

Stepping Stones



**A step by step approach to
organising workshops that can help
you become more involved in your
community**



Who is this kit for?

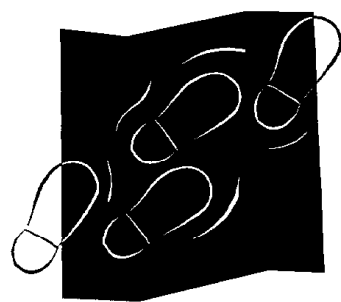
This Kit is for people interested in organising *Stepping Stones* in their local area and could include:

- individuals
- community groups
- educators and service providers

For more information on how *Stepping Stones* has been run in other communities see the "*Stepping Stones* Final Report 1996/97". See the back cover for where this report is available.

21 steps at a glance ...





Only 21 steps to host a workshop

How to use this kit:

This kit has all the materials you need to organise your own workshop. It has two parts:

- Part 1** 21 steps to get you started ~ an action kit for those involved in the planning process; and
- Part 2** Background Sheets and Worksheets to be used as a guide for your workshop ~ a sample of information, ideas, and examples to get you started.

The success of your workshop depends on careful planning. The following 21 steps are only a guide and you can adapt them creatively to suit your needs.

Further information and copies of this Kit can be obtained from:

Rural Women's Network
Office of Rural Communities
NSW Agriculture
Locked Bag 21
ORANGE 2800
☎(063) 913620
Fax (063) 913650
Email: cuelhop@agric.nsw.gov.au

Central West Regional Council
of Adult & Community Education
185 Bathurst Road
ORANGE 2800
☎(063) 61 2595
Fax (063) 618543
Email: acecw@ix.net.au



Before You Start

1 Legal responsibility

Approach an organisation to sponsor the workshop. It is important that an incorporated body has legal responsibility for these workshops so that all participants are covered by insurance and that all legal requirements are met.

If you are going to pay any workshop facilitators, make sure that the sponsoring organisation is set up to employ people. Examples of sponsoring bodies are Adult & Community Education centres, Neighbourhood Centres, TAFE Outreach ~ Some of these organisations may also be able to assist you in the organisation of the workshops.

Where to get help

If you need ideas on running workshops, or need ideas for facilitators, contact the Rural Women's Network, Locked Bag 21, Orange 2800 ☎(063) 91 3620



Hint:
Approach
organisations early for
support/sponsorship,
see Step 8

Getting Started ...

2 The group

Find others interested in organising the workshop and form a Planning Group ~ you only need a couple of people to start. Groups may take a while to work well together, commonly go through different stages, and not all groups will stay together for a long time. For more information on group processes *see Background Sheet A*.

3 Arrange a meeting

Arrange a meeting of the Planning Group. Make sure that everyone involved is aware of the venue, date and time of the meeting.





The Planning Meeting

This initial meeting is very important as it will be the basis of the workshop. It could be very time consuming but make sure you cover all of the steps.



Hint:
Encourage all members
of the Planning Group
to take responsibility
for tasks to learn and
share skills.

4 Type of workshop and goal

What do you want to achieve from the workshops? Do you want to develop confidence, or do you want to learn techniques for speaking to groups? Ensure that everyone agrees on the goals and expectations of the workshops before you continue.

You need to decide what type of workshop you want to hold. Are you interested in discussions on topics or more structured workshops?


If you decide on a structured workshop ~ you will need to contact someone willing to facilitate it for you. This can be done as a free of charge service or at a cost, depending on the person. A list of possible facilitators for each topic are listed on the worksheets.

If you decide on discussions ~ you will need a person to lead the discussion, encouraging and promoting the topic. This is not a difficult job, if the person has the right experience and the support of the group.

5 Select the topics

Once you have decided on the goal, on what topics do you want to focus? The worksheets give brief outlines on each topic.

The suggested topics can run from two-hours to one day ~ the length depends on the depth you wish to explore. To make an informed decision you may wish to discuss this with a facilitator. If you want to undertake a topic not listed, *see Background Sheet B* for some ideas of contacts that may be able to help you.





6 Length of workshops

You need to decide on the length of the workshop. Will your workshop be a one day event or will it be a series of sessions run over several days, weeks or months? These sessions can be on consecutive days or split days. It may be important to timetable workshops to school hours. The choice is up to you but it is important to discuss this and be clear before moving on.

7 Prepare a budget

The budget can be small, just enough to cover the incidentals, or large, to cover the expenses of venue, catering and facilitators. Some ways to cover expenses are: a fee may be charged or you may get sponsorship from local businesses or service providers.

8 Sponsorship

To fund your workshop, you may need to approach local community organisations for sponsorship. This could be in the form of money or services (venue hire, catering, facilitators, advertising etc).

9 Set the date

When setting the date for your workshop keep in mind school holidays or local events that could clash. Give yourself plenty of time to organise the workshop. Once a date is set try and stick to it!


10 Arrange the venue

When selecting a venue consider; space for the number of participants, the cost, the facilities (toilets, power, heating). If possible, check the venue before confirming the booking. You could have it in the CWA rooms, a local hall, someone's house use your imagination.

Hint:
Make sure your venue is
accessible to people with
disabilities or special
needs

11 Catering

The type of catering depends on the length of the workshop ~ it could be as simple as everyone bringing a plate, as fancy as caterers or a local community group (CWA, Church groups etc). Remember, people who eat well, work well!





12 Facilitators/presenters

There is a list of suggested facilitators on each worksheet. Your community could have many other possibilities, think creatively. Also, remember that facilitators may want to be paid ~ travel expenses, fees etc., so you may have to look at charging a fee for the workshop.

When choosing a facilitator make sure that: **a)** they know the topic well and **b)** they have training experience or are comfortable speaking to groups.


Don't forget the legalities involved when paying facilitators (*see step 1*) and if you need any ideas contact the Rural Women's Network.



13 Promote the workshop

Make a list of people and organisations that may be interested in attending the workshop. Promote the workshop via word-of-mouth, flyers, local advertisements or media outlets.

It is necessary to have a firm idea of the number of participants for venue and catering arrangements, include RSVP contacts ~ someone with an answering machine is a good idea.



Hint:
Word-of-mouth can
be the most
effective form of
promotion.



14 Childcare requirements

Will it be necessary to provide childcare? If so, how will it be financed ~ sponsorship, fee paying etc. Childcare facilities will make the workshop more accessible to everyone.

Check with your sponsoring body about the legal requirements or contact your local Department of Community Services or shire office for more information.



15 Equipment

Will there be any special requirements for equipment? For example, overhead projectors, video machines, butcher's paper, blue tac, markers, pens and paper. It will be necessary to check with facilitators if they need any special equipment.



16 Action plan and activity checklist

You have discussed the details of the workshop. Now draw up an action plan to delegate the tasks ~ who is responsible and by when. This is one way to monitor the progress of the Planning Group. *See Worksheet 1* for an example of an Action Plan.

Use this checklist to make sure everything has been done prior to the workshop

- ” Do you have a sponsoring body?
- ” Planning group established
- ” Workshop format designed and topics selected
- ” Budget prepared
- ” Dates and times set
- ” Venue booked
- ” Facilitators organised (if applicable)
- ” Equipment organised (if applicable)
- ” Caterers contacted and booked (if applicable)
- ” Promotion planned
- ” Childcare organised (if applicable)



Hint:
Keep in touch with
each other on what
you're doing



The Workshop

Everyone in the Planning Group can have a role at the workshop. It is a good idea to share the tasks.

