

MY NOTES

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WOMEN AND YOUTH IN ASEAN

30 Mins

Objective: Review the results of the baseline survey, discuss the findings and provide directions for potential next steps.

Activity 1.5: Women and Youth Leadership in Trade Unions

Methodology: Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 1, Annexes 7, 8, 9, and 10)

INSTRUCTIONS



1. Ask participants to cite factors that enable them and factors that hinder them from fully assuming leadership roles and write them on metacards/post-it notes (one metacard/post-it note per enabling factor, one metacard/post-it note per hindering factor).
2. Ask participants to put these on the wall.
3. Describe in general terms the current status of women and youth in trade unions. Refer to Annex 7, 8, 9 and 10 to support this discussion.
4. Emphasise that both women and youth are disadvantaged in varying degrees in assuming more active roles in leadership and making their voices heard in trade unions and social dialogues.

DISCUSSION QUESTIONS



1. What are some of the factors that enable you to assume a leadership role?
2. What are some of the factors that hinder you from assuming a leadership role?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 7: McKinsey 2018 Women in the Workplace Study
- Module 1, Annex 8: Highlights of the 2017 ILO Report on Global Employment Trends for Youths
- Module 1, Annex 9: Observations from the Conference on Reducing Youth Unemployment and the Future of Work
- Module 1, Annex 10: Facts about Women and Youth in Trade Unions

FACILITATOR ADDITIONAL READING



- [Regional Conference on Reducing Youth Unemployment: ASEAN's Response to the Future of Work in Digital Economy](#)
- [Women's Union Leadership: Closing the Gender Gap](#)
- [Game Changers: Women and the Future of Work in Asia and The Pacific](#)
- [ITUC Youth](#)
- [ITUC Economic and Political Agenda for Young Workers](#)

Activity 1.6: 2019 ASEAN Baseline Survey Results

Methodology: Presentation

Materials Needed: Trainer Resource Pack (Module 1, Annex 11)

INSTRUCTIONS



1. Present the results of the 2019 baseline survey on women and youth participation in trade unions in ASEAN. Refer to Annex 11 to support this discussion.
2. While presenting, elicit comments from participants on how these goals of women and young workers are supported in participants countries by ITUC-AP and the global labour movement.

DISCUSSION QUESTIONS



1. How are the goals of the trade union supported in your country by ITUC-AP and the global labour movement?
2. Which of these findings are most interesting or surprising to you? Why?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 11: Baseline Survey Results

MY NOTES

**Click the box below to start typing. Save the document to keep your notes.*

MACROECONOMICS

1 Hour
15 Mins

Objective: Introduce the basic concepts of macroeconomics, explore the issues surrounding economics and labour as well as which industries and services experience the highest concentration of women and why.

Activity 1.7: Economic and Labour Issues

Methodology: Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 1, Annexes 12 and 14)

INSTRUCTIONS



1. Ask participants to write the answer to the following question on metacards/post-it notes (one per issue) and stick them on the wall:
 - a. What economic and labour issues are unions in your country most concerned about?
2. Provide one metacard/post-it note for answers on economic and one metacard/post-it note for answers on labour.
3. Ask participants to stick their answer on the wall.
4. Use these as an introduction to the discussion around why these are issues in their countries. Refer to Annex 12 to support this discussion.
5. Use this time to also introduce the general topic of macroeconomics as well as some of the basic concepts. Try to concentrate on issues which are deemed more important by participants. Time is scarce, there are many needs and wants, and discussions should focus on where participants require enhanced competencies.
6. Explain that the Module 3 on Gender Equality, will explore:
 - a. Where are women industries, occupations?
 - b. Where are youth industries, occupations?
 - c. They are mostly in Informal and precarious work

DISCUSSION QUESTIONS



1. What economic and labour issues are unions in your country most concerned about? Why?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 12: Macroeconomics
- Module 1, Annex 14: Our National Economies and How They Affect Conditions of Work and Life: A learning Guide

FACILITATOR ADDITIONAL READING



- [The Circular Flow of Income](#)

Activity 1.8: Stabilisation Policies

Methodology: Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 1, Annexes 12 and 14)

INSTRUCTIONS



1. Ask participants to write the answer to the following question on metacards/post-it notes:
 - a. What industries/services do you see a concentration of women and youth employment in your country?
2. Provide one metacard/post-it note for answers on women and one metacard/post-it note for answers on youth.
3. Ask participants to stick their answer on the wall.
4. Use these as an introduction to the discussion around why they are concentrated in these areas. Use Annex 12 to support this discussion.

DISCUSSION QUESTIONS



1. In what industries/services are women and youth employment concentrated in your country?
2. Why do you think that is?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 12: Macroeconomics
- Module 1, Annex 14: Our National Economies and How They Affect Conditions of Work and Life: A learning Guide

FACILITATOR ADDITIONAL READING



- [Economic Growth](#)

MY NOTES

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MICROECONOMICS

1 Hour
45 Mins

Objective: Examine microeconomics concepts and firm behaviour, market failure and the role of the government through a trade and bartering activity.

Activity 1.9: Trade Market Exercise

Methodology: Game

Materials Needed: Pictures of goods/merchandise (2 x cards per each participant), Trainer Resource Pack (Module 1, Annexes 13 and 14)

INSTRUCTIONS



1. Divide participants into groups (4-6 per group) and randomly distribute small cards with pictures of goods that are being sold in a market.
2. Each 'good' is given an equivalent cost.
3. At the start of the exercise, the prices of each good/merchandise are arbitrarily set as:

Chicken: \$100	Carrots: \$50	Banana: \$25	Water: \$75
Fish: \$150	Broccoli: \$125	Apple: \$40	Milktea: \$150
Beef: \$200	Cabbage: \$60	Mangoes: \$60	
Turkey: \$120	Pepper: \$45	Milk: \$120	

4. Give the initial instructions for the activity.
 - a. Participants will trade their goods with participants who belong to another group by barter system. Barter trading within the same group is not allowed.
 - b. No boisterous talking.
 - c. A 'single' rule (per round) of trading shall be announced, e.g., x good cannot be traded, only vegetables are to be traded, etc.
 - d. Participants can trade their goods only when the market opens.
 - e. The market opens when the facilitator says 'it's market time!'
 - f. After 5-minutes (each round), the facilitator closes the trading round by announcing, 'the market is now closed'.
 - g. Participants will return to their group and count the goods they have; and value their 'holdings' using the prices given at the start of the game/round.
 - h. The group points will be summed. The groups will be ranked accordingly: highest points, average points, lowest points.
 - i. In subsequent rounds, the group with the highest points shall have the power to (1) change the prices of all the goods, (2) set the rule at the start of the trading, and (3) open and close the market.
 - j. There will be three rounds of trading, summing up and ranking.

5. After the activity, ask participants about their observations and conclusions regarding the activity. How did they feel about belonging to the group with highest and lowest points/average?
6. Ask participants to evaluate the behaviour of the winning team, the rules that were set in each round, the prices given to the goods, etc.
7. Use this exercise to lead a discussion about microeconomics. Refer to Annex 13 to support this discussion.

DISCUSSION QUESTIONS



1. How do you feel about belonging to the group with highest points/average?
2. How do you feel about belonging to the group with the lowest points/average?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 1 Annexes

- Module 1, Annex 13: Microeconomics
- Module 1, Annex 14: Our National Economies and How They Affect Conditions of Work and Life: A learning Guide

MY NOTES

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MODULE 2

Our World of Work

Timing	Session
30 Mins	Registration
1 Hour 30 Mins	Decent Work Activity 2.1 Decent Work Activity 2.2 Decent Work Deficits Activity 2.3 Decent Work Agenda
15 Mins	Break
45 Mins	Labour Standards Activity 2.4 International Labour Standards Activity 2.5 Core Labour Standards Activity 2.6 Ratification Case Study
1 Hour	The Future of Work Activity 2.7 The Future of Work
1 Hour 30 Mins	Lunch Break
1 Hour 30 Mins	Sustainable Development Goals (SDG's) Activity 2.8 Priority SDG's for Trade Unions
15 Mins	Break
45 Mins	Climate Justice and Just Transition Activity 2.9 Climate Change Mitigation Activity 2.10 Just Transition
1 Hour	How Do We See the Unions in 2030? Activity 2.11 Actions of the Unions

DECENT WORK

1 Hour
30 Mins

Objective: Explore what decent work is and recognise how the decent work deficit is played out in different countries and contexts. Identify how the decent work agenda and international labour standards can promote decent work.

Activity 2.1: Decent Work

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 2, Annex 1)

INSTRUCTIONS



1. Lead a discussion on decent work. Refer to Annex 1 to support this discussion.
2. Ask participants key questions throughout to ensure engagement.

DISCUSSION QUESTIONS



1. What is decent work?
2. Why is it important to ensure decent work for all?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 1: Decent Work

FACILITATOR ADDITIONAL READING



- [World Employment Social Outlook 2018](#)
- [Independent Evaluation of the ILO's Decent Work Country Programme Strategies and Actions in the Mekong Subregion, 2012-2017](#)
- [Google Search: Decent Work](#)

Activity 2.2: Decent Work Deficits

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 2, Annex 2)

INSTRUCTIONS



1. Lead a discussion about decent work deficits. Refer to Annex 2 to support this discussion.
2. After presenting all the key information, divide participants into four groups according to the 4 categories of decent work – 1) employment, 2) social protection, 3) rights at work and 4) social dialogue.
3. In these groups, ask participants to discuss how this category is represented in their specific countries and contexts. Ask participants to list these out and explore some of the similarities and differences as well as some of the possibilities of joint actions to address challenges.
4. As a plenary, have one member from each group summarise their discussion to the whole group.

DISCUSSION QUESTIONS



1. How are the 4 categories of decent work represented in your country/context?
2. What are the similarities and differences among you?
3. What could be some potential solutions/actions to address the challenges encountered?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 2: Decent Work Deficits

FACILITATOR ADDITIONAL READING



- [World Employment Social Outlook 2018](#)
- [Independent Evaluation of the ILO's Decent Work Country Programme Strategies and Actions in the Mekong Subregion, 2012-2017](#)
- [Google Search: Decent Work](#)

Activity 2.3: Decent Work Agenda

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 2, Annexes 3 and 4)

INSTRUCTIONS



1. Lead a discussion on the decent work agenda. Refer to Annex 3 and 4 to support this discussion.
2. Ask participants key questions throughout to ensure engagement.

DISCUSSION QUESTIONS



1. What is the decent work agenda?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 3: Decent Work Agenda
- Module 2, Annex 4: Report on the Decent Work Agenda Evaluation in the Mekong Sub-region (2012-2017)

FACILITATOR ADDITIONAL READING



- [World Employment Social Outlook 2018](#)
- [Independent Evaluation of the ILO's Decent Work Country Programme Strategies and Actions in the Mekong Subregion, 2012-2017](#)
- [The ILO's Decent Work Agenda](#)

MY NOTES

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LABOUR STANDARDS

45 Mins

Objective: Unpack the International Labour Standards by identifying the four standards, eight conventions and examining how International Labour Standards are created and ratified.

Activity 2.4: International Labour Standards

Methodology Video

Materials Needed: Video, Trainer Resource Pack (Module 2, Annexes 5 and 6)

INSTRUCTIONS



1. Play [this video](#) (9.50 mins) to introduce the International Labour Standards
2. Encourage participants to make some notes while watching the video so they can refer to them in the next Activity (Activity 2.5).

DISCUSSION QUESTIONS



1. What are the International Labour Standards?
2. What are the key points to know about the International Labour Standards?
3. What are the characteristics of the International Labour Standards?
4. How is an International Labour Standard created?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 5: International Labour Standards
- Module 2, Annex 6: Core Labour Standards

FACILITATOR ADDITIONAL READING



- [ILO Labour Standards](#)
- [How International Labour Standards Are Used](#)
- [ILO Labour Standards Conventions and Recommendations](#)

Activity 2.5: Core Labour Standards

Methodology Doughnut Discussion

Materials Needed: Trainer Resource Pack (Module 2, Annexes 5 and 6)

INSTRUCTIONS



1. Recap some of the key features of the International Labour Standards. Refer to Annex 5 and 6 to support this discussion. The key topics you'll need to cover to prepare for the Doughnut Discussion are:
 - a. The main four human rights.
 - b. The eight fundamental human conventions.
 - c. Conventions promoting trade unions.
2. Set up the Doughnut Discussion:
 - a. Organise participants so they are standing in two concentric circles facing one partner (resembling a doughnut). The inner circle will be the 'teacher' and the outer circle will be the 'learner'.
 - b. Use one of the key topics discussed above and give the inner circle (teachers) 3-minutes to explain as much as they can remember about that topic to the outer circle (learners).
 - c. After 3-minutes, the outer circle (learners) has an opportunity to ask the inner circle (teachers) questions and engage in a discussion about the topic.
 - d. Once another 3-minutes are over, pick a new topic and swap the teachers and learners around. i.e., the outer circle is now the 'teacher', and the inner circle is now the 'learner'.
 - e. Continue until all topics have been discussed.
3. After the Doughnut Discussion, give participants some time to ask questions to clarify any misunderstanding or questions that arose from the discussion.

DISCUSSION QUESTIONS



1. What are the main four human rights underpinning the International Labour Standards?
2. What are the eight fundamental human rights conventions as outlined in the International Labour Standards?
3. What are some of the other relevant conventions which apply to the International Labour Standards?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 5: International Labour Standards
- Module 2, Annex 6: Core Labour Standards

FACILITATOR ADDITIONAL READING



- [ILO Labour Standards Conventions and Recommendations](#)

Activity 2.6: Ratification Case Study

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 2, Annexes 7 and 8)

INSTRUCTIONS



1. Lead a discussion on the International Labour Standard setting and ratification process. Highlight the various uses of the labor standards to protect workers and maintain good industrial relations. Refer to Annex 7 to support this discussion.
2. Present the Philippine case study and solicit inputs from participants about their knowledge of the ratification process in their countries. Refer to Annex 8 to support this discussion.
3. Explore how to use the International Labour Standards.

DISCUSSION QUESTIONS



1. How is an International Labour Standard created?
2. How are International Labour Standards ratified?
3. How does the ratification process take place in your country/context?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 7: The ILO Standard Setting Process
- Module 2, Annex 8: Philippines Ratification Case Study

FACILITATOR ADDITIONAL READING



- [ILO Centenary Ratification Campaign Guidance on Ratification](#)

MY NOTES

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THE FUTURE OF WORK

1 Hour

Objective: Explore the future of work and some of the skills that are most needed in the future of work. Identify some of the challenges facing trade unions and the three pillars of action recommended by the ILO Global Commission.

Activity 2.7: The Future of Work Jigsaw

Methodology Jigsaw Activity

Materials Needed: Trainer Resource Pack (Module 2, Annex 9)

INSTRUCTIONS



1. Break participants into large groups (aim for at least 6-9 people in each group).
2. Once in those groups, have participants split again into smaller groups of 2-3 and name themselves Group A, Group B and Group C.
3. Explain that each smaller group (A, B and/or C) will be responsible for researching a particular topic and creating a presentation on that topic. They will then have the opportunity to teach their topic to the other group members.
4. The topics assigned to each group to research are:
 - a. Group A: The Future of Work.
 - b. Group B: The Three Pillars of Action Recommended by the ILO Global Commission.
 - c. Group C: The Future of Work Challenges for Trade Unions.
5. Distribute the Research Pack (Annex 9) to each group and encourage them to also conduct their own research/apply their own knowledge and experience to create their presentation.
6. Give participants 30-minutes to research and create their presentation.
7. Once presentations are ready, give each group 5-minutes to present the information to their group members (as there are 3 groups this should take no more than 15-minutes).
8. Bring the whole group back together and discuss in plenary the key learning that came from the jigsaw activity and any questions which may have arisen during the presentations.

DISCUSSION QUESTIONS



1. What is the future of work?
2. What skills are most needed in the future of work?
3. What are the three pillars of action recommended by the ILO Global Commission?
4. What are some of the challenges facing trade unions regarding the future of work?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 9: The Future of Work Research Pack

FACILITATOR ADDITIONAL READING



- [The Future of Work Initiative](#)

MY NOTES

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SUSTAINABLE DEVELOPMENT GOALS

1 Hour
30 Mins

Objective: Recognise and provide reasons for which SDG's should be the priority for Trade Unions. Link rationale of priority SDGs for unions with the ITUC's priority SDG's.

Activity 2.8: Priority SDGs for Trade Unions

Methodology Video, Group Discussion

Materials Needed: Metacard/ Post-it Notes, SDG Cards, Trainer Resource Pack (Module 2, Annexes 10 and 11)

INSTRUCTIONS



1. Introduce Sustainable Development Goals (SDGs). Refer to Annex 10 to support this discussion.
2. Play [this official UN SDG video](#) (34 mins) to provide an in-depth understanding of the SDGs.
3. Once the video is finished, divide participants into pairs and ask them to discuss and answer with their partner the following question:
 - a. What should be the priority SDGs for trade unions and why?
4. Provide participants with metacards/post-it notes and ask them to write their justifications down and stick them on the relevant SDGs. * There is no limit for how many SDGs they select.
5. Once participants have finished identifying which SDGs are a priority in their pairs, bring the group back together. Walk around the room as a group and read, discuss and debate the choices made.
6. As a group, see if you can align on the top 3 most important SDGs for trade unions.
7. Share about the ITUC's priority SDGs. Refer to Annex 10 to support this discussion.

*Stick SDG display cards around the room for participants to use (Annex 11).

