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CARICOM
Fisheries Unit

*L*eadership *for* *F*isherfolk



People Dynamics
Associates



Fisheries Division
Barbados

CARICOM FISHERIES UNIT, BELIZE CITY, BELIZE

Leadership for Fisherfolk

by Sharon Almerigi

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PREFACE

Why a book on leadership?

Traditionally, fisherfolk have been an independent lot. Working long hours at sea, they could come and go as they please. There was no "boss" or management to tell them what to do or how to do it. All they needed was good weather, good equipment and knowledge of their work to succeed. However, success to many was a modest existence and sometimes insecure with no safety nets such as insurance or pensions.

As fishing resources dwindle, fishers are becoming even less secure. This situation is calling for a reorganisation of the fishing industry into a more cooperative and collaborative venture. Fishers have discovered that together, in fisherfolk groups, they have more power than they did as individuals, and more advantages through the sharing of costly equipment, technology training and other group benefits.

Leadership is required if a fisherfolk group is to be powerful and efficient instead of confused and disorganised. Many fishers are natural leaders but have not had the opportunity to learn the skills for group decision making and problem solving that are necessary for achieving the vision of a better life for fisherfolk.

Recently many new fisherfolk groups have come into existence. Some are succeeding, others are struggling along and some have failed. Perhaps those that have failed might still be around if there were stronger leadership skills in the membership.

This book will help leaders of newly formed fisherfolk organisation acquire some basic skills that will help them get the most from their groups.

What's in this book?

This book is a collection of ideas about leadership and offers some methods and tools for working with groups. It is

organised into four main sections. The first section, "Ideas on leadership" looks at the changing role of leadership today. "Working with groups" explores how groups develop, the importance of participation and the benefits of organisation. An overview of some important skills comprise "Leadership skills" and "Getting the most out of meetings" looks at how to run meetings effectively.

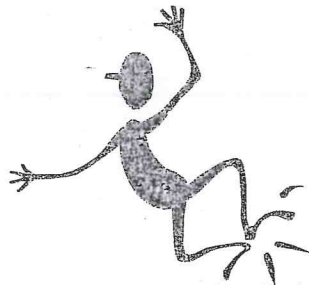
The book concludes with two small sections. "Finishing this book," suggests some ideas about where to go next and "References for further reading" offers other resources fisherfolk can use to expand their knowledge about leadership.

Leadership is a process

You may already have some natural ability to lead, but over time, you can improve your leadership skills. What it takes is learning and experience.

This book is offered as a learning tool to get you started on your leadership journey. You do not have to read it straight through. Start by reading the first section, "Ideas on leadership" and then skip around and find sections that relate to your present needs.

You will learn a great deal from the experience of leading. So don't be afraid to simply jump in!



The only real training for leadership is leadership.

Anthony Jay

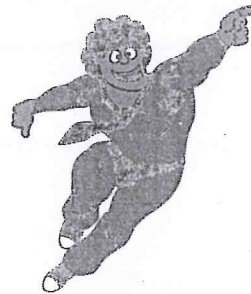
IDEAS ON LEADERSHIP

Leadership is changing

Change has always been with us, but today the world is changing at a faster rate than ever before. Computers and high-speed communications, new ways for dealing with world trade and business, and changes in our environment, e.g. reduced fish stocks and pollution are changes that affect us.

Life has become more complicated and seems at times to be out of control. This leads us to do what we have always done: search for a powerful leader who will lead us out of the chaos.

Unfortunately, leaders who have all the right answers and can point the way are exceedingly rare. To succeed in today's world we must call on the knowledge and abilities of many people who are leaders in their own way.



In the fishing industry there are a number of leaders.

Person or organisation:	Provides leadership in:
Fisherfolk	Knowledge of fishing, the sea, navigation, fish processing, etc.
Fisherfolk Association officers	Group process, link to the communities, etc.
Fisheries Division	Scientists & fisheries management and training
Fisheries Scientist	Biology, fish stocks, weather patterns, etc.
Regional fisheries organisations	Guidance in regional matters
Government	Regulations and law (national and international)

Leadership is like game of football.

When watching football you can always tell who the leader is. The leader is the guy (or gal) with the ball. If we compare this view of leadership to the fisherfolk organisation we must note the important rule: "ball hogs die," noted by Harrison Owen in his book on leadership.

In football, it is impossible for one player to keep the ball for a 40-minute half. If a person were crazy enough to try it, the result would not only be total exhaustion for the individual but defeat for the team. Likewise, no person can be given total responsibility for an organisation's success. We must work together if we are to succeed.

**BALL HOGS
DIE!!!**



Take note of how fishers work together at sea. Each takes on a specific part of the job. The captain, navigator and fishers all play their role at the appropriate times. They work as a team. Likewise, they all stand to gain through their individual effort since their payment is usually based on the amount of product they deliver.

The difference between managers and leaders

Management and leadership work hand in hand and are sometimes done by one person, but they are not the same thing. A manager runs the day-to-day operation of the organisation. For instance the secretary and treasurer of a fisher organisation will manage by taking care of correspondence and financial matters for the group, or they may write reports and respond to questions from the membership. Managers are important and good managers will always be needed in any organisation.

Leaders, on the other hand, provide inspiration and motivation. For example, a fisherfolk leader may encourage the group to seek health insurance, training, improved fishing equipment, etc.

MANAGERS ARE:

- Doers; they make things happen with their skills
- Concerned with how to do things efficiently and effectively
- Focused on planning, organizing and directing
- Guided by values and direction from the leadership

LEADERS ARE:

- “Movers and shakers;” They excite others with their own vision of what could be
- Concerned with how to get the members to commit to the goals of the organization
- Focused on working with people
- The ones who establish the values and goals of the organization

Leaders in fisherfolk organisations are often leaders and managers, however they are aware that these are separate and distinct responsibilities.

Leadership in fisherfolk organizations often manage AND lead.



Leadership styles

Leadership style is the manner in which a person provides direction and motivates people. There are three different styles of leadership: authoritarian (autocratic), participative (democratic), and delegative (free reign).

Authoritarian (autocratic)

This type is used when the leader tells the group members what he or she wants done and how to do it without asking for the advice of the members. This style is appropriate when you have all the information to solve a problem, and you are short on time. However, if you have the time and want to gain more commitment from your membership, it would be best to use a participative style.

(An authoritative style is not about yelling at or talking down to the members. That kind of behaviour is simply abusive and disrespectful.)

Participative (democratic)

In this style, the leader includes one or more members in deciding what to do and how to do it. The leader maintains the final say, however. Using input from the membership is not a sign of weakness, it is a sign of strength that will earn you respect. A participative style is used when you have some of the information and your membership has some too.

Delegative (free reign)

This style is used when the leader allows the member(s) to make the decision. However, the leader is still responsible for the decisions made. This style is used when the members are able to appraise the situation and decide what needs to be done and how to do it. As a leader you cannot do everything. Where possible you can use this style.

A good leader will use all three styles depending on the situation. An example of how all three are used can be seen when instructing the members about a new method for fish handling. Telling them that a procedure is not working and there needs to be a new one (authoritarian). Asking for their ideas on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Some conditions that will influence the leadership style to be used are:

- How much time is available
- Who has the information – you, the members, or both?
- Internal conflicts
- Stress levels
- How leaders did it before you

*Managers are people who do things right,
while leaders are people who do the right
thing.*

Warren Bennis, Ph.D.

Purpose and the larger environment

A leader will help the organisation to see its place in the larger environment, or greater world at large. This activity will help the group to define its purpose. Defining the group's purpose involves asking questions of the membership and getting feedback from those they serve.

We ask ourselves how our organisation fits into the greater scheme of things. We ask, "What is our purpose on the level of community, nation, region and world?"

An example of a group's purpose on a community level might be to fuel the local economy, provide nourishment and direction for youth. On a national level it might be to boost the economy and improve the health of their fellow citizens. Regionally, the group could have a meaningful connection with other islands and fishers who share the sea.

Internationally fisherfolk groups may have some impact on organisations dealing with fishing and fishing regulations.

*The group will
examine its
purpose at all
levels of the
larger
environment.*



The mission statement

A mission statement describes the purpose of the organization in a few words. It provides an identity and unites the group's energy and enthusiasm. Powerfully worded, it acts like a magnet pulling the group in the direction that it wants to go.

To write a mission statement, you must ask the following questions of your group:

- What do we do?
- Who do we do it for?
- How do we do it?
- Why do we do it?
- What are our values?

Once you have answered these questions you can put together your mission statement on your own, or you can fill in the blanks of the following template.

Our mission is to _____ through _____

Powerfully written mission statements

According to organisation expert, Roger Harrison, powerfully written mission statements are:

- About who we are now, not what we want to be in the future (vision statements deal with the future);

- Short, clear and usually less than 14 words;
- “Bone deep.” Stir up peoples’ passion;
- Connected to our deepest interests;
- Uniquely a description of us;
- Not fuzzy. Avoid words that mean different things to different people such as excellent, best, etc. Tells what is unique about us.