17 Setting up the venue

The venue should be set up before the arrival of the participants. If you have a facilitator, ask them how they would like the room set up. If not, be aware of creating a friendly environment for your workshop. Check ~ the number of seats, that the equipment is working and facilities are in order.

18 Welcoming participants

A member of the Planning Group could be assigned the task of welcoming participants. Each participant should receive a name tag and a workshop program.

If people have travelled a long distance, have refreshments available ~ this is also a good ice-breaker.




Hint:
Name tags are a good
idea even if you know
each other.

19 Keeping time and making announcements

It is important to start and finish the workshop on time ~ people usually have other commitments.

A member of the Planning Group should be responsible for time keeping and making announcements. All sessions and breaks should run to the workshop program and any changes should be announced.





20 Closing the day

At the close of the day thank everyone for participating. If the workshop has finished ensure there is time for an evaluation ~ was the workshop helpful? Did people enjoy it? **Also take the opportunity to discuss any future directions including more workshop ideas ~ copy Background Sheet B for each participant** which has some ideas of places to contact for more training opportunities.

It is a good idea for people to write down what they think they will do with the new skills they have learned ~ ensure the facilitator encourages people to do this.

Hint:
An evaluation can be done
by having everyone filling
out an evaluation form (see
Background Sheet C).

... Wrapping Up



21 Follow-up

Make sure there are no loose ends. Were all accounts paid? Will the Planning Group have a final meeting? Have thank you letters been sent to facilitators?

Make sure everyone knows how successful the workshop was ~ publicise it in the local media.

Where do you go from here?

Congratulations!! You have completed a successful workshop. *"But where do you go from here?"*

Maybe, you could follow-up the future workshop ideas from the closing discussions. You now have the knowledge to organise and run successful workshops.

So don't stop, on to the next workshop!!!



Worksheets

Team Building	Worksheet 1
Getting Results from Meetings	Worksheet 2
Media Skills	Worksheet 3
Managing Change, Stress and Time	Worksheet 4
Networking	Worksheet 5
Public Speaking	Worksheet 6
Self Esteem	Worksheet 7
Conflict Resolution	Worksheet 8
Effective Communication	Worksheet 9
Mentoring	Worksheet 10

Background Sheets

Working in Groups	Background Sheet A
Educational Flowchart	Background Sheet B
Evaluation Form	Background Sheet C

See the reverse of this sheet for some Ice-Breaker
exercises



Icebreaker Exercises

Before getting started on a workshop, it is often a good idea to begin with an ice-breaker exercise to get the participants to feel comfortable with each other. Here are just a few examples.

Getting to know each other # 1

Divide the group into pairs and ask them to introduce themselves to each other. After about five minutes, bring the group back together and ask them to introduce the other person to the rest of the group.

Getting to know each other # 2

Form a semi-circle and ask the person at one end to say their name, together with a positive word starting with the same letter, eg. Attractive Anna or Efficient Elise. Go on to the next person who does the same thing with her name, but also repeats the previous person's name and word. Continue on around the circle.

Getting to know each other # 3 ~ The 4 C's

At the beginning of the workshop, give all participants a piece of paper (the same size) and have them (in the same colour pen) write down their favourite colour, car, cuisine (food) and companion (someone they would like to have dinner with). Collect all papers and shuffle them before sticking them to the wall. At the end of the workshop everyone has to try to guess the author of each piece of paper. There should be plenty of time to find out the relevant information by communicating effectively over lunch/morning tea.

How good are your listening skills?

Give each person a piece of A4 paper. Ask everyone to form two lines with their backs to one another. Show one line to fold the paper in a certain way and have them try to explain how to fold the piece of paper to the person behind them. The line that can't see what is happening is not allowed to ask any questions and they have to listen and follow the instructions ~ NO PEEPING!!!



Worksheet 1

Team Building

What is Team Building?

Team Building is the process of a group of people working effectively together towards shared goals and objectives. Effective groups need care and attention in their development to become a strong team. Team Building is about pulling together. A dynamic team will be able to get a project going, or a group playing. In effective teams, everyone will fulfil a role, feel a part of the group and positive about themselves.



Just as an aeroplane is made up of 500 bits that can't fly, a good team demonstrates that the sum of the parts is more effective than each individual part, or member alone!

Why do a workshop on Team Building?

There are groups that seem to go nowhere fast, and groups that are motivated, committed and achieve results. This workshop on team building will enable participants to learn more about great team work and put it into practice. The sharing of knowledge among participants is important in developing their own pictures of good team work.

Who can run this workshop?

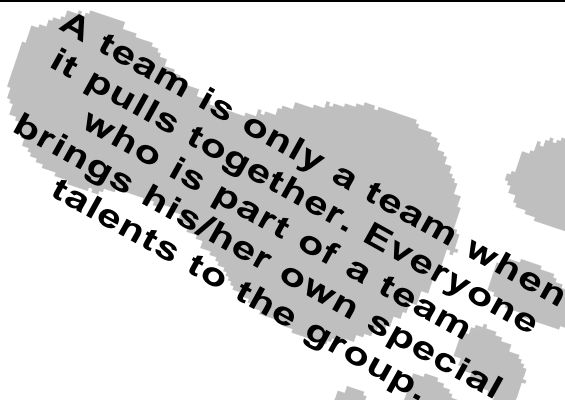
- Education providers with expertise in this area ~ they may be from local schools, TAFE, community college, community health centre.
- You could also think about local teams that work well together. Who are the movers and shakers? They may be suitable facilitators based on personal experience. These may be from community based organisations such as Landcare, voluntary fire brigade, Rural Lands Protection Boards, local council, auxillary groups, CWA, Quota, Lions, Apex, Rotary.



Information for Facilitators

Suggested areas to cover:

Characteristics of highly effective teams.
Group processes ~ stages of groups.
Different types of team members and leaders.
Characteristics of a good leader.
(For more detailed information refer to Background Sheet A on Working in Groups)



A team is only a team when it pulls together. Everyone who is part of a team brings his/her own special talents to the group.

Trigger questions:

What makes a good team? Think of a local sporting team or club that runs well. What is everyone's role in a team? How does this contribute to team work?

What makes a good team leader? Think of famous leaders ~ such as Adolf Hitler or Mother Theresa. What makes them a good/bad team leader? Think of differences between domination and facilitation, role modelling and dictatorship, unbiased actions and prejudices.

Activities on Team Building

- Ask the group to think about their involvement in an organisation, group or family. What works well and what doesn't? In exploring these questions, people will arrive at the characteristics of effective teams. Write these up on a board or butcher's paper and then compare them with what researchers have found*. They will be very similar, and affirm that the group already knows a lot about good team work.
- Separate everyone around the room (make sure there is nothing that can cause injury). Blindfold everyone!! Ask everyone to join together and form a triangle. NO PEEPING!!! Allow 5 minutes for this exercise and then facilitate a 5-10 minute group discussion.

What happened? How did people feel? How did you find direction? From this quick and entertaining experience in teambuilding, groups will discover for themselves what works well and what doesn't.

- Picture yourselves at the completion of a successful team project. What did you aim for and how did you get there? Write down some steps for a manageable project you want to complete this year, it may be a family event, or a work project. Then begin it using your team building skills.

Key contacts:

Margaret Carroll, Coordinator, Rural Women's Network, Locked Bag 21 Orange 2800 ☎(063) 91 3611
email:- carrolm@agric.nsw.gov.au

Resources:

Teams, The First Twelve Weeks, Tony Richardson et al ☎fax (03) 9844 4164

*Leadership Skills for Women, A Fifty MinuteJSeries book ☎(02) 9841 1061



Worksheet 2

Getting Results from Meetings

Why do a workshop on Getting Results from Meetings?