DISCUSSION QUESTIONS



1. What are the SDGs?
2. What should be the priority SDGs for trade unions and why?
3. What are the ITUCs priority SDGs?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 10: Sustainable Development Goals (SDGs)
- Module 2, Annex 11: SDG Display Cards

FACILITATOR ADDITIONAL READING



- [The SDG's](#)
- [A Compendium of Materials for the Campaign Against Gender-Based Violence in the Philippines](#)

MY NOTES

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CLIMATE JUSTICE AND JUST TRANSITION

45 Mins

Objective: Explore the global employment situation and the effect of climate change mitigation on employment and Just Transition. Identify strategies to help in climate change mitigation.

Activity 2.9: Climate Change Mitigation

Methodology Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 2, Annexes 12 and 13)

INSTRUCTIONS



1. Share statistics on climate change (Annex 12) and discuss with participants:
 - a. Which of these statistics are surprising/unsurprising to you?
2. Lead a discussion on the global employment situation and the effect of climate change mitigation on employment. Refer to Annex 13 to support this discussion.

DISCUSSION QUESTIONS



1. What is the global employment situation currently?
2. What is the effect of climate change mitigation of employment?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 12: Climate Change Statistics
- Module 2, Annex 13: Climate Change and Employment

FACILITATOR ADDITIONAL READING



- [ITUC Climate Justice Frontline Briefing 2017](#)
- [ITUC Frontlines Briefing Climate Justice: COP24 Special Edition](#)
- [Google Search: COP24 definition](#)
- [Google Search: Climate Justice and the Workforce](#)

Activity 2.10: Just Transition

Methodology Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 2, Annex 14)

INSTRUCTIONS



1. Lead a discussion on Just Transition - including the Paris Agreement and ways to 'climate proof' employment. Refer to Annex 14 to support this discussion.
2. Give participants 3 metacards/post-it notes and ask them to identify what they could do at 1) work, 2) as unions and 3) as households to help in reduce carbon dioxide emissions by 50% in the next 10 years (one card per answer).
3. Ask participants to stick their answer on the wall and cluster similar answers together.

DISCUSSION QUESTIONS



1. What is Just Transition?
2. What is the Paris Agreement?
3. What are the outcomes of a Just Transition?
4. How can we climate proof employment?
5. What can we do to reduce carbon dioxide emissions at work, as unions and as households?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 14: Just Transition

FACILITATOR ADDITIONAL READING



- [ITUC Climate Justice Frontline Briefing 2017](#)
- [ITUC Frontlines Briefing Climate Justice: COP24 Special Edition](#)
- [Google Search: COP24 Definition](#)
- [Google Search: Climate Justice and the Workforce](#)

MY NOTES

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HOW DO WE SEE UNIONS IN 2030?

1 Hour

Objective: Explore some of the actions that unions are taking to achieve the priority SDGs for trade unions as well as some actions that can be taken to make these actions more sustainable.

Activity 2.11: Actions of the Unions

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 2, Annexes 10, 15 and 16)

INSTRUCTIONS



1. Revisit the most important SDGs for unions and why these have been identified as priorities. Refer to Annex 10 to support this discussion.
2. Highlight the significance of important SDGs for unions and its indicators in line with the SDG 2030 trade union priorities. Draw attention to SDG/Goal 8 specifically and the actions trade unions are making to achieve this goal specifically. Refer to Annex 15 to support this discussion.
3. Lead a discussion on Trade Unions' Topline Demands for COP24. Refer participants back to the aims and objectives of the ITUC-AP/DGB BW Project (learned about in Module 1) to provide context for actions that unions are taking in alignment with the SDGs. Refer to Annex 16 to support this discussion.
4. Ask participants for ideas and suggestions about how they think the ITUC-AP/DGB BW Project and or wider SDG goals can be sustained and enhanced.

DISCUSSION QUESTIONS



1. What are the priority SDGs for trade unions and why?
2. How are trade unions taking action to achieve the SDGs?
3. How does the ITUC-AP/DGB BW Project align with the SDGs?
4. What could the SDGs and ITUC-AP/DGB BW Project be better sustained and/or enhanced?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 2 Annexes

- Module 2, Annex 10: Sustainable Development Goals (SDGs)
- Module 2, Annex 15: Trade Union Actions
- Module 2, Annex 16: Trade Unions' Topline Demands for COP24

FACILITATOR ADDITIONAL READING



- [The Future of Work: Trade Unions in Transformation](#)

MY NOTES

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MODULE 3

Gender Equality: Women and Youth Are All In This Together

Timing	Session
30 Mins	Registration
30 Mins	Defining Gender Equality Activity 3.1 A First Taste of Mindfulness Activity 3.2 Bias vs. Preference Activity 3.3 Gender Equality Word Scrabble
30 Mins	Sex and Gender Activity 3.4 Stand Like a Man/Woman
30 Mins	Sexism, Misogyny and Gender Stereotypes Activity 3.5 Act Like a Man/Lady Activity 3.6 Gender Role Box
15 Mins	Break
30 Mins	Gender Roles and Relations Activity 3.7 Silent Floor Exercise Activity 3.8 Girl and Boy
30 Mins	Consequences of Discriminatory Practices Activity 3.9 What's In It For Me? Activity 3.10 The Daffodil Riddle
30 Mins	What's Holding Back Gender Equality Activity 3.11 Gender Equality Today
1 Hour 30 Mins	Lunch Break
1 Hour 30 Mins	Taking Action Activity 3.12 Envisage a New Future
15 Mins	Break
45 Mins	Small Steps, Giant Leap for Gender Equality Activity 3.13 Equality Now
1 Hour	Count Us In Activity 3.14 Count Us In Logo Activity 3.15 The Fox and the Crane

DEFINING GENDER EQUALITY

30 Mins

Objective: Become familiar with related concepts of gender and equality.

Activity 3.1: First Taste of Mindfulness

Methodology Game

Materials Needed: Raisin or any dried fruit, Mindfulness Eating Exercise

INSTRUCTIONS



1. Provide each participant with three pieces of raisin (or any dried fruit). Remind them not to eat the raisins until you tell them to do so.
2. Lead participants through the mindful eating process (see Facilitator Talking Points).
3. Lead a discussion on what participants noticed during the exercise.
4. Provide participants with the following scenario and ask them to vote using a show of hands.
 - ° Linda is 31 years old, single, outspoken and very bright. She has a degree in philosophy. As a student, she was deeply concerned with issues of discrimination and social justice, and she also participated in anti-nuclear demonstrations. Where do you think Linda works?
 - a. Linda works in a bank.
 - b. Linda works in a bank and is active in the feminist movement.
 - ° Explain to all participants - if you went for b, you, like up to 90 per cent of participants in the original experiment made your decision based on unconscious bias and intuitive associations. It is far more likely that Linda just works in a bank, yet we make a quick assumption about her connections to the feminist movement based on the additional information we are given.

DISCUSSION QUESTIONS



1. What was interesting about this exercise?
2. How did this experience compare to your usual raisin munching experience?
3. Did you notice things you would not usually see? Did you enjoy it (the raisin) more?
4. What insights did you get from this exercise?
5. How could you take these learnings and apply them elsewhere in your life?

FACILITATOR TALKING POINTS



- [Mindful Eating Exercise](#)

FACILITATOR ADDITIONAL READING



- [Mindful Eating Exercise](#)
- [Leading With An Observer's Mind](#)
- [How To Eat Mindfully](#)

Activity 3.2: Bias vs. Preference

Methodology Video, Group Discussion

Materials Needed: Trainer Resource Pack (Module 3, Annex 1)

INSTRUCTIONS



1. Show [this video](#) (2.11) to introduce the concept of Unconscious Bias
2. Ask participants to share their opinion on what the difference is between biases vs. preferences. Refer to Annex 1 to support this discussion.
3. Ask volunteers to provide specific examples of how biases can impact work or relationships with others. Lead a discussion on why and when biases can become problematic.
4. Share these two examples of unconscious biases in the workplace to help illustrate how they are present in the workplace:
 - Scenario A: A female member of the team makes a point about something, and there isn't much interest in it. A short time later, a male member of the team makes the same point, and everyone supports it.
 - Scenario B: The manager of a tech-heavy project assumes that a younger person would be more apt to handle this job than an older applicant.
5. Ask participants to reflect upon what biases are manifested in the examples.
6. Conclude the session which identifying a couple strategies for how we can move out of an autopilot way of thinking, feeling and behaving.

DISCUSSION QUESTIONS



1. What is bias?
2. What is the difference between bias and preference?
3. How does bias impact our work and our relationships with others?
4. When and how do biases become problematic?
5. What can we do to mitigate autopilot thinking, feelings and behaviours?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 1: What is Bias?

FACILITATOR ADDITIONAL READING



- [What Types and Examples of Unconscious Biases Are There?](#)
- [Understanding Cognitive Bias in the Workplace](#)

Activity 3.3: Gender Equality Word Scrabble

Methodology Scrabble Game, Group Discussion

Materials Needed: Flip Charts, Pens/Markers

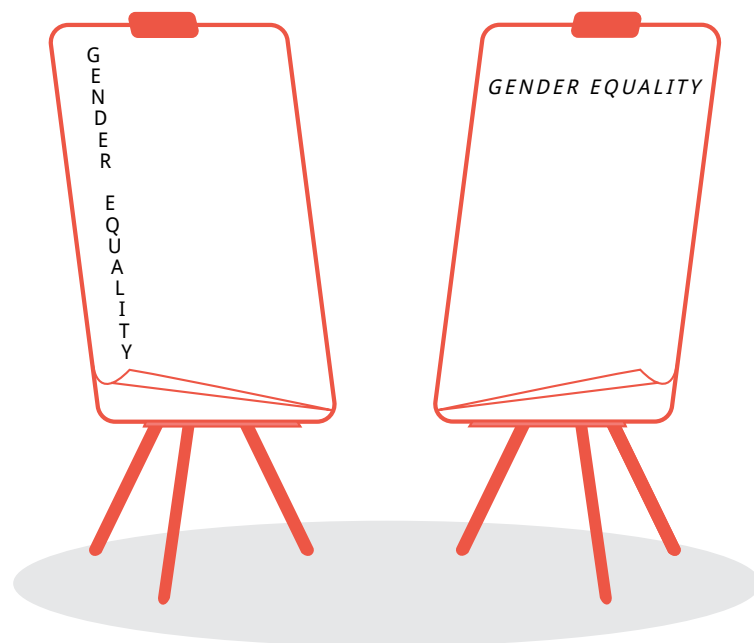
INSTRUCTIONS



1. Break participants into smaller groups (4-6 participants per group) and assign them each a flip chart.*
2. Explain that on each flip chart they have the words 'GENDER EQUALITY'. Ask them to use the letters as a starting point to list down their understanding of gender equality by coming up with as many new words as possible. Explain they can write words horizontally and/or vertically from each letter (much like a Scrabble board). E.g. Participants may write 'Equal Rights' using one of the letter E's, or 'Rights for Women' using the letter R.
3. Once participants have added as many words as possible within the timeframe, lead a discussion to debrief:
 - a. What is gender equality?
 - b. How do we achieve gender equality?
 - c. What does gender mainstreaming mean? How does it work?
 - d. Why is there so much focus on women/girls?

4. Ask participants to share what the difference is between gender equality and gender equity. What's the difference? Which one comes first? Ask volunteers to provide examples describing the difference between the two.

*To save time prior to the session, set up the flip charts for participants by writing the words 'Gender Equality' in large letters either horizontally or vertically so that participants can use this as the starting point of their scrabble.



DISCUSSION QUESTIONS



1. What words do you associate with gender equality?
2. What is gender equality?
3. How do we achieve gender equality?
4. What does gender mainstreaming mean? How does it work?
5. Why is there so much focus on women/girls?
6. What's the difference between gender equality and gender equity?

FACILITATOR ADDITIONAL READING



- [Frequently Asked Questions About Gender Equality](#)
- [Gender and Equality Concepts and Definitions](#)
- [Gender Equality and Gender Equity](#)

MY NOTES

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SEX AND GENDER

30 Mins

Objective: Explore the terms 'sex' and 'gender', recognising their similarities and differences and how they interact in important and complex ways.

Activity 3.4: Stand Like a Man/Woman

Methodology Game

Materials Needed: Trainer Resource Pack (Module 3, Annex 2)

INSTRUCTIONS



1. Ask for 2 volunteers, a male and a female.
 - a. Ask the woman to stand like a 'man'.
 - b. Ask the male to stand like a 'woman'.
2. While the volunteers are standing in their pose, ask participants the following questions:
 - a. What does this exercise have to do with sex and gender?
 - b. What is your understanding of these two terms?
 - c. Why is it important to understand this distinction?
3. Read out loud the statements in Annex 2 (add your own if needed) and ask participants to identify what is being described: Sex or Gender. Then share the definitions of these two terms. Refer to Annex 2 to support this discussion.
4. Lead a discussion around conceptions of sex, gender and sexuality and how they interact in important and complex ways.

DISCUSSION QUESTIONS



1. How do 'men' stand?
2. How do 'women' stand?
3. What does this have to do with sex and gender?
4. What do the terms "sex" and "gender" mean?
5. Why is it important to understand the difference between these two terms?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 2: Sex vs. Gender

FACILITATOR ADDITIONAL READING



- [Understanding Sex and Gender](#)
- [Gender and Genetics](#)
- [Gender and Sexuality \(Animation\)](#)
- [Green Unicorn Infographic](#)

MY NOTES

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SEXISM, MISOGYNY AND GENDER STEREOTYPES

30 Mins

Objective: Delve into the issues of sexism, misogyny and gender stereotypes and how they affect and hurt people.

Activity 3.5: Act Like a Man/ Lady

Methodology: Group Discussion

Materials Needed: N/A

INSTRUCTIONS



1. Ask participants to raise their hand if they have ever heard, or been told the following things at work:
 - a. Women aren't great on the computer.
 - b. Women are too emotional.
 - c. Women are so easily offended.
 - d. She's lucky to be here.
 - e. She just got hired because she's a woman.
 - f. Women are bad decision makers.
2. Ask participants to share how statements or comments like this impact them emotionally and professionally and introduce the term for prejudice against women/girls (misogyny).
3. Ask, by another show of hands, who has ever been told to: "act like a man/lady"? Lead a discussion around what it means and what expectations are involved in these statements.

DISCUSSION QUESTIONS



1. What is misogyny?
2. What misogynistic statements have you heard or been told?
3. What does it mean to "act like a man, act like a lady"?
4. What are the expectations involved in these?
5. How do comments like this impact you emotionally and professionally?

FACILITATOR ADDITIONAL READING



- [Act Like a Man/ Lady Activity](#)

Activity 3.6: Gender Role Box

Methodology Group Discussion

Materials Needed: Flipcharts, Pens/Markers

INSTRUCTIONS



1. Divide participants into two groups (women in one group, men in another). Make sure you highlight that this grouping method is not men vs. women but just that this method fits this exercise's context.
2. Have both groups draw a big box in the middle of the flipchart sheet while leaving some space outside of the box to write.
3. Instruct the groups to discuss and write the answers to the following questions inside the box:
 - a. How are men/women supposed to be different from women/men?
 - b. What feelings are a "real man/woman" supposed to have?
 - c. How do "real men/real women" express their feelings?
 - d. How are "real men/real women" supposed to act sexually?
4. Instruct the groups to discuss write the answers to the following questions outside the box:
 - a. What are names applied to persons outside the box?
 - b. What usually happens to people outside the box?
5. Once complete, lead the groups in a group discussion using the below questions to support.

DISCUSSION QUESTIONS



1. How/what did you feel when you were doing this exercise?
2. How many men here are in the box?
3. How many of the women here are inside this box?
4. Do you feel any pressure/or anything trying to meet all these expectations?
5. What should you do if you get called these names? Would that put you back inside the box?
6. If you stay inside the box, do you generally avoid getting called names and harassed, etc.?
7. If a woman stays inside the box, does she stay safe? Are women inside the box ever raped or abused by their partners?
8. What does that say about the suggestion that women stay inside the box? Does it bring them safety or power?
9. Which box has more power?
10. What is wrong with these boxes?

FACILITATOR ADDITIONAL READING



- [Gender Role Boxes Activity](#)

MY NOTES

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GENDER ROLES AND RELATIONS

30 Mins

Objective: Recognise the values, attitudes, perceptions, and expectations on women and men's roles and gain insight into the impact these roles can have on the lives of women and men.

Activity 3.7: Silent Floor Exercise

Methodology Reflection, Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 3, Annex 3)

INSTRUCTIONS



1. Paste selected photos (showing gender roles and perceptions) around the room.*
2. Provide participants with 3 metacards/post-it notes and ask them to walk around the room and silently write down their thoughts and reflections about the photos. Participants will stick their metacard/post-it next to the photo they have reflected about.
3. Once everyone has finished, provide participants with some time to walk around the room and read others' comments - noting what they find interesting, agree/disagree with or relate to.

*Note: Photos might trigger participants' personal traumatic experiences. Mention that the meeting is a safe place to openly share ideas, where they won't be judged or ostracised, where participants can support each other and that the discussion will not go outside of the room. Ask the participants to honour that commitment.

DISCUSSION QUESTIONS



1. What photos or comments stood out to you?
2. What did you realise, understand, learn from the images?
3. What did you learn from this exercise?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 3: Gender Role Photos

Activity 3.8: Girl and Boy

Methodology Video

Materials Needed: Trainer Resource Pack (Module 3, Annex 4)

INSTRUCTIONS



1. Play the video (2.00) [Girl and Boy](#).
2. While participants are watching, ask them to take note of the gender stereotypes that are illustrated in the video.
3. Once the video is done, discuss some of the gender stereotypes that participants noticed.
4. Lead a discussion to summarise the key concepts that have emerged from discussion and been covered across Activity 3.1 – Activity 3.8. Refer to Annex 4 to highlight some new key concepts, if they haven't already arisen during the discussion.

