



Women Making Waves Learners Pack



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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. The Women Making Waves Academy will provide an online platform to access materials and resources. The face-to-face training (Women Making Waves Training Programme) and mentoring (Leaders Circles™) will help learners develop a range of soft skills which can be applied to any career path.

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 also 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. It will also 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.

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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.

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

II. 1. Basic information about the unit

<p>Overview, main ideology and aim</p>	<p>Emotional intelligence is very important for the 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.</p> <p>This unit aims to show the importance of emotional intelligence in 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 5 components of Emotional Intelligence:</p> <ol style="list-style-type: none"> 1. Self-Awareness 3. Self-Regulation 4. Motivation 5. Empathy 6. Social Skills <p>CAN EMOTIONAL INTELLIGENCE BE LEARNED?</p> <p>Self-Awareness – Try to be always aware of your emotions by asking yourself: “what am I feeling right now?”</p> <p>Self-Regulation – Create a list of things with a positive impact on you to reduce any negative emotion you may be experiencing.</p>
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	<p>Motivation – Create a board with your vision and goals that motivate you.</p> <p>Empathy – Identify what characteristics an empathetic person has. Can you learn and demonstrate the same?</p> <p>Social Skills – Create a calendar for how / when you interact with others.</p> <p>HOW TO IMPROVE YOUR EMOTIONAL INTELLIGENCE</p> <p>The good news is that emotional intelligence can be learned and developed.</p> <ul style="list-style-type: none"> ● 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. <p>Emotional Intelligence is categorised and analysed into 4 categories:</p> <ol style="list-style-type: none"> 1. Self-Awareness 2. Self-Management 3. Social Awareness 4. Relationship Management <p>Each of the five components of EI has specific elements and action items that can help with an increase in these categories.</p> <p>HOW IS EI TRANSLATED AT WORK?</p> <p>Self-awareness: the ability to recognise your emotions and their impact while using gut feelings to guide your decisions.</p> <p>Self-management: the ability to control your emotions and behaviour and adapt to changing circumstances.</p> <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>
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<p>Learning Outcomes</p>	<p>In this unit you will:</p> <ul style="list-style-type: none"> - Learn about emotional intelligence and its importance. - Understand your level of emotional intelligence. - Explore new ways of improving your emotional intelligence. - Learn about the connection between emotional intelligence and a professional environment. - Learn some tips to enhance your emotional intelligence at work. - Practise your emotional intelligence.
<p>Description of modules</p>	<ol style="list-style-type: none"> 1. What is emotional intelligence? 2. 5 components of emotional intelligence 3. People with high & low EI 4. Developing Emotional Intelligence 5. Can Emotional Intelligence Be Learned? 6. How to Improve Your Emotional Intelligence 7. 4 Categories of Emotional Intelligence 8. Practices for Self-Awareness 9. Practices for Self-Management 10. Practices for Social Awareness 11. Practices for Relationship Management 12. How is EI translated at work? 13. How to work smarter using emotional intelligence 14. As an employee 15. As an employer 16. And as a coworker 17. Benefits of emotional intelligence at work
<p>Reflection</p>	<p>At the end of each session, after every exercise and activity, when you are addressed to recall past experiences, and after the quiz, you should give feedback on what you have gained,</p>

	whether it be direct knowledge and information or ways to develop and progress in this field.
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II. 2. Practical exercises

Group practical exercise N° 1 - (30 minutes)

The objective is to discover your own possibilities and enhance the components of your emotional intelligence.

Emotional intelligence is the ability to understand your own emotions as well as others. Emotional intelligence is important to effectively manage behaviour, to navigate social situations, and to make personal decisions. Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence.

Are you emotionally intelligent?

- Are you able to understand your own emotions?
- Are you able to control your emotions?
- Are you able to gauge how other people feel?
- Are you open to other people's feelings?

(1) Self-Awareness

It is hard to make changes to yourself when you aren't sure where to start!