Following is an example of a brief and clear mission statement.

Our Mission

To improve the standard of living of fisherfolk through education and sustainable fishing practices.

Motivation

A leader will understand that the member will try to fulfill his or her own individual purpose through the organization. When the member’s purpose is the same as the organisation, the member will be motivated to participate.



You can do it!!!

For example if the purpose of both a fisher and the fisher association is to develop fishing practices that will sustain the

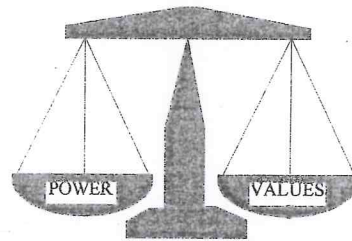
catch year after year, then there will be a high degree of energy and enthusiasm toward that goal.

When an organization and its members are “aligned” in purpose, it can achieve many things. However, this energy of striving, winning and achieving can get out of control and become too forceful if not checked.

Knowing this, a good leader will help the organization to find its higher values and live by them. These higher values will include the positive things that are part of our world such as the mutual support between fishers who work together and help one another to launch their boats into the sea, and the expert guidance from the master fisher to the apprentice.

Quality of workmanship and a sense of service to the community are other positive qualities that will help to check the aggressive aspects of human nature. A good leader will help the organization to be more balanced by naming and living by the organization’s higher values.

The energy and power of a purposeful group must be kept in balance by the group’s values.



The task of the leader is to get his people from where they are to where they have not been.

Henry Kissinger

The changing role of leadership

From the above ideas we can see that the role of leadership is changing. Following is a comparison of what was expected of leaders in the past and what is emerging for leadership today.

Leaders of the past

- Ruled with fear, respect and charisma
- Controlling
- Leads by own principles and values
- Were expected to have the “right” answers
- Stood above the members
- Were expected to be “superhuman”

Leaders today

- Are willing to share power with the group
- Collaborative
- Expresses the values that give the organisation meaning
- Pull together strengths and talents of the team
- Have a caring and positive attitude toward people
- Are frank about their weaknesses and willing to admit their mistakes

Leader as steward

Today’s leader is someone who is secure in him- or herself and mature, someone who can express the values and principles that give the organization meaning. Put another way, the task of leadership is expressed as “steward,” or one who is the “caretaker” of the organisation - one who has been entrusted to work for the benefit of all.

A leader is

The following ideas came from discussions with Belize fisherfolk. It was said that a good leader:

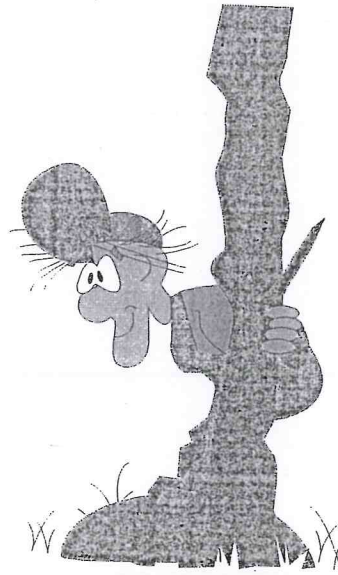
- Has a love for, and commitment to the organisation’s goals
- Can identify the needs of the membership
- Respects the basic values of the group
- Can state the problems and aspirations of the group
- Values consensus decision-making and includes the general membership when making important decisions
- Relates to all members fairly
- Is ready to share information and bring important issues into the open

- Is flexible and ready to compromise in the interests of the group as a whole
- Encourages creativity and the use of imagination
- Is open minded and listens to other's ideas
- Considers the group's interest over self-interest
- Avoids sectionalism – the temptation to pit one member against another
- Leads by example through self-discipline
- Is able to admit failure and mistakes
- Doesn't give up easily
- Is tolerant and has a sense of humour
- Accepts changes in leadership roles

How to spot potential local leaders

Here are some tips to help you recruit leaders and build a successful fisherfolk group.

- Conduct a community study and develop a community profile
- Immerse yourself among the people
- Observe people's activities and be willing to learn from them
- Build rapport with initial contacts
- Ask trusted persons to vouch for contact persons
- Take advantage of "message bearers" and "go-betweens" when communicating with people

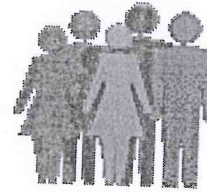


- Build a Core Group from initial contacts that will be:
 - A highly cohesive and committed group,
 - The basic building block of the organization,
 - A training ground for leadership,
 - A forum for practicing people's participation.
- Consider the following criteria when choosing Core Group members. They should:
 - Be of the socio-economic standing of the majority of the community,
 - Have extensive relations in the area,
 - Be well respected,
 - Be conscientious and resourceful in his/her work,
 - Be open-minded and desirous of change.

WORKING WITH GROUPS

People in groups

We are sociable beings and need to be part of a group. This tendency is so common that the person who doesn't need anybody, such as a hermit, is very rare. The experience of being part of a group can range from pleasant and even inspiring to tense and full of conflict. Groups that are the most unified and harmonious tend to have certain characteristics:



- People are in similar kinds of work;
- They live or work near each other;
- There is a similarity in age, race, culture, and social background;
- There is regular communication with each other;
- The group size is small.

Understanding how groups develop

Understanding how groups develop is important for the leader. The more you know about how groups develop, the more comfortable you will feel about working with groups because:

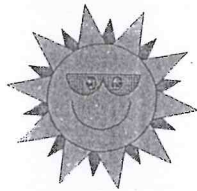


- You will understand that when a group goes through certain stages that it has nothing to do with your leadership;
- You will be better able to step in and take action that is appropriate to where the group is at a given time;
- You will develop the ability to step outside yourself and sense what is going on in the group. (This is an important leadership skill.)

Groups are complicated, and to help leaders understand how they operate, a description of how they change over time has been put forth. Following is a description of the four stages a group goes through as it develops.

Forming – when the group members are trying to understand the situation they are in and what they have to do, what the rules are and so forth. At this stage they are feeling dependent on the leader.

Storming – when group members begin to challenge the work, the methods and even the leader. At this stage conflict and hostility will surface.



Norming – when conflicts begin to get smoothed out and members start to support each other and cooperate. People feel comfortable expressing their own opinions at this stage.

Performing – when the group works well together, and they are satisfied as their work bears fruit.

Another model of group development

Another model looks at group development as a process of coming to terms with authority. It is described in five stages:

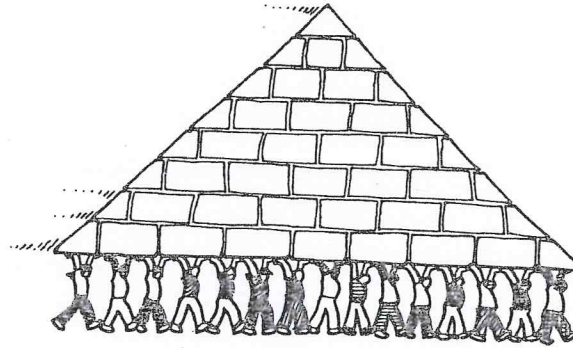
Dependent – where group members look to the leader for authority.

Counter-independent – where members support the leader's authority and resist any attempts by members to become independent.

Counter-dependent – where members resist being dependent on the leader.

Independent – where members begin to establish their own authority.

Interdependent – where members recognize that each person, including the leader, shares in authority and responsibility for achieving the group's purpose.



Some points to remember are:

- There is no such thing as a leaderless group, but leadership often changes as the group develops;
- It is not uncommon for groups to dissolve and re-form as they work together;
- As you observe the group, ask: What do they need from me? How can I help us to work better together?
- Conflict can be positive for the group. When conflict changes from mumbling and grumbling to direct expression to one another, this shows that the group is moving out of the storming phase;
- The smaller the group, the faster it will move through the stages of development;
- All groups go through these stages. Even committees that form from the larger group will go back to the forming stage when they meet.

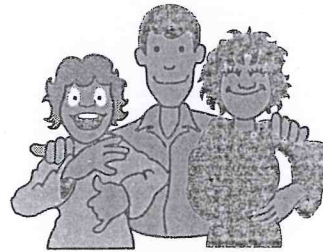
When a sense of unity, or cohesiveness, occurs it means the group setting has the atmosphere where individual members can grow and change. Cohesiveness exists when the following conditions are present:

- The members show of high degree of solidarity;
- The members defend the group from internal and external threats;
- People attend meetings voluntarily and participate freely.

In a cohesive group the members feel enough trust in the group to share their concerns easily. When they do, this calls forth reactions from others that allow them to learn from each other and to gain new insights about themselves.

The goal of an effective leader is to enable the group to work as often as possible in the fourth stage where they are performing well together – where they trust each other, solve difficult problems and are able to handle conflict. You can tell if a group is working well together if:

- Members communicate well with one another;
- They are committed to the work to be done and look for ways they can contribute;
- Meetings are orderly and run in a caring way;
- Members avoid pushing their jobs on others and there is a tendency to attract others through enthusiasm;
- People are comfortable in their group and feel free to give their opinions.