Meetings can be reasonably unstructured, informal and socially orientated or highly structured, formal and outcome orientated.

Depending on the expectations of those attending, meetings can be useful and rewarding with successful results or they can be frustrating, divisive and disappointing. This often depends on how they are conducted and the knowledge and skills of the Chair/President or Group Leader.

Usually with structured/formal meetings the most important objective is to achieve successful results. Effective meetings depend on good planning and preparation and a clear agenda to give direction.

Knowledge of meeting procedure ~ how to deal correctly with motions, amendments, foreshadow amendments and recision motions is essential if the Chair/President is to manage the discussion or debate and bring it to a satisfactory resolution.

Lack of experience and expertise can cause dissent and frustration. If the necessary expertise does not exist in the group or branch it is acceptable to invite a skilled Independent Chair to conduct a special issue or public meeting. An efficient Secretary or Recorder, who has a good working relationship with the Chair/President and Treasurer (if finances are involved) is also important.

Who can run this workshop?

Successful committee people from local councils and organisations.

Suggestions:

To achieve successful and satisfying results from meetings an Action Sheet can be drawn up to assist the process outlining:

Issue	Who to Contact	Action	Who is Responsible	Due Date	Result (tick when done)
eg: Contact the ABC re event	Local Announcer ~ Jane Broadcast	Phone her at work Ph:	Jill Farmer	Next Meeting	

This Action Sheet should be circulated to all those who participated in the meeting. Try to involve as many people as possible in the actions to be taken, to share the responsibility and involve everyone in the progress as well as the final result.



Information for Facilitators

Suggested areas to cover

Purpose of the meeting.

Meeting agenda.

Members' roles ~ Chairman/President, Secretary, Treasurer etc.

Meeting procedures.

Trigger questions:

Why are you holding a meeting?

What are you hoping to achieve at this meeting?

What type of meeting ~ formal or informal?

Who should attend the meeting? When? Where?



Remember:
Decisions are made by the
people who take part


Workshop case studies/activities

Have a mock meeting.

Decide on purpose of meeting.

Draft an agenda.

Allocate chair and give everyone a different personality (devil's advocate, know it all, uninterested, supportive, persistent questioner, quarrelsome, shy).



ARE THERE ANY OBJECTIONS IF I
DECLARE THE MEETING OPEN IN
THE ABSENCE OF A QUORUM?

Taken from "The Next Choice - Controls or Connections" by Tony Richardson and Jock MacNeish

Key contacts:

Audrey Hardman, "Bradgate Park", Mandurama 2792 ☎(063) 67 5034

Fran Rowe, "Bombah", Tottenham 2873 ☎(068) 93 3843

Marlene Farrell, Commonwealth Employment Service, Anson Street, Orange 2800 ☎(063) 91 2700

Resources:

Getting Your Ideas Across, Geoffrey Moss ~ See chapter, "Meet with success"



Worksheet 3

Media Skills

What are Media Skills?

One of the most precious hard-won freedoms is the freedom to speak and express our opinions. This session introduces the media to you. It exposes some of the myths and breaks down the mystique. You'll receive valuable tips on how to make the media work for you.

It gives you the confidence to relax and express your message clearly and concisely. It's a forum for having your questions answered and putting your skills to the test.

Why do a workshop on Media Skills?

There is nothing mysterious about working with the media. In fact, you probably already know everything you need to know to educate the media about your issue or organisation. A workshop on media skills will assist you to develop the skills you already possess.

Developing these skills takes time and effort. It takes courage to stand up in front of a large group of people or before a television camera. We cannot let either nervousness or inexperience prevent us from speaking.

A little knowledge goes a long way! Simply by understanding how the media operates, and what its expectations are, can help you to effectively take advantage of the opportunities available.

Who can run this workshop?

Any representative of the media who is confident at speaking and interacting with a large group, as well as on a one-to-one basis. The workshop facilitator also needs to be flexible in delivering the workshop to meet the needs of participants (eg. interviewing and able to use interactive methods).

Obviously, someone who has experience with more than one medium can give more detailed information on how the various media outlets perform. A local/regional journalist who is well recognised and respected would be a good choice.

Hint:
Don't be afraid to ask for help. You may be surprised how most people will be flattered and will say "yes"!



Information for Facilitators

Suggested areas to cover

What is the media?

What role does the media play?

Skills for handling the media.

Putting skills to the test.

Rights when talking to the press and protocol of approach.

Writing a media release.

Trigger questions

Who has had media experience in the past?

How did he/she handle it? Feel about it? Why?

What role/importance do you see the media as having?

How can you benefit from interaction with the media?

How can you maintain control over your message?

How can you develop a media network that will work for you?

Workshop case studies/activities

In 1½ - 2 hours there is little time to involve everyone, and not everyone wants to be involved. Here, flexibility in delivery is needed. Here are some options:

1. Divide everyone into pairs. Select a topic and spend a few minutes each developing questions. Have one act the journalist, the other the interviewee. After five minutes, swap. Open up group discussion after the exercise to get feedback. How did it feel? Who had control of the conversation?

2. Call for volunteers to talk on a topic of their choice with a tape recorder and microphone in a pre-recorded interview environment. Trainer, participants and peer evaluation to follow. About four or five participants in allocated time.

Key contacts

Local radio station

Local television station

Local newspaper

Remember:
It's not criticism but
feedback!



Worksheet 4

Managing Change, Stress and Time

What is Managing Change, Stress and Time about?

Change may be defined as: A passing from one form or state to another. Nearly always this involves adjustment ~ to new lifestyle, new situations. Often it is uncomfortable; sometimes painful.

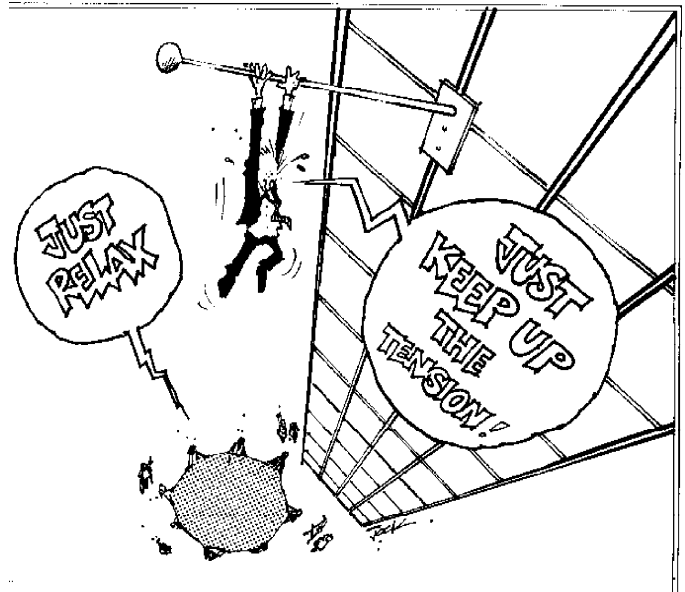
Neil Inall makes the telling suggestion ~
“We also need to grab the opportunities which change presents.”

Stress is something we all experience when we need to adapt to change or cope with the demands of daily living. A moderate level of stress, for a brief period, can be helpful. For example, sitting for an examination, moderate anxiety can make the mind sharper and the memory more acute.

Please don't tell me to relax.
It is only my tension that is holding me
together”

Time Management is important if we are to effectively
address the problems created by change and stress.

“The challenge is not to manage time, but to
manage ourselves.” Stephen Covey



Taken from “The Next Choice – Controls or Connections” by Tony Richardson and Jock MacNeish

Why do a workshop on Managing Change, Stress and Time?