Before you can make changes in yourself, you have to know what there is to work with. Becoming self-aware is about the process of understanding yourself. We all have strengths and limitations. Self-awareness can be developed and identifying your strengths and weaknesses can help with this development. Spend some time recognising areas you need to develop and intentionally make an effort to develop or strengthen that aspect of yourself.

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Choose three strengths for yourself, and three you would like to improve. If you don't see a trait listed here, feel free to write your own! Once you've chosen traits that need improving, think about and describe how you will attempt to improve those traits.

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



Strengths	Would like to Improve
<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3.

(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 that 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.



Stressed

Peaceful

Excited

Angry

Fearful

Disappointed

Anxious

Angry

Sad

Relaxed



- Joyful
- Stressed
- Upset
- Sad
- Concerned
- Frustrated
- Worried
- Tired
- Calm
- Happy

(3) Relationship Management

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

In this activity, for each of the green circles, write the names of important people in your life. Then, think about what you know about that person. List two traits, hobbies, or features related to the person in the designated boxes. For example: Bob Smith 1) Runs marathons 2) Tells funny jokes.

(4) Self-Management

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.

For this activity, think of a time when you were angry and how you handled it. Describe your reaction and behaviours in the lines provided below.

The last time I was angry I...

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Now, think about how you would like to process anger in the future. Describe healthy management skills and behaviours and write them in the lines provided below. Some suggestions are listed in the down below.

BREATHE DEEPLY TAKE A BREAK
GO FOR A WALK TAKE A SHOWER
DISTRACT YOURSELF LIE DOWN
THINK BEFORE SPEAKING
WRITE ABOUT IT

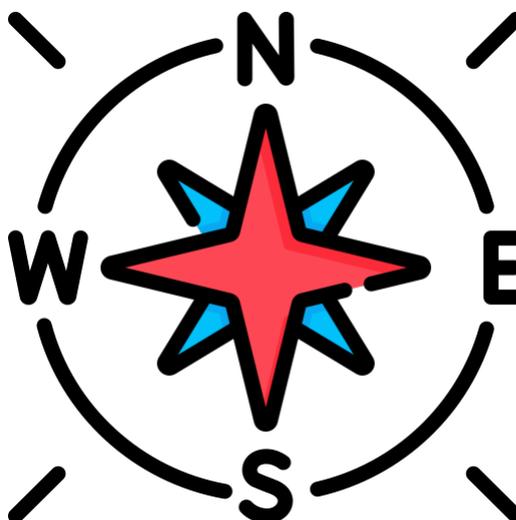
Group practical exercise N° 2 - (30 minutes)

Pay attention to the four compass points, read each one and then select the one that most accurately captures how you work with others on teams.

- **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.

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- **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.



Group practical exercise N° 3 - (10 minutes)

In order to evaluate your emotional intelligence, you can answer this self-evaluation quiz online [here](#).

Please evaluate each statement as you actually see yourself, rather than as you think you should be.

When you've finished, 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>Women need to be familiar with the gender system and understand that both visible and invisible barriers are constructed to restrain females. As a woman, you can learn to recognise these obstacles that may be holding you 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>In this unit you will recognise:</p> <ul style="list-style-type: none"> • How women are represented in advertising and how it affects their role in society; both their personal and professional life • The Master Suppression Techniques (MST) • How to react to MST • Barriers, visible and invisible and how to break them down • How to change your weaknesses into strengths • How to recognise privileged positions and if we belong to privileged positions
<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"> 1. Affects our professional and personal life and how we are perceived and how we perceive ourselves 2. The Image of Women in Advertising, Social Media, Films 3. Practical exercise 1 2. How to recognise the gender system <ol style="list-style-type: none"> 1. The Master Suppression Techniques, (Berit Ås) 2. Practical exercise 2 3. How to break it down;

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	<ol style="list-style-type: none"> 1. Results from WMW report 2020. Women are well educated but the barriers to participate lie elsewhere 2. Change barriers into strengths 3. Practical exercise 3
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III. 2. Practical exercises

Individual/pair/group practical exercise N° 1 - (20 minutes)

Write these job titles into a search engine on the internet.