How to foster group development

As the leader, you can encourage your group to move toward the performing stage of group development by:

1. Being a participant-observer
2. Giving lots of air time to speakers in the beginning
3. Encouraging small working groups
4. Talking about yourself and your ideas too
5. Seeing conflict as natural

6. Giving power to the group
7. Trying to understand people's feelings
8. Encouraging members to reflect on how they work together

Being a participant-observer

A participant-observer participates with the group and observes what is going on in the group at the same time.

This may sound difficult, but you already do this to some extent naturally.

For example, you may lead a discussion and at the same time pay attention to who is listening, whether anyone is yawning, who is sitting with whom, and so on.



There are so many things that you can notice about people that will help you lead your group. For example:

- How individuals communicate:
- The ability to listen;
- The tendency to interrupt;
- Aggressiveness or meekness.

Body language:

- Nervous fidgeting;
- Slouching in the chair or sitting attentively.

Dynamics of your group

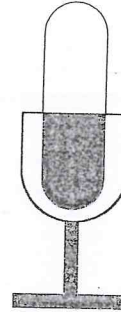
- "Pleasant" feelings in the room;
- Anxiety or hostility;
- Who sits in the back or the front of the room.

Accomplishment of the task:

- Completing the job;
- Attention to detail;
- Procrastinating.

Giving lots of air time in the beginning

When people first start working together it is a good idea to let them have lots of time to share their views so they can begin to feel comfortable about what needs to be done. If people get enough opportunities to express their opinion of the project or task before working on it, they will feel more committed to it. You might stimulate some discussion by asking a few questions such as:



- What do we have to gain from achieving this project?
- What's the worst thing that could happen if we take on this project and complete it?
- What can we do to keep the worst from happening?

Encouraging small working groups

Small groups of 4-6 members work more efficiently together than larger ones. Encourage working groups or committees to be small.

Talking about yourself and your ideas too

Let people know how you feel about a project. For example you might say, "I'm not sure we can handle a project of this size," or "I think this project could make a big difference to our success." Being honest about how you feel will encourage others to be honest too.

Seeing conflict as natural

Don't try to avoid conflict. It is natural to any group process. Conflict can be very positive when it:

- Brings important issues into the open so they can be clarified or dealt with;
- Results in solutions to problems;
- Serves to release pent-up emotions or anxiety;

- Helps build confidence when members see how they can resolve conflict together.

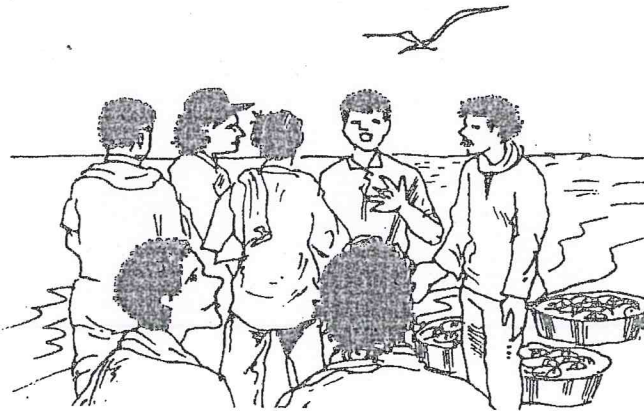
Conflict can have a negative effect when it:

- Takes the focus off more important activities or issues;
- Destroys the groups' good feelings;
- Makes people feel bad about themselves;
- Produces inappropriate or rude behaviour.

Understanding people's feelings

When people are upset, they need to be understood. For instance, you wouldn't say, "You shouldn't feel that way," but instead try to have some compassion and then ask what can be done to change things for the better.

The importance of participation



It is a leader's job to pull together the wisdom of the group. The leader can assume that the members will have knowledge and experience to contribute with regard to a problem or an issue. You could say that everyone has a "piece of the puzzle" when it comes to figuring out what to do, or how to understand something.

The benefits of participation are that:

- People will feel appreciated if they are listened to and be more willing to give their time and energy to the organization;
- A greater variety of ideas are available about how to design and complete projects;
- People will feel more like carrying through with plans when they had a part in creating them;
- Problems are more easily handled when there are more options for solving them.

Participation has weaknesses too:

- It takes more time to hear everyone's input and find solutions that all will accept;
- There will be those who will want to participate but do not have enough knowledge on an issue;
- Some people are not used to working like this and would rather follow a leader's suggestions.

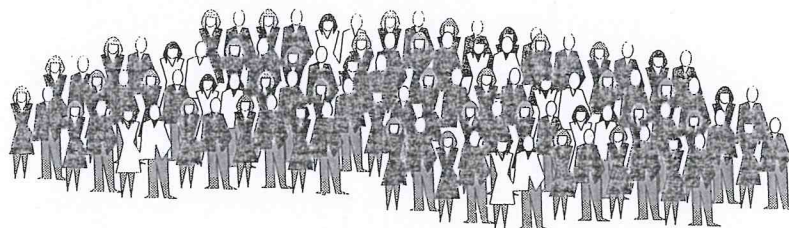
Experience shows, however, that greater participation can lead to more creative ideas and more individual commitment to a project.

Each person's view is a unique perspective on a larger reality. If I can "look out" through your view and you through mine, we will each see something we might not have seen all along.

Peter Senge

The importance of working together

We're all in this together



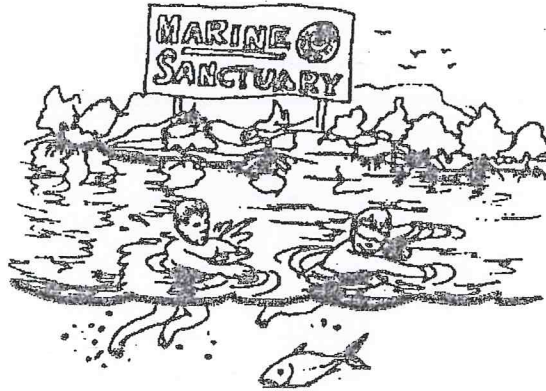
Life is not as simple as it used to be. Our families, organisations and cities are becoming more complex and interconnected. A change in one area affects all other parts of our system. Nothing happens in isolation, and the decisions that others make will affect all of us. Fishers might be affected by decisions about:

- Marine sanctuaries
- National fishing regulations
- Where to provide public fishing facilities
- Health regulations for handling fish
- Interest rates for loans
- Health insurance rates for groups

In many segments of our society people are working together to find common solutions to problems. Sometimes people try to reserve certain resources for their own specific uses. Fishers everywhere have to compete with other groups for fish, and access to fishing sites.

Environmental groups are pressing for coral reefs to be left alone and marine sanctuaries set aside where fish can breed and the sea bottom can restore itself. Tourism groups want their share of

the sea for diving, snorkeling, and boating. Sometimes these groups lobby government to get what they want and government listens because these groups represent sectors of our society.



The fishing industry is an equally important sector and to avoid being “marginalized” by other groups, it must be acknowledged by those with political power. Fishers will have more voice and power if they belong to organised groups. The power of numbers speaks louder than individuals.

LEADERSHIP SKILLS

Organising yourself

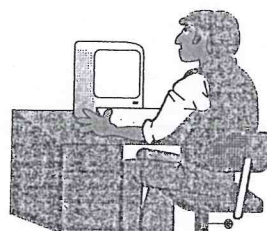
To lead a fisherfolk organisation you will need to be organised and businesslike. You will need to:



- Keep all your papers and things related to the association in the same place;
- Use a daybook to note meetings, important dates, phone calls and things to do;
- Manage your time well by doing the most important tasks first;
- Learn to say “no” and suggest other resources when people ask too much of you,
- Be able to assign tasks to others and then give them the freedom to carry them out. You can still give them information and support without taking on their work.

It would also be helpful (but not essential) for you to:

- Learn basic computer skills so you can write letters, make posters; and do some simple accounting.



You need to present an “organised feeling” to the group by:

- Providing updates about progress;
- Finding ways to praise people who make a special effort such as a letter of acknowledgement or a “pat on the back;”
- Understanding that the goals may change when the organisation changes and matures;

- Letting people know when their negative comments are straying away from constructive criticism;
- Keeping your sense of humour and remember that it will take some people a little time before they commit to a new approach.

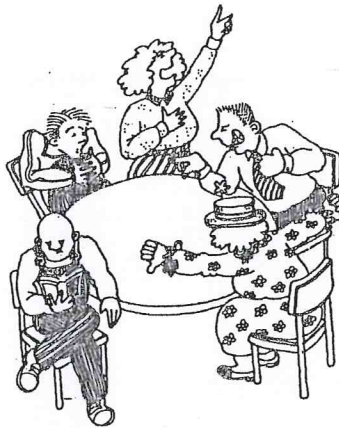
Being organised yourself and presenting an organised feeling to the group will go a long way in keeping the group together and on track.

