LEADING FISHERFOLK
Katherine Blackman and Sharon Almerigi

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Caribbean Network of Fisherfolk Organisations

The above organisations contributed to the original (2000) and revised (2017) editions of this publications

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for Securing Sustainable Small-scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines). The development of the SSF Guidelines provided the impetus for the 2015 leadership training course and the current initiative.

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DISCLAIMER

This document was prepared by the authors on behalf of the UWI Centre for Resource Management and Environmental Studies (UWI-CERMES). The views expressed in the document are those of the authors and should not be interpreted as representing the opinions or policies of the project partnership or the Food and Agriculture Organization of the United Nations. Mention of trade names or commercial products does not constitute their endorsement by the project partnership or the Food and Agriculture Organization of the United Nations. Errors or omissions are the responsibility of CERMES, which can be contacted via the project manager for the leadership resources.

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RECOMMENDED CITATION

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1 INTRODUCTION

This book on, and inspired by, leading fisherfolk throughout the fisheries value chain (from harvest, post-harvest to marketing and distribution) is the stand-alone centrepiece of its companion training course. Below we provide some background, and introduce the aim and arrangement of the book.

1.1 Why a book on leading fisherfolk?

Many Caribbean fisherfolk have at least heard about the 1995 Code of Conduct for Responsible Fisheries. The Code has been incorporated into the Caribbean Community Common Fisheries Policy and the few national fisheries management plans and policies. The 2014 Voluntary Guidelines for Securing Sustainable Small-scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines) complement from the Code and made directly relevant to small-scale fisheries. Engaging civil society organisations, especially fisherfolk organisations, was a distinctive feature in formulating the SSF Guidelines. Empowering fisherfolk organisations and strengthening/developing their capacity is key to implementing the SSF Guidelines.

Fisherfolk have long been perceived as an independent lot; working long hours at sea or on land, coming and going as they pleased, and answering to no one. Times have changed. The vulnerabilities of fisheries resources and fisherfolk to over-exploitation and other issues have prompted comprehensive management with involving an ecosystem approach to fisheries (EAF) to return to, or maintain fisheries sustainability. The SSF Guidelines help to identify the issues and frame the required approaches that involve fisherfolk. Leadership is required if fisherfolk groups are to be empowered to efficient and effective in implementing the SSF Guidelines. Many fisherfolk are leaders of their vessels and processing operations, but have not had the opportunity to acquire the skills for group decision-making and problem solving that are necessary for achieving the vision of a better life for fisherfolk.

Recently, Caribbean fisherfolk groups have been attracting much more attention from international, regional and national government organisations. The engagement of the Caribbean Network of Fisherfolk Organisations (CNFO) and its members in governance arrangements at the international, regional and national levels is evidence of this interaction. The fisherfolk organisations should benefit more from participation in these arrangements by strengthening current leadership capacity and the capacities of those leaders identified in succession planning.

This book and accompanying training slides will help existing and upcoming leaders of fisherfolk organisations acquire some basic leadership skills that will help them get the most from their groups and the networks to which they belong.

1.2 Who is this book for?

This book is best suited to people who are already familiar with the basics of leadership, such as covered in the first edition: Leadership for Fisherfolk. This book responds to the demand from fisherfolk for an updated publication to assist their more advanced leaders.

- For fisherfolk leaders: It is a good starting point or refresher for Board members and other experienced leaders in primary, national and regional fisherfolk organisations
• For leadership trainers: This book should be used along with the advanced leadership training resources (training presentation slides and notes)

• For others interested: It provides guidance on leadership that is applicable beyond fisherfolk organisations. Also, it informs followers and fisheries officers how to be more supportive to fisherfolk and other leaders

1.3 What is in this book?

This revision has been expanded to include new concepts and best practices pertaining to leadership. Following this introduction, it has 11 sections as follows:

• “Chapter 2: Understanding leadership” defines leadership and the changing roles of leadership;

• “Chapter 3: Creating a vision, mission and goals” explains the terms and assists fisherfolk leaders in developing them;

• “Chapter 4: Enhancing leadership skills” explores key skills required by fisherfolk leaders;

• “Chapter 5: Leading and designing collaboration” explores the experience of working in groups, how to plan meetings and collaborative sessions and how to get the most out of meetings and run them effectively;

• “Chapter 6: Managing conflicts” explains how conflicts arise and outline strategies to mediate conflict;

• “Chapter 7: Building networks and partnerships” explores how fisherfolk can interact with government and other key stakeholders to facilitate change;

• “Chapter 8: Mobilising resources” explains the importance of mobilising resources and how to develop a resource mobilisation plan for the organisation;

• “Chapter 9: Building a culture of monitoring and evaluation” introduces the terms of monitoring and evaluation and how leaders can promote M&E in their organisation;

• “Chapter 10: Succession planning and creating leaderful organisations” emphasises the importance of succession planning and types of successful plans;

• “Chapter 11: ICT for Leadership” highlights some of the technology that fisherfolk should familiarise themselves with to be effective and efficient; and

• “Chapter 12: Balancing it all” focuses on time management and self-care for leaders.

1.4 How to use this book?

This book can be used on its own as a self-help reference for personal development. If used for training fisherfolk in leadership, this book should be used with the annotated training slides for the trainer. Each chapter links to the implementation of the SSF Guidelines and includes adaptable training activities. Useful resources in the Appendix provide links to additional books and articles for further information. A glossary contains key terms that leaders should know.
1.5 Leadership as a process

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

This book is offered as a learning tool to assist you further on your leadership journey or to validate the principles and practices you are using. You do not have to read it straight through. Skip around and find sections that relate to your needs. See the end of the book for further reading and resources. You will learn a great deal more from the experience of leading. So, don’t be afraid to simply jump in!
2 UNDERSTANDING LEADERSHIP

Leading fisherfolk is becoming both increasingly important and challenging. Small-scale fisheries require capable and confident leaders to help fisherfolk prosper in the fisheries of the future. Many fisherfolk have the potential to be leaders, but few usually take up the challenge. This must change. More and better fisherfolk leaders are urgently needed. In this chapter, we share a basic understanding about being a leader that we build on later.

2.1 Defining leadership

Imagine you are a boat captain. Your task is to ensure every crew member is playing their role, find the best fishing location, determine how the fish should be captured and even sell the fish caught. Believe it or not, you are a leader! Before we begin this journey of leadership at the organisational level, it is best that the terms “leadership”, “leading” and “leader” are understood.

- What is “leadership”? “Leadership” is being in charge of and directing a group of people, or an organisation, or the skills and ability to do this. Leadership skills and the ability to lead are developed daily and not in a day. There are several styles of leadership.

- What is “leading”? “Leading” is a process. It involves using many different skills and techniques to get a group or organisation to achieve agreed aims or objectives. In some cases, leading can come naturally, but in most it helps to learn about the pros and cons of different ways of leading depending on the group and situation.

- Who is a “leader”? A “leader” is a person who is in charge of, directs or commands a group of people or an organisation. Leadership style and type of leader are closely related, but some leaders can adopt more than one style of leadership.

Optional activities (Module 1, Session 1):

- Activity 1: Leadership: What are we talking about? Let’s look it up!
- Activity 2: Understanding effective leadership
- Activity 3: Views on leading fisherfolk? What is fact, fiction and mystery?
2.2 Leadership is changing
Change has always been with us, but today the world is changing at a faster rate than ever before. Mobile devices can now be used for SOS signals for fishers at sea while also supporting fish trade. Boat captains know their location through global positioning systems (GPS) technology.

Life has become easier yet more complicated with the new fishing technology, fisheries systems and policies that we have to be aware of and understand. It is through these times that we search for a leader to guide us on the best path.

A leader is not necessarily one person who has all the right answers. Leadership may reside in a number of individuals each of whom can guide the group based on their knowledge and abilities.

2.3 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 (Table 2.1).

<table>
<thead>
<tr>
<th>Leaders of the past</th>
<th>Leaders today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruled with fear and charisma</td>
<td>Share power with the group</td>
</tr>
<tr>
<td>Were expected to control</td>
<td>Are more collaborative</td>
</tr>
<tr>
<td>Led by own principles and values</td>
<td>Expresses the group’s values</td>
</tr>
<tr>
<td>Were expected to have the “right” answers</td>
<td>Pull together strengths and talents of the group</td>
</tr>
<tr>
<td>Stood above the members to command respect</td>
<td>Have a caring and positive attitude toward people</td>
</tr>
<tr>
<td>Were expected to be “superhuman”</td>
<td>Are open about their weaknesses and willing to admit their mistakes</td>
</tr>
</tbody>
</table>

2.4 Where are leaders found?
Leaders can be found throughout the fisheries value chain – from hook to cook.
Leaders can also be found at various governance levels - from community level, national level to regional and international levels.

**LEADERS IN GOVERNANCE - BY KATAMELE**

As a fisherman, I know about the fish and the sea.

I'm a fish vendor and I also own a fishing tackle shop.

As a scientist, I know about fisherfolk health and environmental matters.

I work with the government to develop fisheries policies.

I know about fisheries management and I train fisherfolk as well.

As regional organisations we provide guidance on regional fisheries matters.

---

2.5 **Leadership is sharing responsibility**

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

2.6 **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 (Table 2.2). 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 the fisherfolk leader these could include promoting cooperative health insurance, training, or new and improved fishing equipment.

---

Optional activity: Activity 2.4: What is a leader? Fisherfolk leader?
Table 2.2: Differences between managers and leaders

<table>
<thead>
<tr>
<th>MANAGERS ARE:</th>
<th>LEADERS ARE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing (procedural)</td>
<td>Doing (morale)</td>
</tr>
<tr>
<td>Doers - They make things happen with their skills</td>
<td>&quot;Movers and shakers&quot; - They excite others with their own vision of what could be</td>
</tr>
<tr>
<td>Concerned with how to do things efficiently and effectively</td>
<td>Concerned with how to get the members to commit to the goals of the organisation</td>
</tr>
<tr>
<td>Focused on planning, organizing and directing</td>
<td>Focused on working with people</td>
</tr>
<tr>
<td>Guided by or follows the values and direction from the leadership</td>
<td>Develop or establish the values and goals of the organisation</td>
</tr>
</tbody>
</table>

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

*Leaders in fisherfolk organisations often both manage and lead!! Switching effectively between these different roles is a critical skill.*
2.7 Leadership styles

Leadership style is the manner in which a person provides direction and motivates people. There are five different styles of leadership: authoritarian (autocratic), participative (democratic) and laissez-faire (free rein).

2.7.1 Authoritarian (autocratic) leadership style

This type is used when the leader tells the group what he or she wants done and how to do it without asking for the advice of the members. This style is used when a person is new to the position and needs to learn a new skill. It is also 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 better to use a participative style.

Note that an authoritative style is not about yelling at or talking down to the members. That kind of behaviour is abusive and disrespectful.

2.7.2 Participative (democratic) leadership style

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.

2.7.3 Laissez-faire (free rein) leadership style

The French for “leave it be”, 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 can appraise the situation collectively and decide what needs to be done and how to do it. Remember, as a leader you cannot do everything. Where possible, you can use this style with care.

A good leader will use a mixture of styles depending on the situation. An example of how the first three are used can be seen when instructing the members on 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 however people wish (laissez-faire).

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

1. How much time is available?
2. Who has the information – you, the members, or both?
3. Type of relationship – is it based on trust, respect or disrespect?
4. How well can members do their job?
5. What type of task is it – complicated, simple, structured or unstructured?
6. Are there any internal conflicts?
7. What is the level of stress of the team or leader?
8. How did the leader before you do it and succeed?

### Optional activities (Module 1, Session 2):

- **Activity 1**: Identifying the most suitable leadership styles
- **Activity 2**: Choosing your leadership style?