- Look at the photos that come up:
 - Pilot
 - Rock/pop star
 - Scientist
- Are people of both genders in them?
- How are they depicted?
- Is it different depending on which search engine you use?
- Do you get the same pictures if you use English or another language you know?

Group, practical exercise N° 2 - (20 minutes)

STEP 1

Discuss: Now that you have learned about the Master Suppression Techniques, do you recognise this kind of behaviour?

- Have you experienced it yourself or witnessed it done to others?
- Can you name examples?
- In what circumstances is it easy to answer for oneself?
- 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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Watch at least 2 videos, one from your country and one from another country.

- [NOW - YouTube](#)
- Describe what you consider their disadvantage and their strengths.

STEP 2

Take turns in describing how your partner's background /experiences / abilities / characteristics could be valuable for an employer / co-workers /your own network.

- Take turns in describing how you can present your background / experiences / abilities / characteristics as valuable for an employer / coworkers / your own network.
- This can be done individually in your own diaries.
- Does it open up your eyes for your 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 you can use strategic tools like a coaching protocol to help you take actions in your learning journey. It will help you to understand and use the power of active listening and effective questioning in order to clarify your vision, aims and barriers.</p> <p>By using the protocol, you will also build up effective communication with your peers.</p>
<p>Learning Outcomes</p>	<p>In this unit you will get 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>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

Reflection	<p>Reflection will take place through the presentation for a few times both individually, in pairs and in the group as whole. At the end of the lesson there will be a case study where you 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, please take the time to listen to each other talking about something, using all your skills to be a good listener

TASK TWO

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

- Your favourite movie
- Your last holiday
- Subject/topic of your own choice

Take two minutes to discuss the skills that you used in order to be a good listeners.

TASK THREE

What makes a good listener? Please take three minutes to reflect on the skills you have just discussed and give feedback to the whole group.

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Group practical exercise N° 2 - (5 minutes)

Look at this picture for a couple of minutes and think of (or write down) one question you would ask about it. Then share it with the rest of the group.



Group practical exercise N° 3 - (30 minutes)

In groups of threes, please 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.

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? When are you going to do them? What are the potential obstacles? What support do you need from me and other people? Shall we commit this to an action plan for the two/three of us </p>

Individual practical exercise N° 4 - (10 minutes)

Please answer these three questions and place your answers in the following table:

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

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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)

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.

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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

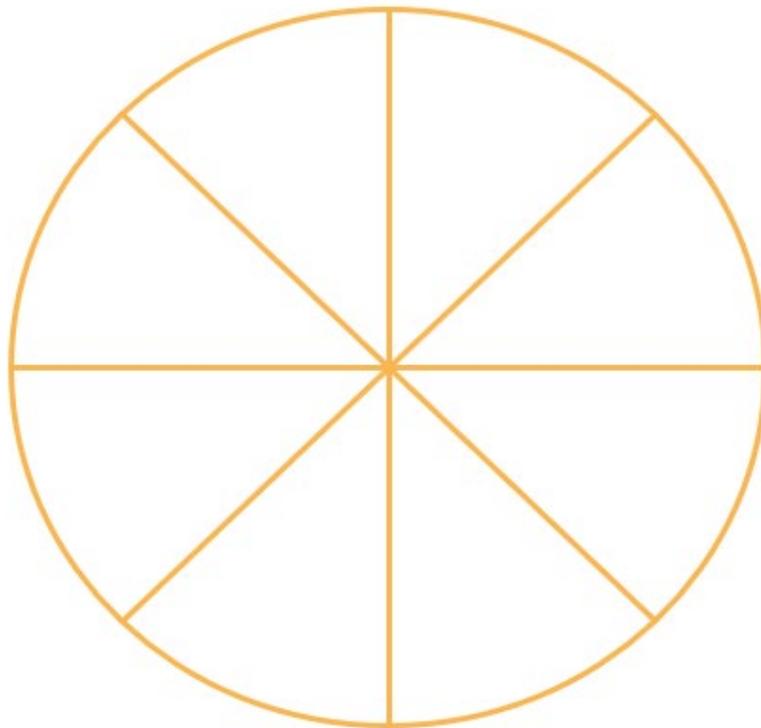
<p>Overview, main ideology and aim</p>	<p>The emphasis in this unit will be on understanding what effective leadership is, and how it can greatly impact and transform large and small businesses.</p> <p>Leaders are important for all departments within an organisation, particularly because management and 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 you the critical skills and strategies you 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>Learning Outcomes</p>	<p>In this unit you 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.