This workshop can help you live longer and happier. It will show you how to control change, stress and time within your life. It will help you set priorities. Also taking life one small step at a time ~ if you take baby steps, soon you'll be running and dancing.

Who can run this workshop?

With careful preparation, anyone who has skills in facilitating group work.



Information for Facilitators

Suggested areas to cover

Change: Identify circumstances and events which affect change for us. Acknowledge that change implies elements of loss which will be followed by grief. Grief is a process and therefore takes time to resolve. There will be a mourning period.

Stress: Identify typical signs of stress. Discuss causes of stress. Suggest ways of preventing stress and coping with stress. **Important:** Recognise when to seek professional help.

Time: Explore strategies of time management and making personal choices for time management decisions.

Workshop activities

- ◆ Invite participants to clasp hands firmly. Observe which thumb is on top. Then reverse. This makes the point that even this trivial change can cause discomfort.
- ◆ Small groups can be formed to discuss individual experience of stress and helpful/unhelpful ways of dealing with it. Record findings to share with the whole group.
- ◆ **Piece of Pie exercise.** Draw a circle on the whiteboard to illustrate how the 168 hours of the week may be divided into segments of pie, each of which represents time spent on various activities. Distribute handouts with two circles. Invite participants to fill in first circle with how their time is spent now. Suggested headings might include sleeping, preparing meals, dining, personal care, working (on-farm; off-farm; house and garden), community activities, recreation (reading, craft, sport and exercise, TV, just BEING!), telephone, travel, other? Invite participants to fill in the second circle with changes each would like to make. What is possible? Choice: Over which of these activities have I control ... over which have I no control? What is realistic?
- ◆ An interesting discussion topic: In managing time, how well do we distinguish between the following:
 1. Urgent and important
 2. Not urgent but important
 3. Urgent but not important
 4. Not urgent and not important

Key contacts:

Fran Spora, "Corniglia", Gulargambone 2828 ☎(068) 48 5348

Resources:

Understanding Stress Breakdown, William Wilkie, 1995, Millenium
The Seven Habits of Highly Effective People, Stephen Covey, 1995, The Business Library
The Assertive Woman, Phelps and Austin, 1987, Impact
You and Stress, Montgomery and Evans, 1984, Nelson
Hey, You Can Heal Your Life, 1984, Specialist Publications
Stress Busters, Amanda Gore, 1991, Lifestyle Press



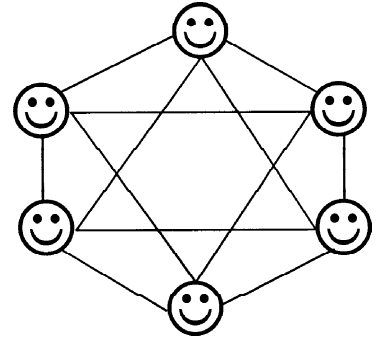
Worksheet 5

Networking

What is Networking?

Networks are made up of people. These people know people with whom you need to connect.

Everyone networks. It is nothing new. Effective networking however is learning how to use your connections in order to achieve your goals - whether to find a babysitter or get a promotion!



Why do a workshop on Networking?

Networking gets people together to share and access information, skills, knowledge, interests, resources and support.

A networking workshop will help you to set goals and use your contacts to help you achieve them.



Who can run this workshop?

Anyone who is actively involved in networking. Most people network but may need some ideas on how to do it more effectively.



Information for Facilitators

Suggested areas to cover

What is Networking?
How can Networking help you?
Goal Setting.
Networking tools.

Writing down a goal is
the first step to achieving
it!

Activities:

Brainstorm your goals with a partner. They may be short or long term but make sure they are achievable! Ask yourself where you want to be in 10 years time, five years, three months etc. When you know where you want to go you can then start networking more effectively.

It is essential that goals are written down, so once you are clear on your goal, write down how you are going to achieve it and who can help you.

Fun activities

Tangles ~ Form a circle facing into the middle. Join hands with two others across the circle. You will look like a big knot. Now try to untangle yourselves without letting go. Networks are about "connectedness" and negotiation ~ see how everyone is connected and how you have to negotiate!!

Networking Bingo Game

~ Here's an example, but you can make up your own!

Key contacts:

Sonia Muir, Assistant Coordinator,
Rural Women's Network, Locked Bag 21, Orange 2800
☎ (063) 91 3616 Fax (063) 91 3650
email: muirso@agric.nsw.gov.au

Resources:

Tall Poppies, Susan Mitchell
Learning Wealth, Roz Townsend
Go to a Women of the Land Gathering
Subscribe to Rural Women's Network's Country Web newsletter
Join a group such as VIEW Club, CWA etc, or start your own!

Networking Bingo Game 1) Write a person's name who fits the criteria 2) A person's name may only appear once 3) First one finishes, wins	
Has kids _ _ _ _ _	Plays tennis _ _ _ _ _
Has visited a foreign country _ _ _ _ _	Went to school in Sydney _ _ _ _ _
Knows how to use a computer _ _ _ _ _	Is a member of P & C _ _ _ _ _
Has read "From Strength to Strength" by Sara Henderson _ _ _ _ _	Has been to a Women of the Land Gathering _ _ _ _ _



Worksheet 6

Public Speaking

What is Public Speaking?

Public Speaking can be at formal occasions or casual celebrations. It could be as the keynote speaker at an important conference, a guest speaker at a dinner, addressing a meeting, or making a speech at a wedding. A presentation can be long or short, in the middle of the day, or in the evening.

It is important to do some research about the occasion and the people attending. This will enable you to adapt your special knowledge so that it will fulfil the expectations of the audience, appeal to their interests and be appropriate for the occasion.

Why do a workshop on Public Speaking?

Do you feel nervous at the prospect of speaking in public? With a few simple skills and a checklist of things to do to prepare yourself, you will gain the confidence to share your knowledge and enthusiasm with your audience.

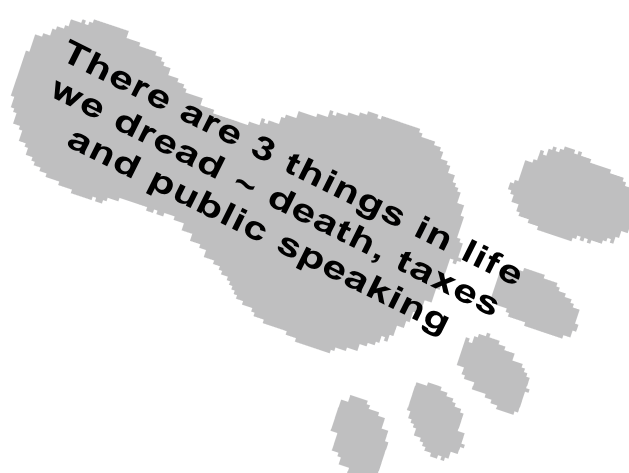
Who can run this workshop?

Local Toastmasters members

High school teacher/lecturers

People who are renowned for public speaking in the community

Government officers who speak often in the public arena





Information for Facilitators

Suggested areas to cover

Know your objective ~ Why are you talking about this topic? Who are you talking to?

Take control of your material ~ subject, structure and notes.

Take control of yourself ~ body language, rehearsals.

Take control of your audience ~ research, visual aids, voice, questions.

Be prepared to speak ~ control your nerves.

Practise, practise, practise!