### 2.8 Leaders as stewards

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

### 2.9 Summary

Leadership is providing direction to a group of people, or an organisation with the skills and ability to do this. It is a process that develops daily and not in a day. Leaders may be found throughout the fisheries value-chain from “hook to cook” and at different governance levels. While being a leader and manager are two different things, fisherfolk often act as managers and leaders. Leaders have different leadership styles but the most effective leaders may adopt any style that is appropriate to the situation. Successful leaders share responsibility, and they act as stewards. They inspire and motivate others to achieve the mission and vision of the organisation.
3 CREATING YOUR VISION, MISSION AND GOALS

As stakeholders, fisherfolk organisations have a critical role to play in implementing the SSF guidelines. Whether it is promoting sustainable fisheries or lobbying for policy changes, the leader helps define the group’s purpose in the larger environment. In this chapter, we develop and analyse the key characteristics of effective vision, mission and goal statements.

3.1 Defining the group’s 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 at the level of community, nation, region and finally the world?”

An example of a group’s purpose on a community level might be to provide food and nutrition to communities by supporting fishery livelihoods, upgrading a fish shed for a market and engaging youth more in fishing activities. On a national level its purpose might include increasing youth participation in the fishing industry and lobbying for better working conditions for fisherfolk. Regionally, the group could have a connection with other islands and fishers who share the sea. Internationally, it 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.

Challenge: Search online for examples of vision and mission statements, as well as guidance on how to craft them. What are good and bad features to look out for?
3.2 **Develop a clear vision statement**

A vision is how you want the organisation to be, usually in the next 5-10 or more years. A leader must have a vision for the future and must succeed in communicating this vision with others in such a way that they adopt it as their vision.

A vision statement should…

- appear as a simple, yet vibrant, image in the mind of the leader
- describe a future state, credible and preferable to the present state
- act as a bridge between the current state and a future optimum state
- appear desirable enough to energize followers
- only be 10-15 words long

Note that without a clear vision, it would be a struggle to get others to join.

As leaders of fisherfolk associations or cooperatives, your aim is to serve others, so be sure to involve the community and even those you serve in developing your vision.

Examples of vision statements of some organisations:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Vision Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Nature Conservancy</strong></td>
<td>Our vision is to leave a sustainable world for future generations</td>
</tr>
<tr>
<td><strong>CNFO</strong></td>
<td>Primary, national and regional fisherfolk organisations with knowledgeable members collaborating to sustain fishing industries that are mainly owned and governed by fisherfolk who enjoy a good quality of life achieved through the ecosystem based management of fisheries resources</td>
</tr>
</tbody>
</table>

3.3 **Define the mission statement**

A mission statement describes the purpose of the organisation 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, you must ask the following questions of your group:

1. What do we do?
2. Who do we do it for?
3. How do we do it?
4. Why do we do it?
5. 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 ___________________*
3.3.1 **Powerfully written mission statements**
Some powerfully written mission statements are:

1. About who we are now, not what we want to be in the future (vision statements deal with the future);
2. Short, clear and usually less than 14 words;
3. “Bone deep.” Stir up peoples’ passion;
4. Connected to our deepest interests;
5. Uniquely a description of us; and
6. Not fuzzy. Tells what is unique about us. Avoids words that mean different things to different people such as excellent, best, etc.

Consider this example of a brief and clear mission statement of the Jamaica Fishermen Co-operative Union Limited:

“*Jamaica Fishermen Co-operative Union Limited is committed to improving the social and economic welfare of its member stakeholders by utilizing their united funds and efforts in an effective and efficient manner.*”

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**Optional activity (Module 2): Activity 1: Create a fisherfolk organisation vision and mission statements**

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3.4 **Set Smart Goals**

Goals are statements of what needs to be accomplished to implement a strategy to achieve the mission. Leaders often set goals that reflect the long-term strategy of the organisation. Goals serve as an internal source of motivation and commitment, providing a guide to action. In setting goals remember that they should be specific, measurable, achievable, realistic and timely.

3.5 **Determine the strategic plan**

Knowing your vision, mission and goals are key elements of strategic planning. Strategic planning is the process of making choices and documenting it to enact action. An effective strategic plan makes choices based on

- Knowing who you are
- Knowing what brings change
- Predicting how the environment is likely to change
- Self-appraisal

If your organisation is ready to develop a strategic plan, here are some useful tools that can help your organisation reposition itself. You can begin by gathering and analysing information using:

- **Stakeholder Analysis** – It involves identifying all stakeholders (those who have a stake, or interest in your work)
• **PESTLE Analysis**—This is a useful community tool that can help organisations gather and interpret information about changes in the wider environment. It is based on internal factors (those which we have control over in our organisation) and external factors (which the organisation has no control over): Political, Economic, Socio-cultural, Technological, Legal and Environmental.

• **SWOT Analysis**—SWOT stands for “Strength, Weakness, Opportunities and Threats”. It seeks to assess the internal strengths and weaknesses of an organisation and identify forces in the external environment (identified in the PESTLE Analysis) that will either help (create an opportunity) or hinder (threaten) the organisation’s ability to achieve its mission.

Afterwards you should prioritise and decide on your strategic direction using:

• Portfolio analysis to analyse and classify types of programmes offered by the organisation. Which programmes worked and which did not?

• Prioritisation exercise to determine the activities that should take priority (see Section 4.5.1 on dot voting)

Appendix 1 identifies some useful websites to determine a strategic plan.

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**Optional activity (Module 2): Activity 2: Conduct a PESTLE Analysis for your organisation**

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**3.6 Summary**

Leaders help define an organisation’s role in the larger environment. All organisations should have a vision, mission and goal(s). These define everything you will do. A vision inspires people to dream, a mission inspires people to do and a goal inspires people to easily work together. Without these, organisations would have no focus or direction and, would struggle to get consistent memberships or funding to support their cause. They would find it difficult to progress. A strategic plan brings it all together. While it can be viewed as a difficult process, if not done, fisherfolk organisations could become irrelevant very quickly and die. We hope you will be more confident and inspired to develop your vision, mission and goals with your members.
4 ENHANCING LEADERSHIP SKILLS

Fisherfolk may view leaders as persons having a certain temperament or personality. If one is more outspoken and can speak well on behalf of the group, they may be considered a candidate for a good leader. However, this is not always true. While these qualities or attributes are helpful, most leaders must actually develop certain leadership skills over time that can make them much more effective. This holds true for leaders implementing the SSF guidelines. In this chapter, we focus on some key qualities and skills needed by fisherfolk leaders.

4.1 Ten qualities of an effective leader

Qualities are characteristics and traits that come naturally to us. While we can discuss the many qualities of a good leader, we have selected ten qualities that fisherfolk should have.

1. **Motivates**: When the member’s purpose is the same as the organisation, the member will be motivated to participate. For example, if the purpose of both a fisher and the fisherfolk 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.

2. **Integrity**: A leader acts with integrity, that is, without seeking personal gain. For example, a leader with integrity does not have a conflict of interest. This means that she or he not personally would gain financially from the decisions or programmes of a fisherfolk group.

3. **Confident**: As leader if you keep up your confidence level during trying times, it assures members that setbacks are natural.

4. **Trustworthy**: Without trust no leader can act with confidence. If a leader is not considered trustworthy, the members will not stand behind him or her. An untrustworthy leader fails to keep a promise to improve the situation of a fishing community. Trust creates mutual respect between a leader and members.

5. **Respect for others**: A leader must respect him- or herself to gain respect from others. In addition, if you do not respect others, then there is very little chance that members will respect you. Remember you can’t be a great leader if you do not have the respect of the people.
6. **Transparency**: A leader must show transparency. For example, group transactions should be clearly recorded for public viewing and not only for the eyes of key members.

7. **Persuasive**: A leader must be able to negotiate with government, the private sector and other key stakeholders for outcomes that will benefit his or her group.

8. **Charisma**: For leaders, showing charisma involves paying careful attention to how you interact with other people. It is expressed by being positive and appealing to others. For example, if you had to compare a charismatic fisherfolk leader to one less charismatic, you would notice the more charismatic leader could simply pull others along by the power of their personality alone. She or he may be able to advocate and accomplish many successful campaigns through the loyalty of people.

9. **Sense of responsibility**: Taking the role of a leader means you are willing to take the responsibility of your team's actions. A leader doesn't “point fingers” but supports the group and searches for the best way to resolve an issue.

10. **Empathy**: A leader practises active listening, is genuine and consistent.

Skills represent your ability to do. Some key skills needed for effective leaders include organising, communicating effectively, problem-solving and leading projects:

### 4.2 Organising yourself

To lead a fisherfolk organisation you will need to be organised and business-like. You will need to:

1. Keep all your papers and things related to the association in the same place;
2. Clean your desk at the end of the day;
3. Allow your most important task to dominate your desk;
4. Use a daybook to note meetings, important dates, phone calls and things to do;
5. Manage your time well by doing the most important tasks first;
6. Learn to say “no” and suggest other resources when people ask too much of you;
7. 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.

*Learn to delegate or assign tasks to others*
It would also be helpful for you to:

8. 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:

9. Providing updates about progress;

10. Finding ways to praise people who make a special effort such as a letter of acknowledgement or a “pat on the back;”

11. Understanding that the goals may change when the organisation changes and matures;

12. Letting people know when their negative comments are straying away from constructive criticism;

13. Keeping your sense of humour and remembering that it will take some people a little time before they commit to a new approach.

Remember time is the scarcest resource. Make good use of it.

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

Optional activity (Module 3, Session 1): Activity 1: Organising Yourself - A Skills Inventory
4.3 Communicating effectively
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\textsuperscript{iv} are:

1. Use eye contact when speaking to or listening to someone.
2. Speak at a volume that is pleasantly audible - not too soft or too loud.
3. Speak clearly, don’t mumble.
4. Glance around the room to everyone present, don’t just speak to one person.
5. Don’t be too passive (indirect, self-denying, inhibited) or too aggressive (righteous, superior, controlling), but be assertive instead (honest, straightforward, direct).
6. Be open about your true feelings. People will respect you more. Be tactful, however, and sensitive to the feelings of others.
7. 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.
8. Ask for what you want. You will find that if you do, you will often get what you want.
9. Ask questions, or ask for help. It is okay to say “I don’t know” or to ask for assistance when you need it.
10. Admit your mistakes. This indicates a high degree of self-respect.
11. Be willing to say “no” when you don’t have time to take on other jobs. Leadership requires understanding one’s limitations.
12. Try to approach all persons equally, whether a Government Minister or store clerk.

\begin{center}
\begin{tabular}{ccc}
\textbf{Passive} & \textbf{Assertive} & \textbf{Aggressive} \\
I’m OK & I’m OK & You’re OK \\
You’re OK & I’m Not OK & You’re Not OK \\
I’m Not OK & WIN-WIN & WIN-LOSE \\
LOSE-LOSE & & \\
\end{tabular}
\end{center}

\textit{An effective communicator is not too passive and not too aggressive, but is assertive}
4.3.1 Good Listening skills
Listening is one of your most important communication skills and a keystone of good leadership. As the leader, it is easy 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 understand while you think of the next thing you want to say. It means paying attention to every word and noting how it is said (the tone of voice or body language is being used).

4.3.2 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 was not intended by another. By paraphrasing what you think you heard, you would get added insurance 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? You probably thought, “But I know that I told them clearly ….” Asking for feedback on what you said is a tool that will help you know whether what you said is what someone else heard. Don’t worry about offending the person. Simply say that you want to know whether your instructions were clear.