	<ul style="list-style-type: none"> - Be able to create a workplace culture of belonging, diversity and inclusivity.
<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>Reflection</p>	<p>Self-reflection exercises will be especially useful in the context of this project, you are expected to reflect on past learning, consider real-world consequences, and guide your future behaviour and actions.</p>

V. 2. Practical exercises

Individual practical exercise N° 1 - (20 minutes)

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



Once you're finished, share your drawings with the group and explain which labels you have chosen.

Lastly, assess yourself 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 your own personal goals for leadership development. The weaker areas should receive more focus in your future development.

Individual practical exercise N° 2 - (20 minutes)

Use the questions below to gain clarity on your behaviours and mindsets. Be honest with your responses. This is for your reference only.

How often do I...	1: Almost always 5: Almost never				
Consider gender related biases in myself and others?	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 behavior 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/socialising with people who are a different gender?	1	2	3	4	5

Based on your responses to the items on the previous questionnaire, identify key action items that you will commit to working on as part of your goal to help close the leadership gap. Share your commitment with the group to help you stay accountable.

Actions I will commit to:	
1	
2	

3	

Individual practical exercise N° 3 - (20 minutes)

How would you describe the following things and their sensations to someone who had never seen or experienced them before? Use all your senses in your descriptions!

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

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Once you are finished, share your 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.

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 scenario explaining why they must get this special fruit.

Individual practical exercise N° 5 - (15 minutes)

Answer the following questions and write down the very first images associated with them, 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 you are finished, share your 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 you understand what networking is, its benefits, how to network and where to 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, amongst other things.</p> <p>The second section of this unit will introduce knowledge on 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>Developing skills for building new connections and maintaining them, will enable you to develop effective mentoring relationships and network successfully.</p> <p>The last unit, mentoring, will introduce you 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. The content also teaches valuable skills such as communication, listening, and providing feedback through the roleplaying exercise.</p> <p>After the three sections, you will take part in a reflective exercise for your personal and professional development.</p>
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<p>Learning Outcomes</p>	<p>In this unit you will:</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 your current skill set for building mentoring relationships.
<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>Reflection</p>	<p>At the end of each session and after exercises, you should reflect on your experience of the unit. The reflection can be around what the session made you ponder about, skills you have developed, ideas you never considered or ways in which you can apply what you have learned to your 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-

	<p>network/2017/jan/23/psychologists -guide-networking-events-advice</p> <ul style="list-style-type: none"> ● Second degree connections https://www.insidehighered.com/ advice/2018/10/01/viewing-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 ● 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)

For this exercise, get into a small group. In your group, take a piece of paper out of a hat. You will pick out an individual with a specific role (e.g. builder).

Think about your current networks. In your existing network, how can you gain a contact for this individual? For example, is there a person you know who can link you with them?

Continue to pick out different people from your hat and discuss these in your group until the facilitator asks you to stop.

