



Women Making Waves Facilitators' Guide



DECEMBER 2020 | WOMEN MAKING WAVES CONSORTIUM | REV01



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission.
Application number 019-1-1S01-KA202-051157.
The views expressed in this publication are those of the author only, the Commission cannot be held responsible for any use which may be made of the information contained therein.

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I. INTRODUCTION

The European Union (EU) faces unprecedented levels of unemployment and the gender gap in society remains a prevalent issue Europe-wide. The ‘Women on the Board’¹ pledge set a target of a minimum of 40% of women on company boards by 2020 and the issue is high on the European Commission’s (EC) political agenda with its Strategy for Equality between Women and Men. This quota is still far from being achieved.

Leadership roles are often biased towards ‘masculine’ traits such as assertiveness or dominant behaviour. Women who exhibit these behaviours are frequently perceived in a negative way, whereas, for men they are regarded as positive traits, contributing to fewer women than men in leadership roles within EU member states (European Institute for Gender Equality, 2015).

In only ten out of 28 EU countries women account for at least 25% of board members. Despite the EC’s proposed directive to accelerate progress improving gender balance on corporate boards and a slight increase of 2.1% per year between 2010-2016, the proportion of women who are board members is still around 1 in 14 or 7.1%. This number is even lower among top executives with only 5.1% of large listed companies in the EU having a female CEO (Gender balance on corporate boards, 2016).

Women with a double disadvantage (NEET- Not in Education, Employment, or Training, migrants, disabled, women in rural areas, in early career stages, women returning to work after a long absence or those pursuing a new career path, etc.) face further barriers than men to advancement across Europe. This includes, for example, stereotypes about their abilities, lack of role models or mentoring, limited management experience and family obligations.

This issue can be addressed through the empowerment of women not only in the early stages of their careers, but also consistently during their career progression, by developing their leadership strengths. Many disadvantaged women lack confidence and are often underemployed. A number of factors can prevent career progression including an old-fashioned belief that the woman’s place is not in leadership or that women should emulate men².

¹ ["Women on the Board Pledge for Europe"](#)

² [7 Leadership Lessons Men Can Learn from Women](#)

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The Women Making Waves project aims not only to strengthen disadvantaged women's leadership skills and build their self-confidence, but it also aims to raise awareness of the gender gap in leadership positions.

Five partners based in all areas of Europe have developed a special dual training methodology combining online (Women Making Waves Academy, IO4) and face-to-face (Women Making Waves Training Programme, IO2, and Leaders Circles™, IO3) learning that can be applied in any career path learners aim to take.

A key element of the Women Making Waves project is that learners will not only acquire theoretical knowledge of the inequalities they are up against, but receive practical tools to combat these inequalities (e.g., soft skills development). This inequality is not the responsibility of women, but the system and structures of society.

Learners will have the chance to reflect on their own learning experiences and will be able to share them with other learners through the Women Making Waves Community, and have access to online training materials through the Women Making Waves Academy.

Women Making Waves will not only foster women's leadership qualities and empower them to take on leadership positions, it will also take all opportunities to raise awareness about women's underrepresentation in leadership positions.

The project will hereby reach a twofold and highly sustainable impact:

1. Disadvantaged women will be fully empowered to raise their self-confidence and employability profile in order to attain stronger leadership positions and combat the existing gender inequalities;
2. It will raise awareness of the inequalities and challenges women face while trying to pursue leadership positions and the advantages of using female leadership to its full potential, and it will include recommendations and methods on how to challenge these current trends.

Hereby, the Women Making Waves project will encourage all actors involved in personal and educational development, employment growth, and policymaking to actively combat these inequalities and become truly inclusive and equal.

Women Making Waves is highly innovative as it goes beyond more general solutions, such as the implementation of gender quotas in organisations across Europe, but reaches directly into the pool of people who can really make a change: women themselves.

Women Making Waves will target the cause and ensure that disadvantaged women feel strengthened and encouraged to strive for leadership roles, eventually increasing the number of women in leadership roles.

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With these means, it sets out to target important societal, economical, and gender equality issues faced by women across Europe.

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II. UNIT 1: PERSONAL DEVELOPMENT

III. 1. Basic information about the unit

<p>Overview, main ideology and aim</p>	<p>Emotional intelligence is very important for cognitive and skills development for someone who starts building their career or wants to progress further. Hard work and hard skills are not the only characteristics that matter in this kind of development. This unit aims at showing the importance of emotional intelligence at career development and provides some practices to implement if you wish to increase it.</p> <p>Emotional intelligence (EI) refers to the ability to identify and manage one’s own emotions, as well as the emotions of others.</p> <p>Many argue that emotional intelligence is therefore not an actual construct, but a way of describing interpersonal skills that go by other names, such as Emotional Quotient (EQ), Emotional Consciousness, Awareness, Emotional Empathy etc.</p> <p>According to Daniel Goleman, there are five components of Emotional Intelligence:</p> <ol style="list-style-type: none"> 1. Self-Awareness 2. Self-Regulation 3. Motivation 4. Empathy 5. Social Skills <p>CAN EMOTIONAL INTELLIGENCE BE LEARNED?</p> <ul style="list-style-type: none"> ● Self-Awareness – Try to always be aware of your emotions by asking yourself: “what am I feeling right now?”
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- Self-Regulation – Create a list of things with a positive impact on you to reduce any negative emotion you may be experiencing.
- Motivation – Create a board with your vision and goals that motivate you.
- Empathy – Identify what characteristics an empathetic person has. Can you learn and demonstrate the same?
- Social Skills – Create a calendar for how / when you interact with others.

HOW TO IMPROVE YOUR EMOTIONAL INTELLIGENCE

The good news is that emotional intelligence can be learned and developed.