DISCUSSION QUESTIONS



1. What gender stereotypes did you notice in the video?
2. What have you learned so far about bias, sex, gender, misogyny, gender roles and perceptions and stereotyping?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 4: Gender Equality Summary

MY NOTES

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CONSEQUENCES OF DISCRIMINATORY PRACTICES

30 Mins

Objective: Reflect on personal experiences and the consequences of gendered expectations, roles, and norms on an individuals' ability to realise their full potential as well as the way they behave and relate with others around them.

Activity 3.9: What's In It For Me?

Methodology: Group Discussion

Materials Needed: N/A

INSTRUCTIONS



1. Divide participants into two groups (women in one group, men in another). Make sure you highlight that this grouping method is not men vs. women but just that this method fits this exercise's context.
2. Ask participants to discuss in their groups some of the consequences of gendered roles and expectations (at home and at work), based on their own experiences.
3. Encourage participants to share with empathy and without judgement. Explain that this is a safe and open space to share about opinions and experiences.
4. Once each group has had a chance to discuss, ask one spokesperson to summarise to the whole group what was discussed and what some of the key points that emerged were.

DISCUSSION QUESTIONS



1. What does it mean to lead with the observer's mind?
2. How can we begin to see others without judgement or free from preconceived ideas?
3. How can you become more curious and open to others?

FACILITATOR ADDITIONAL READING



- [Leading With an Observer's Mind](#)

Activity 3.10: The Daffodil Riddle

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 3, Annex 5)

INSTRUCTIONS



1. Show participants the two pictures in Annex 5 and ask them to discuss:
 - a. What is the difference between a three-year-old looking at a daffodil and a 43-year-old looking at the same daffodil?
2. Lead a discussion on the concept of leading with an observer's mind and explore with participants the concept of being able to see what is in front of us without judgement or preconceived ideas.
3. Lead a discussion around how we can begin to see gender through this mindset and what might be possible if we can be more like the three-year-old (curiosity and openness) and less like the 43-year-old.

DISCUSSION QUESTIONS



1. What does it mean to lead with the observer's mind?
2. How can we begin to see others without judgement or free from preconceived ideas?
3. How can you become more curious and open to others?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 5: The Daffodil Riddle

FACILITATOR ADDITIONAL READING



- [Leading With An Observer's Mind](#)

MY NOTES

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WHAT'S HOLDING BACK GENDER EQUALITY

30 Mins

Objective: Brainstorm about challenges that remain and obstacles that are slowing down progress towards gender equality.

Activity 3.11: Gender Equality Today

Methodology Group Discussion

Materials Needed: Current Newspapers and/or Magazines, Flipcharts, Pens/Markers

INSTRUCTIONS



1. Split participants into smaller groups (approximately 4-6 people) and provide them with an assortment of current magazines and/or newspapers.
2. Ask participants to skim and scan through the articles/photos and identify any challenges for gender equality and write them down on a flip chart.
3. Debrief activity with the whole group and consolidate any similarities and differences across the group in what was identified.

DISCUSSION QUESTIONS



1. What challenges for gender equality do you notice in these articles and photos?

MY NOTES

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TAKING ACTION

1 Hour
30 Mins

Objective: Envision a future without gender inequalities and showcase innovative strategies and solutions in laws, policies, CBAs, and practices that address the most critical gender issues and systemic barriers to gender equality and women's empowerment.

Activity 3.12: Envisage a New Future

Methodology Individual Activity

Materials Needed: Current Newspapers and/or Magazines, Flipcharts, Pens/Markers, Trainer Resource Pack (Module 3, Annex 6)

INSTRUCTIONS



1. Tell participants that today's session will no longer be ending on time (5:30pm) but will continue for an extra one hour. Note the responses of participants and ask them:
 - a. How do you feel about this schedule change, and why?
2. Explain to participants that this quick exercise was just to illustrate responses to change and why change is sometimes difficult to achieve, but the scheduling will not change.
3. Ask them if they believe it is possible to address and/or eliminate obstacles to gender equality? What changes would they like to see happen?
4. Conduct the vision exercise in Annex 6 to introduce the activity.
5. Give participants time to create an individual poster to explore changes they want to see and the obstacles they need to overcome:
 - a. Write a headline, a few sentences of an article (text), and illustrate (drawing) their front-page story.
 - b. Describe how we 'won', what actions were taken or what practical strategies were implemented.
 - c. Describe examples of what changed in laws, policies, CBAs, practices etc.
 - d. Encourage participants to conduct their own research to inform their poster.
6. Once they're done, ask participants to put up their posters on the flipcharts or whiteboard around the room.
7. Provide participants with 3 metacards/post-it notes and ask them to look around and choose their three "best" posters by sticking a metacard/post-it note. Remind them that 'best' isn't necessarily about how it looks, but also the quality of actions that were identified.
8. Identifies three posters that received the highest number of likes and ask the authors to explain their vision.
9. Then ask those who voted for the three posters to explain what they liked most about them.

DISCUSSION QUESTIONS



1. What do you envisage for the future of gender equality?
2. Do you think that we are now living in a much better, gender-equal society than many years before?
3. What have we done to make this happen?
4. What actions or strategies could be implemented in the future in order to achieve gender equality?
5. Are some of these visions too good to be ever true or impossible?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 6: Vision Exercise

FACILITATOR ADDITIONAL READING



- [Empowering Women at Work: Trade Union Policies for Gender Equality](#)

MY NOTES

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SMALL STEPS, GIANT LEAP FOR GENDER EQUALITY

45 Mins

Objective: Review key international instruments for advancing women's rights and gender equality, focusing on salient features of these instruments.

Activity 3.13: Equality Now

Methodology Presentation, Group Discussion

Materials Needed: Trainer Resource Pack (Module 3, Annex 7)

INSTRUCTIONS



1. Refer to Activity 3.11 completed before the break and tell participants that the good news is that our vision of a gender-equitable society doesn't have to be just a dream. In reality, some of these changes have already happened, and more are increasingly becoming real.
2. Lead a discussion on the salient features of key international instruments for gender equality. Refer to Annex 7 to support this discussion.
 - a. 1948 - UN Declaration of Human Rights.
 - b. 1979 - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).
 - c. 1995 - Beijing Declaration & Platform for Action.
 - d. 1951, C100 - Equal Remuneration for Men and Women for Work of Equal Value (171/186).
 - e. 1958, C111 - Discrimination in Respect of Employment and Occupation (172/186).
 - f. 1981, C156 - Equal Opportunities and Equal Treatment for Men and Women Workers: Workers with Family Responsibilities (WFRs).
 - g. 2000, C183 - Revision of the Maternity Convention.
 - h. 2019, C190 - Violence and Harassment in the World of Work.

DISCUSSION QUESTIONS



1. What are some of the salient features of the key international instruments for gender equality?
2. Are there proposed changes (in laws, policies, practices) that might take some time to achieve? Why?
3. How do you think people would respond to change, and why?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 7: Salient Features of Key International Instruments for Gender Equality

FACILITATOR ADDITIONAL READING



- [Directory of UN Resources on Gender and Women's Issues](#)

MY NOTES

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COUNT US IN

1 Hour

Objective: Reinforce the priorities of ITUC-AP and ATUC as outlined in the ITUC-AP Platform of Action for Gender Equality and Youth Charter and ATUC's Framework of Action.

Activity 3.14: Count Us In Logo

Methodology Paired Activity, Presentation

Materials Needed: Trainer Resource Pack (Module 3, Annex 8)

INSTRUCTIONS



1. Ask participants to work in pairs to create a logo representing their vision or understanding of "Count Us In".
2. Provide them with the links/ additional resources in Annex 8.
3. Using a gallery walk method, groups visit each pair to hear a (3-minute maximum) explanation of the logo and comments/questions from other groups.
4. After 3-minutes, groups move to the next pair.
5. Once all groups have been seen, lead a group discussion on the ITUC Count Us In! and Get Organised Campaigns.

DISCUSSION QUESTIONS



1. What is your understanding of the Count Us In Campaign?
2. What are some of the priorities of the ITUC-AP as outlined in the ITUC-AP Platform of Action for Gender Equality and Youth Charter and ATUC's Framework of Action?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 8: ITUC Count Us In Resources

FACILITATOR ADDITIONAL READING



- [ITUC-AP Platform of Action for Gender Equality](#)
- [ITUC-AP Youth Charter](#)
- [ATUC's Framework of Action](#)
- [ITUC Count Us In! Flyer](#)
- [Get Organised Campaign](#)
- [Action Newsletter September 2019](#)

Activity 3.15: The Fox and the Crane

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 3, Annex 9)

INSTRUCTIONS



1. Tell participants the story of the Fox and the Crane:
 - a. Once there was a thirsty fox and a thirsty crane. A saucer of water each is placed before them. Who will be able to drink the water - fox or crane or both? Why?*
 - b. What's the moral of this story?
2. Use this opportunity to summarise all the key learning from today and highlight the concept of substantive equality and how this should be the aim of our approaches when it comes to gender equality. Refer to Annex 9 to support this discussion.

*Only the fox can drink the water placed in a saucer, as it has a tongue and not a long beak. The crane has a long beak and needs a beaker or a tall drinking container to drink water.

DISCUSSION QUESTIONS



1. Who will be able to drink the water and why?
2. What is the moral of the story?
3. What is the difference between formal equality and substantive equality?
4. How does this apply to what we now know about gender equality?
5. What has been your key learning and/or take away from today?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 3 Annexes

- Module 3, Annex 9: Formal vs. Substantive Equality

FACILITATOR ADDITIONAL READING



- [Substantive Equality: Some People are More Equal Than Others](#)

MY NOTES

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MODULE 4

Me as a Trade Union Leader

Timing	Session
30 Mins	Registration
1 Hour 30 Mins	What is a Leader? Activity 4.1 Spot the Leader Activity 4.2 Ideal Leadership Traits Activity 4.3 An Omnibus Leadership Case A
15 Mins	Break
1 Hour 15 Mins	Am I a Trade Union Leader? Activity 4.4 My Leadership Traits
30 Mins	A Leader Engenders Vision, Goals, Objectives, and Results Activity 4.5 Your Unions Mission, Vision, Objectives and Goals
1 Hour 30 Mins	Lunch Break
1 Hour 30 Mins	Effective Leadership in Administration and Finance Activity 4.6 An Omnibus Leadership Case B Activity 4.7 Organisational Structure and CBL Activity 4.8 Sources of Union Funds
15 Mins	Break
45 Mins	Building a Team of Shop Stewards/Union Officers Activity 4.9 How to Select and Train Shop Stewards
1 Hour	Organising, Conducting, and Documenting Meetings Activity 4.10 Best Practice Checklist

WHAT IS A LEADER?

1 Hour
30 Mins

Objective: Recognise the ideal leadership traits and qualities of a trade union leader as well as how these traits are demonstrated in a trade union context.

Activity 4.1: Spot the Leader

Methodology Game

Materials Needed: N/A

INSTRUCTIONS



1. Have the whole group sit or stand in a circle and nominate one person to be the 'spotter'.
2. Ask the spotter to leave the room/space so they cannot see or hear what is going on in the room with the remaining participants.
3. Select one person to be the 'leader'. The leader is required to subtly start introducing different actions, such as patting their head, or waving their hands. The other people in the circle are required to copy whatever the leader is doing.
4. Invite the spotter to come back in and stand in the middle of the circle. The leader will start doing some subtle actions, and the spotter's job is to guess who the leader is. The spotter only has 3 guesses, and the aim of the game is for the leader to not get caught.
5. Repeat if there is time with a new leader and spotter.

DISCUSSION QUESTIONS



1. What did you notice about the leader during this exercise?
2. What did you notice about the spotter during this exercise?
3. How easy was it for the spotter to identify the leader?
4. What might this game illustrate about leadership?

Activity 4.2: Ideal Leadership Traits

Methodology Group Discussion

Materials Needed: Metacard/ Post-it Notes, Trainer Resource Pack (Module 4, Annex 1)

INSTRUCTIONS



1. Provide participants with 3 metacards/post-it notes each and ask them to list 3 ideal leadership traits (one metacard/post-it note per trait) and stick them on the wall.
2. Share with participants the 10 traits of a Trade Union leader that will be primarily referred to and utilised in today's session*. Refer to Annex 1 to support this discussion.
3. When participants have a good understanding of each of the 10 traits as a group, categorise the traits written by participants under the appropriate 10 ideal traits on the wall.

* Leadership traits adapted from CARE/Better Works Leadership

DISCUSSION QUESTIONS



1. What are the ideal traits of a leader?
2. How would you categorise these traits?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 1: 10 Traits of a Leader

FACILITATOR ADDITIONAL READING



- [Leadership: A Guide to Developing Enlightened Leadership, 26 Lessons from A-Z](#)

Activity 4.3: An Omnibus Leadership Case A

Methodology Paired Activity

Materials Needed: Trainer Resource Pack (Module 4, Annex 2)

INSTRUCTIONS



1. Ask participants to split into pairs of two and provide each pair with the Omnibus Leadership Case (Annex 2).
2. Ask participants to read through the case study together and discuss whether they think the leader demonstrates the 10 leadership traits explored in Activity 4.2.
3. Using the provided Matrix at the end of the case study, ask participants to mark/check/tick in Column A to indicate whether they believe the leadership quality is present or not in the leader.
4. Discuss in plenary what traits the group believes the leader possesses and why - what evidence do they have for their decision according to the case study? Explain to participants that it is possible that a leader possesses all these 10 traits and also that it is alright that a leader does not possess all the traits as a leader is always 'a work in progress'.

DISCUSSION QUESTIONS



1. What leadership traits do you think this leader possesses? Why/Why not?
2. What evidence do you see that suggests they do or do not have this leadership trait?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 2: An Omnibus Leadership Case

MY NOTES

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AM I A TRADE UNION LEADER?

1 Hour
15 Mins

Objective: Evaluate personal leadership traits and develop a strategic plan for improving leadership competencies.

Activity 4.4: My Leadership Traits

Methodology Quiz, Individual Activity

Materials Needed: Trainer Resource Pack (Module 4, Annexes 3 and 4)

INSTRUCTIONS



1. Provide participants with the 'Trade Union Leadership Quiz' (Annex 3) and give them time to complete it and add up their scores.
2. Explain that any score 6 or below would indicate a leadership development area for them.
3. In pairs, give participants time to share the strengths and development areas as indicated by their quiz. Brainstorm together what they could do to improve and/or acquire that trait.
4. Give participants the Leadership Action Plan (Annex 4) and provide them time to identify specific actions they would like to take to improve their leadership capability by completing the action plan.

DISCUSSION QUESTIONS



1. Which of the 10 ideal leadership traits do you think you possess?
2. What evidence do you have that support your thinking? How do you know whether you do or don't possess these traits?
3. Which traits are your strengths?
4. Which traits are your development areas?
5. What can you do to improve or acquire this trait?
6. What specific actions will you take to develop in these areas?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 3: Trade Union Leadership Quiz
- Module 4, Annex 4: Leadership Action Plan

MY NOTES

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A LEADER ENGENDERS VISION, GOALS, OBJECTIVES, AND RESULTS

30 Mins

Objective: Express the mission, vision, objectives and goals of unions and explore why these are important for a leader to engender.

Activity 4.5: Your Unions Mission, Vision, Objectives and Goals

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 4, Annexes 5 and 6)

INSTRUCTIONS



1. Hand out the exemplar cards which outline examples of the vision and mission of a few organisations (Annex 5) and ask participants to discuss what is impactful about these vision and mission statements.
2. Lead a discussion on the concepts and definitions of vision, mission, goals & objectives and results and why these are so important for a leader to engender. Refer to Annex 6 to support this discussion.
3. Ask participants to volunteer their understanding of their unions' vision and mission statements, objectives and goals. If participants are unsure, share your own and stress how important it is for a leader to know these, as well as ensure that their members also know these. Encourage participants to go away after today's session and find out their unions' vision and mission and write these down in a place they can always see them.

DISCUSSION QUESTIONS



1. What makes these vision and mission statements powerful?
2. What is a vision and mission statement?
3. What are goals and objectives and how are they set?
4. Why is it important for a leader to engender the vision, mission, goals and objectives of their union/ organisation?
5. What are the vision and mission statements of your union?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 5: Example Vision and Mission Statements
- Module 4, Annex 6: Vision, Mission, Goals, Objectives and Results

FACILITATOR ADDITIONAL READING



- [Difference Between Vision and Mission Statements: 25 Examples](#)
- [Example Success Indicators](#)

MY NOTES

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EFFECTIVE LEADERSHIP IN ADMINISTRATION AND FINANCE

1 Hour
30 Mins

Objective: Evaluate leadership on the basis of administrative and financial skills. Recognise how organisations are run in accordance with constitution and by-laws as well as ensure compliance with financial procedures and systems.

Activity 4.6: An Omnibus Leadership Case B

Methodology Paired Activity

Materials Needed: Trainer Resource Pack (Module 4, Annexes 2 and 7)

INSTRUCTIONS



1. Lead a discussion on administration and finance from a leadership perspective. Refer to Annex 7 to support this discussion.
2. Ask participants to split into the original pairs where they first analysed the leadership traits in the Omnibus Leadership Case (Annex 2) and read through the case study again and discuss whether they think the leader exhibits any of the 10 traits of the leader, this time on the basis of administration and finance.
3. Using the provided Matrix at the end of the case study, ask participants to mark/check/tick in Column B to indicate whether they believe the leadership quality is present or not in the leader.
4. Discuss in plenary what participants decided upon and why.