4.3.3 Praise and criticism
Other important forms of communication are praise and criticism. Both of these provide people with 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 a little harder 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:

1. Specific information, i.e. what is happening now;
2. The behaviour rather than the person;
3. Observations (what, how, when); and
4. 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 that you are not listening to my point of view. I would like you to wait until I have finished before responding.

4.3.4 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 a better picture of what is being said or how the person is feeling.

We intuitively pick up body language signals. Knowing your team and paying attention to these signals will add more depth to your interactions. The following are some examples of body language.

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

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

4.4 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. The 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;
• State at the beginning the key topics of your presentation or what you will discuss;
• Your ending should summarise the key points;
• Add visual content to your presentation but don’t let it become the centre of attention
• Be enthusiastic about the topic;
• Review and rehearse your presentation;
• When presenting by PowerPoint, do not read your slide presentation as this reduces the interaction between you and the audience. Members of the audience may easily ignore you and read the information for themselves;
• Pay attention to how the audience is receiving your presentation and whether they are showing interest, or are fidgeting or talking, then adjust your delivery to suit;
• 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.

Optional activity (Module 3, Session 1): Activity 2: Practising communication and presenting in working groups
4.5 Problem solving

Problems and conflicts 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. The following is one problem solving approach (the steps must be done in order if they are to work - Figure 4.1):

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

Figure 4.1: Steps to solving problems

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 a 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 different 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 selecting the right solution 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.

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**Helpful hints for solving problems:**

1. Encourage people to be specific when talking about problems. When analysing the problem try to get as much information as possible - be a detective;

2. 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 frequently;

3. Remind people to focus on the problem and not on the people. Finding fault or punishing people does not solve the problem or help to find the root cause of it;

4. 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.

4.5.1 **Dot voting**

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.

4.5.2 **Using the five whys**

When trying to find the root cause of a problem you can use a method called “the five whys”. The method works by asking 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 new 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.

4.6 Leading projects

With the pool of funds available locally and globally, fisherfolk leaders can access funds to support projects aligned to the SSF guidelines. A project is a series of related activities to achieve a certain goal within a specific period of time. Whether it is developing climate change adaptation activities at landing sites or supporting marginalised fishing communities, leaders will need key project skills to be successful. Remarkably, you would realise many of these skills are addressed throughout this book:

- Developing a grand vision
- Building the project management team and leading the team
- Communication and presentation skills
- People-management skills
- Facilitation skills
- Skills at interfacing across the organisation
- Skills at developing partnerships and linkages with external organisations
- Ability to accept criticism, feedback and input from others
- Skills in using team-based tools
- Selling skills. The ability to promote and sell the project.

4.6.1 Managing projects

Managing projects is a process of leading a team of capable people in planning and implementing a series of related activities. These activities need to be completed by a specific date with a limited budget. Imagine you have been given a budget of US$3000
to implement a series of training activities during Fisherfolk Week. You have identified trainers (capable people) for the activities. Sounds like a project, doesn’t it?

There are various stages of managing a project (Figure 4.2: Project Management Cycle)

- Identifying the project – what are the needs? (e.g. In what areas do fisherfolk require training?)
- Developing the project – to understand the problem (problem analysis, situational analysis) (why do they require training? How did the lack of training affect fisherfolk or even fish populations?)
- Appraising the project – which stakeholder should review the project? (e.g. fisherfolk participating in a focus group session to discuss the project)
- Implementing and Monitoring the project – how do we record and track the project activities?
- Evaluate & Learn – this occurs at the end of the project and during the project (mid-term). (What have we learned from conducting the training? Has the situation improved? What can we do better next time?)

Figure 4.2: Project Management Cycle
4.6.2 Tools for managing projects

Many project management tools exist that make life a bit easier for leaders and project managers. Leaders should be aware of these tools. Selecting the best tool to use depends on your purpose, needs and the complexity of the project or type of project. Here are some of the many useful tools available (Table 4.1):

**Table 4.1: Useful project management tools**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical Framework (describes what has to be done to achieve a goal)</td>
<td>Project planning</td>
<td>Encourages common understanding and communication Used for small to complex, integrated projects</td>
<td>Requires training</td>
</tr>
<tr>
<td>Work Breakdown Structure (WBS)</td>
<td>Plans a project by breaking it down in small and manageable tasks</td>
<td>Allocates and delegates responsibility Sequences the timing of all event Improves planning &amp; efficiency</td>
<td>Step-by-step approach can be painful Requires strong facilitation skills so everyone participates</td>
</tr>
<tr>
<td>Gantt Chart</td>
<td>Project scheduling Ensure project activities stay on track from start to end</td>
<td>Good for simple projects</td>
<td>Poor time management tools when projects are lengthy complex</td>
</tr>
<tr>
<td>Responsibility Matrix</td>
<td>Defines who is doing what in the project</td>
<td>Promotes responsibility, accountability and ownership</td>
<td>Requires oversight to ensure that the work is done to a certain standard</td>
</tr>
<tr>
<td>Critical Path Analysis (allows you to identify the most important activities which can impact the project schedule)</td>
<td>Creates project schedules and manages high risk activities</td>
<td>Good communication and time management of a complex project Calculates the time a project can be completed Highlights slip time for projects Provides opportunities to respond to risk</td>
<td>The diagram can become more complex with an increase in the number of activities. It then may become difficult to print</td>
</tr>
</tbody>
</table>

There are many other project management tools available. Find the one that best suits your needs.

4.6.3 Presenting data and project results

At various project stages you and your team will have to determine the best way to collect data, share results and make decisions with different audiences. For example, reports and case studies are useful for donors and government officials and not necessarily the preferred choice for fisherfolk, other resource users or the general public.
Data collection usually involves

- Informal interviews
- Semi-structured interviews
- Focus group discussions
- Community interviews

Leaders should also explore the tools of visualization tools and techniques that can produce useful, reliable and valid information. These techniques make information clear and concise for fisherfolk and other resource users. As with most tools, leaders will require training in order to use them properly and effectively.

- Maps – a drawing used to identify the location, types of resources used by the community or wealth within the fishing community
- Timelines – a drawing of key events in the life of an individual, household or community over a period of time (e.g. the development of the fishing industry from late 80s where there were only fish sheds to the late 2000s where there are modern day market facilities)
- Venn diagrams – a set of different size circles each representing an entity to show the relationship between stakeholders
- Seasonal calendars – a visual means of analysing changes in conditions or activities through the year, and include visual representations of seasonal cycles. For example, the calendar may show the type of fish fishers catch throughout the year.
- Transects - visual records, often as maps, of a cross section showing the range of activities in an area (e.g. village, marketplace, beach, reef).
- Historical transects – drawings showing changes in conditions over time (e.g. changes in population size, changes in reef conditions).
- Decision trees – visual representation of a problem – what causes the problem and the effects of the problem. It helps analyse factors influencing important decisions.
- Flow charts – a diagram representing a series of events or activities, from beginning to end.

**Optional activity (Module 3, Session 2): Activity 1: Selecting appropriate tools for managing projects**

**4.7 Summary**

Leadership is not a quality acquired at birth. It is acquired over months or years of dedicated practice. Leaders that have good personal traits or qualities such as high integrity, are more likely to gain the trust and respect of others, thereby increasing the likelihood of persons working with them (towards a shared goal). However, good leaders also require certain skills: organizing, communicating effectively, making presentations and leading projects. These, which are a snapshot of what you need to succeed.
5 LEADING AND DESIGNING COLLABORATION

Fisherfolk are more effective when they take collective action. Once organised they need a leader. The successful implementation of the SSF guidelines will call for a leader who knows how to design and lead a team effectively to make a difference. In this chapter, we learn the importance of building your team, how to improve teamwork by understanding group dynamics and identify some best practices for working together.

5.1 Know your team

Before assuming a leadership position, a leader should know who he/she will be working with, the role and responsibilities of each person and their strengths and weaknesses. As a leader of a fisherfolk cooperative, wouldn’t you want to ensure that your team includes persons who are trustworthy, good with book keepings and work in the best interest of the members?

If you are new to the team, have a look at the organisational chart or organogram. If one doesn’t exist, this is a great opportunity to meet with the team to create one.

Consider the following questions to get to know your team better:

- Who is the creative thinker?
- Who is good with numbers and finances?
- Who has good presentation and communications skills?
- How well do they work well together?
- What motivates the team?
- On a personal level, is anyone facing a family crisis that may affect his/her contribution? What do they do outside of the organisation? What is most important to them? What kind of support do they want from you?

If you need to design your team, look for members who have the qualities, skills and drive to support the vision and mission.

Regardless of whether you were introduced to the team or you mobilised the team, taking time to know your team builds trust. Below are some do’s and don'ts for leaders (Table 5.1):
Table 5.1: Some “do’s” and “don'ts” for leaders

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be clear about what goes into your decision-making and how you’ll evaluate the team’s progress</td>
<td>• Jump into trying to accomplish the work without building relationships with the team</td>
</tr>
<tr>
<td>• Encourage team members to connect — better communication early on will help avoid misunderstandings and poor results later</td>
<td>• Assume that new team members understand how you or others work — take the time to explain processes and expectations.</td>
</tr>
<tr>
<td>• Look for roadblocks or grievances you can fix — it will earn you capital and inspire the team</td>
<td>• Be afraid to communicate often early on — you can always pull back when the team is working well</td>
</tr>
</tbody>
</table>

Sometimes you may have good members, but for some reason they do not work well together or they may not all have the necessary skills. In this case, you may want to investigate the best structure for your team. The structure impacts the group dynamics and performance. We will talk more about this later. Effective teams require a good mix of roles and skills among team members in order to get things done. You may consider diversifying the team.

5.2 Working 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.

Harmonious groups tend to have the characteristics described in the text
5.2.1 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:

1. You will understand that when a group goes through certain stages that it has nothing to do with your leadership;
2. You will be better able to step in and take action that is appropriate to where the group is at a given time;
3. 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. The following is a description of the four stages a group goes through as it develops. This is known as Tuckman’s Group Development stages.

**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. In this stage conflict and hostility will surface.

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

**Performing** – when the group works well together. At this stage members are satisfied as their work bears fruit.

Members are satisfied when groups work well together
5.2.2 **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.

5.2.3 **Some points to remember are:**

1. There is no such thing as a leaderless group, but leadership often changes as the group develops;
2. It is not uncommon for groups to dissolve and re-form as they work together;
3. As you observe the group, ask: What do they need from me? How can I help us to work better together?
4. 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;
5. The smaller the group, the faster it will move through the stages of development;
6. 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:

1. The members show a high degree of solidarity;
2. The members defend the group from internal and external threats; and
3. 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:

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

5.2.4 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.

5.2.4.1 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, you may notice:

How individuals communicate:
1. The ability to listen;
2. The tendency to interrupt;
3. Aggressiveness or meekness.

Body language:
1. Nervous fidgeting;
2. Slouching in the chair or sitting attentively.

Dynamics of your group
1. “Pleasant” feelings in the room;
2. Anxiety or hostility;
3. Who sits in the back or the front of the room

Accomplishment of the task:
1. Completing the job;
2. Attention to detail;
3. Procrastinating.
5.2.4.2 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:

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

5.2.4.3 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.

5.2.4.4 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 candid too.

5.2.4.5 Seeing conflict as natural

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

1. Brings important issues into the open so they can be clarified or dealt with;
2. Results in solutions to problems;
3. Serves to release pent-up emotions or anxiety;
4. Helps build confidence when members see how they can resolve conflict together.

Conflict can have a negative effect when it:

1. Takes the focus off more important activities or issues;
2. Destroys the groups’ good feelings;
3. Makes people feel bad about themselves;
4. Produces inappropriate or rude behaviour.

