

# Module Two

Making our way from the past to a great future



## Handout

### ACTIVITY IV: Fish and Boulders

#### Introduction:

The trainers should explain the exercise. Explain that, in doing this exercise, participants should also keep in mind their suggestions for changes to be made to the exercise. This will help us make the exercise more effective when training suppliers and collectors. Participants should also think about any differences in responses they might see between themselves and the people they will be training. The trainers themselves should first do the exercise, and then discuss changes that are needed and problems or issues to anticipate when they conduct the same exercise with the collectors.

**Context:** This activity aims to increase awareness and review past challenges that have occurred in the participants' lives. This will help them to plan for the future, learning from past failure or mistakes. The activity will help participants set realistic and achievable objectives and goals for their cooperative (in the case of fishermen) and for the MAMTI team (in the case of trainers).

#### *What do the fish and boulders represent?*

##### Part 1

- Boulders: past or present obstacles, challenges, issues, or difficulties
- Fish: past or present skills, abilities, decisions, knowledge, or methods

A short discussion with the trainees will be needed to ensure that they really understand what the fish and boulders represent. They may need one or two examples to start them off, but do not lead them unnecessarily! The ideas should come from them.

##### Part 2

- Boulders: potential (future) obstacles, issues, challenges, or difficulties. Could also represent *opportunities*.
- Fish: future skills, abilities, knowledge, methods, or pathways

(NOTE: all of these terms will need careful translation)

### Part 3

- The Sea: final achievements, goals and expectations.

**Materials Note:** To save time, prepare all materials, including fish and rock cut-outs, paper, coloured pens, sticky tape, scissors, etc. before the session. Also make sure that you have enough surfaces (e.g., walls) for sticking things, Check whether tape will damage the paint or wood!!

### **Instructions:**

#### Part 1: Past to present

#### *In the TOT you should:*

First explain what this activity is about, and that its purpose is to prepare the trainees to plan more effectively for the future as a group.

1. Break up the participants into small groups of 2-3. Give them the following instructions:
2. On a big piece of paper, draw a large river in which fish and rocks will be placed later.
3. Write on the rocks the different challenges, obstacles, and issues encountered in the past as a young professional in a working environment.
4. Associate one or more fish with each rock. On these fish, write the aptitudes, skills, methods, or strategies you used to overcome the challenges mentioned on the rock.
5. Identify any actions you think you might have or ought to have taken to have better dealt with the situation mentioned on the rock. (This requires speculation on the part of the trainees. Ask the trainers to discuss how feasible this will be when asking the same question of the collectors).

#### *With the fishermen, you should*

1. Divide the participants into small groups of 4-5.
2. On a big piece of paper, draw a big river in which fish and rocks will be placed later.
3. Write on the rocks the different challenges and difficulties you have encountered in the past as a fisherman.
4. Associate one or more fish with each rock. On these fish, write the aptitudes, skills, and methods you have taken to overcome the situation mentioned on the rock.

## 1. MY LIFELINE, MY PAST

Isn't it true that my past is a good indicator of who I am and also a great indicator of how things have to be?

It is true that our past forms the foundation on which we operate in the present. However, it is not true that we cannot change our present or our future. (Does everyone believe this? If no, why? And, if yes, to what extent?) Many of us seem to believe that if we have pounded our head against the wall for the last thirty years and that this is our fate.

Naturally, we do what we have learned to do, and if we have not learned anything different than hitting our heads, then we will keep on doing that. Repeat performances of anything only mean that we have not learned anything new. In some instances, what we have learned works well. No need to change. In others, it does not work, and change is necessary.

The fact is: we can learn something new any time, if we believe we can. Our bodies and our brains are equipped to do just this if we use them correctly.

*If we do not learn from our past mistakes, we are doomed to repeat the same mistakes in the future!*

If we change the way we look at things, and the way we act, the outcomes will be different. Try it some time...