Hint:
Rehearsing is an
important part of public
speaking

Workshop case study/activities

Role Play ~ Hold a mock presentation. Give everyone (time permitting) five minutes to prepare a short talk on a current topic. Have participants evaluate each speaker and then discuss the person's presentation techniques in a constructive fashion ~ eye contact, fiddling, loudness, body language, etc.

Ask for five or six volunteers. Then tell them they are to talk for one minute on any subject nominated by another person in the group. After the talks, hold a discussion on how it felt to talk about an unfamiliar subject off the cuff. Talking about things that you are passionate about or that you know about is often easier.

Key contacts

Ann Charles "Cudgegong" Narrandera 2702 ☎(069) 55 6236

Resources

Video - Speak for Yourself - available from NSW Agriculture Staff Development

Information used in Stepping Stones pilot program - available from the Rural Women's Network, Locked Bag 21, Orange ☎(063) 91 3620



Worksheet 7

Self Esteem

What is Self Esteem?

Self esteem is what you think about yourself. Often this opinion is formed early in life. It can be influenced by significant people such as family members, teachers, friends, etc. Often the message you hear about yourself is wrong. One of the beauties of being an adult is that you can question the self image shaped by others. It is important to focus not on your shortcomings, but rather on your strengths and values. You can shape your self esteem based on the truths about yourself.

Why do a workshop on Self Esteem?

Everyone needs a boost of confidence. Society is very good at pointing out mistakes and ridiculing our efforts, but is not as good at expressing appreciation and giving encouragement. Most people have an estimation of their worth far below the reality. A workshop on self esteem is a non-threatening way to get a clearer picture of who you are and give yourself a well deserved pat on the back. You owe it to yourself to acknowledge your worth, talents and abilities even if ~ especially if ~ few others do. With a healthy self regard, you can take a determined stand and accomplish your goals.



Images are very important.
Remember, we are bombarded
with images that can give us
feelings of low self worth ~
think of images to heighten your
self worth

Who can run this workshop?

The presenter of a self esteem program has to have special skills in guiding participants to their own decision making about themselves. For this reason, an experiential approach which allows active participation while respecting the privacy of each individual is preferable to a lecture.

People with self esteem training can range from school counsellors to health workers.



Information for Facilitators

Suggested areas to cover

Self esteem resides more in the heart than in the head. Therefore, it is essential to use images that speak to the heart directly. These will be remembered long after the workshop is finished. The principles discovered in the workshop will continue to be beneficial throughout the lives of the participants. Workshops could include sessions on:

Characteristics of self esteem, and factors which undermine self esteem.

The truth and lies about yourself.

Letting go of past injury.

Maintaining self respect and dignity.

Trigger questions:

Do you like the image in the mirror? Is it realistic? Is it what others see?

Do you hide behind a mask, not showing your true self to the world? If so, what mask do you show?

Am I worth anything, even if I am not perfect?

What makes you feel good/bad about yourself?

Workshop case study/activities:

Write down five things you like about yourself.

Discuss the metamorphosis of a grub to a butterfly ~ this is the same as negative to positive self worth.

Listen to Whitney Houston's "Greatest Love of All" and discuss its self esteem aspects.

At the end of the workshop, write a letter to someone in the group saying something positive about him/her ~ deliver it to the person.

Key contacts:

Barbara Johnson, Orange Agricultural College (University of Sydney), PO Box 883, Orange 2800 ☎(063) 60 5555 fax (063) 60 5590 email: orange@oac.usyd.edu.au

Resources:

Information used in Stepping Stones pilot program - available from the Rural Women's Network, Locked Bag 21, Orange ☎(063) 91 3620

Music - Whitney Houston's Greatest Love of All

Issue One of Full Voice, The Body and Self Esteem, The Body Shop email: full_voice@bodyshop.co.uk or visit their Internet site ~ <http://www.the-body-shop.com>

Real Gorgeous by Kas Cooke

Books on self worth and self esteem content ~ there are heaps ... look in your local library or bookshop.



Worksheet 8

Conflict Resolution

What is Conflict Resolution?

Conflict resolution is a method of resolving a problem between parties that leaves everyone satisfied with the result. It aims for a WIN:WIN ending. Mutual respect, creative thinking and assertiveness without aggression are the key ingredients.

Why do a workshop on Conflict Resolution?

Everyone has to face conflict in her/his lives. It can be very stressful and destructive. It is useful to explore and practise the skills required for conflict resolution in an objective environment. Many participants report that conflict resolution workshops enable them to successfully employ the principles of conflict resolution in real life situations.

The key to successful Conflict Resolution is discovering ways of helping everyone get what they want ~ without giving in, without forcing anyone to do something and without giving up anything

Who can run this workshop?

There are many presenters of conflict resolution courses in TAFE colleges, high schools, counselling programs and business management centres.



Information for Facilitators

Suggested areas to cover

An experiential approach is best, allowing participants to become actively involved in practising the skills. Areas that could be covered are:

Reflective listening ~ hearing the feeling behind the words.

“I” statements ~ expressing your position without attacking the other, eg “I feel angry” vs “You make me angry”.

Brainstorming group ideas for solving conflict.

Defining the problem together using negotiation skills and exploring solutions. It is important to set a trial period for any solution reached and then to evaluate the situation to see if the problem has been resolved. If not a new solution can be negotiated.

Trigger questions

How do I see the situation? / How do you see the situation?

How does it make me feel? / How does it make you feel?

What do I need? / What do you need?

How do you cope with conflict ~ by competing, collaborating, avoidance, accommodating or compromising?

Workshop case study/activities

Select a current issue. Form five groups with each assigned a coping mechanism (competing, collaborating, avoidance, accommodating, compromising). Each group must resolve the situation with the assigned coping mechanism. Hold a group discussion ~ Which were the most effective in producing a WIN:WIN result?

Share stories of conflicts and see if the group can share insights into solutions. You may be amazed!

Key contacts

Barbara Johnson, Orange Agricultural College (University of Sydney), PO Box 883, Orange 2800 ☎(063) 60 5555 fax (063) 60 5590 email: orange@oac.usyd.edu.au
The Conflict Resolution Network on ☎(02) 9419 8500

Resources

Information used in the Stepping Stones pilot program - available from the Rural Women's Network, Locked Bag 21, Orange ☎(063) 91 3620



Worksheet 9

Effective Communication

What is Effective Communication?

Effective communication is a two-way activity: I can express clearly what I want to say; I listen with respect to what you want to say; together we can arrive at mutual understanding and explore ideas fruitfully.

Why do a workshop on Effective Communication?

Relationships suffer when there is poor communication. There are certain ground-rules for enhancing our ability to communicate; a workshop is an ideal way to practice these. Participants of effective communication workshops report that they have been able to express themselves more confidently, repair broken relationships ~ even long-standing ones ~ and establish a more satisfactory style of behaviour with the significant people in their lives.



Who can run this workshop?

There are many presenters of effective communication skills courses in TAFE colleges, high schools, counselling programs and business management courses. A very successful approach is one based on identifying the various power relationships which can impede or build effective communications.



Information for Facilitators

Suggested areas to cover

An experiential approach is best, allowing participants to become actively involved in practising the skills. Having fun is a good educational tool. Areas that could be covered are:

The barriers to effective communication.

Reflective listening ~ hearing the feeling behind the words.

Establishing an equal-to-equal relationship eg. not allowing others to put you down.