5.2.4.6 Understanding people’s feelings

When people are upset, they need to be understood, not pressured to feel otherwise. For instance, you wouldn’t say, “You shouldn’t feel that way,” but instead say that you understand and then ask, “What can we do to change things for the better?”
5.3 Mainstreaming gender in the group

Mainstreaming gender is an important step for groups, especially for the implementation of the SSF guidelines. Leaders can mainstream gender, or better yet become more responsive to gender issues through:

- Having a quota (e.g. at least 30% women or 30% men on the Board/Executive of the organisation and diversifying membership to ensure a balance in the number of male and female members)
- Having fora which are dedicated to men’s issues and women’s issues
- Consulting with both men and women in the community on the most appropriate time and place to host meetings
- Offering training opportunities that can both men and women can benefit and access
- Having internal policies that address gender bias and sexual harassment

It may be useful to discuss this with your country’s Gender Bureau or another organisation that has been successfully implementing their gender policy or fair gender practices.

5.4 The importance of participation

It is the task of the leader to pull together the wisdom of the group. The leader can assume that each of the members will have certain knowledge and experience to contribute, and that all of these ideas will come together to form the “bigger picture” of 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 organisation;
- A greater variety of ideas is 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.

Yet, 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

5.4.1 The importance of working 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

*Decisions affect others: Fishers may be affected by a decision to establish marine sanctuaries*
In many segments of our society people are working together to find common solutions to problems, and some try to reserve certain resources for their own specific uses. Fishers everywhere have to compete with other groups for fish and seafood, 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, snorkelling, 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.
5.5 Planning collaborative meetings

Meetings, like presentations, are more effective if they are well planned. First let’s begin to understand some of the reasons for ineffective meetings.

- Environment: The physical environment and setup of meeting room can have a negative impact on a person’s participation or attentiveness and can inhibit productivity.

- Lack of participation by attendees: This occurs if they have no information or ideas to contribute, or they are not prepared. Participants can leave with no clear understanding of what needs to be done or the purpose of the meeting.

- Meetings run overtime: The lack of, or failure to enforce ground rules, interruptions or off topic conversations can cause meetings to be drawn out making persons unfocused, resulting in a waste of time.

- Poor scheduling: this can result in low meeting attendance, or key persons not showing up. Persons can come unprepared and unfocused for the meeting.

- Poor communication: Some individuals may dominate the meeting, which can lead to arguments, or information being pushed on participants. There is no deliberation among the group, no room to exchange ideas and no questions are asked. Also, if there is a lack of records at meetings, important ideas, details, opinions and decisions can be lost.

- Delayed decisions/actions: Persons can be too indecisive, or lack the skills for problem solving. An absence of support from members can hinder decision-making as well. Lack of a post-meeting communication can delay actions to be taken.

- Gender balance: As a leader you should ensure that both men and women have an equal voice, that is, an opportunity to express their concerns, opinions and inform decision-making without feeling any form of discrimination. We must acknowledge that there are barriers/constraints to participation, especially of
women’s participation that should be considered when planning meetings. Some barriers are highlighted below:

- **Work load** - Women’s workload (both at work and at home) prevents them from attending meetings and causes them to incur a cost in terms of income-generating activities.
- **The timing of meeting** – Late meetings can pose safety issues for women, especially if they do not have means of transportation. The group should seek to provide some mode of transportation wherever possible e.g. carpooling or hiring a bus.
- **Location** – Females may not feel safe with the location selected, especially if travelling alone and without transportation.

Fisherfolk leaders should work with their liaison or membership officers to further understand, for example, why few women participate in fisherfolk organisations and become more flexible to increase the participation of women.

If you have experienced these issues with your meetings, then the next few sections will provide you with some best practices for meetings to ensure they are effective.

### 5.5.1 Chairing meetings

As you prepare for your meeting here are some items you will want:

- 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;
- Determine the time and date of the meeting. Give participants adequate notice of the time for meetings and follow up communication to verify that they have the correct information (time, date, place);
- Define your equipment needs (flip chart, LCD projector, etc.).

Remember all meetings do not need to be face-to-face. Groups can explore having virtual group meetings. Thanks to ICTs, persons can do almost everything as though they were in a face-to-face meeting, such as exchange ideas, share minutes and share screens to review documents. While these may save costs, time and provide convenience, virtual meetings can be challenging, especially if technology does not work as planned. ICTs are explained in more detail in Chapter 11: ICT for Leadership.
5.5.2 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 topic. Include business items that you deal with at each meeting.
- Estimate how much time you will spend on each item.
- Identify the place of the meeting and how the room will be set up. Be mindful of the number of participants and guests on your list. The location should be easily accessible for the participants with minimal distractions.
- Make a list of who will be there (participants and guests).
- List the roles of the participants 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.
- Circulate the agenda and any supporting documents in advance so that participants have time to prepare for the meeting.
- Make every meeting interesting and enjoyable by including topics of interest and ways that everyone can take part.

5.5.3 Set 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);
- Provide appropriate refreshments if desired;
- Have working materials such as flip chart, markers, pencils and paper for participants;
- Prepare and test equipment; and
- Always try to do something different or new so persons would be glad they came.

5.6 Meeting room set up

If team members are not comfortable, they will not focus as 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 (Table 5.2). Note the position of flip chart(s) indicates the location of the facilitator or leader.

Note that the best way to lay out a room depends on a number of factors:

- The number of persons
- The size of the meeting space
- The level of activity and interactions needed.
Table 5.2: Good and bad examples of meeting room layouts

<table>
<thead>
<tr>
<th>LIKE THIS</th>
<th>NOT THIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Diagram" /></td>
<td><img src="image2" alt="Diagram" /></td>
</tr>
<tr>
<td>It is easy to see the chairman or the presenter as well as talk to each other.</td>
<td>This layout reminds participants of a school classroom where they were asked to keep quiet.</td>
</tr>
<tr>
<td><img src="image3" alt="Diagram" /></td>
<td><img src="image4" alt="Diagram" /></td>
</tr>
<tr>
<td>LIKE THIS</td>
<td>NOT THIS</td>
</tr>
<tr>
<td><img src="image5" alt="Diagram" /></td>
<td><img src="image6" alt="Diagram" /></td>
</tr>
<tr>
<td>All board members can comfortably view the presenter's screen.</td>
<td>This layout is not very comfortable, especially for those who have to sit at an angle.</td>
</tr>
<tr>
<td><img src="image7" alt="Diagram" /></td>
<td><img src="image8" alt="Diagram" /></td>
</tr>
<tr>
<td>LIKE THIS</td>
<td>NOT THIS</td>
</tr>
<tr>
<td><img src="image9" alt="Diagram" /></td>
<td><img src="image10" alt="Diagram" /></td>
</tr>
<tr>
<td>This layout is more intimate for small group discussion or even less informal meeting under a tree, where you need some comfortable chairs and a flip chart.</td>
<td>This layout maybe viewed as though one party is more important to the other. Also, participants do not have a clear view of the flipcharts/screens.</td>
</tr>
</tbody>
</table>
5.6.1  Running meetings

5.6.1.1  Following a basic meeting structure

A set of rules for meetings, called Robert’s Rules of Order, 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.

Follow Robert’s Rule of Order at formal meetings

Basic meeting procedure

1. Call the meeting to order. This can be done informally (i.e. “Shall we begin?”);
2. Review the agenda and add any new topics for discussion under “Any other business.” (Complex business items would be placed on next meeting’s agenda, unless urgent.);
3. Adopt the agenda (an informal agreement is sufficient (i.e. “Is this agenda acceptable?”);
4. 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 the action items in the minutes. See if the action was taken. If not, the secretary should record why for the next minutes)

1. Review and adopt the treasurer’s report;
2. Review correspondence – the secretary will share any letters or emails that have come in;
3. Consider general business in the order of highest priority first;
4. Consider any other business - address those new items that were added at the start of the meeting;
5. Announcements - ask members for any announcements relating to fisherfolk business;
6. Group reflection on the meeting; and
7. Close the meeting. (This can be done informally, i.e. “Thanks to everyone … that was a good meeting. Our next meeting will be on … at …”).

5.6.1.2 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. It is usually found in an organisation’s constitution or by-laws. 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 quorum should also include the chairperson, treasurer and the secretary for the meeting to be effective.

<table>
<thead>
<tr>
<th>The Four Immutable Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whoever comes is the right people.</td>
</tr>
<tr>
<td>2. Whatever happens is the only thing that could have.</td>
</tr>
<tr>
<td>3. Whenever it starts is the right time.</td>
</tr>
<tr>
<td>4. When it is over, it is over.</td>
</tr>
</tbody>
</table>

Harrison Owen

5.6.1.3 Guidance for procedures and protocols during meetings

There are standard procedures and protocols to be kept at all meetings:

- Seating and addressing the head table
- Speaking “through the chair” orderly
- Making and voting on amendments
- Confirming meeting minutes
- Making and voting on motions
- Responding to any ‘point of order’
- Dealing with any other business

5.6.2 Facilitation

Facilitation helps exchanges, meetings or decision-making to run smoothly and reach desirable ends. Facilitation, by itself, does not mean problem-solving. It is not the same as chairmanship or resource person. A facilitator is trained to be responsible for ensuring that group processes are inclusive, productive and effective.

5.6.2.1 The meeting facilitator’s responsibilities

Meetings will be more effective if there is a chair or facilitator to make sure that things run smoothly, everyone gets a chance to speak, call for a discussion and vote. 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 a facilitator.)
The responsibilities of the meeting facilitator are as follows:

1. 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.)

2. 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’.

3. Decide how each topic will be discussed – what process will be used, i.e. hear reports followed by a discussion, everyone write down ideas and share them with the group. (See Section 5.9 Getting the most from group meetings.)

4. Make sure everyone gets a chance to speak. Bring out the quiet ones and encourage the "long winded” ones to listen to other views.

5. Protect participants from personal attack.

6. Help the group to reflect on how well they are working together so that they can continually 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.

5.6.2.2 Distinguishing good facilitation

While a leader may not facilitate, he or she needs to be able to distinguish between good facilitation from other things. When seeking a good (trained facilitator) you should look for someone who:

- Distinguishes process from content;
- Manages the client relationship;
- Prepares thoroughly for the session;
- Uses time and space intentionality;
- Evokes participation and creativity;
- Maintains objectivity at all times;
- Reads underlying group dynamics;
- Releases blocks to the process;
- Adapts to the changing situation;
- Shares responsibility for the process;
- Demonstrates professionalism;
• Shows confidence and authenticity; and
• Maintains integrity.

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

James Bandrowski

5.6.3 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. The secretary may take notes by hand and these will be the meeting minutes. Otherwise 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.

5.6.3.1 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:

1. 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. Later members will appreciate this record;

2. 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;

3. Provide “transparency.” The minutes let anyone interested know what happened, which proves that nothing has been done in secret;

4. Offer 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 of why decisions were made for persons who were not there.

5.6.3.2 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 minds.

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 explain.

Doing good flip chart recording takes practice. The person recording will need to use large block letters (at least one inch) and alternate marker colours so that each item will stand out and be easier to read. 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 writing the ideas presented in the meeting in the words of the group members.

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 comprise the minutes. Below are the key questions that the minutes should address:

- Time, place and date the meeting was held?
- Who attended? Who was absent?
- What was the agenda?
- What was the discussion?
- What was the decision or action to be taken?
- What are the follow up actions?
- Who is responsible for implementing the action? When should the action be completed?
- What time did the meeting end?

5.6.4 Meeting follow up

After making decisions and plans at the meetings, follow up actions should be enforced to achieve progress and success. Failure to do this can result in unproductivity and wastage of time that could be spent doing other things. To ensure that all actions and plans are implemented use the following strategies.