Ask yourself:

*Is my past helping my present or contaminating it?*

*What are the important skills that I have built over the past years?*

*What are the skills that I am still trying to get and why?*

*What are my limits?*

*How can I learn from my mistakes and improve for a better future?*

*Who are my models (i.e., people in my life who inspire me), and what do I want to learn from them?*

When I approach the matter of making change, I look in four directions:

1. How do I feel about myself? (**Self-esteem**)
2. How do I get my meaning across to others? (**Communication**)



3. How do I treat my feelings? Do I take responsibility for them or blame someone else for them? Do I ever deny my feelings or express feelings that I really do not really have? (**Fooling Myself and Others**)
4. How do I react to doing things that are new and different? (**Taking Risks**)
5. How do I overcome my fear of failure?

### **Activity : Fish and boulders, continued**

#### Part 2: The present builds the future

##### **In the TOT**

5. Draw a continuation of the river you created earlier.
6. Now write on new rocks the challenges, obstacles, or issues you expect to face as part of the MAMTI team.
7. For each rock, associate one or more fish on which you will write the aptitudes, skills, and methods you should develop to overcome the potential problems.

##### **With collectors you should:**

6. Draw a continuation of the river you created earlier.
7. Now write on new rocks the challenges, difficulties, or issues you expect to face as part of a fishermen's cooperative.
8. Associate one or more fish with each rock. On these fish, write the aptitudes, skills, and methods you could use to overcome the obstacle, and the skills you should develop to overcome the potential problem.

## **2. TRANSFORMATION: A WILLINGNESS TO CHANGE AND GROW AS A GROUP**

Dialogue is not simply a giving and receiving of information. Sometimes it can be just a happy sharing of knowledge, but it can have a stronger effect than simply expanding a person's knowledge. In dialogue, we sometimes hear a painful word, one that produces a response in us that transforms our lives. These words can reveal truths that we fear. They can pierce the barriers that we have put up between ourselves and reality. We can either flee from the truth, hide from it behind our personal barrier, or open ourselves to it. If we open ourselves to the truth, we can then get through the painful passage from our shallow understanding to a deeper one. This can help us to become new people.

## a) Self-knowledge and New Life

Sometimes transformation has a very special force.

It reveals to us who we are.

It judges us.

It summons us to grow.

It demands a reply.

It leaves us two choices:

Either we choose to be deaf, and thus harden our opposition to life.

Or, we open ourselves to the truth and to the possibility of new life.

## b) Managing Change in a Group, Organization, or Community

In Chinese, the symbol for change is made from two characters, one meaning "danger" the other meaning "opportunity." The danger is clear: change can mean trouble. What about the opportunity?

Like dealing with conflict, change can be experienced as positive and constructive, or as painful, disorienting, and draining. So, I hear you asking, what makes the difference?

We can probably agree (do we?) that, for the most part, change is good. But it is also disruptive, and can even create chaos.

Twenty-five centuries ago a Greek philosopher, Heraclitus, proposed this universal law: *There is nothing permanent except change.* While his philosophy may have been a bit abstract, his catchy quote feels familiar to contemporary analysts.

We cannot control change but we can certainly work with it and make our lives more exciting by making the most of it. We should embrace change. In short, we all have to realize that change is inevitable. It might slow things down, but hopefully it will be beneficial in the end.

### **Change = Danger + Opportunity**

On hearing news of change, how do people react?

A helpful trick is to accept that there will be a wide range of reactions, some positive, some negative, based more on perception and emotion than on anything that actually makes sense. There are no formulas!

### **Change: a modification or transformation**

What can you do to make change work for you and the group of which you are a part?

**Encourage questions, accept feedback, and listen to the concerns of others.** This allows you to make necessary adjustments while reducing the FUD Factor (Fear, Uncertainty, and Doubt) of those affected. Sort out apparent conflicts or contradictions.

**Facilitate discussions of contrasting pairs, pros and cons:** (a) strengths and weaknesses; (b) what is working and what is not; (c) likes and dislikes; (d) advantages and drawbacks; or (e) opportunities and threats. This will help prevent one-sided complaining or insidious rah-rah cheerleading.

When you first hear the news that significant change is coming, what do you experience? Fear? Excitement? Disgust?

(Some extreme examples might help, like a dramatic increase in fuel prices, a volcanic eruption, a prolonged rainy season with high winds, or the death of a respected community leader.)