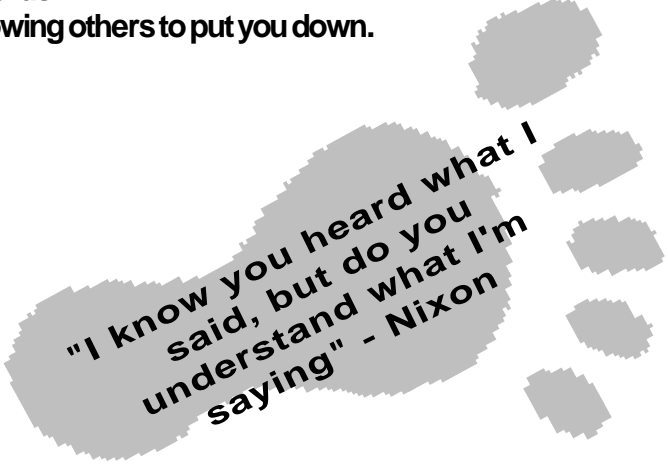
Trigger questions

What is important for effective communication?

What are the common faults of communication?

When is communication ineffective? Why?

When is communication effective? Why?



"I know you heard what I said, but do you understand what I'm saying" - Nixon

Workshop case studies/activities

Chinese Whispers ~ Starting at one end of the room, whisper a written message to the first person, who in turn whispers the same message to the next person and so on until the last person in the group receives the message. Ask this person to write the message on a board (or on butcher's paper) and compare it to the original message. Hold a group discussion on the outcome.

Key contacts

Barbara Johnson, Orange Agricultural College (University of Sydney), PO Box 883, Orange 2800 ☎(063) 60 5555 fax (063) 60 5590 email: orange@oac.usyd.edu.au

Resources

Information used in Stepping Stones pilot program - available from the Rural Women's Network, Locked Bag 21, Orange ☎(063) 91 3620

Transactional Analysis by E Berne



Worksheet 10

Mentoring

What is Mentoring?

A mentor is a more experienced person who assists, supports and guides another less experienced person to achieve their goals. Mentors can play an important role in passing on knowledge and experience: in the workplace, in our communities and in our daily lives. Mentors can be formal or informal.

A mentor is someone to:

- discuss things with;
- provide advice; and
- offer guidance.

To relate this to real-life think of those older members of a family or a trade master, who have had a generational responsibility of passing down experience and knowledge to younger members. We often have had family, friends and working companions acting as mentors during different stages in our own lives.

Why do a workshop on Mentoring?

Most of us have something, or many things, that we would like to achieve. This is very individual. Some examples could be to:-

- start or grow a business venture;
- refine craft skills and sell products;
- be a good parent; or
- develop leadership skills.

A mentoring workshop can help to identify your ideal mentor and give practical advice on developing a mentoring relationship or circle.

Who can run this workshop?

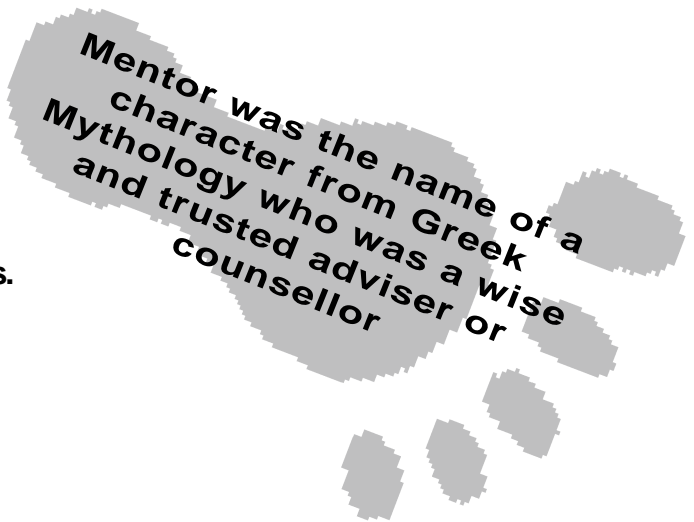
Someone who has been involved in a successful mentor relationship, or has been involved with arranging mentoring relationships.



Information for Facilitators

Suggested areas to cover

What is mentoring?
How does mentoring work?
Why have a mentor?
Identifying your ideal mentor.
Developing a mentor relationship or mentoring circles.



Trigger questions

Think of a person who has influenced you at some time in your life. In what way did they help you? Was she/he a mentor? What qualities would make a good mentor?

Activities

Write down five things that a mentor could assist you with - then think of key people who could help you. Think about how you could approach someone you would like to act as your mentor. Share your ideas in pairs ~ sharing ideas.

Talk about how a mentoring circle of peers may work, eg. you could form coffee mornings to discuss issues etc.

Key contacts

Sue Pardy, "Craigie Burn", Huntley Road, Orange 2800 ☎(063) 61 8213

Resources

Strategies for Getting the Mentoring you Need: A Look at Best Practice or Successful Mentees - Linda Phillips-Jones ~ Available from Worklife ☎(02) 9968 1588

The Mentoring Workbook, Ann Rolfe-Flett ~ Describes successful mentoring, spells out potential pitfalls and provides insight into Australian experience ~ Available from Worklife ☎(02) 9968 1588

Friends in High Places: The Executive Women's Guide ~ How to achieve your ambitions, goals and potential with the help of a mentor - Bonnie C McKenzie - \$24.95 ~ Available from Business and Professional Publishing P/L ☎(02) 9415 1548



Background Sheet A

Working in Groups

Working in groups can be a wonderful way to solve problems, share work, or to achieve any outcomes that members value. But not all groups work well together. Have you ever been a member of a group where all the work was left to a few members? Or where conflict between two members made it very hard to achieve your goals?

Effective groups need care and attention in their development.

How do we build an effective group?

1 Seek a balanced group

See if you can organise a group where the strengths of the different members complement each other. It's helpful if you have someone in the group who:

-) Can spark the group with ideas
-) Can investigate issues ~ who's good at finding things out
-) Will guide the team confidently and calmly
-) Has the energy to keep the team moving
-) Is good at people skills ~ who will help keep the group working contentedly together
-) Evaluates the group's output and monitors its performance
-) Organises what needs to be done and sees it's done
-) Finishes the work off with care ~ who ensures things aren't half done!

Usually your group will have people who might have a number of these attributes. Just make sure that you don't end up with, for example, lots of ideas people and no one who's good at getting the work done!

2 Think about your group size

This depends on what you want to do. Small groups of say, 4-6 members are often easier to coordinate and manage. However, if you're planning on running the local Show, you'll probably need a cast of thousands!

3 Spend time getting to know each other

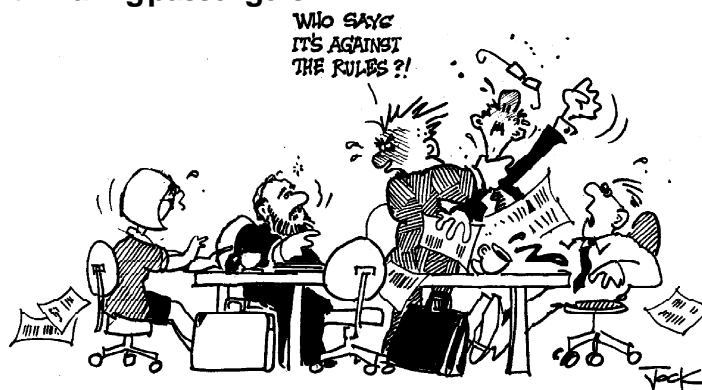
You may already know each other well and socialise ~ if not, arrange to spend some time together occasionally getting to know each other in a relaxed atmosphere ~ maybe have lunch together, or organise dinner. This will help to build group cohesion.

Working in Groups

4 Decide on your ground rules

Decide on how you'd like to work together - for example, when you'll meet and where, who'll chair the meetings and take minutes (you may decide to rotate these), how you'll share the work, how you'll make decisions (by consensus? by majority? etc.) It's up to your group to set the ground rules at the beginning - this will save lots of time and trouble later on!