- Confirm assignments and commitments: Always follow up with persons on their assignments or commitments. This can be done via email, letter or a simple phone call. Verify that they are clear on the details, deliverables and deadlines for the assignment. If commitments cannot be fulfilled this gives the leader ample time to reassign it to another person.

- Keep records: The meeting minutes should be published shortly after the meeting has finished, when memories are still fresh and viable. Personal notes can also be handy to compare and verify the accuracy of the minutes. Use this time to check that all decisions have been recorded correctly, if not they can be rectified at the next meeting when adopting the minutes. Another justification is that some persons have the habit of waiting until the minutes are distributed before starting on their assignments, hence, the faster the delivery, the sooner they can get started.

- Schedule follow-ups: Progress reports for assignments should be included in future agendas. This gives each person the opportunity to report on their results or progress thus far and receive feedback from other participants. The leader should ensure that they have already stipulated the deliverables or goals to keep the presenter on track when making their report.
5.6.5 Wrap-up for meetings

This last step of your meeting is also important as it gives the participants the opportunity to review all the decisions made and actions taken at the meeting. To guarantee clarity and that the meeting has served its intended purpose, follow these steps:

- Review the agenda: Confirm with the participants that all agenda items were covered, nothing was left out and that all decisions and plans were documented. Also, take this time to set the items on the next agenda and schedule its date and time.
- Review follow-up process: Ensure everyone agrees to the steps in this plan and make the necessary changes.
- Reconfirm responsibilities: It is important that everyone understands and is clear on their responsibilities. Confirm all deliverables, deadlines and any assistance that might be needed to complete the assignment. The leader can go around the room asking each participant to verify their tasks and match the tasks back to their personal records.
- Evaluate the meeting: Each participant can state whether he/she thinks the objectives of the meeting were met and how successful it was. Participants can also suggest any improvements that could be made. Using an evaluation form could also achieve the same goal.

5.6.6 Meeting evaluation

One may use the minutes of the last meeting to review how that meeting progressed. This can alert the group to problems that continue to exist. For example, not following the agenda (i.e. veering off topic or going outside of allotted time). One should also highlight achievements (started/ended meeting on time, group consensus, or actions made promptly). The group can also agree to use anonymous feedback evaluation forms, where the results can be read out and discussed at the next meeting.

5.6.7 Adjourning a meeting

To “adjourn” means to “close” the meeting. The chair would announce that a meeting is adjourned once all of the agenda items have been addressed, including “Any Other Business”.

5.6.8 Dealing with problem people

Meetings will not always go smoothly. Often, one or two persons cause problems for the rest. The following are some situations you may encounter and some possible approaches to handle them:
Table 5.3):
Table 5.3: Possible solutions for handling problems with people

<table>
<thead>
<tr>
<th>Problem</th>
<th>Possible solution led by a trained facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One person talking too much</td>
<td>• When the person pauses, ask for someone else’s idea.</td>
</tr>
<tr>
<td>• People reluctant to talk</td>
<td>• Try to draw them out by asking what they think.</td>
</tr>
<tr>
<td>• Side conversations (talking while someone is speaking in the group)</td>
<td>• Ask the speaker to pause while you wait for the room to get quiet.</td>
</tr>
<tr>
<td>• People arriving late</td>
<td>• Start the meeting on time to discourage this. If the problem persists ask the person why.</td>
</tr>
<tr>
<td>• People leaving early</td>
<td>• Try to end the meeting on time. Ask the person why they are leaving would like to leave early.</td>
</tr>
<tr>
<td>• Arguing or personal attacks</td>
<td>• Get people to focus on the issues and ask that they treat others with respect during the meeting.</td>
</tr>
<tr>
<td>• Straying from the topic</td>
<td>• Make a note of the item for a future agenda and return to the topic.</td>
</tr>
<tr>
<td>• People who are negative</td>
<td>• Ask the person to share something positive about an idea before stating a negative concern.</td>
</tr>
</tbody>
</table>

5.6.9 Meeting guidelines

Establishing guidelines, ground rules or social contract, 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:

<table>
<thead>
<tr>
<th>Meeting Guidelines</th>
<th>Meeting Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Actively listen to each other.</td>
<td>8. Think creatively.</td>
</tr>
<tr>
<td>2. Respect what others say and their points of view.</td>
<td>9. When stuck, move on, don’t get bogged down.</td>
</tr>
<tr>
<td>3. Personal attacks are not allowed.</td>
<td>10. Accept that this meeting is just the start.</td>
</tr>
<tr>
<td>4. Actively participate.</td>
<td>11. Keeping the rules is everybody’s responsibility.</td>
</tr>
<tr>
<td>5. Focus on the doable.</td>
<td>12. Cell phones off or set to vibrate</td>
</tr>
<tr>
<td>6. Look for common ground.</td>
<td></td>
</tr>
<tr>
<td>7. No side conversations.</td>
<td></td>
</tr>
</tbody>
</table>

Ice-breakers and energisers

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

An icebreaker is an activity you suggest to your group that helps 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, in a one-on-one exchange, and then introduce their neighbour to the rest of the group telling about what they learned.

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.
5.7 Decision-making

5.7.1 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.

Table 5.4: Discussion about whether the group should buy their own boat haul-up tractor.

<table>
<thead>
<tr>
<th>Pros (reasons for)</th>
<th>Cons (reasons against)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cheaper in the long run than having to rent one</td>
<td>• Responsible drivers would be needed</td>
</tr>
<tr>
<td>• Will be available when we need it</td>
<td>• High cost to purchase</td>
</tr>
<tr>
<td>• May use it to earn money</td>
<td>• High maintenance costs</td>
</tr>
</tbody>
</table>

Table 5.5: Cost benefit analysis regarding the purchase of our own boat haul-up tractor.

<table>
<thead>
<tr>
<th>Pros (reasons for)</th>
<th>Cons (reasons against)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• $$ saved per day from not having to rent</td>
<td>• $$ for purchase of tractor</td>
</tr>
<tr>
<td>• $$ earned per day from renting the trailer</td>
<td>• $$ for training of tractor drivers</td>
</tr>
</tbody>
</table>

During discussion, only one person speaks at a time. Individuals may either raise their hand or wait to be "recognised" by the facilitator. The facilitator will recognise the member by announcing his or her name. 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 5.4) or even consider the costs involved in each possible decision (cost-benefit analysis Table 5.5). The group may need to use some problem-solving skills.

Note that if a member believes that the meeting rules are being violated, he or she may make a “point of order” by calling on the facilitator to enforce the rules.

Any discussion will usually end with a decision being made and the need for future action. The members should vote on the decision. The majority vote is adopted (this vote depends on the organisation’s constitution). This decision would be reiterated by the facilitator to confirm the final decision of the group. Action items should be clearly identified either as a list or underlined.

Action items for the entire meeting may be organised 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 (Table 5.6):
### Table 5.6: Action summary for meetings

<table>
<thead>
<tr>
<th>Action Summary</th>
<th>Agenda #</th>
<th>Who</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research information on tractors</td>
<td>2</td>
<td>George</td>
<td>9 March</td>
</tr>
<tr>
<td>Research costs for driver training</td>
<td>2</td>
<td>Wendy</td>
<td>16 March</td>
</tr>
<tr>
<td>Distribute posters for community meeting</td>
<td>3</td>
<td>Patrick, Cheryl, Oliver</td>
<td>14 April</td>
</tr>
<tr>
<td>Order meeting supplies</td>
<td>4</td>
<td>Kurt</td>
<td>30 April</td>
</tr>
</tbody>
</table>

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). For fisherfolk organisations, the final decision-making process may be set out in their constitutions or by-laws.

Each style of decision-making (or voting) will have a different effect on the group (Table 5.7).

### Table 5.7: The effect of voting styles on groups

<table>
<thead>
<tr>
<th>Voting style</th>
<th>Effect on the group</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leader has the only say (quick, critical and decisions with competence)</td>
<td>• Group may be resentful and apprehensive.</td>
</tr>
<tr>
<td>• Leader makes the final decision (members may advise but leader decides)</td>
<td>• Group behaves passively, leader acts without being challenged.</td>
</tr>
<tr>
<td>• Majority vote (members collectively decide – most votes wins)</td>
<td>• The majority will be pleased; the minority may feel disgruntled when their ideas are voted down.</td>
</tr>
<tr>
<td>• Consensus decision-making (gives power to members-all must agree)</td>
<td>• The group will be more cohesive and each person will feel more empowered.</td>
</tr>
</tbody>
</table>

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 one decisive leader.
5.7.2 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 that it is the best choice possible at the time.

Seeking a majority vote is inconsistent with consensus but sometimes can be done to find out where people stand on an issue – who are for and who are against. Some groups have by-laws that require a decision to be made by majority rule voting, but a group can still attempt to reach consensus even if it must finally decide by a majority vote.

5.8 Action planning

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 5.8).

Table 5.8: The five Ws of action planning

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

This exercise makes sure that everybody is starting the project “on the same page,” or 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 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 by assignment.)

The leader will then list on a flip chart or board the actions that are 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 the meeting with a clear idea of what needs to be done. The chart can remain on the wall until the project is completed. Table 5.9 shows a sample action plan for a project.

Table 5.9: Sample action plan for a project

| Project: Hold an awards banquet on May 2nd 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 1st |
| Contact the caterer | Marcia | March 1st |
| Have invitations printed | George | March 15 |
| Address invitations and mail them. | Earle | March 31 |
| Organise the clean-up committee. | Kurt | April 15th |
| Invite the press. | Ken | April 7th |
| Decorate the centre. | George, Kurt | May 1st |
| Send press release to review the night. | Ken | May 2nd |
5.9  Getting the most out of meetings

5.9.1  Meetings have power

Meetings are important because that is where an organisation defines its purpose and sustains itself. Without meetings, groups would wither and die.

Meetings allow us to continue to focus our energies so that we can complete projects that are too big 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 much better 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. (“Who’s 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!”

5.9.2  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. Some of those methods are discussed below.

• Brainstorming

Brainstorming is a good way to generate a lot of ideas quickly. It works if 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:

1. No criticism is allowed.
2. One idea at a time.
3. Build on the ideas of others.
4. Say whatever comes to mind. Quantity, not quality - wild and crazy ideas are okay. (Sometimes wild ideas provide seeds for a new direction that will work!)

5. Repetition is ok.

6. Don’t stop to refine ideas until they are all out.

7. No “killer phrases”, i.e. “That won’t work!”

8. Grouping similar ideas together and improving ideas are the next steps.

Here 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 can 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 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). This method allows the group to put their ideas together and get new ideas as they work with those of others.

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.

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**Optional activity (Module 4, Session 3): Activity 1: Brainstorming at meetings**

- 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. The following are two methods for talking together.

**The Discussion Method:** This method 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 fisheries complex 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)** Why do we need to change the current system?
**(D - Action)** What shall we do first?

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.

* **Rational Objective:** what do I want the group to know or decide?
* **Experiential Objective:** what do I want the group to experience?

In the above discussion about fish handling the Rational Objective might be, “To determine what needs to be changed at the Fisheries Complex and where we need to start to 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:** This 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 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 exist side by side.
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 tend to interrupt others do not like this method, while people who tend to sit back and think 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:

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

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

**Possible questions for reflection:**

- What were the topics we discussed?
- What surprised you? What was uncomfortable?
- What did you learn?
- What new insights do you have?
- What shall we dialogue about next time?
5.10 Summary
As a leader, you need to know your team, understand their individual situations, know their strengths and weaknesses and then seek to improve teamwork. Regardless of whether you were introduced to the team or you created the team, taking time to know your team builds trust. Effective leaders need to fully understand how group dynamics work and make quick, evidence-based decisions for the benefit of the team and the project. Remember people look up to you for the best decision.
6 MANAGING CONFLICTS

At times fisherfolk leaders may find themselves in internal conflicts i.e. amongst members of their organisation, or in external conflicts due to issues with resource users – another small-scale fisheries operator or a large–scale fisheries operation or resource managers or those in other sectors. As leaders, conflicts are something that we cannot always avoid. Knowing how to resolve conflicts and negotiate with the other party or parties is a skill leaders should acquire. In this chapter, we aim to better understand the causes of conflicts, how it affects both parties and some possible strategies for managing conflicts.