Individual practical exercise N° 2 - (30 minutes)

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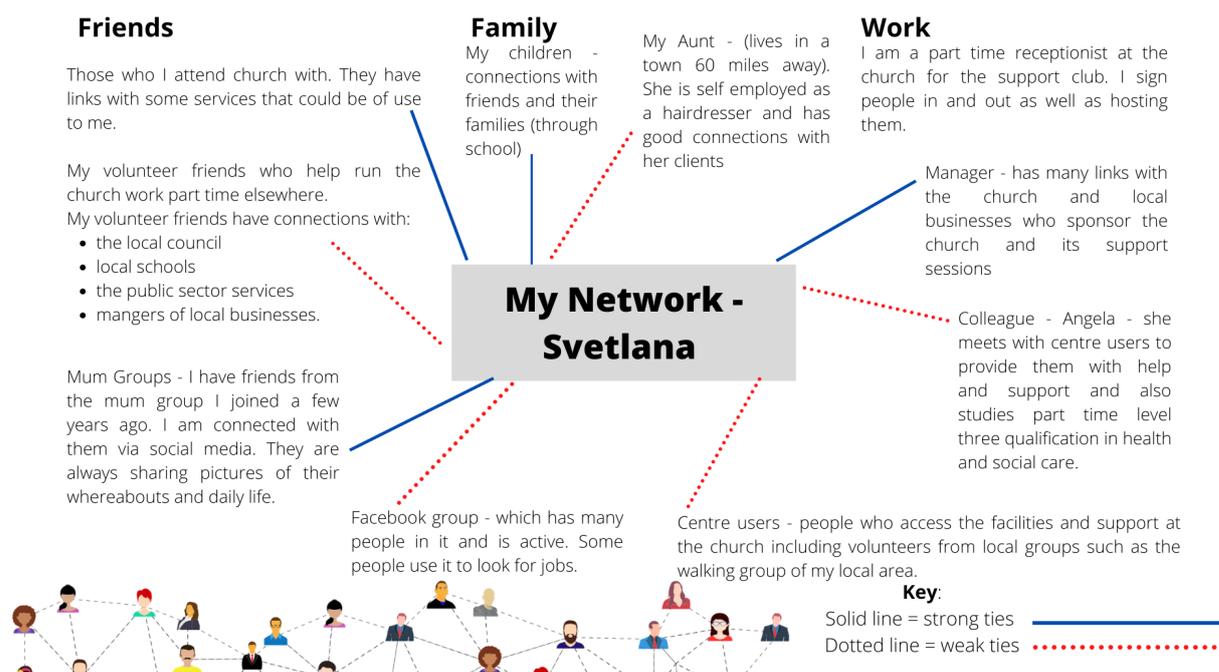
Use the diagram below to consider all the different areas of life where you can develop networks. You can use this diagram to develop your own map of existing networks from different fields and situations you have encountered.

Think about:

- What knowledge could this network bring?
- What occupation do the networks work in?
- What networks could they give additional access to?

Make some notes.

Example:



Individual practical exercise N° 3 - (20 minutes)

Case Study:

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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 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.

Now, think about how we could help Jane as her mentor.

What questions could we ask her to help her come to conclusions on how to proceed next?

What questions could shine a light on how she can improve her networking?

Group practical exercise N° 4 - (15 minutes for each round, 45 minutes in total)

This is a roleplaying exercise in groups of 3. In this exercise, you will be able to take a turn to be the mentee, mentor and the observer. If you feel comfortable, we recommend that you use a personal situation to share during your mentee role. If you would prefer to use a scenario instead, please use the one below:

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

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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.

Instructions:

- Get into a group of 3.
- 1 is a mentor. 1 is a mentee. 1 is an observer.
- The mentor and mentee can use their own personal situation or use the scenario provided above.
- The mentee and mentor then talk through the challenges keeping in mind the roles of the mentee and mentor. As a mentor, ask the mentee open questions. As a mentee, be open to feedback and ask any questions you feel would be helpful. Share your situation if you feel comfortable.
- The observer should take notes and be the timekeeper. As an observer, you can make notes on the mentee and mentor on their communication style, eye contact, body language, listening skills, amongst other aspects you feel are useful.

Timing:

- 10 minutes for the role-play and 5 minutes for the feedback from observer.
- Then, swap in your groups so every person has a chance to take part in each role.

Extra support for the mentee and mentor:

Questions you can ask as a mentor:

- 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?

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Questions you can ask as a mentee:

- 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?

WOMEN MAKING WAVES PROJECT INFO

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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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