Communication

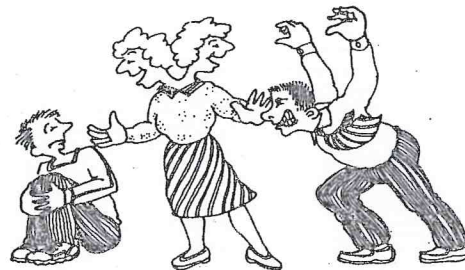
As a leader, the way you communicate with your members will have a big impact on how well your group runs and how productive it will be.

Some guidelines for effective communication are:

- Use eye contact when speaking to or listening to someone;
- Speak at a volume that is pleasantly audible - not too soft or too loud;
- Speak clearly, don't mumble;
- Glance around the room to everyone present, don't just speak to one person;
- Don't be too passive (indirect, self-denying, inhibited) or too aggressive (righteous, superior, controlling), but be assertive instead (honest, straightforward, direct);
- Be open about your true feelings. People will respect you more. Be tactful, however, and sensitive to the feelings of others;
- Speak up when something annoys or frustrates you. Express yourself calmly and respectfully to the person involved, and don't let bad feelings build up or fester;



- Ask for what you want. You will find that when you do, you will often get what you want;
- Ask questions, or ask for help. It is okay to say “I don’t know” or to ask for assistance when you need it;
- Admit your mistakes. This indicates a high degree of self-respect;
- Be willing to say “no” when you don’t have time to take on other jobs. Leadership requires understanding one’s limitations;
- Try to approach all persons equally, whether a Government Minister or store clerk.



Passive

Assertive

Aggressive

You're OK
I'm Not OK

LOSE-LOSE

I'm OK
You're OK

WIN-WIN

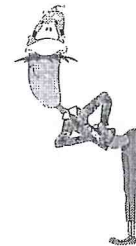
I'm OK
You're Not OK

WIN-LOSE

Listening

Listening is one of your most important communication skills and a keystone of good leadership. As the leader, it's always tempting to talk too much.

An important role of leadership is to



search for truth. To do this you will want to encourage others to speak.

Listening does not mean simply nodding your head and appearing to listen while you think of the next thing you want to say. It means paying attention to every word and noting how it is said (what tone of voice or body language is being used).

Giving and getting feedback

Giving and getting feedback is essential for effective listening and speaking. The way to do this when listening to another is to paraphrase what you think you heard them say. For example, you could say, "Are you saying(whatever you think they said) ...?" That way you can be sure that what you heard is what they meant you to hear.

Miscommunication often occurs when we assume something that is not intended by another. If you paraphrase what you think you heard, you would get added assurance that you understand, and the other person will be glad for the acknowledgment.

Similarly, getting feedback from someone you have spoken to increases efficiency. Have you ever had the experience of giving someone directions for a task and then having them do it in a completely different way? To avoid such experiences, you could say, "Will you please feedback what my instructions were?" Don't worry about offending the person. Simply say that you want to know whether your instructions were clear.

Praise and criticism

Other important forms of communication are praise and criticism. Both of these provide people a strong base for personal improvement.

Praise is effective because people like to be acknowledged when they have done something well and will usually feel encouraged to do more.

Criticism is more difficult to receive, but even more valuable than praise because it tells us how we can improve and be a more effective person and team member. To criticize effectively focus on:

- Specific information, i.e. what is happening now;
- The behaviour rather than the person;
- Observations (what, how, when);
- Positive change, not just negativity.

A simple formula that takes in the above points for giving criticism is:

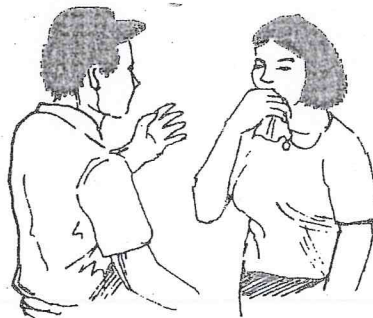
When you .. (Describe the person's behaviour)

I feel (felt) .. (state your feeling)

Because .. (give the reason for the way you are feeling)

I would like you to .. (ask for what you want the person to change)

For example, when you interrupt me I feel frustrated, because it seems like you are not listening to my point. I would like you to wait until I have finished speaking before responding.



Body language

The body does not lie. No matter what someone says with their words, the body – by its posture or movements – tells the true story. If you pay attention to body language you will get the full picture of what is being said or how a person is feeling.

We intuitively pick up body language signals. Paying attention to these signals will add more depth to your interactions. Following are some examples of body language.

- Arms crossed indicates withdrawal, withholding of feelings, and sometimes disapproval;
- Pointing the finger for emphasis while speaking indicates a parent or teacher-like attitude toward the listeners;
- Legs crossed and one foot fidgeting or fingers tapping on a table may indicate impatience;
- Eyebrows knitted could mean frustration or anger;
- Eye contact, nodding and a stillness of body probably indicates the person is listening with interest.



Communicating effectively will have many payoffs in your ability to provide leadership and in all your relationships.

Making presentations

Sometimes you will need to make presentations to groups. They are much more effective if they are well prepared and can even be fun to give. Following are some helpful hints for delivering successful presentations.

- Know your primary reasons for the presentation and make these clear throughout;
- Organise your presentation into a clear beginning, middle and end;
- Develop an opening that catches people's attention;
- Your ending should summarise the key points;
- Be enthusiastic about the topic;



- Pay attention to how the audience is receiving your presentation and whether they are showing interest, fidgeting or talking;
- Use effective body language such as eye contact, good posture, using your hands, etc. to highlight the main points;
- Speak clearly and loud enough for all to hear, but vary your tone to keep people's attention;
- At the end of the presentation, ask for feedback so you can continue to make improvements to your style.

Planning meetings

Meetings, like presentations, are more effective if they are well planned. As you prepare for your meeting you will want to:

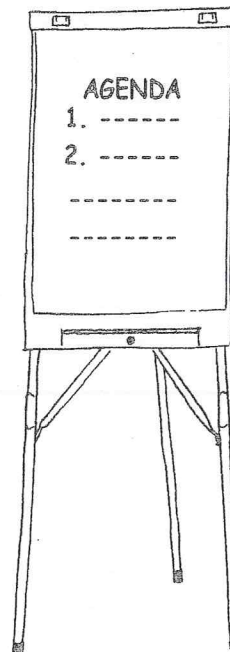
- Decide and write down the objectives for the meeting and the desired outcome;
- Decide if the objectives could be achieved without a meeting. A lot of wasted meetings take place when a couple of phone calls, or one-on-one meetings could work better;
- Determine the topics that need to be covered and how each one should be discussed;
- Estimate how long the meeting will take. People need to know how long to plan for the meeting;
- Create an Agenda (the items of business to be discussed at the meeting):
 - List each topic in the order of importance (the most important items should come first) and number each one. Include business items that you must deal with at each meeting. (See "Following a basic meeting structure.")
- Estimate how much time you will spend on each item;



- Identify the place of the meeting and how the room will be set up;
- Make a list of who will be there (participants and guests);
- List what the participants' roles are and what is expected from them. This will allow them to gather anything they might need to bring to the meeting;
- Prepare an opening statement that you will give at the meeting that tells the purpose, topics, and direction of the meeting;
- Deliver the agenda in advance so that participants have time to get ready for the meeting;
- Make every meeting interesting and enjoyable by including topics of interest and ways that everyone can take part.

Setting up the meeting place

- Select a physical setting that is comfortable, big enough, and cool;
- Create a seating arrangement that invites interaction (see Meeting Room Setup below);
- Provide appropriate refreshments if desired;
- Have working materials such as flip chart, markers, pencils and paper for participants;
- Always try to do something a little different and new so people will be glad they came.



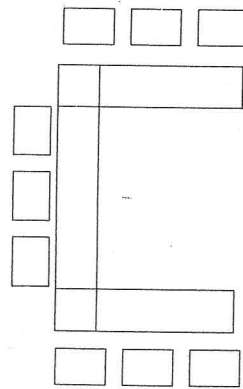
Meeting room set up

If team members are not comfortable, they will not focus effectively on the meeting. Irritations in the room include discomfort due to inappropriate temperature, noise, lighting, seating or ventilation. Dirty or untidy rooms can also be bothersome.

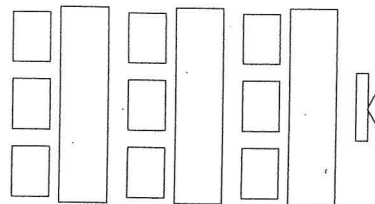
The room arrangement - including furniture and equipment setup - are essential to group effectiveness. The set up should encourage eye contact among participants and avoid having to look at the back of someone's head. Your setup can encourage participation whether in a meeting room, a shed or under a palm tree.

Below are some useful - and not so useful - configurations for a group meeting. Note that the position of flip chart(s) indicates where the facilitator or leader is.