6.1 Causes of conflict

Conflict is a clash of interest, values, actions, views or directions. Conflicts may arise due to poor communication, dissatisfaction with management style or decisions, weak leadership, lack of openness or a change in leadership.

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 help the two parties identify solutions that will be acceptable to both of them.
6.2 **Effects of conflicts**

Conflicts can result in negative and positive effects. They may help diffuse more serious conflicts, stimulate a search for new facts or resolutions, increase group cohesion and performance, and demonstrate the power or ability of the conflicting parties. Conflicts could hinder smooth working or the decision-making process, or create competing coalitions or reduce productivity (Table 6.1).

<table>
<thead>
<tr>
<th>POSITIVE EFFECTS</th>
<th>NEGATIVE EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diffuses more serious conflicts</td>
<td>• Hinders smooth working</td>
</tr>
<tr>
<td>• Stimulates a search for new facts or resolutions</td>
<td>• Hampers the decision-making process</td>
</tr>
<tr>
<td>• Increases group cohesion and performance</td>
<td>• Causes the formation of competing coalitions</td>
</tr>
<tr>
<td>• Demonstrates a measure of power or ability</td>
<td>• Reduces productivity</td>
</tr>
</tbody>
</table>

6.3 **Managing conflicts**

Conflict management is useful as it prevents a situation from getting worse. There are five ways to manage conflicts, which may be appropriate based on the situation. These are based on Thomas-Kilmann Conflict Mode Instrument (Figure 6.1).

![Figure 6.1: Managing conflicts based on Thomas-Kilmann Conflict Mode Instrument](image-url)
• **Accommodating** is playing down differences while emphasizing common interests, but it may be at your own expense.

• **Avoiding** is passive withdrawal from the problem or by-passing the issue. You aren’t helping the other person reach their goal, and you are not assertively pursuing yours.

• **Collaborating** is negotiating with a third party playing an important role. This is where you break free from the “win-lose” paradigm.

• **Competing** is the “win-lose” approach

• **Compromising** is the “lose-lose” scenario where neither party achieve what they want.

Sometimes managing a conflict is possible even if a resolution is not possible.

6.3.1 **Interest-based conflict management**

One method for reaching agreement is called Interest-based conflict management. 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. Interest-based conflict management is very similar to the problem-solving approach described earlier in Section 4.5 and involves the following steps.

**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 the 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.

Here are some additional rules to follow when using this approach to keep contentious discussions positive and constructive:

• Ensure good relationships remain a priority – be calm, courteous and constructive

• Keep people and problems separate – this allows you to deal with the real issue without damaging working relationships
• Listen and pay attention to different interests presented
• Listen first; then talk – use “I” statements instead of “You” to avoid persons from feeling attacked
• Set out the facts
• Explore options together
• Practice reflection when you communicate
• Keep your voice tone neutral
• Never threaten an individual with a specific consequence
• Do not use profanity or behave inappropriately.

Leaders must know which conflicts can be managed. Conditions that facilitate conflict management are:
• All the disputing parties are well known
• there is willingness to examine several solutions
• Reaching a solution is important for all
• Parties trust the conflict management method
• A mutually beneficial outcome is possible
• Parties have clear authority to make deals
• Funds, time and other resources are available

Note that if this type of negotiation is not successful, leaders may turn to mediation or arbitration for a final decision.

6.4 Summary
Conflicts may arise for many reasons, regardless of whether you are fisherfolk or not. As leaders, you need to manage the conflicts effectively. You may not always have a solution, but the conflict should be managed in a way that is amicable. Proper and consistent communication is key. The key steps to managing conflicts include identifying problems and interest, exploring solutions, discovering alternatives and coming up with a written mutual agreement.
7 BUILDING NETWORKS AND PARTNERSHIPS

Due to the nature of the fishing industry, external networks and partnerships are important for effective small-scale fisheries governance. These networks at the local, national, regional and international level are an essential means of exchanging experiences and information to support fisheries policy and decision-making processes. In this chapter, we seek to sensitize leaders on the difference between networks and partnerships and identify the necessary steps for establishing effective networks or partnerships.

7.1 Understanding networks

A network is a group of people or organisation or countries that are linked to each other by specific relationships e.g. family, Facebook, WhatsApp. Leaders should take advantage of networks available to them:

• To analyse situations and guide improvement; and
• To analyse formal structure to find social networks that get things done

Leaders network to build capacity. They interact with others to exchange information and ideas about individuals or groups that share a common interest or very different interests. They may form alliances and ties with organisations that can be beneficial to their vision and mission.

7.1.1 Improving the quality of networking

Networking is not only about talking to others. There is a formula for networking that makes it effective and meaningful.

• Take time to make a real connection. Build a reputation for sustaining your network ties.
• Make your case for building a relationship.
• Treat networking as an investment.
• Exchange stories and interests.
7.2 Defining partnership

A partnership is an ongoing working relationship between organisations and groups where risks and benefits are shared. Partnerships bring together skills, ideas and experiences to tackle common problems that a single organisation or group cannot achieve on its own. Partnerships are useful for exchanging resources, mobilising financial and human resources, or simply working together for a common goal. The relationship among partners can be short or temporary or permanent. For example, a fisherfolk organisation may accept guidance from the Fisheries Division to monitor sea egg populations and work together to determine the best suitable time for open season.

If you look at Caribbean Network of Fisherfolk Organisation (CNFO) it has benefited from many partnerships to mobilise resources for development of the organisation and its members, and influence the development of fisheries-related policies.

7.3 Types of partnerships

There are three main types of partnerships: networks, coordination and collaboration. The CNFO is a good example to explain these partnerships.

- **Networks** – Often a less formal group of individuals with a common interest, who interact with each other and provide mutual assistance. The main purpose of most networks is to exchange information among members and to share experiences in their local activities. For example, CNFO was initially developed to exchange information amongst fisherfolk organisations in the Caribbean region. It is a network with leaders or representatives of fisherfolk organisations in the Caribbean. However, it is expanding to facilitate coordination and collaboration as we will discuss next.

- **Coordination** – This type of partnership resembles a close-knit relationship among members as it goes beyond sharing information to sharing specific tasks amongst a group. It ensures different groups are executing according to an agreed-upon action plan.

- **Collaboration** – In this type of partnership the relationship among members is strong with functionally more areas for joint activities. It involves all parties coming together to create a shared understanding, or plan of action. In these types of partnerships, partners have been working together for some time. For example, CNFO working together with the FAO and Fisheries Division of Antigua and Barbuda to develop a national plan of action for the conservation and management of sharks.

Types of partnerships can also be defined by the level at which one engages: local, national and international and who is involved in the partnership.

- **North-South partnerships** – usually between developed countries (North) and developing countries (South). For example, Caribbean fisherfolk participating in an annual fisher exchange programme with a developed country such as Canada.

- **South-South partnerships** - usually among developing countries
Donor partnership – between two donor agencies

Inter-sectoral partnerships- usually among national level associations and coalitions of main sectors in society

Optional activity (Module 5, Session 2): Activity 1: Partnerships – The Good, The Bad and the Ugly

7.4 Steps for building effective partnerships

Partnerships don’t just happen. They need to be designed and nurtured. They require a certain level of communication, networking and planning. Let’s look at some steps you should explore in developing partnerships.

In building partnerships, we use the analogy of a fisherman: preparing the bait, casting the net, hauling the catch and heading to shore.

As a fisherman, you know what you want to catch. If you are fishing for reef fish, you set a fish trap. If you are going to fish for tuna and marlin, then you set up your longline fishing vessel. Similarly, you need to identify your ‘catch’.

• Identify needs for partnering – What are your goals/objectives? What do you need to achieve them?
• Set criteria for evaluating the best partner(s) – What will you require of your partners to ensure they are the right fit?
• Identify potential partners – Which groups/entities (public, private or NGO) will help you to accomplish your goals? Is it the right time to engage them? Are there barriers that may prevent them from partnering? How can you overcome these barriers? Look into developing a partnership map.
• Prioritise partners – Do you first need partners to advocate for certain fisheries policies? Do you need a partner to provide you with funding to address an urgent need of the fishing community?

Now we have identified our partners, it is time to get to know them better. It is time to cast the net to bring in the catch.

• Select partner(s) and take time to know each other. Building trust is important, as relationships are open to the risk of misunderstanding. There is a need for a clear expression of interest and aspiration from both sides. Select partners based on skills and not personalities.
• Pay attention to early meetings and activities. First impressions mean a lot. People are often sceptical at the beginning, as they want to know your true intentions.
• Develop and clarify the vision, mission of the partnership in a collaborative manner.
• Determine the best structure and management to serve the needs of the partnership. Some organisations form Steering Committees, Advisory Committees or Groups or Task Forces.
  o Steering Committee – this a group of people who get things started. They help develop the vision, share ideas from their organisation’s or group’s perspective.
o **Advisory Committee or Groups** – provide guidance, support or resources to support the initiative under implementation.

o **Task Forces** – this group focuses around a broad objective.

o **Action Committee/Group** – this group takes action to bring about change. They focus on the work set aside by the task force.

Now it is time to haul the catch. Once everyone is on board, it is important to:

- **Set ground rules.** Take time to plan roles and responsibilities of each partner and come to an agreement. It may also be wise to develop a contract or Memorandum of Understanding.

- **Start with a few short-term tasks** that have a good chance for success.

- **Watch out for incompatibilities.**

- **Uphold values of transparency (especially with the exchange of resources) and accountability.**

- **Be sensitive and commit to the problems, efforts and constraints of other partners,** particularly of those living in conditions of poverty and oppression. It implies a readiness to respond appropriately and in a timely manner to varied needs.

We are happy with our catch and head to shore and share the success of our catch.

- **Share, report, recognise and reward partners.** People respond to positive incentives in partnerships as they do as individuals.

- **Keep tending the relationship** so it grows. Spend time outside of meetings through hosting social events.

**Requirements for effective partnerships:**

Effective partnership requires work from all parties involved, whether donors, government, local communities and non-governmental organisations (NGOs):

- Donors must work with governments to create an environment for partnerships by removing policy, communications and other constraints that prevent partnering.

- Government must be open, sensitive, responsive and must internalize, accept and establish partnership at appropriate levels;

- Local people must develop skills in negotiation and articulating claims that bear someone else’s interest to effectively engage the government; and

- NGOs must be open to collaboration with the government, share risks and be creative.

**7.5 Sources of conflict in a partnership**

A partnership is a relationship and with any relationship, conflicts may emerge. Some conflicts that you may experience or observe during partnerships include:

- Value disagreements – integrity, transparency
- Personality conflicts
- Communication misunderstandings
• Doubts about priority need for partnership
• Confusion over differing degrees of members’ autonomy
• Different power interests.

7.6 Working with partners

Whether your partner is a donor, government, or other NGO, how you work with them is very important. It is relatively easy if you keep the same standard of professionalism for everyone you work with.