- Observe how you react to people.
- Look for your personal touch at your work environment.
- Examine how you react to stressful situations.
- Take responsibility for your actions.
- Examine how your actions will affect others – before you take those actions.

Emotional Intelligence is categorised and analysed into 4 categories:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management

Each of the five components of EI has specific elements and action items that can help with an increase in these categories.

HOW IS EI TRANSLATED AT WORK?

Self-awareness: the ability to recognise your emotions and their impact while using gut feelings to guide your decisions.

Self-management: the ability to control your emotions and behaviour and adapt to changing circumstances.

	<p>Social awareness: the ability to sense, understand, and react to the emotions of others and to feel comfortable socially.</p> <p>Relationship management: the ability to inspire, influence, and connect to others and to manage conflict.</p>
<p>Learning Outcomes</p>	<p>At the end of this unit learners will:</p> <ul style="list-style-type: none"> - Learn about emotional intelligence and its importance. - Understand their level of emotional intelligence. - Explore new ways of improving their emotional intelligence. - Learn about the connection between emotional intelligence and a professional environment. - Learn some tips to enhance their emotional intelligence at work. - Practise their emotional intelligence.
<p>Teaching methods</p>	<ul style="list-style-type: none"> • <u>Theoretical methods (90 minutes)</u>: a PowerPoint presentation with information about emotional intelligence generally (elements, components, levels) and ways (practices, techniques, ideas) to develop and enhance emotional intelligence both personally and professionally. • <u>Practical methods (90 minutes)</u>: <ul style="list-style-type: none"> → 1 group activity (30 minutes), targeting strengthening emotional intelligence in teams. → 1 individual activity (30 minutes), whose objective is for learners to discover their own possibilities and enhance the components of their emotional intelligence. → 1 test (30 minutes), through which the learners will be able to evaluate themselves and make decisions according to their results.

<p>Description of modules</p>	<ol style="list-style-type: none"> 1. Learning outcomes 2. What is emotional intelligence? 3. 5 components of emotional intelligence 4. Examples 5. People with high & low EI 6. Developing Emotional Intelligence 7. Can Emotional Intelligence Be Learned? 8. How to Improve Your Emotional Intelligence 9. 4 Categories of Emotional Intelligence 10. Practices for Self-Awareness 11. Practices for Self-Management 12. Practices for Social Awareness 13. Practices for Relationship Management 14. Activity 1 15. How is EI translated at work? 16. How to work smarter using emotional intelligence 17. As an employee 18. As an employer 19. And as a coworker 20. Benefits of emotional intelligence at work 21. Activity 2 22. Test 23. Additional feedback
<p>Material included in the Facilitator Guide and Learner Pack</p>	<ul style="list-style-type: none"> - Slides - Video - Activities - Worksheets - Evaluation test
<p>Reflection</p>	<p>It would be very useful for the facilitator if the learners could reflect on their experience of the unit.</p> <p>At the end of each session, after every exercise and activity, when they are addressed to recall past experiences, and after</p>

	the quiz, the learners should give feedback on what they have gained, whether it be direct knowledge and information or ways to develop and progress further in this field.
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III. 2. Practical exercises

Group practical exercise N° 1 - (30 minutes)

The objective is for the learners to discover their own possibilities and enhance the components of their emotional intelligence.

The worksheets should be printed for the learners before the activity.
<https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/2018-11/Emotional-Intelligence-Handouts.pdf>

(1) Self-Awareness

It is hard to make changes to yourself when you are not sure where to start!

The worksheet lists 30 strengths or character traits that you might feel are strengths or areas for you to improve.

Your list should be personalised to you, so add and edit what you need!

(2) Social Awareness

If you feel comfortable with your self-awareness but are less comfortable with your social awareness, this worksheet is the one for you!

The worksheet includes five pictures of faces with various expressions and a list of emotions on the other side.

Feel free to match more than one emotion with each picture and you're free to add more emotions if you would like. The point of the worksheet is not to create a one-to-one match or to get them "right." Instead, the point is to be more aware of the emotions of those around you and to be more attentive and responsive in your interactions with others.

(3) Relationship Management

This worksheet is a good way to work on building your core EI competencies and relationship skills.

If you had trouble listing something about the people in your life, you may want to pay more attention to those around you. Learning something unique or personal about the individuals in your life can help you maintain caring and positive relationships.

(4) Self-Management

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The worksheet lists some positive and negative emotions for reference.

This activity can be focused on any emotion, but the worksheet targets anger.

Keep these planned future coping skills in mind and make sure to pull them out the next time you get angry.

Group practical exercise N° 2 - (30 minutes)

To prepare, you'll want to create the four signs – North, South, East and West – in advance and post them on the walls of a room before you begin. Under each point, write out the traits associated with each sign, as directed by the Compass Points game:

- **North:** Acting – “Let’s do it;”: likes to act, try things, plunge in.
- **East:** Speculating – likes to look at the big picture and the possibilities before acting.
- **South:** Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.
- **West:** Paying attention to detail — likes to know the who, what, when, where and why before acting.

To start, draw everyone’s attention to the four compass points posted around the room. Ask them to read each one and then select the one that most accurately captures how they work with others in teams.

They should stand at that point and remain there throughout the activity. Once everyone has decided, ask learners to observe who has ended up in which group.

Next, ask each group to select individuals for the following roles:

- **Recorder** – record responses of the group.
- **Timekeeper** – keeps the group members on task.
- **Spokesperson** -- Speaks on behalf of the group when time is called.

Once selected, each group will have 5-8 minutes to respond to the following questions:

1. What are the strengths of your style? (3-4 adjectives)
2. What are the limitations of your style? (3-4 adjectives)
3. What style do you find the most difficult to work with and why?
4. What do people from other "directions" or styles need to know about you so you can work together effectively?