Make sure that one of your ground rules is that all members share responsibility for achieving the group's aims ~ there's little point in having passengers.



*Taken from The Next Choice - Controls or Connections by Tony Richardson and Jock MacNeish

5 Be aware of the stages groups go through

As individuals we all go through stages in our development - childhood, adolescence, young adulthood, and so on. Usually, each stage sees the development of greater maturity. Sometimes some of us get stuck at less mature stages, or slip back into them from time to time!

Groups have a similar cycle of development. Forming is the first stage where members make initial contact and work to gain acceptance from each other. A sort of honeymoon period - a time for seeking inclusion.

The storming period soon sees the end of the honeymoon! This is where members start testing each other, and there is some jockeying for positions and roles - a time of seeking control. Fur may fly!

Norming is the next stage where the dust begins to settle and the group works out its ground rules which will help it work more effectively. A time where affection develops.

Performing is the stage where members work cooperatively as a unit. There is trust, openness, feedback, responsibility and intimacy. Tasks are shared and the group is highly cohesive. Groups that reach this stage are the most effective.

There may also be a final stage of adjourning where a group finishes its task and disbands. This may see a time of celebration at the completion of a task mixed with sadness at the ending of the group.

Like people in their stages of development, not all groups reach the performing stage. Some limp along moving from storming to norming and back again! Needless to say, the achievements of groups like this are not very high. Many groups will disband if these problems persist. In order to manage problems like these, group members need to manage group processes.



Working in Groups

6 Manage the group processes

Groups are a bit like our bodies - they need a system of smoothly working parts in order to function. And like our bodies, these parts need constant maintenance to keep working effectively.

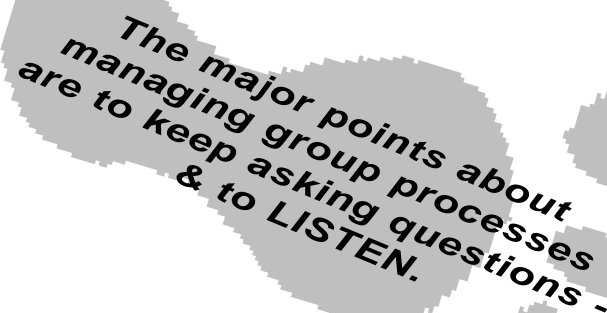
Who does the maintenance?

This needs to be shared by all group members. It's NOT the role of the leader or chairperson to do it all. As mentioned above, group effectiveness is a shared responsibility.

What maintenance is needed?

Task maintenance is needed to make sure that the group's task is achieved successfully. It involves:

-) Clarifying goals and getting started. "What do we want to achieve? What's our agenda for today?" "What is most important?"
-) Clarifying standards. "How will we check that we've done a good job?" "What are our guidelines?" "Are we all agreed?"
-) Seeking information. "Does anyone know where we can find...?" "How should we tackle this problem?"
-) Directing traffic. "We're getting off the point!" "Hang on, let's hear what she has to say first!" "What are we here for?"
-) Summarising. "The group seems to be agreed that..." "The key points we've made so far are..."
-) Evaluating. "How have we gone today?" "Are we satisfied?" "How could we have done this better?"



The major points about managing group processes are to keep asking questions - & to LISTEN.

Relationship maintenance is to do with ensuring members work together harmoniously. It involves:

-) Managing conflict. "The differences between Kim and John seem to be..." "How can we reconcile these differences?"
-) Clarifying meaning. "What I think Alison is saying is..." "Could you explain again what you mean?"
-) Relieving tension. "Let's stop for a cup of tea." "Have you heard the one about..."
-) Evaluating processes. "How do you feel about what we've done today?" "What should we be doing differently?" "You seem to be a bit worried..." "Would you like to talk about it?"



Working in Groups

7 Decide about a group leader

Does your group need an identified leader? Not all groups do, although you'll need to have someone to organise and chair meetings. Some groups rotate this function - although you need to make sure that the people who do it have strengths in this area. The main point is to make sure that your group identifies all the tasks needed to keep the group functioning - and that **SOMEONE** does them!

If you do decide you need one leader - encourage that person to develop skills in facilitating the group - that is, helping the group members to achieve what they want. Leaders who try to control the group members and insist on doing things their way are usually not very effective - or respected. A good leader encourages the development of leadership skills in all group members.

If you don't want an identified leader, then all group members should try to develop some facilitation skills.

Being a facilitating leader, or a facilitating group member involves:

-) listening and asking questions
-) encouraging members
-) creating a positive feeling in the group for open and honest communication
-) not taking sides - but working out problems together
-) listening for what **ISN'T** being said - and trying to help bring issues out in the open
-) helping the group to learn and to talk about what's learned
-) challenging group members who usually focus on their own needs at the expense of the group. For example, attention seekers or dominating or bossy members.

What can go wrong?

Groups often have problems with how they work together - it's part of being human! If your group is in trouble, ask yourselves questions about what's happening. Look at the points we've raised in this handout, and ask yourselves if you're doing these things.

Bibliography

Gibbs, G, 1994, Learning in Teams: A Student Guide, Oxford Centre for Staff Development, Oxford, UK.

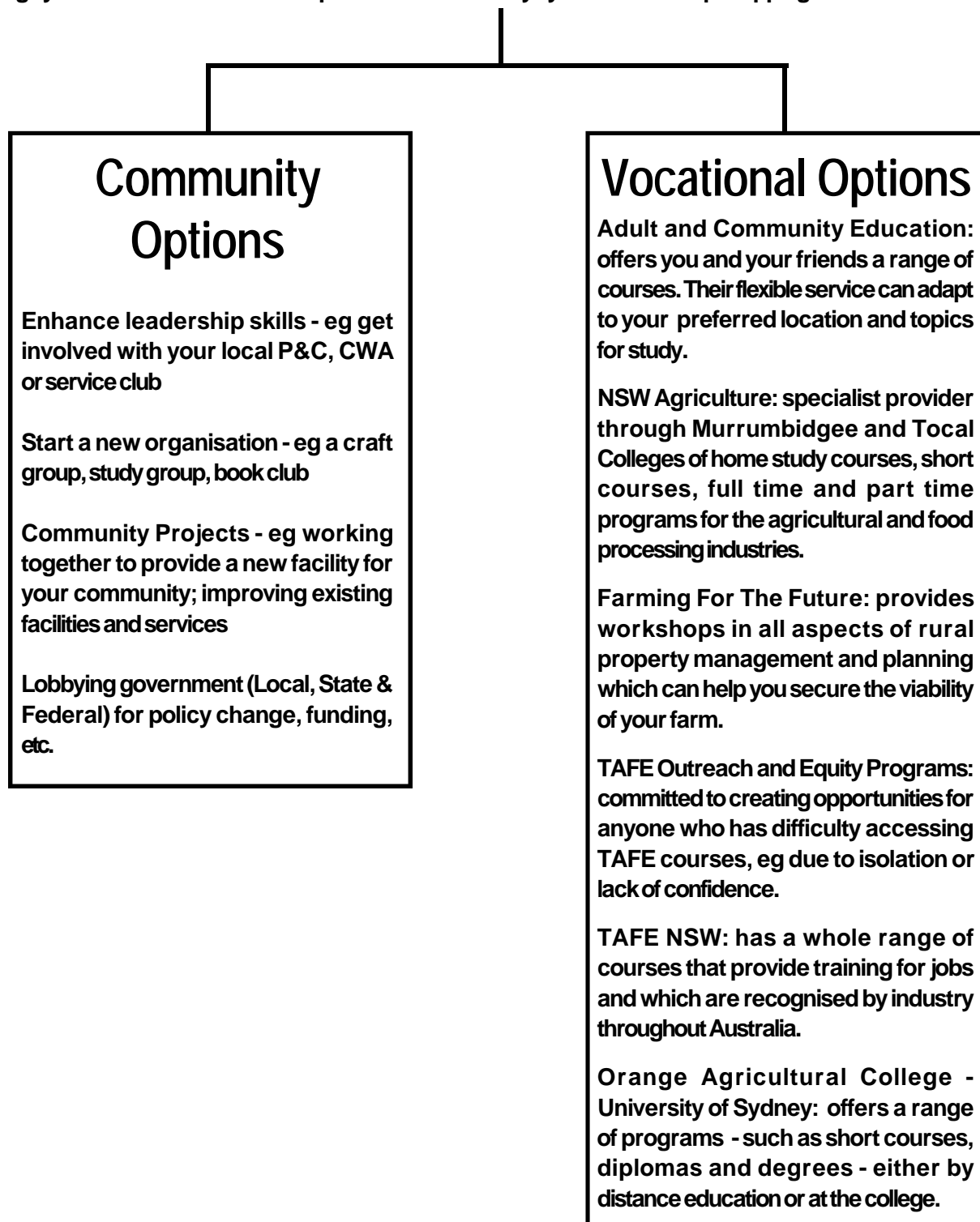
Ford, J, (n.d), Managing Group Processes, Faculty of Business, Royal Melbourne Institute of Technology, Melbourne.