• Write correspondence using your organisation’s letterhead. A letterhead includes your organisation’s name, address and contact information (telephone or email).
• Spell check all correspondence (i.e. letters, email etc.).
• Respond to email in 24-48 hours. At least acknowledge that you received the email and will get back to them, if your response requires some research.
• Speak clearly and concisely.
• Plan ahead of time.
• Arrive on time or ahead of time for meetings.
• Stick to procedures and deadlines.
• Share your achievements (on a quarterly or biannual basis).
• Give partners credit for contribution.
• Keep a paper trail.
• Follow up on any requests made.
• Invite them to any activities, events or workshops that you are hosting.

7.7 Summary

Building networks and partnerships are key to in the small-scale fisheries sector regionally and globally. Establishing partnership is not a simple process. It is a long-term process requiring a long-term commitment. A partnership may be defined by the level at which persons engage or by who is engaged. It involves many steps that focus on balancing what is right for the organisations involved, forming the best structure and upholding values. As with any relationship, conflicts may emerge and leaders should seek amicable ways to manage them.
8 MOBILISING RESOURCES

As fisherfolk leaders seek to implement the SSF guidelines, they will need money to facilitate training and promote awareness. Most of the time membership fees are not enough to help with activities. Leaders need to ensure the organisation mobilises financial resources through fund-raising, subvention and donor funding. Resource mobilisation is a “do or die” for most organisations. In this chapter, we explain the term “resource mobilisation”. We also develop a strategy to support the sustainability and survival of your organisation.

8.1 Defining resource mobilisation

Resource mobilisation is a popular and important term that you will hear in the development arena. But what does it mean?

- Resources include financial resources (money/cash) and non-financial resources (human, materials or in-kind support received from your community).

- Mobilisation is the act of assembling or gathering (of resources).

Essentially resource mobilisation is a process whereby both financial and non-financial resources are mobilised to support the organisation’s activities. These resources may be mobilised externally (sourced from outside of the organisation) or internally (sourced from activities undertaken within the organisation).

For example, a fisherfolk cooperative may have a resource mobilisation plan. They obtain fees from their members and may sell fishing equipment which generates income for the members. The membership officer is actively seeking new membership that will be beneficial for the organisation’s growth. While these activities may not be directly termed resource mobilisation, the concept is the same – mobilising resources to support persons or a cause.

8.2 The importance of mobilizing resources

Resources mobilisation is extremely important for fulfilling an organisation’s vision and mission. Organisations need to think ahead of the people that will take them in the right path, plus the source of the funding that will also help them get there. Any organisation that takes resource mobilisation seriously develops a resource mobilisation (RM) plan. If
you are still uncertain if a resource mobilisation strategy is useful, here are some advantages of having a RM strategy:

- Increases sustainability of an organisation;
- Coordinates your approach to resource partners (e.g. donors, government agencies, private sector);
- Prevents in-house competition for resources;
- Creates joint ownership and accountability; and
- Allocates resources where they are most needed.

8.3 Developing an RM strategy

In developing a Resource Mobilisation Strategy, it is crucial to understand the resource mobilisation cycle: Plan-Act-Reflect.

8.3.1 Planning your RM strategy

Fisherman organisations must first understand the environment in which they work. Here are some questions that you need to ask yourself:

- What do I need to achieve my programme strategy?
- How much funds will I need to implement it successfully?
- What new projects and programmes will we have? What are their estimated costs?
- Which donors support fisheries conservation, fisheries policy, and climate change in my region?
- How does my work align with theirs?

To develop your action plan for resource mobilisation, see Section 5.7 for action planning.

8.3.2 Act

There are several key implementation steps for developing and implementing your RM strategy:

- **Identify**: Map partners - Where do they work? What do they support? Do they have set deadlines for solicitation? How much can they provide? What are the submission procedures?
- **Engage**: Conduct meetings with partners and use advocacy tools (concept notes, project proposals, deliver presentations).
- **Negotiate**: Reach agreement on interests, understand conditions, and develop and formalise legal agreement.
- **Map & Report** – Write a letter to acknowledge resource partners’ contribution and report regularly, include their logo on project and programme documentation.
8.3.3 Reflect

The only way you will know if you are meeting your goal or target is to monitor and report on the progress of your strategy. Consider the following.

Lessons learned: What worked well and what did not work well? Remember to measure progress at regular intervals with the board e.g. every quarter or whenever you have a board meeting.

This will help you to understand how to approach RM in the future.

Chapter 9: Building a culture for monitoring and evaluation will discuss more on this.

8.4 A leader’s role in resource mobilisation

It is vital to have a strong governance structure in place to lead the organisation in its resource mobilisation efforts. Resource mobilisation should be one of the key responsibilities of the board. Some strategies that the board can use to help mobilise resources for fisherfolk organisation include the following:

- Cultivate potential supporters (within the community or private sector);
- Speak on behalf of the organisation and issues;
- Strategize with board members on fund raising;
- Recruit volunteers;
- Donate to the organisation (cash or in-kind [e.g. goods and services]);
- Income generation activities (e.g. membership fees, special events);
- Income from business oriented projects (sale of fishing equipment);
- Identify foundation support;
- Inclusion of administration budget in project; and
- Subvention from government.
8.5 Resource mobilisation challenges

Leaders should also be aware of the external and internal challenges of resource mobilisation by various organisations and develop appropriate actions to address them (Table 8.1):

Table 8.1: External and internal challenges of resource mobilisation

<table>
<thead>
<tr>
<th>EXTERNAL CHALLENGES</th>
<th>INTERNAL CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in donor priorities prevent organisation’s eligibility</td>
<td>Limited capacity within organisation</td>
</tr>
<tr>
<td>Inability to meet criteria used by donors</td>
<td>Inadequate strategic plans</td>
</tr>
<tr>
<td>Conditionalities (i.e. not allowing them to engage with other donors during that time)</td>
<td>Inadequate networking skills</td>
</tr>
<tr>
<td>Political interference</td>
<td>Insufficient awareness on available opportunities</td>
</tr>
<tr>
<td>Natural hazards and disasters cause donor funds to be diverted</td>
<td>Inadequate accountability and transparency systems that satisfy donors</td>
</tr>
<tr>
<td>Competition from NGOs within the same sector</td>
<td>Ineffective governance structures as the board is not playing a key role</td>
</tr>
<tr>
<td></td>
<td>Minimal communication and branding to highlight achievements and increase visibility of organisation</td>
</tr>
</tbody>
</table>

8.6 Accessing grant funding

Grant funding is one of the most attractive ways for organisations to access funding. Accessing grants to implement projects, whether individually or jointly with another organisation, is one role with which every leader will be charged. Your resource mobilisation plan will help you to easily identify your source of funds and to develop an appropriate project that meets your needs as well as the funders.

If you are interested in obtaining a grant for a fisheries intervention, do your homework:

- Develop a database for suitable grant funds.
- Know the guidelines for accessing grants.
- Eligibility of the grant - What are the criteria? Can your country or organisation apply?
- Funding amount – Will the size of the grant be enough to achieve your goal (economic feasibility)?
- Institutional documents – Is your organisation registered? Do you have a constitution? Can you provide your certificate of registration?
- Auditing of accounts – Some agencies may require that your account is audited. It helps determine the financial integrity and level of accountability and transparency of your organisation.
- Capacity - Does your organisation have the capacity (human and technical support) to implement? What additional capacity will you require? If capacity is low, perhaps you need to engage in a partnership.
- Time – Preparing grant proposals can be time consuming. Are you able to commit the time and energy to prepare a proposal?
- Source of funds - Who do you want to target for funding? Government, private businesses or foundations? Which arrangement best suits yours needs?
- Build community support and form a working group.
- Get expert advice – there are technical experts in the field.
Don’t be afraid to request guidance from donors on the grant process. You can always schedule a meeting for further discussion. If you apply and are rejected, learn from rejections.

8.7 Summary
Mobilising resources is not an easy task. It is linked directly to your vision and mission. Therefore, it requires strategic planning and engagement. An effective resource mobilisation plan will allow members to do more for the fishing communities. It requires that you plan how and who you will target, take action and reflect on your strategy to improve it next time around. As with many organisations, accessing grants is one of the most popular means to implement projects to support the community. Just remember to do your homework.
9 BUILDING A CULTURE OF MONITORING AND EVALUATION

The SSF guidelines are more likely to succeed if all stakeholders play their role in monitoring and evaluating its implementation. By working together, we can develop M&E systems that measure performance and impact while also ensuring resources are put to the best possible use. For fisherfolk organisations, M&E is still quite new. Leaders must explore how to develop the culture of M&E, so fisherfolk play a more meaningful role. This chapter provides some brief guidance to establish a culture of M&E and emphasises the leader’s role in M&E.

9.1 Understanding M&E

Monitoring and evaluation should essentially start at the beginning of an organisation’s project or programme. Let’s first understand the terms of M&E:

- Monitoring provides indication of progress in the achievement of results. It helps to measure how you are progressing towards achieving outputs and when you need to take action to prevent delays. It asks: “Did we invite the right fisheries stakeholders?”, “Would we have gained more information during the end of the fishing season?”, “What must we do to increase women’s participation in developing fisheries policy?”

- Evaluation is an assessment of an on-going or completed programme. It asks “Have we done everything right?”, “Has the fishing community benefited from the programme?”, “What have we learned?”

9.2 Fostering an M&E culture

An organisation with a strong evaluative culture has three characteristics:

- Seeks evidence on what it is achieving and uses results to challenge and support what it is doing (self-reflection/examination);
- Makes time to learn from mistakes and weak performances in a structured manner while also encouraging knowledge sharing;
• Experiments and finds new ways of doing things.

Every organisation has its own culture that it has developed over time. Its culture is usually influenced by leadership, organisational structure and learning.

a) Leadership is extremely important for fostering M&E culture. The leader’s role is to act as a facilitator in the process as he or she:

• brings everyone together to help define the various tasks, and works with the team to allocate responsibilities for managing results;
• provides consistent leadership in managing results and expectations for results management; and
• demands results to feed into reporting overall organisational performance.

b) Organisational structure gives the day-to-day meaning of the organisation’s culture. Developing an M&E culture will require:

• Incentives - Allow the team to plan for results, monitor and report. A rewards-based system can be developed to acknowledge successful achievements.
• Leaders to adjust their operations as they learn what is working and what is not.
• Obtain evidence-friendly information systems that allow financial, human resource, planning and reporting systems in an organisation to incorporate the results. This will help show how you are using and learning from your results. However, this may be a great expense to groups.

c) A learning focus is an essential part of M&E. Fisherfolk organisations interested in building an M&E culture should therefore build capacity and an acceptance of learning through:

• Experience of other fisherfolk,
• Specialised events (e.g. workshops),
• Knowledge sharing through meetings or other communication pathways (e.g. websites, mass media).

Leaders should make time for learning and create spaces for this.

9.3 Traditional M&E vs Participatory M&E

Over the past decade M&E has taken two forms: The traditional M&E approach and the participatory M&E approach.

• Traditional M&E involves the use of interviews and surveys to obtain information and report impact.

• Participatory M&E is a process through which various stakeholders engage and share control over the content, process and results of M&E. It engages persons in taking or identifying corrective action, learning and adapting. Stakeholder groups may involve beneficiaries, community members, government and other organisations. Engaging everyone increases motivation and trust and contributes to the learning of everyone. PM&E tools include beneficiary assessments, use of photographs, testimonials and participatory videos. E.g. videos capturing “the most significant change” as told by beneficiaries.
Table 9.1 provides a better understanding of the differences between the two approaches.