5. What's one thing you value about each of the other three styles?

Provide time for group members to share their responses.

Don't be surprised if you hear:

- North gets impatient with West's need for details.
- West gets frustrated by North's tendency to act before planning.
- South group members crave personal connections and get uncomfortable when team members' emotional needs aren't met.
- East group members get bored when West gets mired in details;-East gets frustrated when North dives in before agreeing on big goals.

Finally, provide at least 2 minutes at the end of the activity for all learners to share key takeaways.

If any of the following don't come up, be sure to include them as part of the wrap up:

- This activity increases our awareness of our own and others' preferences.
- Increased awareness opens the door to empathy.
- Our preferences have their strengths and their limitations.
- A diversity of preferences is what makes for better teamwork and results.

Group practical exercise N° 3 - (10 minutes)

In order to evaluate their emotional intelligence, learners will answer this self-evaluation quiz online [here](#).

Ask them to evaluate each statement as they actually see themselves, rather than as they think they should be.

When they've finished, they must click "Calculate My Total" and use the table that follows to think about next steps.

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III. UNIT 2: GENDER EQUALITY

III. 1. Basic information about the unit

<p>Overview, main ideology and aim</p>	<p>People need to be familiar with the gender system and understand that both visible and invisible barriers are constructed to restrain women. They need to recognise the obstacles that are holding them back and know how to fight them. It is society that needs to be redesigned - not women. Women are involved in maintaining society and together we can change it.</p>
<p>Learning Outcomes</p>	<p>The participants will recognise:</p> <ul style="list-style-type: none"> - How women are represented in advertising (social media, films) and how it affects their role in society; both their personal and professional lives. - The Master Suppression Techniques (MST). - How to react to MST. - Barriers, visible and invisible and how to break them down. - How to change our weaknesses into strengths. - What factors contribute to privilege.
<p>Teaching methods</p>	<p>A mix of theoretical and practical parts for 180 minutes divided into following:</p> <ul style="list-style-type: none"> ● Introductions 15 min. <ul style="list-style-type: none"> ○ Take 15 minutes to introduce yourself and have participants tell the others a little bit about themselves. ● A PowerPoint presentation with information about the subject taught for approximately 75 minutes. This also includes video-clips to clarify the subject.

	<ul style="list-style-type: none"> ● The presentation will be broken up by three practical exercises for approximately 60 minutes (20+20+20). <ul style="list-style-type: none"> ○ Working titles vs. images ○ Learn how to recognise Master Suppression Techniques and how to respond to them ○ Can we point out the barriers in our society and break them down? Can we deal with privileged positions, our own and others? ● Reflection at the end of the lesson, 15 minutes. ● Coffee break for 15 minutes.
<p>Description of modules</p>	<p>This unit is divided into three main modules:</p> <ol style="list-style-type: none"> 1. Different images of women and men in society. <ol style="list-style-type: none"> a. Effects on our professional and personal lives, how we are perceived, and how we perceive ourselves. b. The Image of Women in Advertising, (Social Media, Films) c. Practical exercise Number 1. 2. How to recognise the gender system. <ol style="list-style-type: none"> a. The Master Suppression Techniques, (Berit Ås) b. Practical exercise Number 2. 3. How to break down barriers; <ol style="list-style-type: none"> a. Results from the WMW report 2020. Women are well educated so the barriers to participate in work-life lie elsewhere. b. Change disadvantages into strengths. c. Practical exercise Number 3.

<p>Material included in the Facilitator Guide and Learner Pack</p>	<ul style="list-style-type: none"> - PowerPoint slides - Videos - Activities - Lesson plan - including length of activities - Attendance list for facilitator pack - Evaluation forms for facilitator pack - Worksheets with exercises
<p>Reflection</p>	<p>All kinds of reflection.</p> <p>Through the presentation there are opportunities to talk about the subjects, individual experience, etc. This can be used as much or as little as time allows.</p> <p>These three exercises can be done differently:</p> <ul style="list-style-type: none"> ● Number 1 can be individually, in pairs or the group led by the facilitator. ● Number 2 as a group, discussion. ● Number 3 as individual or the facilitator leads the act and then discussion.

III. 2. Practical exercises

Group practical exercise N° 1 - (20 minutes)

The objective is for the learners to use online search -engines to discover how women and men are presented differently in their professional lives.

Can be done in pairs/groups or individually depending on the size of the group.

Write these working titles into search engines (choose two different ones) on the internet. see: [Search Engines List \(Top 50\)- oTechWorld](#)

Look at the photos that come up, e.g.:

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- Pilot
- Rock/pop star
- Scientist

Are people of both genders in them?

How are they depicted?

Are they in control?

Do they appear to have power?

Is the role gendered?

Do you get the same pictures if you use your native language or another language you know?

STEP 1 (10 minutes)

A) One group uses two search engines (e.g. as of 14th January 2021 google.com and bing.com are available) and they see how differently these search engines present people of the same profession e.g. Pilot/Scientist/Politician...

B) One group uses one search engine but different languages and see how differently they present people of the same profession Pilot/Scientist/Politician...

STEP 2 (10 minutes)

Discuss A) and B)

As an example, Scientist (English) is vísindamaður (male) vs. vísindakona (female) (Icelandic). Icelandic is a very gendered language; many job titles are different for men and women. Because of that, very different pictures come up when you search for a job title. Actor vs. actress. Bing also points out “beautiful women of science”

And if you search “politicians” – Bing offers “20 hottest politicians” who are ... women.

Divide the learners into pairs/groups and let them discuss what they find and then have an open discussion between the pairs/groups. 10 -15 minutes to discuss.

Different languages make different results; therefore, the culture plays a big role in how you see people in different professions. Also, the status of gender equality in the countries is another factor.