DISCUSSION QUESTIONS



1. What administrative and financial leadership traits do you think this leader possesses? Why/Why not?
2. What evidence do you see that suggests they do or do not have this leadership trait?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 2: An Omnibus Leadership Case
- Module 4, Annex 7: Administration and Finance

Activity 4.7: Organisational Structure and CBL

Methodology Individual Presentation

Materials Needed: Trainer Resource Pack (Module 4, Annex 8)

INSTRUCTIONS



1. Lead a discussion on what organisation structure, constitution and by-laws are and why they're important. Refer to Annex 8 to support this discussion. Emphasise that a leader needs to know how to run an organisation in accordance with CBL and the union organisational structure.
2. Provide participants with time to research and put together a 5-minute presentation which demonstrates their organisational structure based on the constitution and by-laws (CBL) of their union/organisation.
3. Once participants are ready, split them into groups of 4 and provide each person with time to present their organisational structure, constitution and by-laws to the others in their group. Presentations should take 20-minutes (4 people x 5-minutes each)

DISCUSSION QUESTIONS



1. What is an organisational structure?
2. What are constitution and by-laws?
3. Why does a leader need to know about the union organisational structure, constitution and by-laws?
4. What is the organisational structure, constitution and by-laws of your organisation/union?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 8: Organisational Structure, Constitution and By-Laws

FACILITATOR ADDITIONAL READING



- [Union and Employer Organisation Structure](#)
- [Labour Union Structure and Administration](#)
- [The Organisational Structure of Labour Unions](#)
- [Writing Constitution and By-Laws](#)

Activity 4.8: Sources of Union Funds

Methodology Group Discussion

Materials Needed: Flipcharts, Markers, Trainer Resource Pack (Module 4, Annex 7)

INSTRUCTIONS



1. Lead a discussion on why it is important for a leader to ensure compliance with the financial procedures and systems of an organisation as well as what leaders need to consider. Refer to Annex 7 to support this discussion.
2. Split participants in small groups and ask them to discuss and agree on sources of union funds (dues, others) and uses/expenditures of union funds (salaries, rent, operations, others) and note their thinking down on a flip chart. Ask them to include, in approximate percentages, the distribution of sources and uses by drawing simple pie charts.
3. Using a gallery walk method, groups visit each flip chart to hear a (3-minute maximum) explanation of the agreements made by the group.
4. After 3-minutes, groups move to the next flip chart.
5. Once all groups have been seen, lead a group discussion in plenary to discuss the key points raised during the presentations.

DISCUSSION QUESTIONS



1. Why does a leader need to ensure compliance with the financial procedures and systems of an organisation?
2. What are the main sources of union funds? Why?
3. What are the main uses of union funds? Why?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 7: Administration and Finance

MY NOTES

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BUILDING A TEAM OF SHOP STEWARDS/UNION OFFICERS

45 Mins

Objective: Recognise how union shop stewards are selected and trained.

Activity 4.9: How to Select and Train Shop Stewards

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 4, Annexes 9 and 10)

INSTRUCTIONS



1. Lead a discussion on shop stewards, how they're selected, trained and their responsibilities contained in CBL. Refer to Annexes 9 and 10 to support this discussion.
2. Ask participants to share examples of how they select union members in companies to be shop stewards and how they are trained for their work.

DISCUSSION QUESTIONS



1. What is a shop steward?
2. What are the typical roles and responsibilities of shop stewards?
3. How are shop stewards selected?
4. How are shop stewards trained?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 9: What is a Shop Steward?
- Module 4, Annex 10: What Are The Duties of Shop Steward?

FACILITATOR ADDITIONAL READING



- [What Are The Duties of Shop Steward?](#)

MY NOTES

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ORGANISING, CONDUCTING, AND DOCUMENTING MEETINGS

1 Hour

Objective: Identify the hallmarks of effective meetings and generate a checklist of best practice for conducting meetings.

Activity 4.10: Best Practice Checklist

Methodology Group Discussion, Presentation

Materials Needed: Flipcharts, Markers

INSTRUCTIONS



1. Lead a group discussion on meetings. Ask participants to share the features of a 'bad' meeting e.g., meeting starting late, unclear agenda, unclear actions/commitments etc., as well as what leads to a good meeting.
2. Explore why effective meetings are harder to achieve, but why they're so important for leadership.
3. Split participants into groups and ask them to use their own experience as well as conduct their own research in order to write a checklist of best practice to ensure meetings are orderly and fruitful. Challenge participants by asking them to order their list in order of most important to least important.
4. Once groups have discussed and written their own list, ask them to present to the group and discuss similarities and differences.
5. As a whole group consolidate everyone's ideas into one master checklist.

DISCUSSION QUESTIONS



1. What are hallmarks of a bad meeting?
2. What are the hallmarks of a good meeting?
3. Why is it important for a leader to be able to conduct effective meetings?
4. What would be on your checklist of meeting best practice?

FACILITATOR ADDITIONAL READING



- [How to Run an Effective Meeting](#)
- [How to Run a Meeting](#)
- [How to Conduct Effective Meetings](#)
- [Guidelines for Conducting Effective Meetings](#)

MY NOTES

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MODULE 5

Educating Unionists, Stakeholders and Other Allies

Timing	Session
30 Mins	Registration
1 Hour 30 Mins	Adult Learning Activity 5.1 Modern Paradigms of Learning Activity 5.2 Adult Attention During Training Activity 5.3 Your Turn
15 Mins	Break
45 Mins	Participatory Methods Activity 5.4 The Learning Pyramid
30 Mins	What Type of Learner Are You? Activity 5.5 Learner Profiles
30 Mins	Elements of a Training/Instructional Design Activity 5.6 The Training Design Process
1 Hour 30 Mins	Lunch Break
1 Hour 30 Mins	Planning for Training Activity 5.7 Planning for Training
15 Mins	Break
1 Hour 45 Mins	Conducting Training Activity 5.8 Delivering Training

ADULT LEARNING

1 Hour
30 Mins

Objective: Explore modern paradigms of learning. Recognise how to meet the needs of adult learners by gaining and holding their attention.

Activity 5.1: Modern Paradigms of Learning

Methodology Group Discussion

Materials Needed: Flip Chart, Markers, Trainer Resource Pack
(Module 5, Annexes 1 and 2)

INSTRUCTIONS



1. Break participants into groups and ask them to draw a line down the middle of a piece of flip chart paper.
2. On one side, ask them to discuss and list down what 'traditional' learning looks like (prompt: what learning was like when they were children).
3. Then on the other side ask them to discuss and list down what 'modern' learning looks like (prompt: what learning looks like today as adults).
4. Once groups have brainstormed, lead a discussion around how the paradigm of learning has shifted and how important it is for training to align with adult learning principles. Refer to Annex 1 and 2 to support this discussion.

DISCUSSION QUESTIONS



1. What is learning?
2. What are the differences between traditional and modern paradigms of learning?
3. What do adult need to learn effectively?
4. How can you align with adult learning theory when you plan for and deliver training?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 5 Annexes

- Module 5, Annex 1: Traditional vs. Modern Paradigms of Learning
- Module 5, Annex 2: Adult Learning Principles

FACILITATOR ADDITIONAL READING



- [7 Adult Learning Principles Every Online Educator Should Know](#)

Activity 5.2: Adult Attention During Training

Methodology Group Discussion

Materials Needed: Flip Chart, Markers, Trainer Resource Pack (Module 5, Annexes 2 and 3)

INSTRUCTIONS



1. Provide the groups with the blank graph (Annex 3) and ask them to brainstorm what they think the adult attention curve looks like during a training session. Ask groups to draw this onto their blank graph.*
2. Lead a discussion comparing the graphs from each group and ask groups to explain their reasoning behind the attention curve they have drawn. Elicit what impact the time of day has on attention and why.
3. Show participants the graph representing the normal attention curve of adult learners during a training session and unpack what may lead to this.
4. In groups, ask participants to discuss and brainstorm a range of strategies that they could utilise to gain and hold the attention of adults during a presentation or training. Refer back to the tips shared on each of the adult learning principles (Annex 2) to support this discussion.

* To save time during this activity, draw the blank graph onto flipchart paper for participants before the session.

DISCUSSION QUESTIONS



1. What is the normal attention span of an adult during training?
2. What might contribute to a high/low attention span for adults during training?
3. How can you make your presentations more interactive and engaging?
4. What strategies could you utilise to gain and hold attention?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 5 Annexes

- Module 5, Annex 2: Adult Learning Principles
- Module 5, Annex 3: Adult Attention During Training

FACILITATOR ADDITIONAL READING



- [Spark a Fire: 5 Tips to Grab and Hold an Audience's Attention](#)
- [8 Ways to Make Your Presentation More Interactive](#)
- [Top Tips for Effective Presentations](#)

Activity 5.3: Your Turn

Methodology Game

Materials Needed: N/A

INSTRUCTIONS



1. Explain to participants that, [according to research](#), an excellent presentation is 38% your voice, 55% non-verbal communication and just 7% your content.
2. Provide individuals with 10-15 minutes to prepare and practice a 3-minute presentation about themselves (their family, interests, job etc.).
3. Explain that they will give their presentation to smaller groups, but they cannot use written notes to give their presentation, instead, focusing on how they use their voice and non-verbal communication to gain and hold their audience's attention.
4. Once someone has given their presentation, the rest of the group will provide them with two stars and a wish. Two things they did really well, and 1 thing they could do more of, less of or differently next time.

DISCUSSION QUESTIONS



1. What does an excellent presentation look like?
2. How can you use your voice and body language to deliver an excellent presentation?
3. How well did the facilitator gain and hold your attention? What could they do more of less of or differently next time?

FACILITATOR ADDITIONAL READING



- [Spark a Fire: 5 Tips to Grab and Hold an Audience's Attention](#)
- [8 Ways to Make Your Presentation More Interactive](#)
- [Top Tips for Effective Presentations](#)

MY NOTES

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PARTICIPATORY METHODS

45 Mins

Objective: Describe methods and strategies of training which enhance learning retention.

Activity 5.4: The Learning Pyramid

Methodology Group Discussion

Materials Needed: Flip Chart, Markers, Trainer Resource Pack (Module 5, Annex 4)

INSTRUCTIONS



1. Show participants the learning pyramid on a flipchart but without the names of the 7 methods.
2. Introduce the learning pyramid and each method, but without explaining in depth how each one contributes towards retention. Refer to Annex 4 to support this discussion.
3. Ask each group to draw the learning pyramid on a flip chart and discuss together where they think each of the methods of learning should go. Ask them to assign a percentage to each method in terms of retention rate. e.g., if they think 'practice by doing' contributes towards a 50% retention rate, they put 50% next to it and place it halfway up the pyramid to represent 50% of the total pyramid.
4. Using a gallery walk method, groups visit each flipchart to hear a (3-minute maximum) explanation of the how the learning methods are represented on the pyramid.
5. After 3-minutes, groups move to the next flipchart.
6. Once all groups have been seen, lead a group discussion on the usefulness of the different methods and show them how the learning pyramid should look. Highlight to participants that although each method might fit different types of learners, facilitators of training need to make use of a combination, drawing on the strengths of the different methods. Refer to Annex 4 to support this discussion.

DISCUSSION QUESTIONS



1. What methods of teaching are more/less effective in contributing towards a positive retention rate? Why?
2. Where would you place these methods on the learning pyramid? Why?
3. Which methods do you think would be more/less effective for you?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 5 Annexes

- Module 5, Annex 4: The Learning Pyramid

FACILITATOR ADDITIONAL READING



- [The Learning Pyramid](#)
- [Training Strategies for Adults](#)

MY NOTES

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WHAT TYPE OF LEARNER ARE YOU?

30 Mins

Objective: Identify learning preferences and recognise how these adapt depending on the context and the content to be learned.

Activity 5.5: Learner Profiles

Methodology Quiz, Group Discussion

Materials Needed: Trainer Resource Pack (Module 5, Annex 5)

INSTRUCTIONS



1. Give participants the following learning scenarios and ask them what approach from the learning pyramid would help them best learn:
 - a. How to snowboard.
 - b. How to read.
 - c. How to cook.
2. Explain that we all have different learner preferences. Some of us prefer to read, while others prefer to watch a video or have a go at doing it. These preferences are also influenced by what we're trying to learn.
3. Use the above scenarios to illustrate that while we may have preferences, if I want to learn how to cook, I cannot just read about it, I also need to have a go at actually cooking. Highlight that it is important, in any learning situation, for people to have a go at utilising a range of different preferences and approaches.
4. Ask participants if they know what their learning preferences are. Provide them with the short quiz (Annex 5) and give them time to complete the quiz and add up their scores to identify their primary preference. Explain that this doesn't limit them to one style of learning but is simply their primary preference.

DISCUSSION QUESTIONS



1. What are your learning preferences?
2. How do our learning approaches change depending on what we're trying to learn?
3. How might understanding your learning preferences, influence your style as a facilitator?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 5 Annexes

- Module 5, Annex 5: Learning Preferences Quiz

MY NOTES

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ELEMENTS OF A TRAINING/INSTRUCTIONAL DESIGN

30 Mins | **Objective:** Recognise and order the steps of the training design process.

Activity 5.6: The Training Design Process

Methodology Group Discussion

Materials Needed: Metacards/ Post-it Notes, Trainer Resource Pack (Module 5, Annex 6)

INSTRUCTIONS



1. Ask for a volunteer who can arrange on the wall the correct sequence for a training design process using metacards/post-it notes.* Explain that the volunteer needs to arrange each step in a linear sequence, from the first step to the last step. They are encouraged to share their thinking out loud and gain input from the other members of the group.
2. Once all the metacards/post-it notes have been arranged, lead a discussion around what happens in each step, its purpose and why and how each step is interlinked.
3. If the volunteer has arranged metacards/post-it notes incorrectly, now is your opportunity to correct this and explain why. Refer to Annex 6 to support this discussion.

* To save time during this activity, write down the steps on metacards/post-it notes for participants before the session.

DISCUSSION QUESTIONS



1. What do you need to consider as a facilitator when designing training?
2. In which order would these steps go if you were designing a training session or workshop? What is the first, last step etc.?
3. Why and how are these steps interlinked?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 5 Annexes

- Module 5, Annex 6: The Training Design Process

MY NOTES

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PLANNING FOR TRAINING

1 Hour
30 Mins

Objective: Plan for training by utilising the training design process.

Activity 5.7: Planning for Training

Methodology Group Activity

Materials Needed: Trainer Resource Pack (Module 5, Annexes 6 and 7)

INSTRUCTIONS



1. Put participants into groups of 4 and present to them the fictitious participant profile:
 - a. You are to run a 1-day workshop with a group of 30 participants (women and youth), ranging between the ages of 18- 35 years old. Participants have been identified as emerging leaders in their union and are highly motivated to learn and develop. They need support in identifying their leadership skills as well as how to develop these further and take their leadership to the next level.
2. Explain to them that they will be planning as a group, for a 1-day training workshop, to address the needs of this participant profile.
3. Explain that they will use the template (Annex 7) to follow the steps to plan for a full day of training and that they will need to also source and/or create supporting materials. They will be asked to deliver part of their training to another group after the break in the afternoon.
4. Participants will need to take advantage of the full allocation of time to design their training and will need to work together so everyone has equal responsibility in designing and delivering the training.

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 5 Annexes

- Module 5, Annex 6: The Training Design Process
- Module 5, Annex 7: Training Design Template

FACILITATOR ADDITIONAL READING



- [5 Tips for Writing Clear and Measurable Learning Objectives](#)
- [The Learning Pyramid](#)
- [Training Strategies for Adults](#)
- [Spark a Fire: 5 Tips to Grab and Hold an Audience's Attention](#)
- [8 Ways to Make Your Presentation More Interactive](#)
- [Top Tips for Effective Presentations](#)

MY NOTES

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CONDUCTING TRAINING

1 Hour
45 Mins

Objective: Utilise facilitation skills and methods to deliver successful training.

Activity 5.8: Delivering Training

Methodology Group Activity

Materials Needed: Trainer Resource Pack (Module 5, Annex 8)

INSTRUCTIONS



1. Now that participants have prepared for their training, ask them to select one 30-minute section to facilitate with other groups. This may be from at any point in the training (i.e., doesn't need to be from the beginning) but should include more than one activity/topic.
2. Depending on how many groups are in the room, you can split them evenly so that each group teaches two others. i.e., Group A presents to Group B and C, then Group B presents to Group A and C and so on.
3. Each group will have 30-minutes to facilitate their training with the other group/s.
4. While facilitating, the other groups will complete a Facilitator Feedback Form (Annex 8) to provide feedback which captures what the group did well, and what they can do more of less of or differently next time.
5. Provide each member of the groups with enough Facilitator Feedback Forms so they can complete one per group and provide time after each session for groups to complete the form and provide feedback to the group who just facilitated.

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 5 Annexes

- Module 5, Annex 8: Facilitator Feedback Form

FACILITATOR ADDITIONAL READING



- [5 Tips for Writing Clear and Measurable Learning Objectives](#)
- [The Learning Pyramid](#)
- [Training Strategies for Adults](#)
- [Spark a Fire: 5 Tips to Grab and Hold an Audience's Attention](#)
- [8 Ways to Make Your Presentation More Interactive](#)
- [Top Tips for Effective Presentations](#)

MY NOTES

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MODULE 6 Communication Strategy

Timing	Session
30 Mins	Registration
1 Hour 15 Mins	Effective Communication Activity 6.1 Draw This Activity 6.2 Communication Blockers Activity 6.3 Communication Best Practice
15 Mins	Break
45 Mins	Communication Channels Activity 6.4 Pros and Cons Activity 6.5 Communication Channels in Unions
1 Hour 15 Mins	Communication Strategy Activity 6.6 Design a Communication Strategy
1 Hour 30 Mins	Break
1 Hour 30 Mins	Research and Statistics Activity 6.7 Research Methods Activity 6.8 Working Well With Statistics
15 Mins	Break
1 Hour 45 Mins	Interviews as a Research Method Activity 6.9 Gathering Information Through Interviews Activity 6.10 Writing Human Interest Stories

EFFECTIVE COMMUNICATION

1 Hour
15 Mins

Objective: Define communication and recognise the factors which can enhance or inhibit our ability to communicate effectively.