What is the basis for your feelings?

How much does your reaction depend on how much the change will affect you directly?

What situation can you learn from?

How can you use the strengths and weaknesses of your partners?

How, as an individual, can you contribute in a group development?

What kinds of obstacles will you face?

How can you, as a group, deal with them?

No matter how messed up things are now, and no matter how much the change might improve your life eventually, initially you are likely to feel a sense of loss. This might seem bizarre, especially if you hated the previous situation. You might feel a combination of grief and "good riddance" at the same moment.

Change involves renewal processes, giving a person the chance or possibility to become or remain effective, adapt to new conditions, solve problems, and learn from experiences. Change is needed to vitalize, energize, actuate, activate, and renew the individual, or on a larger scale, the community.

Self-renewal helps in avoiding group decay and senility and in regaining vitality, creativity, and innovation. It means that we develop flexibility and adaptability. Self-renewal is encouraged by the establishment of conditions that promote individual

motivation, development, and fulfillment. Self-renewal involves the process of bringing results of change into line with the group or community objectives.

### **c) Implement Changes One Step at a Time**

If the shift will take months or years to complete, introduce the changes gradually, systematically, in phases, and ask for feedback along the way. Run a "pilot" or a series of experiments focused on learning, so adjustments can be made in the overall initiative. You may learn from these experiments what you can realistically expect the rate of change to be, and how soon it will be complete.

*(How long do changes take to happen? Can they be speeded up? How? What are the incentives for change? Funding agencies and project frameworks often oblige us to try to implement a rate of change that is actually not possible in the real world; the change, if it happens, is superficial at best, and after the project money stops coming, people revert back to their old ways).*

### **Good leaders are important to implement change and managing change within a group**

Leadership is not a mysterious quality that some people have and others do not have. It is actually a **skill** that many people can develop if they are willing to take time to practice it. To learn to be a leader:

- Observe what goes on in groups
- Identify the main needs of groups
- Identify ways to deal with those needs
- Practice these skills in many different situations
- Take people's feelings seriously
- Listen to feedback from people who have tried being a leader
- Make changes so people respond in a positive and not a negative way

It takes sensitivity, humility, and true caring for others to develop skills as a leader, and it takes years of practice. And in the end, one may still not be a perfect leader. Some people feel they are just not cut out to be leaders, and prefer to be "followers" for various reasons. *What might these reasons include?*

### **Styles of Leadership**

One's style of leadership is extremely important in any program aiming at full participation from the community in a social endeavor. There are three styles that a leader may use, which are described in the table below:

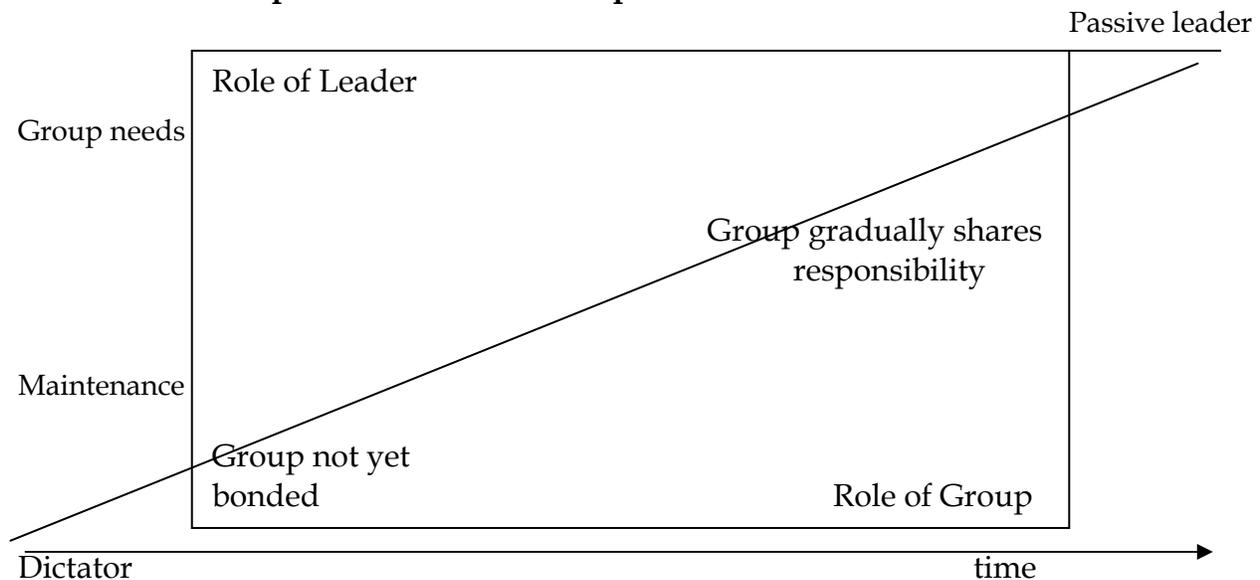
*Try to think of leaders in your own community or country. As you look at the different leadership styles, do you see any style that is more often used here than others? Discuss why this might be happening.*