Group practical exercise N° 2 - (20 minutes)

The objective is for the learners to discover how dominant culture often uses MST to suppress others. It can be between genders, ages, ethnicity, new employees etc.

Keep the summary slide (number 32) visible throughout the discussion for reference. The aim and purpose of this is for the learners to recognise these techniques and be better prepared to confront and address them. The techniques are:

1. Making Invisible
2. Ridiculing
3. Withhold information
4. Double Bind - “Damned if you do - damned if you don't”
5. Heaping Blame and Putting to Shame

Conduct a discussion and get learners to discuss their own experiences or occasions where they have witnessed these techniques being used. Highlight how to respond and how to avoid using these techniques yourselves by empowering each other.

Exercise

Discussions led by facilitator:

Do you recognise these techniques or situations similar to these in the videos?

- Have you experienced them yourselves?
- Can you name examples?
 - Was there an incident that happened to you when you felt put down in some way and you could not express yourself well.
- In what circumstances is it easy to answer for oneself?
 - Is it ever easy?
- Is it easier to take action when we see it done to others?

Individual or group led by facilitator practical exercise N° 3 - (20 minutes)

STEP 1

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Learners watch at least 2 videos, one from their country and one from another country.

[NOW - YouTube](#)

(This is from another Erasmus+ project that has the same theme as ours and the same countries + more <http://nowmooc.eu/>).

- Learners describe what they consider their disadvantages and their strengths.

STEP 2

Learners take turns in describing how their own background/ experiences/ abilities/ characteristics could be valuable for an employer/ co-workers/ their network. This can also be homework and sent to the facilitator if there is not enough time.

- Let the learners take turns in describing how they can present their background/ experiences/ abilities/ characteristics as valuable for an employer/ co-workers/ your own network.
- This can be done individually in their own diaries and sent to the facilitator afterwards - if there is not time for an open discussion.
- Does it open up their eyes for their own strengths?

IV. UNIT 3: LEARNING IN AND TAKING ACTION

IV. 1. Basic information about the unit

<p>Overview, main ideology and aim</p>	<p>The emphasis in this unit will be on how learners can use strategic tools like a coaching protocol to help them take actions in their learning journey. It will help them to understand and use the power of active listening and effective questioning in order to clarify their vision, aims and barriers.</p> <p>By using the protocol, they will also build up effective communication with their peers.</p>
<p>Learning Outcomes</p>	<p>Through this unit, the learners will have an overview of practical skills and understand their importance such as:</p> <ul style="list-style-type: none"> ● Active listening ● Effective questioning ● The meaning of body language ● Structural thinking ● Teamwork in a coaching protocol
<p>Teaching methods</p>	<p>A mix of theoretical and practical components for 180 minutes divided into following:</p>

	<ul style="list-style-type: none"> ● A PowerPoint presentation with information about the subject taught for approx. 60 minutes. Including video clips to clarify the subject. ● Short practical exercises and reflection for approx. 30 minutes ● Coaching conversations, two times for approx. 60 minutes (30 minutes each conversation). ● Reflection at the end of the lesson, 15 minutes. ● Coffee break for 15 minutes.
<p>Description of modules</p>	<ol style="list-style-type: none"> 1. Coaching methods 2. Active listening 3. Effective questioning 4. The difference between mentoring and coaching 5. The coach – Skills 6. The coachee – Skills 7. Effective listening skills 8. The GROW model 9. Reflection
<p>Material included in the Facilitator Guide and Learner Pack</p>	<ul style="list-style-type: none"> ● Worksheets with exercises ● Learners pack - handouts ● Worksheets with a coaching protocol/conversation time schedule plan ● Worksheets with structuring coaching sessions - GROW ● PowerPoint slides ● Reflection handouts ● Lesson plan - including the length of activities ● Attendance list for facilitator pack ● Evaluation forms for facilitator pack
<p>Reflection</p>	

	<p>Reflection will take place through the presentation for a few times both individually, in pairs and in the group as a whole. At the end of the lesson there will be a case study where the learners will reflect in groups on the following subjects (handouts):</p> <ul style="list-style-type: none"> a) Plus (+) Advantages, highlights, benefits b) Minus (-) Disadvantages, barriers, threats c) Interesting (?) questions, thoughts... etc. ...
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IV. 2. Practical exercises

Group practical exercise N° 1 - (15 minutes)

TASK ONE

In pairs, learners will take the time to listen to each other talking about something, using all their skills to be a good listener.

TASK TWO

One person talks on one of the following topics for as long as they can, or for a maximum of five minutes:

- Their favourite movie
- Their last holiday
- Subject/topic of their own choice

Learners will discuss together in pairs, for two minutes, the skills that were used in order to be a good listener.

TASK THREE

What makes a good listener? Learners will reflect for three minutes.

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Learners will summarise the skills they have just discussed and give feedback to the whole group.

Group practical exercise N° 2 - (5 minutes)

Learners are asked to look at this picture for a couple of minutes and think of (or write down) one question they would ask about it. They will then share it with the rest of the group.

The purpose of the exercise is to get the first impressions of the participants when they look at the picture and realise that each person experiences the picture differently.



Group practical exercise N° 3 - (30 minutes)

In threes, learners will decide on who will take which role in the coaching session:

- Coachee - whose “challenge” is being discussed by the group
- Coaches – the ones who will lead the coaching conversation protocol

STEP 1 - 5 minutes:

The coachee gives an overview of his or her challenge—establishing the Goal. The coachee highlights the major issues or problems with which he/she is struggling and frames a question for the coaching team to consider.

The framing of this question, as well as the quality of the coachee’s reflection on the work and/or issues being discussed, are key features of this task.

STEP 2 - 5 minutes:

The coaching team asks clarifying questions to the coachee establishing the Reality.