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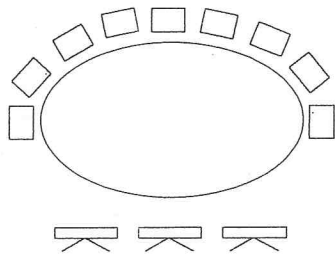


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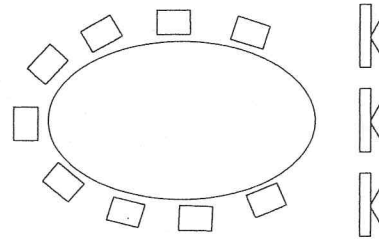


Meeting room set up (Continued)

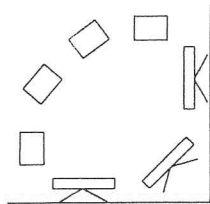
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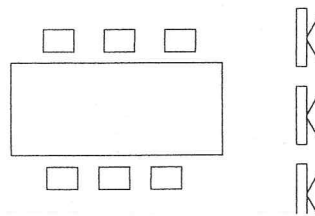
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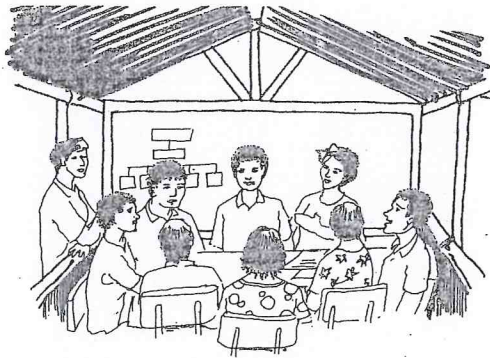
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Running meetings



Following a basic meeting structure

There is a set of rules for meetings, called Robert's Rules of Order that is widely used by many groups in the public and private sector. A simplified version of that structure follows. You may vary it depending upon your group's needs.

Basic meeting procedure

- Call the meeting to order. This can be done informally, i.e. "Shall we begin?");
- Review the agenda and add any new topics for discussion under *Any other business*. (Complex business items would be placed on the next meeting's agenda, unless urgent.);
- Adopt the agenda (an informal agreement is sufficient, i.e. "Is this agenda acceptable?);
- Approve the last meeting's minutes (ask whether there are any errors or need for additions. If not, go to the next agenda item);
- Review *Matters arising*: (these are action items in the minutes) and see if the action was taken. If not, the secretary should record why for the next minutes;
- Review and adopt the treasurer's report;
- Review correspondence: the secretary will share any letters that have come in;
- Consider general business in the order of highest priority;

- Consider *any other business*: address those new items that were added at the start of the meeting;
- Announcements: ask for announcements relating to fisherfolk business from the members;
- Group reflection on how the meeting went;
- Close the meeting. This can be done informally, i.e. "Thanks everyone, that was a good meeting. Our next meeting will be on ..., at ...").

Making a quorum

A quorum is the minimum number of persons that must be present at a meeting before business can be conducted. This protects the group from having decisions made by too small a number of people.

A quorum should be decided in advance and does not change. Some groups consider a quorum to be a majority of the members, which is one more than half. The group, however, can decide for itself the number that it needs. A fisherfolk association of about 10 members could reasonably have a quorum of five or six.

The Four Immutable Principles

- *Whoever comes is the right people.*
- *Whatever happens is the only thing that could have.*
- *Whenever it starts is the right time.*
- *When it is over, it is over.*

Harrison Owen

Dealing with general business

The leader, or meeting facilitator will state the item of business and say why it is important to the group and what the group needs to do about it, i.e. make a decision, formulate a plan, etc. Then the group will discuss it.

During discussion, only one person speaks at a time. New information will come out and the group will discuss their concerns. They may also discuss the pros and cons of taking

certain actions (Table 1) or even consider the costs involved in each possible decision (cost-benefit analysis, Table 2). The group may do some problem solving. (See "A problem solving method.")

Table 1. Discussion about whether the group should buy their own boat haul-up tractor.

Pros (reasons for)	Cons (reasons against)
<ul style="list-style-type: none"> • Cheaper in the long run than having to rent one • Will be available when we need it • May use it to earn money 	<ul style="list-style-type: none"> • Responsible drivers would be needed • High cost to purchase • High maintenance costs

Table 2. Cost benefit analysis regarding the purchase of our own boat haul-up tractor.

Costs of purchase	Benefits of purchase
<ul style="list-style-type: none"> • \$\$ for purchase of tractor • \$\$ for training of tractor drivers 	<ul style="list-style-type: none"> • \$\$ saved per day from not having to rent • \$\$ earned per day from renting the trailer

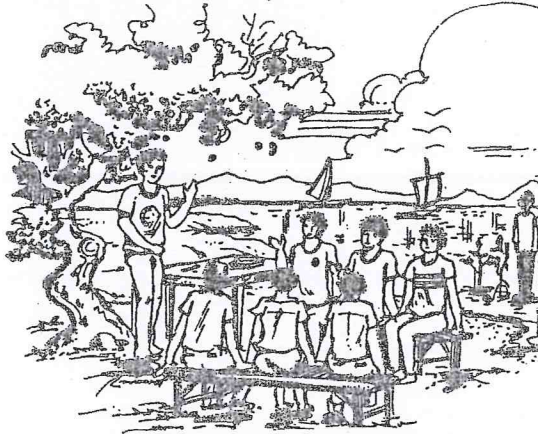
Any discussion will usually end with a decision being made and the need for future action. Action items should be clearly identified in the minutes either as a list or underlined.

Action items for the entire meeting may be organized into one sheet called the "Action Summary," which will list the action, what agenda number it refers to, who is to do it and by what date. An action summary would look as follows:

Action Summary			
Action	Agenda #	Who	By when
Research information on tractors	2	George	9/2
Research costs for driver training	2	Wendy	16/2
Distribute posters for community meeting	3	Patrick, Cheryl, Oliver	14/3
Order meeting supplies	4	Kurt	30/3

The meeting facilitator's responsibilities

Meetings will be more effective if there is a facilitator to make sure that things run smoothly and that everyone gets a chance to speak. The facilitator may be the group's leader, or may be someone else so that the leader can be free to participate. (In some groups people take turns being facilitator.)



The responsibilities of the meeting facilitator are as follows:

- Draw out the views of others. Don't give your own opinion. Stay impartial. (If you wish to express your opinion, make sure that you let people know when you are speaking for yourself and not as the meeting facilitator.)
- Keep people focused on one agenda item at a time. If someone wants to stray from the topic gently bring them back. If the person raises something that is important to the group, take note of it so that you can discuss it later, e.g. say, "Let's make a note of that under *Any other business*."
- Decide how each topic will be discussed – what process will be used, i.e. hear reports followed by a discussion, work in small teams, etc. (See "Getting the most from group meetings.")

- Make sure everyone gets a chance to speak. Bring out the quiet ones and encourage the “long winded” ones to be more concise.
- Protect participants from personal attack.
- Help the group to reflect on how well they are working together so that they can continue to make improvements.

Learning to be an effective facilitator takes time. Continually reflect on how you are doing and ask your peers for ways you can improve.

Appointing a recorder to keep the minutes

Appoint someone to take notes, which will serve as the group memory. There are two ways to take notes: 1. The secretary takes notes by hand and these will be the meeting minutes, 2. A recorder (who can also be the secretary) takes notes of the meeting on a flip chart for all to see, and the notes are transcribed into the minutes after the meeting.



Meeting minutes – the long-term memory

Meeting minutes provide a long-term record of your group and are used to help members keep track of what decisions have been made and what actions need to be taken (who is supposed to do what). Meeting minutes are important because they:

- Chart the history of the group. Your organisation may still be around 100 years from now. The recorded minutes provide a history of the organisation - its beginning and how it evolved over time. Future members will appreciate this record;
- Provide a record for persons who were unable to attend meetings, such as fishers who were out to sea, so they can find out what decisions were made and who is responsible for the various actions;
- Provide “transparency.” The minutes let anyone interested know what happened, which proves that nothing has been done in secret;

- Offers a means for the group to reflect about what they have done. This provides the basis of a “learning organisation” – one where its members are continually learning better ways to work together more effectively.

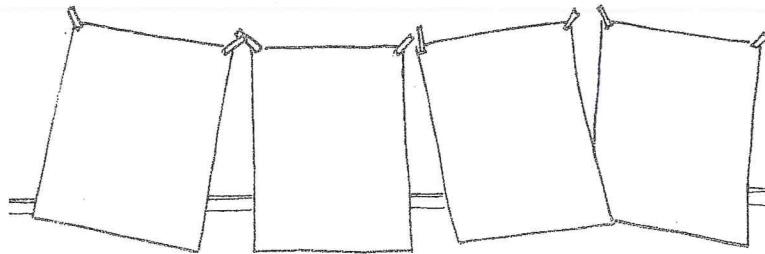
Meeting minutes should be distributed to members as soon as possible after the meeting so they can serve as a reminder about things that need to be done. The minutes also provide the reasoning as to why decisions were made for persons who were not there.