Background Sheet B

Where to Now?

We hope you've enjoyed the Stepping Stones program. And that you feel this is just the beginning! But what are the things you can do? Here's an example of some of the ways you can follow up Stepping Stones.



Interested? See inside for more details





Central West Regional Council of Adult & Community Education

ACE ~ Adult & Community Education ~ is the fastest growing sector of the post-compulsory education system operating through hundreds of local education and training centres.

ACE is flexible, community-based and demand-driven so that courses can be developed quickly to meet an immediate training or community education need and delivered in the workplace or in familiar local venues.

If you would like more information on the ACE centre nearest you and how they can assist you in implementing the Stepping Stones Program then please call your Regional Council of ACE for assistance.

Central West	(063) 61 2595
Far West	(080) 87 9111
New England	(067) 72 5173
Orana	(068) 82 9120
South East	(042) 27 2744

Central Coast	(043) 48 4334
Hunter	(049) 689 077
North Coast	(066) 22 2739
Riverina	(069) 62 0434



TAFE NSW delivers courses which are designed to provide you with a flexible education and career development path. You can study at TAFE:

- ☒ part-time
- ☒ full-time
- ☒ externally
- ☒ by flexible learning which combines external study with tutorials with teachers

Some examples of courses that may interest you are:

- ⇒ Certificate in Career Education for Women
- ⇒ Farm and Life Skills for Women
- ⇒ Computing courses
- ⇒ Rural Studies courses

For more information please call your local TAFE College or ring the TAFE Information Hotline for the cost of a local call, 13 1601

TAFE Outreach and Equity Programs

Outreach is a flexible program which provides for a range of target groups such as isolated rural communities, women, Aboriginal people, prisoners, etc. Outreach coordinators are available to meet with any groups interested in TAFE courses and have the ability to respond to your needs quickly and flexibly.

Outreach courses can be run in any location (eg: the local hall) and the course structure, content and times are negotiated with the students. They can include accredited subjects and locally developed subjects designed to meet your particular needs. Outreach courses are free, and include:

- ⇒ Work Opportunities for Women (WOW)
- ⇒ Outreach Access

Other equity programs in TAFE include Aboriginal education which, through consultation with local communities, provides courses for Aboriginal people as well as support by the Aboriginal Coordinator for Aboriginal people enrolled in TAFE courses. Aboriginal education can provide courses in your location.

TAFE teacher/consultants for people with disabilities provide courses for students with disabilities and also provide support for students enrolled in other TAFE courses.

For more information about Outreach and Equity programs, contact your local TAFE College or ring the Manager, Equity and Liaison on (063) 91 5664.



NSW Agriculture operates CB Alexander Agricultural College, Tocal, and Murrumbidgee College of Agriculture, Yanco. The Colleges offer full time and part time Diploma and Certificate courses, including traineeships and apprenticeships. New courses are available in viticulture, food processing and Aboriginal rural training.

The Colleges have excellent resources (including farms) and accommodation is available on both campuses.

Home study courses are offered in a wide range of subjects including Farm Management, Landcare, Pastoral Property Management, Poultry Production, etc. All home study courses provide a well designed handbook, study guide and supporting information. Some courses include residential schools and audio/video cassettes.

Comprehensive programs of short courses are provided by both Colleges. Courses can be "tailor-made" to meet the needs of specific groups and can be held at times and convenient locations within the region.

For more information contact:

CB Alexander Agricultural College, 'Tocal', Paterson 2421 (049) 39 8888 Fax: (049) 38 5549

Murrumbidgee College of Agriculture, Narrandera Road, Yanco 2703 (069) 51 2700 Fax (069) 55 7580



Farming for the Future provides training in integrated property management and facilitates the involvement of service providers to help farm business.

The program aims to ensure the ongoing development of an ecologically sustainable and economically viable agricultural sector through the development of landholder skills in natural resource management, farm business management, property planning, risk and drought management.

The program is a partnership with NSW Farmers' Association and is delivered jointly by NSW Agriculture, Department of Land and Water Conservation, NSW National Parks and Wildlife Service and outside providers.

The basic function of the program is the education and training of landholders in the essential aspects of property management planning, primarily through workshop activity. The program also provides contacts, referrals and links to private providers and other agency programs to meet the particular information and service needs of landholders.

For more information contact Farming for the Future on (063) 91 3591 Fax (063) 91 3650 or local offices of NSW Agriculture, Department of Land and Water Conservation or National Parks and Wildlife Service.



Orange Agricultural College
The University of Sydney

You can study from home, using our popular distance education materials, or at the College, or you may attend one of our short courses which include seminars and workshops at places and times to suit interested groups.

Here are a few examples of the many choices you have:

- ⇒ business finance, marketing, rural financial accounting, people management, managing change
- ⇒ grazing management, cropping or plant systems
- ⇒ habitat assessment, environmental law or water resource management.

You can study single units (subjects such as those mentioned above) or a full course leading to an advanced diploma or degree. Or you may attend some of our short courses ~ it's your choice.

For more information contact the Orange Agricultural College on (063) 60 5555 Fax (063) 60 5590
email: orange@oac.usyd.edu.au

*Please note: From August 1997 all NSW phone numbers will change as follows
eg: old (063) XX XXXX new (02) 63XX XXXX



Where to Now?

Adult Education Guide					Orange Agricultural College ~ University of Sydney	
	Farming for the Future	Central West Community College	Tocal and Murrumbidgee Ag Colleges	TAFE Outreach		TAFE
Hobby and Leisure						
Short Courses (eg 1 or 2 days)						
Courses run at your location						
Day Courses						
Night Courses						
Studying at Home						
Certificate Courses						
Diploma Courses						
Degree Courses						
Reading and Writing Courses						
Learning Needs Workshop eg. helps you work out what you want to learn						
Special Services *Women *Seniors *Aboriginals *Disabled etc.						
Agricultural Courses for Rural People						
Fees						
Fee Exemptions Concessions and/or Financial Support						