STEP 3 - 5 minutes:

The group then asks probing questions to the coachee – opening up possibilities. These questions should be worded so that they help the coachee clarify and expand thinking about the issue and questions raised for the coaching team.

The objective here is for the coachee to learn more about the question he or she framed and to do some reflection on the issues presented.

The coachee responds to the group’s questions, but there is no discussion by the group about the coachee’s responses.

STEP 4 - 5 minutes:

The coaching team then talks with each other about the work and issues presented.

- What did we hear?
- What didn’t we hear that we needed to know more about?
- What do we think about the questions and issues presented?

The coachee is not allowed to speak during this discussion, but instead listens and takes notes.

STEP 5 - 5 minutes:

The coachee then responds to what he or she heard. A whole group discussion then takes place. The coachee should try to commit to some action (win commitment).

Agree on the goal	Find the focus or objective for the coaching session
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G	<p> What do we want to get out of this session? What do you want to achieve in time? What will you be able to do in the future? What will things be like when you have sorted the problem? What will it feel like when you have achieved your goal? Do we have enough time to achieve our ends? Is this goal realistic? </p>
Look at reality	<p> Ask the person to describe current circumstances with specific reality examples, give evidential feedback as appropriate </p>
R	<p> What is happening at the moment? Can you give some examples? Is your version of reality accurate? Are these circumstances always the same? What effect does this have on you and other people? What is other people's perception of the situation? What have you tried out so far? What has been in some way successful? </p>
Open possibilities	<p> Invite the person to identify a range of options, offer your own suggestions with care, help them to weigh up options and make choices </p>
O	<p> What could we do to change the situation? What options have we got? What possible actions do you think we could take? What do you know that other people have tried? Who might be able to help you? What would you like from me? Would you like me to make a suggestion? What are the benefits and pitfalls of these actions? Do you feel ready to try one approach? </p>
Win commitment	<p> Commit to action, specify the next steps within a time frame and agree the support to be given </p>

W	<p>What are the next steps?</p> <p>When are you going to do them?</p> <p>What are the potential obstacles?</p> <p>What support do you need from me and other people?</p> <p>Shall we commit this to an action plan for the two/three of us</p>
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Individual practical exercise N° 4 - (10 minutes)

Learners will have to answer these three questions and place their answers in the following table:

- How might coaching work for you?
- What are the potential problems?
- What can you do about that?

PLUS (+)	MINUS (-)	INTERESTING (?)
Advantages, highlights, benefits:	Disadvantages, barriers, threats:	Questions, thoughts...
<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • • 	<ul style="list-style-type: none"> • • • • •

Individual or group led by facilitator practical exercise N° 5 - (20 minutes)

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Below, you can find a story which can be used in a coaching conversation:

You are helping Jane, a team member, to achieve her **goals** by using the GROW Model protocol. Jane wants to have a promotion within the next 18 months in her workplace as a team leader. Her goal relates to SMART goals where it is specific, measurable, attainable (as she has already some experience and there are some leader positions in her department), relevant and time scheduled.

The coaches begin with looking at Jane current **reality** .

STEP 1

Please discuss the skills she already has and brainstorm any additional skills she might need to practice in order to be a successful team leader.

STEP 2

Review her **options** she has to get the promotion.

The questions you might consider are:

- What might she need to practice?
- What steps could she possibly take in the nearest future?

STEP 3

Finally, try to write down her commitments in a SMART goal setting manner and establish the coachee's **will** to action. You might also decide to meet again after a certain time to review Jane's progress.

V. UNIT 4: LEADERSHIP SKILLS

V. 1. Basic information about the unit

<p>Overview, main ideology and aim</p>	<p>The emphasis in this unit will be on understanding what effective leadership is, and how it can greatly impact and transform large and small businesses.</p> <p>Leaders are important for all departments within an organisation, particularly because management and leadership go hand in hand, which ultimately helps optimise productivity and achieve organisational objectives.</p> <p>Good leadership skills are top of the list of leadership qualities that recruiters need to concentrate on when recruiting candidates or when managers are promoting leaders from within.</p> <p>This unit will help teach women the critical skills and strategies they need to obtain a fresh viewpoint on challenges. Doing so will bring clarity to a challenging situation, as well as fostering wisdom and encouraging self-confidence.</p> <p>Ultimately, all this knowledge will complement each other and the contents of the other units, allowing women to have a deeper</p>
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	<p>knowledge of themselves and therefore be empowered in the workplace.</p>
<p>Learning Outcomes</p>	<p>At the end of this unit learners will:</p> <ul style="list-style-type: none"> - Have an overview of the most critical managerial and leadership skills. - Learn about the different leadership styles and new managerial trends. - Know what skills make a good leader. - Discuss how women in leadership bring better business performance. - Enhance and improve their cognitive flexibility. - Build critical thinking skills to solve problems in the workplace. - Learn how to negotiate in cross-cultural situations. - Deal effectively with conflict management and turn it into cooperation. - Learn how to manage multicultural and multilingual teams. - Be able to create a workplace culture of belonging, diversity and inclusivity.
<p>Teaching methods</p>	<p>In unit 4, action learning will be used to engage learners and give them the possibility to get involved with the training material both theoretically and through practical individual and group exercises.</p> <p>This will help learners to engage more, learn more and accomplish more through the session, ensuring that they internalise and effectively learn the knowledge and skills planned for this unit.</p> <p>With regards to the theoretical part, the facilitators will have a PowerPoint presentation that will serve as a discussion thread throughout the session. This part will have a duration of approximately 90 minutes.</p> <p>The practical part, which will also have a duration of approximately 90 minutes, will be divided into group exercises and individual exercises.</p>