Recording on flip chart paper

Taking notes on large sheets of paper with coloured markers is a good way for everybody to follow what is happening in the meeting together. A lot of information may come out in a meeting, and it is not easy for people to hold all of it in their heads.

Putting everything on large sheets of paper helps people to see the information in an organised way and remember what has been said. In addition, latecomers can read the sheets and catch up on what has happened without the group having to stop and explain.

Doing good flip chart recording takes practice. The recorder will need to use large block letters (about one inch) recording each item with a different coloured marker so that each item will stand out and be easier to read. Light colours, such as orange or pink, are hard to read from a distance but are good for highlighting important points. The recorder works on a flip chart easel and after each sheet is filled it is put up on a wall with masking tape. (Masking tape works best and does not normally pull paint off the wall when removed.)



If the group does not have a flip chart easel, the recorder can work on sheets that have been taped to the wall. It is important to number the sheets for the person who will later transcribe the sheets into the minutes. Like the facilitator, the recorder is neutral and concerned only with expressing the ideas presented in the meeting in the words of the group members. Perfect spelling is not essential.

After the meeting, the recorder will create a written record of the meeting from the large sheets (or give the sheets to the secretary to do this). This written record will be the minutes.

Planning facilitators can be heroes if they organize and energize the planning sessions, and foster teamwork.

James Bandrowski

Dealing with problem people

Meetings will not always go smoothly. Often, one or two people cause problems for the rest. Following are some situations you may encounter and some possible approaches to handle them:



Problem

- One person talking too much
- People reluctant to talk
- Side conversations (talking while someone is speaking in the group)
- Late comers
- People who leave early
- Arguing or personal attacks
- Straying from the topic
- People who are negative

Possible solution

By facilitator

- When the person pauses, ask for someone else's idea.
- Try to draw them out by asking what they think.
- Ask the speaker to pause while you wait for the room to get quiet.
- Start the meeting on time to discourage this. If the problem persists, privately ask the person why.
- Try to end the meeting on time. Ask the person why they leave early.
- Get people to focus on the issues and ask that they treat others with respect during the meeting.
- Make a note of the item for a future agenda.
- Ask the person to share something positive about an idea before stating a negative concern.

Meeting guidelines

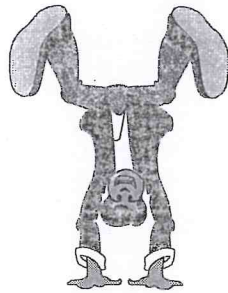
Establishing guidelines, or ground rules, for the meeting that are acceptable to everybody helps meetings to run smoothly. These can be posted on the wall as a reminder. Some possible guidelines:



Meeting Guidelines

- Actively listen to each other.
- Respect what others say and their points of view.
- Personal attacks are not allowed.
- Actively participate.
- Focus on the doable.
- Look for common ground.
- No side conversations.
- Think creatively.
- When stuck, move on, don't get bogged down.
- Accept that this meeting is just the start.
- Keeping the rules is everybody's responsibility.

Ice breakers and energisers



The leader can make meetings more productive and fun by using icebreakers and energisers. Though the word ice makes you think of something cold, an icebreaker actually warms things up.

Icebreakers help people to relax and get to know each other. For example: you might suggest that each person ask the person next to them some questions about themselves and then introduce their neighbour to the rest of the group, telling about what they learned. There are many different books on icebreakers or you can make up your own.

Energisers involve activities that bring the group's energy level up after having been sitting for a while. These can include tossing a ball around, standing up to stretch or walking around the room. Even in interesting meetings, people can fall asleep if they don't get enough opportunity for movement.

Decision making

Groups can choose for themselves how they want to make decisions. They can choose to let the leader have the final say. They can choose majority rule (the deciding number is 51 %), or

they can choose to make decisions by consensus (unanimous consent).

Each style of decision making (or voting) will have a different effect on the group.

Voting style	Effect on the group
Leader makes the final decision	Group behaves passively, leader acts without being challenged.
Majority vote	The majority will be pleased; the minority may feel disgruntled when their ideas are voted down.
Consensus decision making	The group will be more cohesive and each person will feel more empowered.

All of the above can be effective depending on the circumstance. In life-threatening situations, such as navigating a boat in rough sea there isn't time to get everyone to agree about what to do, therefore the decisions would best come from a single leader.

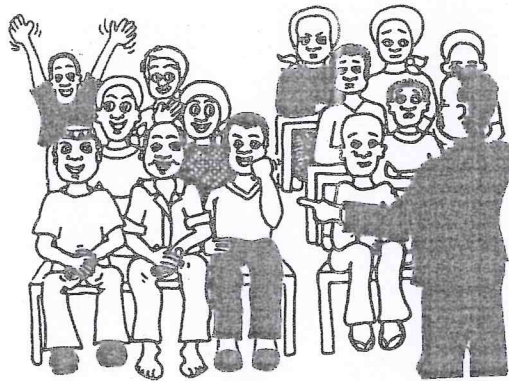
Decision making by consensus (unanimous consent)

Making decisions by consensus gives equal power to everybody in the group, as all must be satisfied that their concerns are addressed before giving support to a decision. For example, a person who is not clear about an issue will withhold support until reaching an understanding.

Achieving consensus takes longer, but the decisions that are made usually take less time to put into action and get less resistance in the long run because everyone has agreed. Agreement by consensus does not mean that everyone accepts the decision fully, but is a form of compromise. In consensus some will agree to accept the decision, not because they think it is the best one, but because it appears to be the best choice possible at the time.

Deciding by a majority vote is inconsistent with consensus but sometimes can be done to take a quick tally of where people are, such as by asking, "How many people would like to discuss this topic further?" Some groups have by-laws that require decisions to be made by majority rule voting, but a group can attempt to reach consensus even if it must finally decide by vote.

Voting tends to divide the group into winners and losers.



Life is change. Growth is optional choose wisely.

Karen Kaiser Clark

GETTING THE MOST OUT OF MEETINGS

Meetings have power

Meetings are important because that is where an organization defines its purpose and sustains itself. Without meetings, groups would fade out of sight.

Meetings allow us to continue to focus our energies so that we can complete projects that are too big and complex to do by ourselves. The installation of a new fishing jetty, setting up a cooperative for purchasing fishing supplies wholesale, or making our interests heard by Government are a few examples of efforts that could be undertaken by a group. Such projects would require meetings where decisions would be made and individual roles and responsibilities defined if the project is to succeed.

Meetings provide face-to-face contact, which is usually more effective than letters or phone calls. You can convince someone in person more easily because you can address any objections as they come up.

In addition, creative dynamics can take place leading to new alternatives than would not otherwise occur if you were sitting alone at your desk.

Meetings can be a waste of time, however, if:

- The wrong people are there. ("Who invited your mother?")
- They are not planned. ("You mean we have no agenda?")
- They are poorly executed. ("Whose in charge here anyway?")

If you have bad and boring meetings, then your members will believe that it is a bad and boring organisation. Likewise, great meetings tell the members, "This is a great organisation to be a part of!"



Deciding the “what” and the “how”

As mentioned previously, you always want to be clear with your group about the purpose of the meeting. In addition to knowing what you are going to do, you will also decide how you will do it, i.e. what methods you will use.

Today, there are many methods for working effectively with groups. Following are some of those methods.

Brainstorming

Brainstorming is a good way to generate a lot of ideas quickly. The way it works is that participants let their ideas flow by stating whatever comes to mind without judgement or criticism. People are often surprised by the ideas they come up with when they let their thoughts flow. Unfortunately, in many instances a spark of creativity is snuffed out with statements such as, “That will never work,” or worse, “That’s a dumb idea!”

Brainstorming is an important tool to guide the group into new discoveries and one that most groups like. The basic rules for brainstorming are:

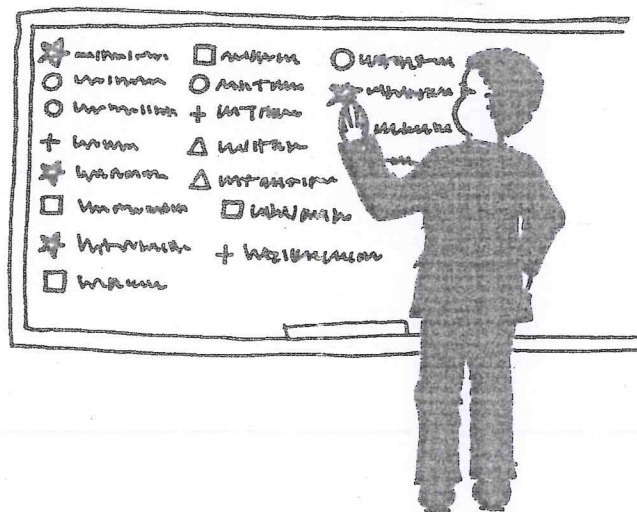
- No criticism is allowed.
- Say whatever comes to mind – wild ideas are okay. (Sometimes wild ideas provide seeds for a new direction that will work!)
- Don’t stop to refine ideas until they are all out.
- Grouping similar ideas together and improving ideas are the next steps.