<b>Types of leadership</b>	<b>Levels of each type of leadership</b>
<b>Authoritarian Leadership</b>	Leader makes decision and announces it. Leader announces decision with no feeling of responsibility to share the reasons for the decision.
	Leader presents decision but “sells” it to members. Leader announces the decision and shares the reasons behind it, which were prepared in advance (monologue).
	Leader presents decision and invites questions for clarification. Leader announces decision, but responds on an impromptu basis with a rationale based on the questions of clarification from the members. There is dialogue with no expression of willingness to change the decision.
<b>Consultative Leadership</b>	Leader presents tentative decision subject to change. Leader announces a “tentative” decision and says that he or she is open to questions of clarification. Discussion dialogue is allowed with willingness to change the decision if necessary.
	Leader presents situation, gets inputs and makes decision. Leader identifies the situation or problem, moves into a facilitating role, and makes a decision.
	Leader calls on members to make decision but holds veto. Leader calls on group to identify situation and limitations explore the situation, and make decision contingent on leader’s veto power.
<b>Enabling Leadership</b>	Leader defines limits and calls on members to make decision. Leader shares any “givens” (e.g., funds available, time parameters, etc.) and facilitates a discussion for members to arrive at a decision on basis of limitations that everyone knows beforehand.
	Leader calls on members to identify limits, to explore the situation, and make the decision. Leader maintains a facilitating role allowing members to identify situation or problem, identify limits, explore, and make the decision. The members make the decision (consensus) as a group and nobody complains afterwards because everyone was consulted.

You will soon realize that different situations call for different styles of leadership. For example, in a crisis, an authoritarian leadership style may be the best. If one wants to share one’s power, one has a choice between consultative and enabling leadership. When a group feels insecure about its identity or role in society, a consultative leadership may be appropriate. If the aim is to help people develop maturity and responsibility, and to encourage them to participate in making group decisions, then the enabling style of leadership is effective.

**Leadership and the Use of Power:** Many types of power exist (force, religion, knowledge, love and so on), however power-sharing is the key to successful group functioning.

### Shared Leadership Continuum in a Group



**This figure shows how leadership becomes shared over a period of time.**

At the beginning maintenance needs (spirit) and group needs are handled by the leader but over time the role of the leader becomes more passive or more enabling; the members of the group share responsibilities. The group then becomes self-governing, self-reliant, and not dependent on the leader for each decision it will take. It will become a shared leadership within the group.

The following enabling leader types will be highly beneficial for the well being and growth of a group:

**Facilitator:** guides a group through a process, helps the group to work through a set of materials or topics in an efficient and effective way, is neutral about the content of the process and *has no stake in the decisions that are to be made*. The facilitator's responsibility is to ensure that there is good communication in the group and that all the members are satisfied with and fully committed to the decisions taken. Nevertheless, the group is responsible for the plans they make or conclusions they draw. The facilitator is not.

**Animator:** helps the community to discover and use all its potential for creative and constructive teamwork. An animator needs all the skills of the facilitator, but the

animator also has a special responsibility to stimulate people to think critically, to identify problems, and to find new solutions. The animator provides a way for people to share their concerns, their information, and their opinions and to set goals, make decisions, and plan actions.