	<p>In addition, there will be a coffee break lasting approximately 10 minutes, where learners can interact and get to know each other better.</p>
<p>Description of modules</p>	<p>This unit is divided into five main modules:</p> <ol style="list-style-type: none"> 1. Leadership: leadership styles and principles, leadership qualities managers need to possess, what makes a good leader, basic management notions. 2. Women’s contribution to management: women in leadership and its impact on organisations, gender barriers, strategies for female managers. 3. Critical thinking and cognitive flexibility: building critical thinking skills to solve problems at work, how to enhance cognitive flexibility. 4. Negotiation and conflict management: negotiation in cross-cultural environments, challenges faced by women negotiators, intervening in workplace conflict. 5. Cross -cultural team management and communication: people management, understanding workplace diversity, challenges and solutions for managing multicultural and multilingual teams, building stronger cross-cultural teams.
<p>Material included in the Facilitator Guide and Learner Pack</p>	<ul style="list-style-type: none"> - PowerPoint presentation - Learner Pack - Trainers’ Guide - Worksheets with exercises
<p>Reflection</p>	

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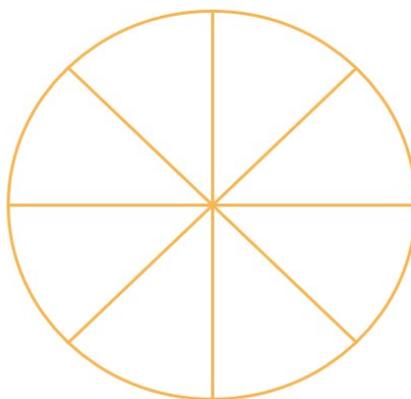
	<p>Self-reflection exercises will be especially useful in the context of this project, where learners are expected to reflect on past learning, consider real -world consequences, and guide their future behaviour and actions.</p>
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V. 2. Practical exercises

Individual practical exercise N° 1 - (20 minutes)

This leadership development activity offers a self-assessment framework for people to first identify what skills, attributes and attitudes they find important for effective leadership, and then assess their own development and initiate goal setting.

- You start the exercise by presenting the model of the Leadership Pizza: It is a reflection and self-assessment tool where you think about the most important skills and attitudes that you need to master in order to be a great leader.
- You may present your version of the leadership pizza to demonstrate an example. Emphasise that your version is just an example, and they should think about what is important for leadership in their own perspective.
- Learners will have 5 minutes to prepare their own set of important leadership skills and attributes, and ask them to draw a pizza shape and label the slices with the items they listed.
- At this point, you may ask people to share their drawings with the group and explain which labels they have chosen. You may discuss certain decisions and identify common patterns in the group's perception of a good leader.
- Ask learners to assess themselves on a scale of 1 to 10 for each slice. (10 is the edge of the slice, 1 is the core of the pizza). This self-assessment should serve as a baseline for setting up their own personal goals for leadership development. The areas where they find themselves weaker should receive more focus in their future development.



Individual practical exercise N° 2 - (20 minutes)

Learners will have to answer a series of questions to gain clarity and an insight into their behaviours and mindsets. They will have to choose a number between 1 and 5, 1 being “Almost always” and 5 being “Almost never”.

How often do I...	1: Almost always 5: Almost never				
	1	2	3	4	5
Work to better understand how any potential biases related to gender work?	1	2	3	4	5
Ask questions to understand other people’s experiences?	1	2	3	4	5
Seek gender diversity when assembling a team or planning a meeting?	1	2	3	4	5
Avoid stereotypical language when making introductions?	1	2	3	4	5
Assign tasks based on skills versus gender stereotypes?	1	2	3	4	5
Look objectively at performance (e.g. I judge the same behaviour equally when exhibited by a man vs. a woman)?	1	2	3	4	5

How comfortable am I with...	1: Almost always 5: Almost never				
	1	2	3	4	5
Speaking up when I’m the only woman in the room?	1	2	3	4	5
Encouraging everyone to share his/her perspective during a discussion?	1	2	3	4	5

Listening to someone's perspective even if it doesn't match my own?	1	2	3	4	5
Providing feedback to people who are a different gender from me?	1	2	3	4	5
Mentoring, or asking for mentoring from people who are a different gender from me?	1	2	3	4	5
Speaking up if I observe a lack of diversity?	1	2	3	4	5
Networking/socializing with people who are a different gender?	1	2	3	4	5

Based on their responses to the items on the questionnaire, they will identify key action items that they will commit to working on as part of their goal to help close the leadership gap. Then, they will share their commitment with the group to help them stay accountable.

Actions I will commit to:	
1	
2	
3	

Individual practical exercise N° 3 - (20 minutes)

Learners are asked to write down how they would describe the following things and their sensations to someone who had never seen or experienced them before.

A bunch of flowers	A car	A rainstorm	A laptop
A piece of chocolate	A rock concert	A hug from someone	A favourite place of yours

Once they are finished, you will invite them to share their descriptions with the group.

Individual practical exercise N°4 - (25 minutes)

In Roger Fisher's book, 'Getting to Yes', The Orange Exercise was first described as a challenge for two kids fighting over a single orange, the only one left in the fruit bowl.

In that scenario, the children learn that one needed the peel for baking and the other needed the juice to quench his thirst.

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In this case, the group will be divided into two teams, who will have to negotiate over who gets the only remaining Mandezine Orange (a very rare variety).

Each team will receive a secret scenario explaining why they must get this special fruit. They will have to gather in a group for up to 10 minutes to discuss their strategy and then the negotiation between team A and team B will start.

Group A:

On the private instructions, Group A learns that they need the rind of the orange to create a nuclear component that will be used to help in fighting cancer. They appear to have unlimited resources, which occasionally makes them a bit care less or arrogant.