Good plans shape good decisions. That’s why good planning helps to make elusive dreams come true.

Lester R. Bittel

Following are some methods for brainstorming.

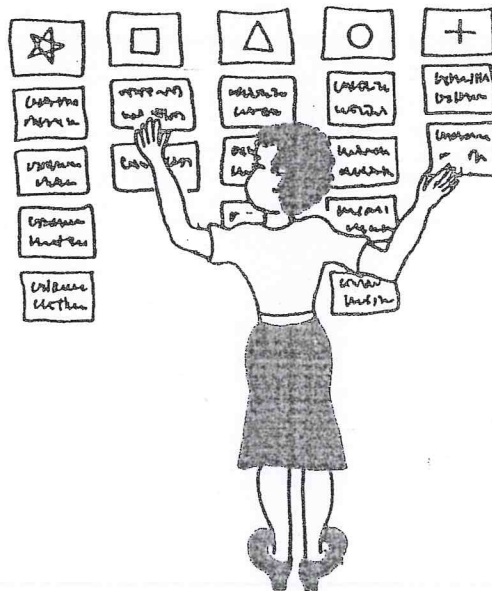
Round robin brainstorming: where you go around the room and each person states one idea at a time while the facilitator lists them on the flip chart. Some people may choose to pass. Continue until all ideas are out. Afterwards, the group decides together how to group the ideas and which ones they will use. (Ideas can be grouped by placing symbols such as a star, square, circle, etc. next to similar ideas.)



The Workshop Method: This method, which was developed by the Institute of Cultural Affairs (Technology of Participation series), calls for participants to brainstorm individually by listing their own ideas on a sheet of paper. Next they put a star by the most important ones. These ideas are shared in small teams and the best ideas from each team are put on cards (one idea per card).

The facilitator then takes the idea cards and, with the group's direction, organises them on a wall (either a sticky wall or with tape loops on the back of the cards). Seeing the way their ideas come together often leads the group to new insights.

This method works well when the group needs to solve a problem or make a plan. For example, the group could use the Workshop Method to design a fisherman's ball, a dinner-dance that would be a fund-raiser for the organisation.



Ways of talking together

Groups need some structure in their discussions, otherwise their discussions will degenerate into chaos with people talking about several topics at once and getting nowhere. Rambling discussions wear the group down and keep people from wanting to take part.

A productive discussion stays focused on the issue and ends with a reflection about what was learned or what action the group will take as a result of the discussion. Following are two methods for talking together.

The Discussion Method: This method, by the Institute of Cultural Affairs (Technology of Participation), involves asking questions to get people talking in a meaningful way. The leader designs the questions to fully cover an issue by focusing on four levels:

1. (Objective) What are the facts?
2. (Reflective) How do people feel about the issue?
3. (Interpretive) Why is this important to us?
4. (Decisional) What will we do as a result of our discussion?

By asking questions in the above order, the leader will assist the group to go deeply into a subject. Sometimes this method is called the O-R-I-D method.

If you were leading a discussion about how to improve the handling of fish that is brought into the fish landing site you might ask the following questions.

(O - Facts) What is the process by which fish is handled now?

(R - Feelings) What do you like about it? What do you dislike about it?

(I - Importance) What is important about proper fish handling?

(D - Action) What shall we do to change our system?

Knowing your objectives for the discussion

When you are preparing to lead a discussion you will ask yourself first what are my objectives? You will try to answer this in two ways.

1. *Rational Objective:* what do I want the group to know or decide from this discussion? and
2. *Experiential Objective:* what do I want the group to experience as a result of this discussion?

In the above discussion about fish handling the Rational Objective might be, "To determine what needs to be changed at the fish landing site and how we can make a change." The Experiential Objective might be, "To express our dissatisfaction and feel motivated to make some necessary changes."

As you experiment with this method you will find that it works well, even if you do not do it perfectly. The main benefits are that it keeps the group focused on one topic and your questions help the group to approach the topic from several angles. Don't be afraid to try. This method takes practice but the results are worth it.

The Dialogue Method: also helps people talk to each other. It assists people in getting to know each other better and develops a basis for trust and cooperation. It can also help people to explore their own opinions to see whether they are still reasonable or need changing.

The ancient Greeks and Native Americans used dialogue as a way to relate on a group level. Dialogue is different from discussion in that it is not used to debate or sell an idea, or to reach a certain decision about something. It is used instead as a way to learn from each other and to build "shared meaning" about something. When in dialogue, differing ideas may exist side by side. There is no need to "be right."



In dialogue the group will sit in a circle and one person speaks at a time. The group will consider a specific question and people will respond when they feel inclined to do so. There may be periods of silence between speakers as the group takes in what was said. This silence is not bad, and the group will learn to be comfortable with it. One person may be appointed to take notes.

Dialogue facilitates getting deeply into issues and helps people to become better listeners. Those who typically interrupt others do not like this method, while people who tend to sit back and reflect before speaking like it.

Dialogue is not good for discussions that lead to making decisions, but is best used for deepening our understanding about something. It is more free flowing than discussion. Remember to allow different ideas to surface without trying to prove which ones are best. Some possible dialogue topics for fisherfolk might be:

- What does independence mean to me?
- What conditions create the need to collaborate with other fisherfolk?
- Where do I see our industry 50 years from now?
- What did our predecessors teach us about the need for sustainable fishing?

When a dialogue is finished the facilitator will lead the group in a reflection to see what people gained from the experience.

Possible questions for reflection:

What were the topics we discussed?

What surprised you? Where were you uncomfortable?

What did you learn? What new insights do you have?

What shall we dialogue about next time?

Any final comments?

A problem solving method

Problems and conflict often present an opportunity to improve situations and relationships. The leader will help the group to focus on a problem and to find solutions together through problem solving methods. This means being “tough on the problem” but not on the person.

The leader must stay neutral and not take sides or show favouritism to anyone’s ideas. Following is one problem solving approach (the steps must be done in order if they are to work):

1. Recognize and define the problem
2. Examine and clarify the problem
3. Identify alternative solutions
4. Select the best solution
5. Apply the solution
6. Review the results

Recognize and define the problem: In this step you will first realize that there is a problem and try to define it in few words. For example the problem could be, "The press has given incorrect information to the public about the fish kill."

Examine and clarify the problem: Here you will analyse what has gone wrong. People must be allowed to express their concerns and irritations without attacking others. Following from the above example one could say, "People are frightened and refusing to buy fish whether good or not."

Identify alternative solutions: In this step you will ask people to come up with possible solutions. Try to hear as many differing solutions as possible and avoid criticizing them. People will hold back their ideas if they think they will be criticized.

Record all of the solutions, even though some will conflict with each other. Some solutions for the above example could include, writing accurate press releases for the newspaper, having a government minister clarify the situation on television, putting together a panel of experts who would brief members of the press about how to handle situations like this in the future, etc.

Select the best solution: This step involves talking about what standards, or criteria, you will use to select the best, or at least the most acceptable solution. For this you will choose among yourselves what standards are important for the selection of the solution that is right for your group.

For example, some of your criteria might state that among the alternatives the best one should be the least expensive, the one that is quickest to implement, the one that will have the most lasting effect, or whatever you choose as your own specific

standards. Hopefully, you will find a solution that satisfies everyone, not just the majority.

Apply the solution: The group will begin to implement the solution. This may involve doing an action plan to indicate who will do what and when.

Review the results: During this step you will evaluate the solution and ask yourselves if it was the most appropriate solution or whether it can be improved in some way.



- Recognize and define the problem
- Examine and clarify the problem
- Identify alternative solutions
- Select the best solution
- Apply the solution
- Review the results

Helpful hints:

- Encourage people to be specific when talking about problems. When analysing the problem try to get as much information as possible - be a detective;
- Discourage people from stating the problem in terms of a possible solution, such as the boat needs caulking. This solution could keep people from realizing that the boat should simply be replaced because it needs to be repaired too frequently;
- Remind people to focus on the problem and not on people. Finding fault or punishing people does not solve the problem or help to find the root cause of it;
- When trying to come up with alternative solutions, don't attach an idea to a person. Once the idea has been expressed it belongs to the group if they choose it.



The task of the leader is to get his people from where they are to where they have not been.

Henry Kissinger

Using sticking dots to prioritise ●●●●●●●●

This method works well when you want to find out how a group stands on a certain issue. For instance if you have listed a number of possible solutions for a problem then you can give each person a small number of sticking dots (available at office supply stores) to place by their favourite solutions. (No one is allowed to cut their dots in halves or quarters.) Once the dots are placed, you can discuss the issues that have the most dots and see if the group can agree to proceed on those.

This method can also be used to show the group's preference about what projects they want to do first or what topics they would like to discuss at a meeting.