Activity 6.1: Draw This

Methodology Game, Group Discussion

Materials Needed: Paper, Pencils, Trainer Resource Pack (Module 6, Annex 1)

INSTRUCTIONS



1. Put participants into pairs and provide them with a piece of paper and a pencil. Ask participants to sit or stand back-to-back and select roles – one person will be the ‘communicator’ and the other will be the ‘artist’.
2. Explain that the ‘communicator’ must mentally select an object (it could be an apple, a chair, a water bottle etc.) and explain how to draw that object to the ‘artist’ (without telling the artist what the object is). The ‘artist’, with their back to the ‘communicator’, must listen to the instructions and do their best to draw what the ‘communicator’ is saying.
3. Once the ‘artist’ is finished drawing, ask participants to swap roles and have another go.
4. Lead a discussion around what why this activity was difficult or easy, what communication is and why it is important. Make the link to the drawing game and explore how effective and accurate the communication was between the pairs. Draw a parallel between the quality of speaking and the quality of listening and how they both contribute towards effective communication. Refer to Annex 1 to support this discussion.

DISCUSSION QUESTIONS



1. What made that activity easy or challenging?
2. How effective was the communication between you?
3. How do listening and speaking both contribute towards effective communication?
4. What is communication?
5. Why is it important to communicate effectively?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 1: What is Communication?

FACILITATOR ADDITIONAL READING



- [Why Do We Communicate?](#)
- [6 Reasons Why Effective Communication Should be a Focus in Your Business](#)
- [The Top 10 Reasons to Communicate](#)

Activity 6.2: Communication Blockers

Methodology Group Discussion

Materials Needed: Metacards/ Post-it Notes, Trainer Resource Pack (Module 6, Annex 2)

INSTRUCTIONS



1. Provide participants with metacards/post-it notes and ask them to write down some of the blockers or challenges with communication they have seen in their union or organisation and stick them on one side of the room.
2. Lead a discussion around the different communication contexts and how they influence our ability to communicate well. Explore how some of the communication contexts play out in a union setting and elicit examples from participants. Refer to Annex 2 to support this discussion.

DISCUSSION QUESTIONS



1. What are some of the factors that get in the way of good communication (communication blockers or challenges)?
2. What has been your experience with communication blockers or challenges?
3. What context influence our ability to communicate well?
4. How do these communication contexts play out in a union setting?
5. Why must trade unions use communications strategically?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 2: Communication Contexts

Activity 6.3: Communication Best Practice

Methodology Group Discussion

Materials Needed: Metacards/ Post-it Notes, Trainer Resource Pack
(Module 6, Annexes 3 and 4)

INSTRUCTIONS



1. Provide participants with another set of metacards/post-it notes and ask them to now write down some of the best practices they have seen or know of to enhance communication and put them on the other side of the room.
2. Introduce the concept of effective internal communication channels - downwards, upwards and horizontal communication, and elicit from participants how these communication channels are utilised within their union.
3. Using the communication best practices which participants have written on the metacards/post-it notes on the walls, as a group sort these into whether they are examples of downward, upward or horizontal communication approaches.
4. Lead a discussion around some of the best practices for enhancing communication and how these can be utilised in a union setting. Refer to Annex 3 and 4 to support this discussion.

DISCUSSION QUESTIONS



1. What are some examples of communication best practices?
2. What is downward, upward and horizontal communication?
3. How are internal communication strategies evident within your union?
4. What are the best forms of communication within and among union members?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 3: Communication Best Practice
- Module 6, Annex 4: Downward, Upward and Horizontal Communication

FACILITATOR ADDITIONAL READING



- [Internal Communication Best Practices](#)

MY NOTES

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COMMUNICATION CHANNELS

45 Mins

Objective: Recognise the various traditional and modern communication channels which are utilised in a union setting as well as some of the technical requirements to maintain these tools.

Activity 6.4: Pros and Cons

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 6, Annex 5)

INSTRUCTIONS



1. Lead a discussion on what a communication channel is and explore the notion of traditional methods of communication vs. modern methods of communication. Refer to Annex 5 to support this discussion.
2. Split participants in half (2 large groups) and assign one group with 'traditional communication channels', and the other with 'modern communication channels'. In their groups they have 5-minutes to write down as many pros and cons they can think of for their communication channel.
3. When participants are ready, have them read their pros and con's list to the other group in a debate like fashion* to argue for their communication channel approach. If one group read's a pro, the other can rebut with a pro for the opposite argument.

*Make sure you manage this debate conversation carefully and lay out some ground rules for debate i.e. one person speaking at a time, taking turns for each side etc. This will avoid the debate becoming out of hand.

DISCUSSION QUESTIONS



1. What is a communication channel?
2. What are some traditional communication channels?
3. What are some modern communication channels?
4. What are the pros and cons of traditional and modern communication channels?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 5: Traditional vs. Modern Communication Channels

FACILITATOR ADDITIONAL READING



- [5 Major Differences Between Traditional Media and Social Media](#)
- [Communication Channel Pros and Cons](#)

Activity 6.5: Communication Channels in Unions

Methodology Presentation, Group Discussion

Materials Needed: Trainer Resource Pack (Module 6, Annex 6)

INSTRUCTIONS



1. Lead a discussion around the main communication channels which are utilised in a union setting as well as what channels might be appropriate for a large, medium and small sized audience. Elicit from participants what channels are used in their own union. Refer to Annex 6 to support this discussion.
2. Cite important strategies from participants and provide inputs about the best forms of communications within unions/among members, with centers and federations and the technical requirements for unions to maintain these tools e.g., organisational website, accurate content of database, etc. and emphasise that even the social media can be used to broadcast important and urgent information that needs immediate action.

DISCUSSION QUESTIONS



1. What communication channels do unions utilise? How are these used?
2. Why do unions need to utilise a range of different communication tools?
3. What are the technical requirements for maintaining these tools?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 6: The Best of Both Worlds

FACILITATOR ADDITIONAL READING



- [How to Open Up Communication to Engage Union Members](#)
- [Unions Go Digital: What It Means for Labour to Embrace the Internet](#)

MY NOTES

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COMMUNICATION STRATEGY

1 Hour
15 Mins

Objective: Follow a four-step process to design an effective communication strategy.

Activity 6.6: Design a Communication Strategy

Methodology Group Discussion, Individual Activity

Materials Needed: Trainer Resource Pack (Module 6, Annexes 7 and 8)

INSTRUCTIONS



1. Lead a discussion around communication strategy and all the factors/steps which need to be followed when developing an effective communication strategy. Refer to Annex 7 to support this discussion.
 - Step 1: Analyse Audience.
 - Step 2: Identify Communication Objectives.
 - Step 3: Write the Message.
 - Step 4: Select Communication Channels.
2. Provide participants with the Communication Strategy Planning Matrix (Annex 8) and explain they are to use the planning matrix, along with what they know from experience/their own research, to develop a communication strategy to introduce and outline the 1-day training developed in Activity 5.7 of Module 5*. Explain that they will need to also identify a wider target audience for this training so that all stakeholders are well informed about the purpose and outcomes of this training session.

*Participants should have designed a 1-day training in Activity 5.7 of Module 5. If for some reason, participants do not have this or were not present, provide them with the participant profile (Module 5, Annex 7) and ask them to utilise this to develop their communication strategy.

DISCUSSION QUESTIONS



1. What factors need to be considered when designing a communication strategy?
2. Who is your intended audience and what do they need to know?
3. What do you want to achieve in communicating with your intended audience?
4. What message/s do you want to convey to your intended audience?
5. What communication channels will you utilise to best communicate your message/s?

FACILITATOR TALKING POINTS



- Trainer Resource Pack Module 6 Annexes
- Module 6, Annex 7: Developing a Communication Strategy
- Module 6, Annex 8: Communication Strategy Planning Matrix

MY NOTES

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RESEARCH AND STATISTICS

1 Hour
30 Mins

Objective: Explore different methods of research and recognise how statistics are gathered, utilised and interpreted to enhance union reach and impact.

Activity 6.7: Research Methods

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 6, Annex 9)

INSTRUCTIONS



1. Lead a discussion on when, why and how unions conduct research. Elicit from participants whether their unions conduct research, whether they are trained or not and by whom and explore why research needs to be conducted at a union level. Make the link with communication and how research can support an effective communication strategy.
2. Introduce various traditional and digital methods of research and what sort of information can be gathered from these sources. Refer to Annex 9 to support this discussion.

DISCUSSION QUESTIONS



1. What research does your union undertake? Why?
2. Who trains union members how to conduct research?
3. Why do unions conduct research?
4. How can research support an effective communication strategy?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 9: Research Methods

FACILITATOR ADDITIONAL READING



- [Research Methods](#)

MY NOTES

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- [Research Methods](#)

Activity 6.8: Working Well With Statistics

Methodology Individual Activity, Group Discussion

Materials Needed: Metacards/Post-it Notes, Trainer Resource Pack (Module 6, Annexes 10 and 11)

INSTRUCTIONS



1. Provide participants with 2 metacards/post-it notes.
2. On each metacards/post-it note, ask them to write:
 - a. What statistics do unions use?
 - b. Where do unions get statistics from?
 - c. How do unions use statistics information?
3. Provide participants with individual copies of the paragraph in Annex 10 and tell them not to turn their page over until they have listened to all the instructions.
4. Explain to participants that their job is going to be that of an inspector. As an inspector they are looking for the number of defects in a product. For this exercise, the letter 'f' (upper - or lowercase) is considered a 'defect'. Therefore, their job is to count the number of f's in the paragraph.
5. Explain that they have 3-minutes to read the paragraph, but they are not allowed to alter the product that they are inspecting - so they cannot write on the page.
6. Once participants have finished, ask them one by one to share the number of 'defects' that they spotted.
 - Most people have more than enough time to complete the exercise. In fact, most people will have time to attempt the exercise two or three times during this allotted time-and they seldom get the same results each time. Some people get answers in the 25 – 30 range; answers in the mid - to upper-30's are common; most people report answers in the low - to mid-40's; the correct answer is 48.
7. Discuss the sources and uses of statistics that participants have posted on the wall and how available and reliable these sources and uses are. Make a link with the previous exercise and explain that just because we are closely inspecting, doesn't mean we're always 100% accurate and that interpretation is always a factor with statistics and how they are used. Refer to Annex 11 to support this discussion.

DISCUSSION QUESTIONS



1. How available and reliable are these sources of information?
2. How much is statistics data open to interpretation?
3. How can unions use statistical data in a reliable and ethical manner?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 10: The 'F' Test
- Module 6, Annex 11: Sources of Union Statistics

FACILITATOR ADDITIONAL READING



- [ILO Yearbook of Labour Statistics](#)
- [ILO Statistics and Databases](#)
- [ILO Department of Statistics](#)
- [ILO Statistics Library](#)

Activity 6.9: Working Well With Statistics

Methodology Group Discussion

Materials Needed: Metacards/Post-it Notes, Trainer Resource Pack
(Module 6, Annexes 12 and 13)

INSTRUCTIONS



1. Lead a discussion on the measures of central tendency and statistical methods and enquire from participants where and when these measures might be useful. Refer to Annex 12 and 13 to support this discussion. Note that it is only important for participants to have a basic understanding of statistics.
2. Explain to participants that they are going to put together a statistical poster on a topic of their choosing (something relevant to union priorities). Explain that they will have time to conduct their own research and can include both visual (graphs, charts etc.,) and written statistical data on their chosen topic. Remind participants that this is not an art competition, but an opportunity to research, utilise and communicate statistics in a clear and consistent manner.
3. When participants are finished, ask them to display their poster on the wall and conduct a gallery walk whereby participants can walk around and view the posters of others.

DISCUSSION QUESTIONS



1. How do we interpret statistical information?
2. What are the measures of central tendency?
3. What are the various statistical methods?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 12: Measures of Central Tendency
- Module 6, Annex 13: Statistical Methods

FACILITATOR ADDITIONAL READING



- [ILO Yearbook of Labour Statistics](#)
- [ILO Statistics and Databases](#)
- [ILO Department of Statistics](#)
- [ILO Statistics Library](#)

MY NOTES

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INTERVIEWS AS A RESEARCH METHOD

1 Hour
45 Mins

Objective: Examine the pros and cons of interviews as a research method. Conduct an interview, following best practice guidelines, using information gathered to write a human interest story.

Activity 6.9: Gathering Information Through Interviews

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 6, Annexes 14 and 15)

INSTRUCTIONS



1. Lead a discussion on the pros and cons of utilising interviews as a research method as well as the best practice for conducting an interview. It is important here to highlight to participants how to conduct interviews in a professional, ethical and empathetic way. Refer to Annexes 14 and 15 to support this discussion.

DISCUSSION QUESTIONS



1. What are the pros and cons of utilising interviews as a research method?
2. What is best practice when conducting an interview?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 14: Interviews as a Research Method
- Module 6, Annex 15: Interview Guidelines

Activity 6.10: Writing Human Interest Stories

Methodology Group and Individual Activity

Materials Needed: Trainer Resource Pack (Module 6, Annex 15)

INSTRUCTIONS



1. Divide participants into groups and ask each group to select one person to be the 'interviewee'. Explain that participants will be conducting their own interview and utilising this information to write a human-interest story (approximately 750 - 1000 words) about someone in their group.
2. Explain that participants will need to align upon and agree the questions to be asked in the interview and will elect one member to ask the questions and conduct the interview while the others take notes.
3. Provide participants with the Interview Guidelines (Annex 15) to help them conduct their interviews.
4. Participants will be given time to conduct their interviews and then write their human-interest piece about that person.
5. Once individuals have written their human-interest stories, ask for one volunteer from each group to read and present their story to the whole group.

DISCUSSION QUESTIONS



1. What questions will you ask your subject?
2. What do you need to consider in order to conduct your interview successfully?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 6 Annexes

- Module 6, Annex 15: Interview Guidelines

FACILITATOR ADDITIONAL READING



- [Writing Human Interest Stories: A Guide](#)

MY NOTES

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MODULE 7

Advocacy and Campaigns

Timing	Session
30 Mins	Registration
1 Hour 15 Mins	This Is How We Did It Activity 7.1 Advocacy, Lobbying and Campaigning Activity 7.2 This Is How We Did It Activity 7.3 Identifying an Advocacy Issue
15 Mins	Break
1 Hour 45 Mins	Creating an Effective Advocacy and Campaign Strategy Activity 7.4 Problem and Solutions Tree Activity 7.5 Stakeholder Analysis Activity 7.6 Identifying Target Audiences and Partners Activity 7.7 Setting Goals
1 Hour 30 Mins	Lunch Break
1 Hour 15 Mins	Creating an Effective Advocacy and Campaign Strategy (Cont.) Activity 7.8 Developing the Message Activity 7.9 Choosing the Best Format for Message Delivery Activity 7.10 Working with the Media
15 Mins	Break
45 Mins	Creating an Effective Advocacy and Campaign Strategy (Cont.) Activity 7.11 Monitoring and Evaluating a Campaign
1 Hour 30 Mins	Advocacy and Campaign Presentations Activity 7.12 Present Your Campaign

THIS IS HOW WE DID IT

1 Hour
15 Mins

Objective: Define and differentiate between advocacy, lobbying and campaigning. Explore advocacy campaigns which have been undertaken in personal organisational contexts.

Activity 7.1: Advocacy, Lobbying and Campaigning

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 7, Annex 1)

INSTRUCTIONS



1. Provide participants with metacards/post-it notes.
2. Ask them to write down on separate metacards/post-it notes what they currently know about the terms 'Advocacy', 'Lobbying' and 'Campaigning' (one metacard/post-it note per term) and stick these on the wall.
3. Lead a group discussion introducing what advocacy is and explain how it is different from lobbying and campaigning. Highlight how they all interrelate. Refer to Annex 1 to support this discussion.

DISCUSSION QUESTIONS



1. What is advocacy?
2. What is lobbying?
3. What is campaigning?
4. What is the difference between advocacy, lobbying and campaigning?
5. How do advocacy, lobbying and campaigning interrelate?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 1: Advocacy, Lobbying and Campaigning

FACILITATOR ADDITIONAL READING



- [Advocacy vs. Lobbying and Campaigning](#)
- [Guide to Advocacy and Lobbying](#)

Activity 7.2: This Is How We Did It

Methodology

Group Discussion

Materials Needed: Trainer Resource Pack (Module 7, Annex 2)

INSTRUCTIONS



1. Group participants into their respective organisations and ask them to discuss the advocacy issues and/or campaigns that their organisations have undertaken (past, or present). Ask them to discuss:
 - a. What is the key advocacy issue/s trying to be addressed?
 - b. How does the organisation campaign (actions, activities, events)?
 - c. Who does the organisation lobby and how do they do this?
2. Provide participants with the 'This Is How We Did It Matrix' (Annex 2) and explain they will work together to create a 5-minute presentation regarding a campaign their organisation has campaigned for. Explain that all members of the group should participate in creating and delivering the presentation.
3. Once participants are ready, provide each group with 5-minutes to deliver their presentation to the whole group. Provide feedback and support to groups as needed. Provide participants with specific examples of your own experiences in campaigning as well as the strategies that you utilised to make these a success.