Group B:

On the private instructions, Group B learns that they need the pulp of the orange to create a serum to protect pregnant mothers from a deadly disease that is ravaging the country. Without it, all of the expectant mothers will become tragically ill and die.

Individual practical exercise N° 5 - (15 minutes)

Learners will have to write down their answers to the following questions, whatever first comes to mind.

1. If a team is a building, it is _____
2. If a team is a colour, it is _____
3. If a team is music, it is _____
4. If a team is a geometrical shape, then it is _____
5. If a team is the name of a movie, it is _____
6. If a team is a mood, it is _____

Once they are finished, you will invite them to share their descriptions with the group.

VI. UNIT 5: MENTORING AND CREATING POSITIVE DEVELOPMENT NETWORKS

VI. 1. Basic information about the unit

<p>Overview, main ideology and aim</p>	<p>The focus of this module is on networking, building positive relationships and mentoring.</p> <p>In the current climate, it is becoming increasingly easier to network and develop mentoring relationships. With tools such as social media and the extensive numbers of local and national events, our networks are able to expand on a larger scale than before.</p> <p>Although many are aware of the benefits of networking, some may not know where to begin or how to network.</p> <p>This unit will help the learners to understand what networking is, its benefits, how to network and where they can go. Networking is important in both professional and personal aspects. It can help us develop contacts in the labour market, gain employment, and give us the ability to promote our work, among st other things.</p> <p>The second section of the unit will introduce knowledge about building relationships. Learning how to build relationships is an important aspect of networking (and also links with the last section of the unit 'Mentoring').</p> <p>By developing skills for building new connections and maintaining them, individuals will be able to develop effective mentoring relationships and network successfully.</p> <p>The last section, mentoring, will introduce the learners to what mentoring is. It explains the usefulness of it for personal and professional development. The content distinguishes between the role of being a mentee or a mentor.</p>
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	<p>There may be differences in the groups' goals, some learners may wish to become a mentor for other individuals whereas other learners would benefit from receiving mentoring support. The content also teaches valuable skills such as communication, listening, and providing feedback through the roleplaying exercise.</p> <p>After the three sections, learners will take part in a reflective exercise for personal and professional development.</p>
<p>Learning Outcomes</p>	<p>At the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Identify ways to network. - Know how to utilise existing networks. - Understand the benefits of networking and mentoring relationships. - Understand the roles of a mentor and how to maintain effective mentoring relationships. - Evaluate their current skill set for building mentoring relationships.
<p>Teaching methods</p>	<p>The teaching methods of the Women Making Waves module 5 on Mentoring and Creating Positive Development Networks includes a range of different approaches.</p> <p>The materials were produced in order to be conducted in a face-to-face training session, but can also be adapted to an online learning environment.</p> <p>As a facilitator of the module, assessments are carried out with the learners of the training. These assessments include:</p> <ul style="list-style-type: none"> ● <u>Observations</u>: when facilitating the module, facilitators should observe the learner's engagement, learning and understanding of the content. During activities, it is useful to observe the progress of each participant in order to provide additional support if needed.

	<ul style="list-style-type: none"> ● <u>Discussions:</u> discussions can also offer a way of assessing the expectations, outcomes and level of understanding in the group. Through discussions, learners can give feedback on their experience of the module and also reflect on what they have learnt as a result of it. ● <u>Activities:</u> these allow assessment through assessing the level of application of a skill to the task. Activities allow a participant to take part in a task and see how they would work through an issue or a scenario. Activities in this module also include roleplays, which allow the direct application of the knowledge learnt in a simulated mentoring setting. <p>The teaching method of the content is through a presentation developed as part of the Women Making Waves project. The presentation can be accessed online by the facilitator but also by the learners to engage extra learning and personal development.</p> <p>Case studies and videos will also be shown to the learners during the module to enhance learning.</p> <p>The facilitator should allow enough time for the learners to work through the exercises and work to the needs of the individuals in the session.</p> <p>Some learners may be more advanced than others so support needs to be given to those who may require it.</p> <p>The lesson plan can be amended if the needs and capabilities of the group require it.</p>
<p>Description of modules</p>	<p>This unit is divided into three main modules:</p> <ul style="list-style-type: none"> ● Introduction to networking ● Building positive relationships ● Mentoring

<p>Material included in the Facilitator Guide and Learner Pack</p>	<ul style="list-style-type: none"> - Worksheets - Exercises - Slides - Videos (links) - Lesson plan - Attendance list for facilitator pack - Evaluation forms for facilitator pack
<p>Reflection</p>	<p>At the end of each session and after exercises, it is useful to ask learners to reflect on their experience of the unit. The reflection can be around what the session made them ponder about, the skills they have developed, ideas they never considered or ways in which they can apply the unit content to their current situation.</p>
<p>Additional resources</p>	<ul style="list-style-type: none"> • Networking advice https://www.monster.co.uk/career-advice/article/what-is-networking-and-how-do-i-do-it • The benefits of networking https://www.michaelpage.co.uk/advice/career-advice/growing-your-career/ten-benefits-networking • Free PDF book on Business ESSENTIAL BUSINESS NETWORKING, TIPS, TACTICS AND TOOLS YOU CAN USE. (2014) http://ptgmedia.pearsoncmg.com/images/9780133742886/samplepages/0133742881.pdf • Threat of rejection https://www.theguardian.com/small-business-network/2017/jan/23/psychologists-guide-networking-events-advice • Second degree connections https://www.insidehighered.com/advice/2018/10/01/vic-wing-networking-psychological-perspective • Video on building trust and improving relationships https://www.youtube.com/watch?v=tCadnoPTrOw • Building relationships https://www.learnevents.com/blog/2015/05/05/five-tips-for-building-positive-relationships/ • Benefits of having good relationships https://www.nm.org/healthbeat/healthy-tips/5-benefits-of-healthy-relationships

	<ul style="list-style-type: none"> Information on Mentoring https://www.skillsyouneed.com/learn/mentoring.html
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VI. 2. Practical exercises

Individual practical exercise N° 1 - (15 minutes)

This exercise aims to expand the participant's horizons. It aims to show them that they can have extensive networks that they may not be currently aware of. It helps them to identify these and encourages discussion in small groups.