Using the five whys to find the root cause

When trying to find the root cause of a problem you can use a method called the five whys. The way it works is to ask a chain of whys about what happened to cause a problem. For example:

? **WHY 1.** Why is there no ice in the freezer at the Fishing Complex? *Because it was not delivered today.*

? **WHY 2.** Why wasn't it delivered today? *Because the supplier's truck broke down.*

? **WHY 3.** Why did the supplier's truck break down? *Because it wasn't taken for service when there was a minor problem.*

? **WHY 4.** Why wasn't it taken for service? *Because there are so many demands for ice, they were trying to fill the orders first.*

? **WHY 5.** Why didn't they send another truck? *Because the one they just purchased has not yet been released from the Port.*

As you can see from the above example, the five whys is a good method for getting to the root of a problem. Of course you could go deeper as you ask, "Why hasn't it been released from the Port?" You will eventually get to the root where you will find clues about what can be done to solve the problem.

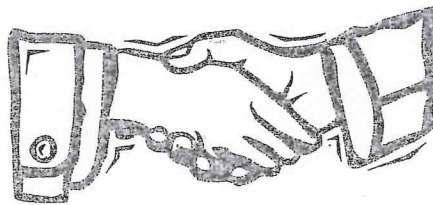
Solving conflict

In all relationships conflict is inevitable. With persons close to us, those conflicts can be the most painful to address. But when we do, we learn more about ourselves and the other person and our relationships become even more meaningful and satisfying.



There are many relationships in the fishing industry, and it is just not possible to "go it alone" without considering those other relationships. For instance commercial and recreational fishers share the sea and even some landing facilities. While these two groups may not be "good buddies" they will have to get along to be able to work alongside each other in a peaceful manner.

Likewise, fishers have a relationship with vendors. These two groups may not agree on some aspects of fish handling, but they will have to find solutions to their disagreements if they are going to effectively serve the public and make a living. As in problem solving, leaders must avoid taking sides and try to be "tough on the conflict" not on the people. The leader will help people solve conflicts by staying neutral and assisting the two parties identify solutions that will be acceptable to both.



One method for reaching agreement is called Interest-based conflict management and it works to resolve conflict between two persons or two different groups. It is called interest-based because it focuses on the interests of the persons in conflict rather than on their positions.

When people argue from positions they state what they want and try to persuade the other person into giving it to them. For example, consider the story of two students quarrelling in the school library. One wants the window open and the other wants it closed. When the librarian asks one why he wants the window open he says, "to get some fresh air." The other replies, "to avoid a draft." Knowing each student's interest the librarian opens wide a window in the next room, bringing in fresh air without a draft.

If the librarian had tried to solve the problem by focusing on positions, it would have been harder to find a solution. Trying

to understand interests provides many more options to solving a conflict.

Interest-based conflict management is very similar to the problem solving approach described earlier and involves the following steps.

1. Identify the problem
2. Identify interests
3. Explore possible options for agreement
4. Explore best alternatives to agreement.
5. Write out a mutually acceptable agreement

Identify issues: In this step each party will identify the problem as each of them sees it. Give each time to describe it, but don't get lost in long complaints. Try to get them to articulate the problem into one sentence, and then move on to the next step.

Identify interests: Here is where each states what their interests are in settling the dispute and what they think the other party's interests are. The leader then labels each interest with either an "S" for interests they both share, or "D" for interests that are different from each other and "C" for those interests that conflict with each other.

Explore possible options for agreement: During this step the parties will brainstorm some possible solutions to their conflict. People will need to be free to make suggestions without criticism in order to generate a full range of possibilities. Making a suggestion does not mean the person has to stick to it. This step may also include some discussion about what standards or criteria will be used to determine the best options for agreement.

Explore best alternatives to agreement: During this step the parties will look at what they will do if no agreement is reached – what alternatives they have.

Write out a mutually acceptable agreement: The agreement that is reached must satisfy both parties. It is important for the leader to write down the agreement and provide copies to all persons who are involved. If a full agreement cannot be reached, then write down the points that the parties are willing to agree on.

Action planning

Action Planning as a group is a good way to complete a project and to be informed about who is supposed to do what and by when. The first step is to be certain about what it is you are going to do. This can be done by asking the five Ws: who, what, where, when, and why.

Table 3. The five Ws of action planning.

5 Ws:	Describes:
WHO	Who is doing the project? (Include the team, person in charge and anyone else involved.)
WHAT	What is it we want to do?
WHERE	Where will we do it?
WHEN	When (what time frame) will it be accomplished?
WHY	Why is this project necessary?

This exercise makes sure that everybody is starting the project with the same background information on what is involved.

The next step is to determine the action steps necessary to complete the project. This can be done by brainstorming. Once the actions are written down ask for volunteers who are willing to take on certain ones. (It is better to ask for volunteers, as people are much more comfortable taking on responsibilities by choice rather than assignment.)

The leader will then list on a flip chart or board the actions necessary, who will do them and by what date. Providing a visual plan will help everyone to see the complete picture of the project. From this, individuals will leave with a clear idea of what needs to be done. The chart can stay on the wall until the project is completed. Table 4 shows a sample action plan for a project.

Table 4: Sample action plan for a project

Project: Hold an awards banquet on May 2 nd for fisherfolk and key stakeholders to celebrate this past year's accomplishments.		
Actions to be done	Who	By when
Reserve the community centre	John	March 1 st
Contact the caterer	Marcia	March 1 st
Have invitations printed	George	March 15
Address invitations and mail them.	Earle	March 31
Organise the clean-up committee.	Kurt	April 7 th
Invite the press.	Ken	April 15 th
Decorate the centre.	George, Kurt	May 1 st
Send press release to newspapers	Ken	May 2 nd

The importance of group reflection

Groups that work effectively continuously reflect on how they are doing. This is usually done with a discussion. The leader can use the Discussion Method (ORID Method) mentioned earlier to ask questions that will stimulate responses.

(O - Facts) What happened today? What did we do?

(R - Feelings) What were the low points of our meeting? What were the high points?

(I - Meaning) What new insights did you have? What did we learn?

(D - Action) What are our next steps?

Most often people leave meetings and share their thoughts and insights to only one or two other persons. Reflecting before everyone departs gives members of the group the chance to say how the meeting impacted them. This honours the time spent together and provides a sense of completion.

Reflecting on events and presentations

Taking time to reflect on an event allows the group the opportunity to evaluate their success. A reflection can help group members talk about what went well and what they would change in the future.

Using the Discussion Method format, the reflection of an event might go like this (you may change the questions or add others to suit your needs):

(O - Facts) What happened -- what did the event look like?

(R - Feelings) What did you enjoy? What could you have done without?

(I - Meaning) What did we learn from putting on this event?

(D - Action) What did this event do for our organisation? If we did it again, what would we do differently?

Reflecting on a presentation

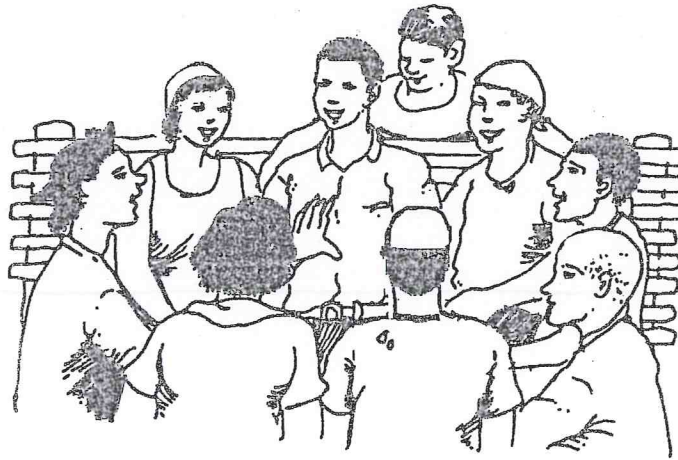
Reflecting on a presentation (movie, talk, slide show, etc.) gives the group the opportunity to share what they learned from the experience.

(O - Facts) What happened -- what did we see/hear?

(R - Feelings) What grabbed your interest? What did you see or hear that you didn't like?

(I - Meaning) What did you learn? What new insights do you have from viewing it?

(D - Action) How will this presentation affect our work together? What can we do to implement some of the ideas presented here today?



FINISHING THIS BOOK

Finishing this book brings you at the starting point of acquiring more information about leadership. As was mentioned at the beginning, leadership is a lifelong process and the purpose of this book was to get you started.

There are many more resources about leadership that you can take advantage of: books, magazines, information on the Internet, workshops and seminars, etc. If you persist on your journey you will discover that informed leadership would have a transformational effect on yourself and your group in terms of conduct and the capacity to achieve.

The focus thus far has been on how develop yourself as a leader. You may want to give some thought to how your fisherfolk organization functions as a leader in your community, and how it will continue to function long after you are gone.

*To lead people, walk beside them ...
As for the best leaders, the people do not notice their
existence.
The next best, the people honour and praise.
The next, the people fear;
And the next, the people hate ...
When the best leader's work is done the people say,
"We did it ourselves!"*

Lao tsu

* * *

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