DISCUSSION QUESTIONS



1. What is the key advocacy issue/s in your organisation?
2. How have your organisations campaigned in the past?
3. Who do your organisation lobby and how do they do this?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 2: This Is How We Did It Matrix

FACILITATOR ADDITIONAL READING



- [Effective Campaigning](#)

Activity 7.3: Identifying an Advocacy Issue

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 7, Annex 3)

INSTRUCTIONS



1. Split participants into groups of 4 - 6 and explain they will be working in these groups for the remainder of the day.
2. In their groups, ask participants to agree upon and select one advocacy issue that they would like to develop an advocacy and campaign strategy for. Explain that ideally this should be an issue that is still a top priority for unions/organisations today and be linked with one of the Sustainable Development Goals (SDGs) which were explored in Module 2 Our World of Work.
3. Provide participants with the Advocacy and Campaigning Planning Document (Annex 3) and explain that they will be guided through each stage of this document. Explain that they will present their entire advocacy and campaign strategy at the conclusion of the day.

DISCUSSION QUESTIONS



1. What is a key advocacy issue?
2. How is this advocacy issue linked with the SDGs?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document

FACILITATOR ADDITIONAL READING



- [The SDG's](#)

MY NOTES

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CREATING AN EFFECTIVE ADVOCACY AND CAMPAIGN STRATEGY

1 Hour
45 Mins

Objective: Follow steps one to four to design an effective advocacy and campaign strategy for a chosen advocacy issue.

Activity 7.4: Problem and Solutions Tree

Methodology Group Activity

Materials Needed: Flipcharts, Markers, Trainer Resource Pack
(Module 7, Annexes 3 and 4)

INSTRUCTIONS



1. Explain to participants that every advocacy effort must begin with the question: 'what is it that we want the advocacy to achieve?' To answer this, we need to understand the problems, issues and solutions through conducting thorough problem analysis. Lead a discussion on problem analysis and introduce to participants the Problem and Solution Tree. Refer to Annex 4 to support this discussion.
2. Explain to participants that they will now brainstorm in their groups using the Problem and Solutions Tree (Step 1, Annex 3) to determine a list of causes and consequences/effects which have contributed to their advocacy issue.
3. Ask participants to create their Problem and Solutions Tree. While listing each cause, participants link this to a secondary cause and use arrows to show the connection between all the causes and effects.
 - ° For example, a cause for a lack of protection and rights for migrant workers may be lack of enforcement, the cause for lack of enforcement could be low awareness of enforcers on regulations, and the cause for low awareness could be lack of interest.
4. After the brainstorming is complete, ask participants to look at the causes again and highlight those that could be changed or improved with the help of influential people or institutions through advocacy.
5. Once all the problems have been identified, explain to participants that they will now turn their 'problem' tree into a 'solution' tree by reversing the causes and consequences of the issue.
 - ° For example, if the cause is low awareness of enforcers, then a possible solution will be organise orientation workshops on the regulations protecting the rights of migrant workers to enforcers.

DISCUSSION QUESTIONS



1. What is it that we want the advocacy to achieve?
2. What are the problems, issues and solutions here?
3. What are the possible primary and secondary causes and effects?
4. How can you address these problems with a solution?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document
- Module 7, Annex 4: Problem Analysis

Activity 7.5: Stakeholder Analysis

Methodology Group Activity

Materials Needed: Trainer Resource Pack (Module 7, Annexes 3 and 5)

INSTRUCTIONS



1. Lead a discussion on stakeholder analysis and how this can support advocacy initiatives. Refer to Annex 5 to support this discussion.
2. Provide participants with the Stakeholder Analysis Matrix (Step 2, Annex 3) and ask them to brainstorm the key stakeholders in their advocacy campaign. Explain that participants will also need to:
 - a. Identify the attributes of these stakeholders.
 - b. Assess their interest in the issue.
 - c. Explore their potential level of opposition to or support for the issue.
 - d. Evaluate the stakeholder/s influence over the issue.
 - e. Determine the importance of the stakeholder/s engagement.
3. Since it is very likely, given the nature of the work of trade unions, that the 'Government' will be considered as a primary stakeholder, highlight to participants the importance of political mapping to further fine-tune the analysis of key stakeholders in Government. Give specific examples on how to engage the Government and encourage participants to share their experiences on how they went about political mapping in their campaign.

DISCUSSION QUESTIONS



1. What is a stakeholder analysis?
2. What is this stakeholder's level of interest in the issue and what benefit can they derive?
3. Does the stakeholder publicly support or oppose the issue? Is the public support or opposition different from private support or opposition? Who else is the stakeholder allied to and opposed?
4. What is the political, social and economic power and status of the stakeholder and how well is the stakeholder organised?
5. How important is it to engage this stakeholder in order to address the underlying causes of a problem and achieve sustainable change?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document
- Module 7, Annex 5: Stakeholder Analysis

FACILITATOR ADDITIONAL READING



- [Political Mapping for Policy Implementation](#)

Activity 7.6: Identifying Target Audiences and Partners

Methodology Group Activity

Materials Needed: Flipcharts, Markers, Trainer Resource Pack
(Module 7, Annexes 3 and 6)

INSTRUCTIONS



1. Lead a discussion on the key considerations when identify a target audience and/or partner. Refer to Annex 6 to support this discussion.
2. Highlight that, when identifying target audiences, it is important to:
 - a. Pick both allies and opponents that have the power to make change happen.
 - b. Pick only a few targets to direct energy and focus.
 - c. Pick those that might be able to influence each other.
 - d. Pick those that you have the ability to influence.

3. Explain that participants will now use the Target Audiences Matrix (Step 3, Annex 3) to identify their target audiences (from their list of stakeholders) and conduct research on them.
4. Explain that while this matrix will help provide the basic questions for some of the research, it is often necessary to conduct deeper research for each target. Often, highly successful advocacy campaigns devote a lot of time to understand the intricacies of each target audience and of how to influence them.

DISCUSSION QUESTIONS



1. What considerations do you need to make when identifying a target audience?
2. What is your target audiences' interest in the issue?
3. What is your target audiences' level of opposition to or support for the issue?
4. What is your target audiences' level of influence over the issue?
5. What is your target audiences' level of knowledge on the issue?
6. What is your existing level of access to the target audience?
7. What will the target audience respond to?
8. Who is the target audience accountable to?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document
- Module 7, Annex 6: Identifying Target Audiences and Partners

Activity 7.7: Setting Campaign Goals

Methodology Group Activity

Materials Needed: Flipcharts, Markers, Trainer Resource Pack
(Module 7, Annexes 3 and 7)

INSTRUCTIONS



1. Lead a discussion on the key considerations when setting outcomes/objectives for a campaign by introducing/reviewing SMART goals. Refer to Annex 7 to support this discussion.
2. Explain that participants will now use the SMART goal planning template to identify short-term, intermediate-term and long-term goals for their campaign (Step 4, Annex 3).

DISCUSSION QUESTIONS



1. What is a SMART Goal?
2. What might be the short-term, intermediate-term and long-term goals for your campaign?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document
- Module 7, Annex 7: Setting Campaign Goals

MY NOTES

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CREATING AN EFFECTIVE ADVOCACY AND CAMPAIGN STRATEGY (CONT.)

1 Hour
15 Mins

Objective: Follow steps five and six to design an effective advocacy and campaign strategy for a chosen advocacy issue. Recognise strategies for attracting media publicity.

Activity 7.8: Developing the Message

Methodology: Group Activity

Materials Needed: Flipcharts, Markers, Trainer Resource Pack (Module 7, Annexes 3 and 8)

INSTRUCTIONS



1. Explain to participants that the message is the overarching theme that holds an entire campaign together. Now that participants are clear about their main advocacy issue and who their target audience is, they will begin planning their messages.
2. Lead a discussion on how to develop primary and secondary messages. Refer to Annex 8 to support this discussion.
3. Explain that participants will now use the planning document to develop primary and secondary messages for each of their key audiences (Step 5, Annex 3).

DISCUSSION QUESTIONS



1. What is a primary and secondary message?
2. What are some of the factors you need to consider when developing a primary and secondary message for your target audience?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document
- Module 7, Annex 8: Developing the Message

Activity 7.9: Choosing the Best Format for Message Delivery

Methodology Group Activity

Materials Needed: Flipcharts, Markers, Trainer Resource Pack
(Module 7, Annexes 3 and 9)

INSTRUCTIONS



1. Bring participants attention back to what was learned in Module 6 Communication Strategy and lead a discussion to remind them of different communication channels. Link this learning with campaigning and advocacy and highlight how important effective communication is to support advocacy. Refer to Annex 9 to support this discussion.
2. Explain that participants will now brainstorm the formats for delivering their key message based on the most effective communication channels available to them (Step 6, Annex 3).

DISCUSSION QUESTIONS



1. What is a communication channel?
2. What do you already know about effective communication?
3. Why does effective communication of your key messages lead to successful campaigning and advocacy?
4. What communication channels are available to you?
5. What communication channels are most appropriate to deliver your key message?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document
- Module 7, Annex 9: Choosing the Best Format for Message Delivery

Activity 7.10: Working With the Media

Methodology

Group Activity

Materials Needed: Trainer Resource Pack (Module 7, Annex 10 and 11)

INSTRUCTIONS



1. Elicit from participants and lead a discussion around what they know about:
 - a. Union media contacts.
 - b. The requirements for getting and maintaining media contacts.
 - c. Union person in charge of media relations.
 - d. Union media statements.
2. Provide each group with a set each of the Campaigning with the Media Cards* (Annex 10), and ask them to sort each card under the appropriate heading according to the descriptions/strategies on the cards:
 - a. Finding Contacts
 - b. Media Coverage
 - c. News Releases
 - d. Challenging Bad Reporting
 - e. Using Social Media
3. Explain that there is not an even number of cards for each category.
4. Review with participants how they sorted their cards and explore some of the key strategies which stood out for working well with the media to conduct effective campaigns.

* To prepare for this activity, there should be one full set the cards for each group. These should be cut up in advance of the session for participants, so that groups can sort them out.

DISCUSSION QUESTIONS



1. Why do we work with the media to campaign?
2. What are some strategies for working well with media during campaigning?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 10: The 5 Basic Media Questions
- Module 7, Annex 11: Campaigning with the Media Cards

MY NOTES

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CREATING AN EFFECTIVE ADVOCACY AND CAMPAIGN STRATEGY (CONT.)

45 Mins

Objective: Follow step seven to design an effective advocacy and campaign strategy for a chosen advocacy issue.

Activity 7.11: Monitoring and Evaluating a Campaign

Methodology Group Discussion, Individual Activity

Materials Needed: Trainer Resource Pack (Module 7, Annex 3)

INSTRUCTIONS



1. Show participants this website: <https://cleanclothes.org/union-busting> and explain they are to review this campaign and note down what has been done well, and what could be improved upon using metacards/post-it notes to capture their thinking.
2. Ask participants to stick their metacards/post-it notes on the wall and then lead a group discussion on the importance of monitoring and evaluating a campaign, including how to measure its success through success indicators and documentation.
3. Elicit from participants some low-cost way of preparing engaging and interesting documentation materials to support campaign monitoring: photographs of people in action, thought bubbles in pictures, collages, boxed stories within documentation that highlight activities, simple language, etc.
4. Explain that participants will now revisit the goals they set in Step 4 and define some potential success indicators as well as documentation opportunities/strategies (Step 7, Annex 3).

DISCUSSION QUESTIONS



1. How can you keep networks/coalitions informed, interested, engaged and excited during a campaign?
2. What are some low-cost strategies to make union documentation and communication more interesting?
3. Why and how is this campaign example effective?
4. How will you know if your campaign is successful?
5. How will you document your campaign over time?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document

FACILITATOR ADDITIONAL READING



- [Clean Clothes Campaign Website](#)

MY NOTES

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ADVOCACY AND CAMPAIGN STRATEGY PRESENTATIONS

1 Hour
30 Mins

Objective: Present an advocacy and campaign strategy which demonstrates a thorough understanding of problem analysis, the key stakeholders and target audiences, careful consideration of the primary and secondary communication messages and strategic thinking of the overall goals and success indicators of the campaign.

Activity 7.12: Present Your Campaign

Methodology Presentations

Materials Needed: Trainer Resource Pack (Module 7, Annex 3)

INSTRUCTIONS



1. Explain that now participants have gone through all 7 stages of setting up a campaign, that they will need to collate all their documentation and develop a presentation to share their advocacy and campaign strategy with the whole group.
2. Explain that they will have 10-minutes to present their strategy and will need to include:
 - a. An outline of the advocacy issue, how it is linked with the SDGs and why this has been selected.
 - b. A summary of the problems and solutions surrounding the issue.
 - c. An analysis of the key stakeholders.
 - d. An overview of the target audience.
 - e. The SMART goals which have been defined.
 - f. The primary and secondary messages and the communication channels selected to deliver these messages.
 - g. The success indicators and the documentation strategies.
3. Highlight that these presentations need to be visually engaging and demonstrate a deep understanding of all the key topics which have been discussed today.
4. Provide participants with time to prepare their presentations and during presentations, elicit from the audience feedback for the group on their advocacy and campaign strategies.

DISCUSSION QUESTIONS



Trainer Resource Pack Module 7 Annexes

- Module 7, Annex 3: Advocacy and Campaigning Planning Document

MY NOTES

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MODULE 8

Negotiation is Fun

Timing	Session
30 Mins	Registration
1 Hour 30 Mins	Negotiation Skills Activity 8.1 How Would You Spend 1 Million? Activity 8.2 What is Negotiation Activity 8.3 Behaviours of an Effective Negotiator Activity 8.4 Common Mistakes of Negotiators
15 Mins	Break
1 Hour 45 Mins	Engaging in Negotiation Activity 8.5 Stages of Negotiation Activity 8.6 Using a BHAG to Inspire Others Activity 8.7 Minimising Threat in Negotiations Activity 8.8 Negotiation Styles
1 Hour 30 Mins	Lunch Break
1 Hour 15 Mins	Preparing for Negotiation Activity 8.9 Guidelines for Face-to-Face Negotiations Activity 8.10 Preparing for Role Play
15 Mins	Break
1 Hour 30 Mins	Negotiation Role Play Activity 8.11 Negotiation Role Play

NEGOTIATION SKILLS

1 Hour
30 Mins

Objective: Evaluate the current level of individual participants' negotiation skills and strategies for persuading people in a variety of situations. Define negotiation and describe the behaviours of an effective negotiator.

Activity 8.1: How Would You Spend 1 Million?

Methodology Game

Materials Needed: Flipchart, Markers, Metacards/Post-it Notes

INSTRUCTIONS



1. Display a bag of chocolates/sweets or any sort of shareable 'prize' to participants.
2. Explain that any team can win the prize if they come up with the most popular idea in this activity.
3. Explain the scenario:
 - ° If you had 1 million dollars (or any relevant currency in your country), which trade union advocacy campaign would you finance? Ask each participant to independently and silently think of an idea that would appeal to most others in the room.
4. Organise participants into equal-sized teams, each with 3 to 7 members. Ask each team to discuss the different ideas suggested by its members and to select the most appealing idea as a group.
5. Ask members of each team to stand up, move around, pair up with a member of some other team, and share their ideas for spending the money. The aim is for each participant to persuade others that his/her team's idea is a better one.
6. Ask participants to return to their teams, compare their ideas with other teams' ideas and decide if they should modify their idea to increase its appeal.
7. Ask each team to come up with a brief name for their new and improved idea. Also ask teams to prepare for a 30-second presentation about their ideas to persuade members of the other teams to select it as the most appealing.
8. Select a team and ask its members to present their idea in 30-seconds to all the other teams. Repeat this procedure until all teams have the opportunity to present their idea. During the presentations, list the title of each team's idea (along with a number) on a flip chart.
9. Distribute voting cards (paper/post-it notes etc.,) to all participants. Ask each participant to secretly write the number that identifies the most appealing idea presented by other teams. Emphasise that participants must not choose the idea presented by their own team. When completed, collect and count all the voting cards.
10. Announce the number of votes received by each idea, beginning with the least popular idea. Finally announce the winning idea and congratulate the team that presented the idea. Give the team their prize.
11. Debrief this activity using the discussion questions below.

DISCUSSION QUESTIONS



1. How did you go about persuading individual members of the other team?
2. What part of the game was the most difficult in terms of influencing the other person or team?
3. What were the effective strategies for persuading members of your own team? How do they differ from strategies used for persuading members of other teams?
4. What traits did you observe that were effective in terms of influencing the others that your idea was better?
5. What traits or behaviours did you observe that were not helpful for persuading the others?

Activity 8.2: What is Negotiation?

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annex 1)

INSTRUCTIONS



1. Provide a definition of negotiation and discuss what the difference is between negotiation and manipulation. Refer to Annex 1 to support this discussion.
2. Elicit from participants what they know about negotiation within a union context and brainstorm situations in which negotiation would be necessary. Discuss why it is necessary for union members to be able to negotiate well and what their experiences have been with negotiation.

DISCUSSION QUESTIONS



1. What is negotiation?
2. In which situations would negotiation be necessary within a union context?
3. Why do union members need to be able to negotiate well?
4. What have your experiences been with negotiation?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 1: What is Negotiation?