Prior to the training, organise the hats. Write a range of different roles and individuals which people may find useful to have in their networks. For example, a builder, lawyer, banker, nurse, someone who works for the jobcentre. Make enough hats for the learners to be able to get into small groups (2-4 people).

On the day, explain the nature of the exercise. Then, organise learners into small groups. Ask learners to think about their current networks. Ask learners to continue to pull out different roles once they have explained one.

After 10 minutes, ask learners to stop and reflect back as a group for 5 minutes.

Individual practical exercise N° 2 - (30 minutes)

This exercise seeks to explore the learners' networks. It makes them question if they have any strong or weak connections with people they already know through either friends, family or work. It makes them reflect and act upon their connections and see if they could develop greater bonds.

The aim of this exercise is to make learners aware of how important it is to utilise their personal networks to seek opportunities or develop a brand for themselves.

- Show the learners the example of "Svetlana's" network.

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- Get the learners to identify her key connections (get them to discuss this in small groups). (approximately 5 minutes). The facilitator should engage with learners and encourage them to discuss. Then the facilitator should get everyone's feedback to the whole group.
- Ask the learners to start on a blank piece of paper with their name in the middle and then the three headings across the top... "friends" "family" "work".
- Then get them to write down all their connections (under the relevant heading) and what links these people have with other people or organisations.
- Once this is complete get the learners to highlight what they consider strong connections and then to do the same with weak connections (15 minutes).
- Finally ask learners to reflect on their connections and which connections they could possibly strengthen (5 minutes).

Individual practical exercise N° 3 - (20 minutes)

This exercise aims to develop the participant's ability to ask questions in a mentoring setting. The exercise introduces a case study and asks learners to discuss the questions they could generate to achieve an outcome. In this exercise, the outcome is to strengthen networks and increase access to the labour market.

The case study:

- *Jane has built a strong mentoring relationship with her tutor from university.*
- *She is looking for employment after her Master's degree.*
- *She is an international person and is not very sure how to enter the job market.*
- *Her mentor can offer her advice and guidance on how the system works and also give her a confidence boost.*
- *She can develop her understanding of the labour market through this relationship.*

Present the case study to the learners.

This exercise can be conducted as a class, in groups or on an individual basis.

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Ask learners to generate questions for Jane which would help her networking and access to the labour market.

As a facilitator, go around the room if this exercise is carried out in an individual or small group setting and support anyone who may struggle to generate questions for Jane.

At the end, reflect together as a class on what the learners have learnt as a result of this exercise.

Group practical exercise N° 4 - (45 minutes)

This exercise aims to reflect on mentoring. The facilitator should provide the learners with the scenario and all learners should have the opportunity to perform each role once.

Get the learners in groups of three and each should pick if they are a mentor, mentee or observer. The mentee can discuss their own personal scenario or use the scenario provided in the Learner Pack. The scenario can also be found below. The mentee and mentor should have a discussion with the observer watching and taking notes. This should take approximately 10 minutes.

Once this is done the observer should provide reflective feedback to both mentee and mentor. This should take another 5 minutes.

The facilitator should dictate the time like so:

- 10 mins - discussion between mentee and mentor
- 5 mins - (observer to provide reflection)

Participants can then switch positions and do this until each participant has been a mentor, mentee and observer.

The mentee and mentor through the challenges keeping in mind the roles of the mentee and mentor. As a mentor, encourage learners to ask the mentee open questions. As a mentee, encourage learners to be open to feedback and ask any questions that would be useful.

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The observer should take notes and be the timekeeper. As an observer, the learner can make notes on the mentee and mentor on their communication style, eye contact, body language, listening skills, amongst other aspects.

Scenario for mentee (optional)

Your name is Helena. You are an experienced woman with a global mindset. You have worked in several different countries and therefore your experience is very varied. Over the years, you've built up many soft skills and hard skills. You have been described as an 'all-rounder' by your colleagues. A year ago, you decided to take some time out for travelling. After this career break, you have decided to move to a new country to search for a new and exciting opportunity.

However, looking for jobs has been quite difficult. You were hoping to embark on a career in Psychology, but your international qualifications are not being accepted in your new home country. Your dream is to become a lecturer and a researcher in Social Psychology.

You feel stuck and are unsure on what to do...

Your friend Bea has recommended a lady working as a research assistant at your local university to be your mentor. She is specialising in Psychological research and Bea feels she might be of help. This is the first time you are meeting together.

Extra support for the mentee and mentor:

Example questions for mentors:

- What qualifications do you hold?
- Are there any roles you have applied for? If yes, what feedback did you receive?
- Are there any bodies which could help you in recognising your qualifications?
- Which area of Social Psychology interests you?

Example questions for mentees:

- What kind of skills do you feel are essential in this country to work as a lecturer and researcher in Social Psychology?
- Would you be able to tell me a bit more about your qualifications?
- What work experience have you found to be useful?

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WOMEN MAKING WAVES PROJECT INFO

Grant agreement	2019-1-IS01-KA202-051157
Programme	Erasmus+ Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships (Development of innovation - Vocational education and training / K202)
Project title	Women Making Waves - Enhancing Female Leadership Skills
Project starting date	01-10-2019
Project end date	31-03-2022
Project duration	30 months

PROJECT CONSORTIUM



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Co-funded by the
Erasmus+ Programme
of the European Union

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