**Coordinator:** draws the people, actions, and events together in such a way that they support and strengthen each other, makes sure that there are no unnecessary clashes or unnerving competition among people, programs, actions, or events.

### **Activity fish and boulders: continued**

#### Part 3: Ultimate goal and setting our objectives as a group

##### **In the TOT**

9. Finalize the activity by extending the river to meet the sea.
10. In group, discuss the objectives and common goals of MAMTI.
11. Then write or draw the results of your discussion, thus developing your commitments or action plan as a group.

##### **With fishermen**

8. Finalize the activity by extending the river to meet the sea.
9. In groups, discuss the objectives and common goals of the cooperative.
10. Then write or draw the results of your discussion, thus developing your commitments or action plan as a group.

##### **Conclusion for the TOT**

Briefly summarize your feelings about the usefulness and result of the exercise, and identify what changes need to be made in order to make this exercise fully effective when training the collectors. *What did each person learn from this exercise?*

### **3. PROCESS OF ORGANIZING GROUPS AND SETTING COMMON GOALS AND OBJECTIVES**

In our daily lives, we see the benefits of working together. Whether we organize into a formal or informal group, we realize that when we are united we can do something that we cannot do alone. The process of working in a group towards a common goal brings together people with different talents and skills. That combined force will surely get the group to their goal more efficiently than working separately would.

But, organizing is more than just putting people together. Any group of people may be able to form their group, but will that group be effective? What then are the elements or steps needed to make a group really work?

### **1. Awareness of common goal or objective**

Before a group can work together, the members must have one goal or objective that they want to achieve. The individuals must agree on something they need. The first step is: *ORGANIZE FOR A COMMON PURPOSE.*

### **2. Individual participation and involvement**

When the members have agreed on the purpose of their group, they must define ways for the individuals to participate meaningfully in order to achieve the goal. Therefore, it is important that each member knows what he can do for the group. Divide tasks so that each person makes a concrete contribution. Remember, *SHARE THE WORK AMONG ALL MEMBERS.*

This step in organizing can sometimes be difficult. A common problem is that the leader might not be familiar with the talents and skills of all the members and, thus, might not have ways to involve everyone. Another common problem is that some members are too shy to volunteer themselves for tasks they can do. A working group, therefore, needs strong and cooperative relationships among its members. This leads us to the third element or step in organizing groups.

### **3. Two-way communication**

Lack of communication can be an obstacle to reaching the group goal. A free flow of communication is necessary so that the members know where to go and how to get there.

Sometimes communication can take place non-verbally. A group might have its own way to communicate without using words. The important thing is that the group must be aware of what, how, and why people communicate with each other and must be willing to improve these ways of communicating.

For groups that try to fulfill joint needs, two-way communication is an essential element. There are some practical ways to encourage two-way communication:

- Meet regularly to keep the members well-informed of the group's progress and of any changes in plans.

- If regular meetings are difficult to hold, set up other channels to keep members up-to-date and make sure they can give their reactions or feedback.

#### 4. Well-planned strategies or plans of actions

As the purpose for organizing into a group is to have common objective, the group must plan effective strategies. The group's unique situation must be part of these strategies or action plans. Here are some general tips for strategies:

- Know who are influential persons or groups who can support your cause in the community. Ask them to do something specific for your group.
- Be familiar with any arguments that might be raised against your cause. Be prepared to answer these arguments in logical and persuasive ways.
- Make sure your community knows your group. Think of ways to spread news about your group and your cause to non-members.
- Raise awareness of the problem your group wants to solve. For example, if you want to achieve sustainability in your fish collecting practices, tell people about the negative effects of cyanide fishing.

In summary, an organized group has:

- A common goal
- Committed and informed members
- Effective action plans

A group who can put all these elements together will definitely be a positive force in making changes.<sup>1</sup>

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<sup>1</sup> Training Manual on the Transfer of Technology Among Rural Women, United Nations Economic and Social Commission for Asia and the Pacific