FACILITATOR ADDITIONAL READING



- [What is Negotiation?](#)
- [Negotiation in Black and White](#)

Activity 8.3: Behaviours of an Effective Negotiator

Methodology Group Discussion

Materials Needed: Flipcharts, Markers, Trainer Resource Pack (Module 8, Annex 2)

INSTRUCTIONS



1. In group, ask participants to draw the outline of a person and write around them all the skills, behaviours and attributes they would associate with an effective negotiator.
2. Ask groups to present what they think the most important skills, behaviours and attributes are and capture these on a master list on a flipchart.
3. Lead a discussion around the 12 behaviours of an effective negotiator and cross match these with the ideas presented by participants. Refer to Annex 2 to support this discussion.
4. Split participants into 12 equal groups and assign one of the 12 behaviours to each group. Explain that they must come up with one graphic/logo/symbol which epitomises that behaviour and design this on a flipchart.
5. Once completed, participants present their design to the group and stick the behavior on the wall for all to see and refer to during the remainder of the day.

DISCUSSION QUESTIONS



1. What are the skills, behaviours and attributes of an effective negotiator?
2. In which situations would negotiation be necessary within a union context?
3. Why do union members need to be able to negotiate well?
4. What have your experiences been with negotiation?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 2: Behaviours of an Effective Negotiator

FACILITATOR ADDITIONAL READING



- [What is Negotiation?](#)
- [The 12 Behaviours of Highly Effective Negotiators](#)

Activity 8.4: Common Mistakes Negotiators Make

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annex 3)

INSTRUCTIONS



1. Lead a discussion around the 10 most common mistakes that negotiators make. Elicit from participants what might lead to some of these errors and what strategies they might put in place to avoid these. Refer to Annex 3 to support this discussion.

DISCUSSION QUESTIONS



1. What are the most typical mistakes that a negotiator can make?
2. What might lead to some of these mistakes?
3. What strategies could you put in place to mitigate these mistakes?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 3: Common Mistakes Negotiators Make

MY NOTES

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ENGAGING IN NEGOTIATION

1 Hour
45 Mins

Objective: Order the stages of negotiation and examine how to inspire others, minimise threat during negotiation and utilise a range of negotiation styles and approaches.

Activity 8.5: Stages of Negotiation

Methodology: Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annex 4)

INSTRUCTIONS



1. Highlight to participants that the first behaviour of an effective negotiator is:
 - ° Planning and Preparation. Effective negotiator uses a structured framework to plan and prepare systematically. They consider all eventualities.
2. Provide participants in pairs with the Negotiation Cards (Annex 4) and ask them to sort the stage with the descriptions and then put the stages in order:
 - a. Plan.
 - b. Discus.
 - c. Clarifying Goals.
 - d. Find a Win-Win.
 - e. Make an Agreement.
 - f. Implement a Course of Action.
3. Review with all groups how the cards should be grouped and ordered and display the stages of negotiation for all to see.
4. Elicit from participants how these stages may have helped them better negotiate in Activity 8.1.

DISCUSSION QUESTIONS



1. What are the stages of a negotiation?
2. What happens at each stage of negotiation?
3. How might following these stages of negotiation make you a better negotiator?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 4: Negotiation Cards

FACILITATOR ADDITIONAL READING



- [What is Negotiation?](#)

Activity 8.6: Using a BHAG to Inspire Others

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annex 5)

INSTRUCTIONS



1. Present the acronym BHAG to participants and ask what it stands for.
2. Lead a discussion introducing the concept of a Big Hairy Audacious Goal (BHAG) and link this with negotiation skills. Explain that part of negotiation is being able to influence and inspire others. Without a BHAG it is difficult to know what your goal is for negotiation, or to plan what you're negotiating towards. Refer to Annex 5 to support this discussion.
3. Ask participants to revisit their idea in Activity 8.1 and write an inspiring BHAG for their idea. Have participants share their examples with the whole group and elicit from participants ideas to make these statements even more inspiring/powerful.

DISCUSSION QUESTIONS



1. What does BHAG stand for?
2. What is a BHAG?
3. Why is knowing/having a BHAG useful when negotiating?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 5: What is a BHAG?

Activity 8.7: Minimising Threat in Negotiations

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annexes 6 and 7)

INSTRUCTIONS



1. Select one random volunteer from the group give them a series of instructions, without telling them why. Eg., stand up, go and sit elsewhere etc. The aim of this activity is to demonstrate what happens when we take someone's power away so while you should be direct and non-emotional, do not yell or get angry.
2. Once you've given a few instructions, ask that person how it felt to be 'bossed' around and told what to do.
3. Lead a discussion on 'away and towards' emotions and what happens when our 'threat' response is triggered. Make the link with negotiation and why it is important to not tell others what to do in a negotiation. Refer to Annex 6 to support this discussion.
4. Ask participants what approach would be better than 'telling' in a negotiation (i.e., asking) and what sorts of factors someone would need in order to remain in a 'towards' state during a negotiation. Introduce the SCARF Model to participants. Refer to Annex 7 to support this discussion.
5. In pairs ask participants to list out the SCARF acronym and use it to identify 2 strategies per element they could utilise to minimise threat during a negotiation.

DISCUSSION QUESTIONS



1. What is a toward state?
2. What is an away state?
3. What emotions are triggered when we are in a towards/away state?
4. How might you help someone stay in a toward state during a negotiation?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 6: Away and Toward Emotions
- Module 8, Annex 7: The SCARF Model

Activity 8.8: Negotiation Styles

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annex 8)

INSTRUCTIONS



1. Explain to participants, that even if you minimise threat during negotiation, conflict can arise. Explain that while conflict has a range of negative connotations, it can actually be a positive experience if effectively managed. Elicit from participants what some of the pros and cons of conflict and note these down on a flipchart.
2. Introduce the 5 negotiation styles which have been adapted from Thomas Kilmann's Conflict Styles and explain how some of the styles can be supportive in managing negotiations and conflict, especially given that during a negotiation, two or more parties are trying to meet their differing or conflicting needs. Refer to Annex 8 to support this discussion.
3. Provide participants with the following scenario:
 - ° You are at a very busy coffee shop one morning. You're running late for a meeting but decide that it's worth it to get your coffee! You place an order for an ice-cold Frappuccino with soya milk and after 10-minutes of waiting for your coffee, it is still not ready. Finally, someone calls your name, and your coffee is ready. However, when you take your first sip you can tell the barista has used full cream milk and not soya like you ordered. You can see the barista is frazzled and dealing with many orders simultaneously. What do you do?
4. Call out a negotiation style and ask participants to share ideas for how that negotiation style might approach the situation. Ask participants to share examples of what they might say if they were utilising that negotiation style. Conduct this exercise for all 5 of the negotiation styles.
5. Ask participants which negotiation style would be MOST appropriate in this situation and explain that different contexts, people and situations may call for a different negotiation approach. Explain that all styles may be useful in different situations and that an excellent negotiator, knows where and when to use an approach.
6. Provide participants with this Harvard Business Review short online quiz to help determine what sort of preference they have for negotiation <https://hbr.org/2016/02/assessment-what-kind-of-negotiator-are-you>

DISCUSSION QUESTIONS



1. Is conflict avoidable?
2. Is conflict a positive or negative thing? Why?
3. How can conflict be effectively managed?
4. What are the different negotiation styles?
5. How would you approach this situation if you were utilising this negotiation style?
6. What is your negotiation style and preference?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 8: Negotiation Styles

FACILITATOR ADDITIONAL READING



- [Understanding Negotiating Styles](#)
- [HBR Negotiation Style Quiz](#)

MY NOTES

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PREPARING FOR NEGOTIATION

1 Hour
15 Mins

Objective: Prepare for a negotiation session.

Activity 8.9: Guidelines for Face-to-Face Negotiation

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annexes 9 and 10)

INSTRUCTIONS



1. Lead a discussion on some of the best practices and guidelines for conducting face-to-face negotiation. Refer to Annexes 9 to support this discussion.
2. Highlight to participants some of the processes in place for post-negotiation in a union context including how to monitor and document the outcomes and agreements of negotiations, including collective bargaining. Elicit examples from participants and/or share your own experiences from engaging in negotiation. Refer to Annex 10 to support this discussion.

DISCUSSION QUESTIONS



1. What are some of the best practices for conducting face-to-face negotiations?
2. What are the post-negotiation considerations?
3. What are some union procedures for negotiations?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 9: Guidelines for Face-to-Face Negotiation
- Module 8, Annex 10: Negotiation Outcomes in a Union Setting

FACILITATOR ADDITIONAL READING



- [ILO Standards on Collective Bargaining](#)
- [Collective Bargaining and Labour Relations](#)
- [Collective Bargaining](#)

Activity 8.10: Preparing for Role Play

Methodology

Group Discussion

Materials Needed: Trainer Resource Pack (Module 8, Annex 11)

INSTRUCTIONS



1. Explain that participants will now prepare for conducting a role play negotiation. Explain that they will be working in teams and will be provided with a case study/scenario and will conduct their negotiation after the break.
2. Split the group into two teams and outline the activity:
 - a. One team plays the role of leaders and another team the role of women and youth.
 - b. Each team assigns two spokespersons who will speak on behalf of the whole group.
 - c. Each team will prepare and discuss their proposal separately.
 - Each team should agree on their goals, arguments, options, strategy and BATNA (best alternative to a negotiated agreement or the option where a team is willing to compromise).
 - Teams should utilise the steps of a negotiation as outlined in Activity 8.5.
 - d. The key objective of the women and youth team is to persuade the leaders to agree to raise the number of reserved seats for women and youth to half of the entire governing body.
 - e. Teams need to demonstrate all of the behaviours of an excellent negotiator and consideration for best practice when negotiating.
6. Provide participants with the case study (Annex 11) and answer any questions they may have.
7. Provide them with time to conduct research and prepare their presentations and provide support.

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 11: International Negotiation Scenario

MY NOTES

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NEGOTIATION ROLE PLAY

1 Hour
30 Mins

Objective: Conduct a successful negotiation which demonstrates negotiation skills, strategies and behaviours.

Activity 8.11: Negotiation Role Play

Methodology Role Play Discussion

Materials Needed: Metacards/Post-it Notes, Trainer Resource Pack (Module 8, Annex 11)

INSTRUCTIONS



1. Before beginning the negotiation, as a group prepare a list of guidelines/rules for conducting the negotiation e.g., one person speaking at a time, be honest and fair, ask questions, listen etc. Display these for both groups to see during the negotiation role play and hold participants accountable to these agreements during the negotiation if required.
2. Explain that the spokespersons are going to be speaking on behalf of the team, but that groups may call for 'intervals' if they would like to convene as a group to discuss strategy.
3. As the two groups are engaging in the negotiation ask all participants to take note of what the negotiation strengths and weaknesses are as a group.
4. Once the negotiation is complete, ask participants to summarise and write individually on metacards/post-it notes the general strengths and weaknesses of the negotiation. Ask them to be as objective as possible i.e., no matter what side they were on, discuss what both teams did well or could have done more of, less of or differently.
5. Lead an open discussion around what they observed as strong and weak negotiation skills and what negotiation behaviors were effective and which ones were not. Provide your own feedback to groups based on your own observations.

DISCUSSION QUESTIONS



1. What were some of the strengths of the negotiation?
2. What were some of the weaknesses of the negotiation?
3. What could we have done more of, less of or differently to make the negotiation more effective?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 8 Annexes

- Module 8, Annex 11: International Negotiation Scenario

MY NOTES

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My SMART Goal

What I want to achieve: -



MODULE 9 SMART Planning

Timing	Session
30 Mins	Registration
1 Hour	Let's Get SMART Activity 9.1 What is SMART Planning? Activity 9.2 Write a SMART Goal
30 Mins	SMART Planning for the ITUC - AP/DGB BW Project Activity 9.3 SMART Planning Criteria
15 Mins	Break
1 Hour	Making SMART Plans Activity 9.4 Strategic Planning Process Activity 9.5 Mission, Vision and Values Activity 9.6 SWOT Analysis Activity 9.7 SWOT Priorities and Goals
45 Mins	Looking to the Future Activity 9.8 From Current State to Future State
1 Hour 30 Mins	Lunch Break
End of Day or Start of Module 10	

LET'S GET SMART

1 Hour

Objective: Define SMART Planning and utilise SMART principles to write effective goals.

Activity 9.1: What is SMART Planning?

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 9, Annex 1)

INSTRUCTIONS



1. Introduce the acronym SMART and elicit from participants what this stands for. Most participants would have heard of SMART goals, so this acronym will probably be familiar.
2. Lead a discussion on what SMART planning is, making the link between SMART goals and planning and how they are similar and/or different (a goal focuses attention on a specific outcome, whereas a plan focuses attention on the achievement of a broader outcome. In this way, goals are subsumed within a plan).
3. Provide a description for each letter in SMART (Specific, Measurable, Attainable/Achievable, Relevant/Realistic and Timely). Refer to Annex 1 to support this discussion.
4. Put participants into small groups and ask them to list as many reasons as they can think of for why you would set a SMART goal or make a SMART plan:
 - a. Increase something.
 - b. Make something.
 - c. Improve something.
 - d. Reduce something.
 - e. Save something.
 - f. Develop someone or something.
7. Explain that setting SMART goals and making SMART plans help to focus attention and resources on what is most important so that you can be successful in achieving your priorities.
8. Highlight that when a SMART plan is done well, it will foster clear and mutual understanding of what constitutes expected levels of performance and successful outcomes.

DISCUSSION QUESTIONS



1. What does the acronym SMART stand for?
2. What is SMART Planning?
3. Why it is important to develop SMART Plans and Goals?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 9 Annexes

- Module 9, Annex 1: What is SMART Planning?

FACILITATOR ADDITIONAL READING



- [SMART Planning: Defining Better Goals for your Business](#)

Activity 9.2: Write a SMART Goal

Methodology Paired Activity

Materials Needed: N/A

INSTRUCTIONS



1. Put participants into pairs and provide them with the example non-smart goals:
 - a. To complete a project.
 - b. To improve performance.
2. Elicit from participants what is 'wrong' with these statements and then explain that while they are both 'goals', they are very vague. With the current wording, the goals probably aren't going to be attainable. The statements lack specifics, timelines, motivation, and a reality check.
3. Explain that in their pairs, they are to select one of these goals and use the SMART acronym to improve these goals. Emphasise that while these are generic goals, they could improve these goals using situations from their own context to provide some additional details.
4. Explain that participants will start out broad, and then refine their goal until they can clearly articulate it in 70-100 words.
5. In plenary, ask pairs to share how they expanded and then refined their goals, making them SMART.

DISCUSSION QUESTIONS



1. What is wrong with these goals?
2. How would you make these goals SMART?

FACILITATOR ADDITIONAL READING



- [SMART Goals: A How To Guide](#)

MY NOTES

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SMART PLANNING FOR THE ITUC - AP/DGB BW PROJECT

30 Mins

Objective: Review how SMART principles are utilised in The ITUC - AP/DGB BW Project.

Activity 9.3: SMART Planning Criteria

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 9, Annexes 2, 3 and 4)

INSTRUCTIONS



1. Explain to participants, that one of the key aims of The WaY2Go Women and Youth Together for Leadership Training, is to strengthen women and youth representation in unions.
2. Lead a discussion and elicit from participants why it is important for trade unions to develop strategic and SMART plans and what types of planning unions typically engage in. Ask participants how SMART planning will support our ability to achieve the overarching goal of the WaY2Go programme. Refer to Annex 2 to support this discussion.
3. Introduce the SMART Planning Criteria and the SMART Planning Checklist. Refer to Annexes 3 and 4 to support this discussion.
4. Provide participants with the [ITUC - AP/DGB BW Project Brochure](#). Using the SMART Planning Criteria and Checklist, ask participants to review the project brochure and identify the SMART planning criteria.

DISCUSSION QUESTIONS



1. What is the primary goal of trade unions?
2. Why do trade unions need to engage in SMART Planning?
3. What types of planning do unions typically engage in?
4. What are the criteria of a SMART Plan?
5. How and where are the SMART Planning principles evident in the ITUC - AP/DGB BW Project?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 9 Annexes

- Module 9, Annex 2: Why Trade Unions Should Plan Strategically
- Module 9, Annex 3: SMART Planning Criteria
- Module 9, Annex 4: SMART Planning Checklist

FACILITATOR ADDITIONAL READING



- [SMART Planning: Defining Better Goals for your Business](#)
- [ITUC - AP/DGB BW Project Brochure](#)

MY NOTES

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MAKING SMART PLANS

30 Mins

Objective: Unpack the strategic planning process and recognise how to develop a strategic plan which demonstrates careful consideration of SMART principles.

Activity 9.4: Strategic Planning Process

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 9, Annex 5)

INSTRUCTIONS



1. Present the following statement to participants and ask them to stand if they agree, or remain sitting if they disagree:
 - The best way to predict the future is to create it.
2. Ask participants who are sitting and/or standing to explain their rationale.
3. Define strategic planning as:
 - A systematic method for making decisions about a union's future and for engaging all decision-makers in the union in understanding what is required for the future.
4. Explain that strategic planning is both the substantive and process approach to create the future and follows a 5-step process:
 - Step 1: Mission, Vision and Values.
 - Step 2: SWOT – strengths, weaknesses, opportunities, threats.
 - Step 3: Priorities and Goals.
 - Step 4: Action Plan.
 - Step 5: Evaluate.
5. Lead a discussion to explore what happens at each stage of the planning process and explain that participants will use these steps to create a SMART plan aimed at strengthening women and youth representation in trade unions as advocated by the ITUC - AP/DGB BW Project. Refer to Annex 5 to support this discussion.

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 9 Annexes

- Module 9, Annex 5: The Strategic Planning Process

Activity 9.5: Mission, Vision and Values

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 4, Annex 6)

INSTRUCTIONS



1. Remind participants of Module 4: Me as a Trade Union Leader, where they learned about the importance of a vision and mission statement. Remind participants that part of being a good leader is being able to engender these and promote the vision and mission of their organisation and union. Refer to Module 4 Annex 6 to support this discussion.
2. Explain that the mission and vision are the motivating purpose behind a SMART Plan. Without a clear and inspirational vision and mission, it is difficult to motivate members to get involved, set goals and measure success against these goals.
3. Group participants into groups of 4 and ask them to create a mission/vision statement which encapsulates the aims of the ITUC - AP/DGB BW Project. While they would have seen a lot of this information in the ITUC - AP/DGB BW Project Brochure, encourage participants to use their own words to really engender the mission. Ask them to be creative and write a statement which will motivate and inspire people.
4. In plenary ask participants to share the vision/mission statement created with the whole group.

DISCUSSION QUESTIONS



1. What is a vision and mission statement?
2. Why is it important for a leader to engender the vision and mission of their union/organisation?
3. How can you put into your own words the overall mission/vision of the ITUC - AP/DGB BW Project?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 4 Annexes

- Module 4, Annex 6: Vision, Mission, Goals, Objectives and Results

FACILITATOR ADDITIONAL READING



- [ITUC - AP/DGB BW Project Brochure](#)

Activity 9.6: SWOT Analysis

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 9, Annexes 6 and 7)

INSTRUCTIONS



1. Lead a discussion explaining what a SWOT Analysis is and how a SWOT can be conducted internally and externally to support a strategic SMART plan. Refer to Annex 6 to support this discussion.
2. Again, in the same groups, ask participants to split into a further 2 groups. One group will do the internal SWOT, and the other will do the external SWOT. Provide participants with the Internal and External SWOT Analysis (Annex 7) and ask them to use the guiding questions to conduct a SWOT Analysis on the current environment/context and what is being done in relation to women and youth representation in their union/organisation.
3. Once finished, ask groups to combine back again into the respective organisations and share the internal and external SWOT documents. They must discuss areas where they align/misalign and explore how the internal factors impact the external and vice versa.
4. Explain that in the SWOT, you identify Weaknesses and Threats which may very well be what you address in a SMART Plan.

DISCUSSION QUESTIONS



1. What is a SWOT Analysis?
2. What internal and external factors do you consider in a SWOT Analysis?
3. How does a SWOT Analysis support you to make a SMART plan?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 9 Annexes

- Module 9, Annex 6: SWOT Analysis
- Module 9, Annex 7: Internal and External SWOT Analysis

Activity 9.7: SWOT Priorities and Goals

Methodology Group Discussion

Materials Needed: N/A

INSTRUCTIONS



1. Explain to participants that they have now both envisaged the desired 'future state' and assessed the 'current state' of women and youth representation in unions to achieve the overall aims of The ITUC - AP/DGB BW Project. The next step is to design a strategy to move from the current state to the future state
2. Still in their groups, ask participants to prioritise the SWOT they have just created by selecting the four most important Strengths and Weaknesses and the four most important Opportunities and Threats.
3. Explain that, 16 items is very wide range of priorities to focus on, therefore, we need to further focus our thinking to very specific goals we wish to achieve in a specific period of time. Bring participants thinking back to the SMART Goal activity they completed earlier (Activity 9.2) and how the acronym SMART supports our ability to make goals clear, actionable and achievable.
4. Ask participants to work as a group to identify 4 SMART Goals one for strengths, weaknesses, opportunities and threats. Explain that they must be able to demonstrate how each of these goals are SMART.
5. In plenary, have groups share their 4 SMART goals with one another group.

DISCUSSION QUESTIONS



1. How do we move from the current state to the future state?
2. What are the 4 most important strengths, weaknesses, opportunities, and threats?
3. How can you transform these priorities into SMART goals?

MY NOTES

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LOOKING TO THE FUTURE

45 Mins

Objective: Develop an action plan to transform SMART goals into an actionable and realistic SMART Plan.

Activity 9.8: From Current to Future State

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 9, Annex 8)

INSTRUCTIONS



1. Explain that to move from our current state, into our future desired state, it's not enough to just set goals. We need to make a plan of action for turning what we have into what we want. Action planning involves recognising how to mobilise and deploy resources to achieve our goals.
2. In their groups, ask participants to identify at least 2 strategies and/or actions for each of their 4 SWOT Goals using the Action Planning template in Annex 8. Remind participants to utilise the acronym SMART when developing their action plan.
3. In plenary, ask groups to share some of the key actions and strategies they have identified to achieve their SWOT goals.

DISCUSSION QUESTIONS



1. How will you turn your SMART goals into an action plan?
2. What do you need to consider to achieve your desired future state?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 9 Annexes

- Module 9, Annex 8: Action Planning

MY NOTES

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MODULE 10

Results-Oriented Monitoring

Timing	Session
30 Mins	Registration
45 Mins	Results-Oriented Monitoring Activity 10.1 What is ROM Activity 10.2 Results Oriented Planning Activity 10.3 2-Minute Problem List
45 Mins	Stakeholder Analysis Activity 10.4 Circle of Viewpoints Activity 10.5 The Stakeholder Map
15 Mins	Break
45 Mins	Driving the Strategy Forward Activity 10.6 The Steering Structure Activity 10.7 Results Chain and Hypotheses Activity 10.8 Risk Management
1 Hour	ROM in Action Activity 10.9 The 7 Steps of ROM
1 Hour 30 Mins	Lunch Break*
	End of Day

*Only relevant if Module 10 is conducted on a separate training day to Module 9.

RESULTS-ORIENTED MONITORING

45 Mins

Objective: Define Results-Oriented Monitoring (ROM) and identify the value and key processes involved.

Activity 10.1: What is ROM?

Methodology Group Discussion

Materials Needed: Metacards/Post-it Notes, Trainer Resource Pack (Module 10, Annex 1)

INSTRUCTIONS



1. Provide participants with metacards/post-it notes and ask them write down words they associate with Results-Oriented Monitoring (one word per metacard/post-it note) and put them on the wall.
2. Lead a discussion on what Results-Oriented Monitoring (ROM) is and why it is required. Elicit from participants what their understanding is of ROM by utilising the metacards/post-it notes on the wall. Refer to Annex 1 to support this discussion.
3. Highlight to participants that ROM is part of a strategic plan and identifies the outcome and results, the stakeholder analysis and steering structure and the project strategy/results chain. It is the space in between implementation and evaluation of a project.
4. Explain that participants will be utilising and building upon the learning completed in Module 9, during this session.
5. Introduce the 3-2-1 bridge activity and ask participants to note down:
 - 3 thoughts/ideas about ROM.
 - 2 questions they have about ROM.
 - 1 metaphor/simile they can relate to ROM.
6. They will revisit their 3-2-1 bridge at a later stage.

DISCUSSION QUESTIONS



1. What is results-oriented monitoring?
2. Why is results-oriented monitoring required?
3. How does results-oriented monitoring work with strategic planning to support successful outcomes?
4. What are 3 thoughts/ideas you have about ROM?
5. What are 2 questions you have about ROM?
6. What is 1 metaphor/simile you can create which relates to ROM?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 10 Annexes

- Module 10, Annex 1: What is ROM?

Activity 10.2: Results-Oriented Planning

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 10, Annexes 2 and 3)

INSTRUCTIONS



1. In groups, provide participants with the Results-Oriented Planning Cards (Annex 2) and ask them to order the process from 1 – 6. Remind participants to link this activity with what they already know about SMART Planning (Module 9) and stakeholder analysis (Module 7) and discuss which stages of the results-oriented planning process they may have already experienced and/or learned about.
2. Lead a discussion explaining the process of results-oriented planning and the key questions which are asked at each stage of the process. Refer to Annex 2 to support this discussion.

DISCUSSION QUESTIONS



1. What are the stages of results-oriented planning?
2. What questions do we try to answer at each stage of the results-oriented monitoring process?
3. What elements of the results-oriented monitoring process are familiar/similar to other planning processes engaged in throughout this programme to date?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 10 Annexes

- Module 10, Annex 2: Results-Oriented Planning Cards
- Module 10: Annex 3: Results-Oriented Planning Process

Activity 10.3: 2-Minute Problem List

Methodology Group Activity

Materials Needed: Flipchart, Markers

INSTRUCTIONS



1. Remind participants of the key aim of The WaY2Go Women and Youth Together for Leadership Training (strengthen women and youth representation in unions).
2. In groups, explain that participants have 2-minutes to list as many social/economic/political/administrative/sectoral problems they can think of that relate/cause under-representation of women and youth in unions, on a flipchart e.g.
 - Lack of policies, structures, and resources/capacities.
 - Women and youth leaders are not prepared (skilled, informed, given sufficient time etc.)
 - Low quality jobs.
 - Weakening/weak bargaining power of workers.
3. Once participants have completed their 2-minute lists, create a master list as a whole group, consolidating any similar ideas provided by participants.

DISCUSSION QUESTIONS



1. What social/economic/political/administrative/sectoral problems cause under-representation of women and youth in unions?

MY NOTES

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STAKEHOLDER ANALYSIS

45 Mins

Objective: Explore the perspectives, needs and goals of the key, primary and secondary stakeholders from a civil society, private sectors and state perspective.

Activity 10.4 Circle of Viewpoints

Methodology

Group Activity

Materials Needed: N/A

INSTRUCTIONS



1. Ask participants to think about who might be affected by the key problems identified in Activity 10.3. 'Women' and 'youth' will be obvious groups, so ask participants to expand beyond this and perhaps be a little more specific.
2. Make a list as a whole group identifying 4 - 5 key stakeholders.
3. Split participants into smaller groups and assign each group a stakeholder. i.e. if there are 4 stakeholders, there will be 4 groups. Explain that they will be asked to take on the viewpoint of that stakeholder and brainstorm:
 - What that stakeholder might be thinking/feeling.
 - What that stakeholder might want or need.
 - What that stakeholder might want to know/a question they have.
4. After groups have had a chance to brainstorm from each different viewpoint, have each group assign a representative to participate in the next part of the activity.
5. Sit all the representatives in a circle in the middle of the room. When prompted by you, ask participants to share one 'thought aloud' from the viewpoint of the stakeholder they have explored. At this stage, do not ask participants to elaborate further, make additional comments or respond to what others have said – simply share their thought aloud.
6. Once each representative has had a chance to share 2 - 3 thoughts aloud ask the rest of the group to identify any connections that they heard and how these influence how different people see and think about issues.

DISCUSSION QUESTIONS



1. Who are the key stakeholders involved in these problems?
2. What would this stakeholder think/feel?
3. What might this stakeholder want or need?
4. What is a question this stakeholder might be holding?

Activity 10.5: The Stakeholder Map

Methodology

Group Activity

Materials Needed: Trainer Resource Pack (Module 10, Annexes 4 and 5)

INSTRUCTIONS



1. Explain that stakeholders have a joint responsibility to:
 - Agree on common outcomes and results.
 - Have a strategy for process and operational planning.
 - Practice transparent communication and information sharing.
 - Clarify differing opinions and perspectives.
 - Determine clear roles and responsibilities.
2. Elicit from participants what other ways stakeholders can cooperate. Explain that for stakeholders to cooperate, it has to be initiated, negotiated, coordinated managed and monitored. This requires a suitable organisational form, commitment, transparency, and synergy.
3. Show participants the Stakeholder Map (Annex 4) and unpack the key primary and secondary actors identified from civil society, the private sector, and the state.
4. Provide participants with a copy of the Stakeholder Map (Annex 4) and the Modified SWOT Analysis (Annex 5). In groups, they must read through the SWOT analysis and discuss where additional stakeholders may go on the stakeholder map.

DISCUSSION QUESTIONS



1. What do project stakeholders have a joint responsibility for?
2. How can stakeholders cooperate effectively?
3. Where would you map the key civil society, private sectors and state stakeholders on a map, based on whether they are key, primary or secondary actors. Why?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 10 Annexes

- Module 10, Annex 4: Stakeholder Map
- Module 10: Annex 5: Modified Stakeholder SWOT

MY NOTES

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DRIVING THE STRATEGY FORWARD

45 Mins

Objective: Gain insight into how the steering structure, results chain/ results chain hypotheses and risk management lead to the effective and efficient implementation of a project.

Activity 10.5 The Steering Structure

Methodology

Group Discussion

Materials Needed: Trainer Resource Pack (Module 10, Annexes 6 and 7)

INSTRUCTIONS



1. Elicit from participants what it means to 'steer' a project. Lead a discussion on the steering structure – what it is responsible for and why it is necessary to have a steering structure for an effective and efficient implementation of a project. Refer to Annex 6 to support this discussion.
2. Elicit from participants their experience of the steering structure in their own organisations/contexts and provide an overview of the steering structure within a typical organisational. Refer to Annex 7 to support this discussion.

DISCUSSION QUESTIONS



1. What does it mean "to steer" a project?
2. What is the steering structure?
3. How does a steering structure lead to the effective and efficient implementation of a project?
4. What are the responsibilities of the steering structure?
5. What does the steering structure look like within a typical organisation?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 10 Annexes

- Module 10, Annex 6: The Steering Structure
- Module 10, Annex 7: The Steering Organisational Structure

Activity 10.7: Results Chain and Hypotheses

Methodology

Group Activity

Materials Needed: Trainer Resource Pack (Module 10, Annexes 8 and 9)

INSTRUCTIONS



1. Lead a group discussion reminding participants of the importance of creating a SMART plan/ strategic plan. Refresh their memory of the key concepts covered in Module 9:
 - SMART Goals.
 - SWOT Analysis.
 - Action Planning.
2. Explain that the strategy describes how the expected outcomes will be achieved in the given timeframe. It also considers the social context, the milestones/goals and can be visualised in something called a results chain. Through utilising a results chain, we can more deeply create a ROM system for a given project.
3. Display the results chain diagram of the The WaY2Go Women and Youth Together for Leadership Training. Highlight to participants the users, activities, outputs, project outcomes and development goals and how these all come together to form a clear results chain for the project. Refer to Annex 8 to support this discussion.
4. Then, explain that results chain requires results hypotheses. Define results hypotheses as the assumptions on the causal relationship between interventions and their results/ effects/ impacts (e.g., positive behavioral changes) as reactions on activities, outputs, use of output or outcome. Highlight those results hypotheses are the conditions needed to reach the next level and can be often utilised to define indicators (which we will look at later). Refer to Annex 9 to support this discussion.

DISCUSSION QUESTIONS



1. What is the key learning you gained about SMART Planning in Module 9?
2. What is a results chain?
3. What are results chain hypotheses?
4. How much the outputs of the results chain, lead to the development of project indicators?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 10 Annexes

- Module 10, Annex 8: The Results Chain
- Module 10, Annex 9: The Results Hypothesis Chain

Activity 10.8: Risk Management

Methodology Group Discussion

Materials Needed: Trainer Resource Pack (Module 10, Annexes 10, 11 and 12)

INSTRUCTIONS



1. Lead a group discussion exploring risk management from an internal and external perspective. Elicit from participants what potential internal and external factors may pose as a risk to The ITUC - AP/DGB BW Project which is aimed at strengthening women and youth representation in unions. Refer to Annex 10 to support this discussion.
2. Show participants the diagram for risk management and outline the ways in which these risks and side risks are exemplified in the management of the The ITUC - AP/DGB BW Project. You may wish to provide a copy of these Annexes to participants to review as you unpack the key elements (such as the impact/probability, consequences, and identification of strategies etc.,). Refer to Annex 11 and 12 to support this discussion.

DISCUSSION QUESTIONS



1. What is risk management?
2. What are some examples of internal and external risks?
3. What are the potential internal and external risks of The ITUC - AP/DGB BW Project?
4. How are project risks identified and managed?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 10 Annexes

- Module 10, Annex 10: Risk Management
- Module 10, Annex 11: Model of Risk Management
- Module 10, Annex 12: Risk Management of The ITUC - AP/DGB BW Project

MY NOTES

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ROM IN ACTION

1 Hour

Objective: Explore the 7 steps of ROM and the key considerations that are required at each step.

Activity 10.9 The 7 Steps of ROM

Methodology

Group Activity

Materials Needed: Trainer Resource Pack (Module 10, Annex 13)

INSTRUCTIONS



1. Split participants into groups of 4 and provide them with the ROM Planning Pack (Annex 13). Explain that in their groups, they are going to work through each 7 Steps of the ROM process, synthesising all they have learned from The WaY2Go Women and Youth Together for Leadership Training.
2. They will follow each step, using the planning pack as a guide and a resource to create a ROM outline for The ITUC - AP/DGB BW Project. Encourage participants to be specific and utilise their own ideas, but also to be conscious of time. Explain that normally, it would take much longer to develop a ROM and for the purposes of this activity, they should have at least completed a high-level discussion, and brainstormed and documented a few ideas at each stage of the planning process.
3. While participants are working, provide support, guidance and/or questions to challenge and extend their thinking where relevant.
4. Once participants have had sufficient time to work through each stage of the ROM Planning Pack, ask them to refer back to the 3-2-1 bridge activity they completed at the beginning of the session. Now ask participants to note down:
 - 3 new thoughts/ideas about ROM.
 - 2 new questions they have about ROM.
 - 1 new metaphor/simile they can relate to ROM.
5. Then ask them to write down what the 'bridge' is between their initial ideas, and their new ideas. i.e., how has your new response connected and/or shifted from your initial response at the beginning of this session?

DISCUSSION QUESTIONS



1. What are the key considerations at each stage of the ROM Process?
2. What are 3 new thoughts/ideas you have about ROM?
3. What are 2 new questions you have about ROM?
4. What is 1 new metaphor/simile you can create which relates to ROM?
5. How has your thinking about ROM connected and/or shifted in comparison to the beginning of this session?

FACILITATOR TALKING POINTS



Trainer Resource Pack Module 10 Annexes

- Module 10, Annex 13: ROM Planning Pack

MY NOTES

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