**Table 9.1: Comparison of traditional and participatory M&E principles**

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Participatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project team and donors lead the process, excludes local people</td>
<td>• Local people, staff etc. are active participants, often helped by a facilitator</td>
</tr>
<tr>
<td>• Senior managers or independent/outside experts evaluate</td>
<td>• Stakeholders evaluate, outsiders facilitate</td>
</tr>
<tr>
<td>• Provide information only</td>
<td>• Design, adapt methodology, collect and analyse data and share findings</td>
</tr>
<tr>
<td>• Success is defined externally through quantitative indicators</td>
<td>• Success is defined internally through qualitative judgment. People identify their own indicators of success</td>
</tr>
<tr>
<td>• Pre-determined indicators</td>
<td>• Flexible, adaptive and based on learning together</td>
</tr>
<tr>
<td>• Little flexibility</td>
<td>• Builds commitment and ownership</td>
</tr>
<tr>
<td></td>
<td>• Builds the capacity of local people to analyse, reflect and take action.</td>
</tr>
</tbody>
</table>

See Appendix 1 for more information on Participatory M&E system and developing M&E plan.

### 9.4 Developing an M&E system

The steps for developing an M&E system depends on what you are trying to evaluate. Let’s take a look at some key steps you should think of at the time of planning:

- Identify who will be involved in its design
- Clarify the purpose, use and budget
- Determine the question that will help you to learn as a result of your work
- Select the right indicators
- Identify the methods you would use to collect data (e.g. document review, survey, interviews)
- Analyse the data – Are there any patterns or trends?
- Interpret findings
- Communicate findings with stakeholders

### 9.5 Summary

The implementation of the SSF guidelines will require monitoring at all levels. Leaders of fisherfolk organisations should be charged with the task of developing a culture for monitoring and evaluation, adapted to their situations. Remember that monitoring and evaluation not only help organisations to reflect and understand past performance, but serve as a guide for positive changes during the period of implementation.
10 SUCCESSION PLANNING AND CREATING LEADERFUL ORGANISATIONS

Unfortunately, no one will be a leader forever. Agendas change. Leaders may move on to assume other roles in another fisherfolk organisation or even regional organisations, like CNFO, or a series of unfortunate events may have occurred. e.g. death in the family, internal conflicts etc. Before you leave, you should look to see who will follow in your footsteps and seek to train them. In this chapter, we explore the need for succession planning, a process of identifying and developing new leaders who can replace former leaders.

10.1 Advantages of succession planning

A succession plan is important especially if an organisation decides upon handing over management responsibilities to a new leader at the last minute. For instance, if the President of the organisation suddenly resigns, what should Board members do? What happens to the institutional memory, that is, will the President be taking all the knowledge with him/her? Will the Board know how to move forward? If you cannot answer these questions, then your organisation does not have a succession plan.

There are many advantages to succession planning for both members and leaders.

- Members who know that a next role awaits them receive a boost of self-esteem and self-respect.
- It reinforces the members desire to work with the organisation.
- A leader can rely on members to carry out the organisation’s mission and vision.
- It fosters a culture of learning and development within the organisation.
- It covers any risk in not having a leader and enables a smooth transition with less likelihood of disruption to operations.

10.2 Types of succession planning

Succession planning can be triggered by varying situations. Three scenarios or stages of succession include:

- Emergency/Unplanned Succession Planning – this process is used in the event that the Executive suddenly departs, either permanently or for an extended period of time (longer than three months).
• Planned Departure or Resignation Succession Planning – this process is implemented for permanent departure of the Executive.

• Strategic Leader Development Planning - this process is to ensure ongoing leadership talent in the membership. Members are trained in other areas to build their capacity as a future leader.

Each of these scenarios requires an increasingly detailed succession plan to smoothen the transition between leaders.

10.3 Basic steps to leadership succession planning
A succession plan helps in identifying potential leaders, strengthen their capacities, and then allows smooth transfer of responsibilities. Regardless of the scenario for succession planning, there are some key steps that you should follow to develop your succession plan.

• Understand the future goals and strategies of the organisation over the next few years.
• Identify the key positions that need succession planning – not all positions need succession planning. For example, the President, Treasurer and Secretary may require succession planning due to the key roles that they play in any organisation.
• Identify the skills and competencies required for the position.
• Identify the successor or successors.
• Plan learning activities for members.
• Build competencies and skills for current and future needs of your organisation (assign additional responsibilities to develop new skills and experience, mentoring, attending events or courses and involvement in cross-functional working groups).
• Assess their progress.

Some other considerations for succession planning include:
• Determine timeframe for reviewing and discussing the plan (e.g. on an annual basis).
• Review salary compensation (if any) or adjustment for increased responsibilities.
• Inform donors or key stakeholders of the transition and interim director.
• Review and revise job description and qualifications.
• Establish a screening committee.
• Recommend three short-listed candidates.
• Develop a communication plan to announce the selected candidate to donors, and key stakeholders (e.g. formal letters, press release).
• Obtain support from departing leader/board member (e.g. provide consulting support for fund raising, maintaining grants and reporting and mentor the new leader/board member for three weeks).
10.4 Who is responsible for succession planning?

The responsibility of succession planning depends on the size and type of organisation. For fisherfolk organisations, responsibility lies with the Board of Directors and the Manager or Coordinator. The role of the Board of Directors is to define the organisation’s values and maintain a culture that ensures succession planning takes place. The Manager or Coordinator provides the information for development, ensures succession plans are created, monitored and evaluated and adapted.

Optional activity (Module 5, Session 5): Activity 1: The Now and Later Assessment

10.5 Creating a leaderful organisation

In chapter one, we discussed how leadership was changing. It continues and there is a new paradigm of leadership, known as leaderful. In a leaderful organisation everyone shares the experience of serving as a leader, not sequentially but collectively. There are four critical tenants of leaderful practice.

Leaderful leadership is…

- Concurrent – more than one person can be leading at the same time but in different areas.
- Collective – Many people within the group may be operating as leaders and the group is not solely dependent on one individual to mobilise action and make decisions on behalf of others.
- Collaborative – All members work together and are in control of the organisation.
- Compassionate – Members exhibit humility and are willing to support each other.

Ask yourself this question – “What changes will I have to make to ensure my organisation is more ‘leaderful’?”

10.6 Summary

Fisherfolk organisations rarely focus on succession planning. Little succession planning means there is little time to groom new leaders. This can slow down an organisation’s growth. Every organisation should aim to have three types of succession plans: emergency plan, planned departure and a strategic plan.
11 ICT FOR LEADERSHIP

Small-scale fisheries require communication and information for effective decision-making. Every leader should know the role that Information and Communication Technologies (ICTs) play in this modern day world. In this chapter, we expose you to types of ICTs, including online and offline productivity tools that can enhance your work. We also look at the need to maintain an e-presence in this technological era.

11.1 What is ICT?

ICT is an umbrella term that includes all technologies for communicating information. These include devices such as mobile phones, tablets, laptops, personal computers (PCs) and Global Positioning Systems (GPS), along with the software and applications that run on these devices. The use of ICT has transformed our lives over the last two decades and has become extremely important for the efficiency and effectiveness of the organisation through:

- raising the profile of organisations;
- keeping abreast of current developments and legislation in the fisheries sector;
- managing and organizing information more easily;
- accurately monitoring their finances;
- securely maintaining details of the membership; and
- saving costs and allowing staff to work remotely and flexibly.

11.2 Types of ICT used in fisheries

ICT are being used throughout the fisheries value chains and for conservation purposes. Leaders should therefore be aware of these tools, as new and innovative tools are constantly being developed.

- Mobile phones for trading, information exchange and emergencies.
- Navigational aids and satellite-enabled communications systems such as Global Positioning System (GPS) for navigation and location finding e.g. marking fishing spots for easy return, saving time and fuel.
• Radios, along with mobile phones and GPS can be used to support monitoring, control and surveillance (MCS) by protecting local fishing grounds from poachers to either locate or report abuses.
• Web 2.0 tools (e.g. social media platforms, blogs, video sharing sites [YouTube] etc.) for increasing access to knowledge and storing important information while enhancing the ability and frequency of communication.
• Low-cost videoconferencing using free software to link communities with researchers and policy-makers.

In this chapter, we will focus more on productivity tools, which enhance the effectiveness and efficiency of an organisation. Productivity tools may be offline (i.e. they do not require access to the internet or World Wide Web) or online/web-based. However, to be skilful in these tools, training is recommended.

11.3 Productivity tools

11.3.1 Offline productivity tools
Offline tools are accessible when internet access is not available. While information created can only be accessible on the computer, it can be shared with others via email once there is internet connectivity. Office/business applications can be defined as offline productivity tools. Office Applications are crucial in the day-to-day operations of any organisation. They can be used to write letters, analyse financials, create charts, manage databases, produce newsletters, and other complex documents. Some of the commonly used applications\textsuperscript{x} are:

<table>
<thead>
<tr>
<th><strong>Word Processing</strong></th>
<th>MS Word, Open Office Write, WordPad and Google Docs to write correspondences, reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spreadsheet</strong></td>
<td>MS Excel to record and analyse financials, make calculations, graphs and charts</td>
</tr>
<tr>
<td><strong>Database Software</strong></td>
<td>MS Access and MS SQL Server to manage contacts, membership lists</td>
</tr>
<tr>
<td><strong>Desktop Publishing</strong></td>
<td>MS Publisher, Adobe InDesign to produce flyers, newsletters, magazines</td>
</tr>
<tr>
<td><strong>Presentation Software</strong></td>
<td>MS Power Point and Keynotes to make presentations</td>
</tr>
<tr>
<td><strong>Projects</strong></td>
<td>MS Project to monitor and report on projects</td>
</tr>
</tbody>
</table>

Notably certain features within these tools may require internet access. For example, if you want to include a clipart into your report, MS Word now directs you to search online for photos. Otherwise you can only insert photos that are stored on your computer.
11.3.2 Web-based tools

The internet or the World Wide Web provides a wide range of information at your fingertips. It provides you with access to activities of organisations around the world; it allows you to share information instantly with a wider audience through using mediums such as social media, and websites, etc. These tools can be accessed from anywhere - your personal computer, mobile phone or someone else’s computer. This is handy if your computer crashes. The downside is that if the internet is down then the file becomes inaccessible.

There are many web-based tools that offer the same features as offline productivity tools. For example, Google has Google Docs for online word processing, and Google spreadsheets and presentations. Web-based tools have become extremely important for communicating using email, meetings/conferences and networking.

**Email** – Email is used to share messages, documents, pictures and other attachments. It is many times faster than relying on post or ‘snail mail’ to deliver these same items. Email can give persons more time for reviewing documents before meetings. A mailing list (list of names and contact information) can also be created to send out notifications of activities and newsletters at the same time.

**Web conferencing tools** - Web conferencing tools (e.g. Skype, Google+ Hangouts, Go to Meeting, WebEx) can be used as reliable and efficient means of communicating with persons remotely. There is no need to worry about geographical location and associated travel or venue costs. These tools can have one or more functionalities such as voice conferencing, video conferencing, web conferencing and instant messaging. They also allow for sharing information and making timely decisions on projects. Other common uses for these tools include:

- Giving presentations - presentations can be given to a group by the click of a button. Persons can view your presentation slides on their computers while you speak.
- Conducting meetings - this can be used to conduct a status report meeting on projects. Some tools allow you to schedule follow-up or reoccurring meetings.
- Delivering and recording training - persons can participate in training regardless of their location, and training can be recorded and reviewed at a later date. This comes in handy for participants who may have missed key training sessions due to conflicting schedules or issues with internet access.
- Collaborating - this allows team reviewing e.g. review contracts and project documents, or brainstorming with others in groups. Each person can give their views and input for the documents at hand and changes may be made on the spot.

**Group chat** - Group chats have some of the same capabilities as the conferencing tools but on a smaller scale. These are recommended for instant messaging for short meetings, polling or discussions on relevant topics.

- WhatsApp - WhatsApp can be used to engage in chats with groups to make quick decisions on matters. Some fisherfolk organisations often use WhatsApp to provide members with updates or change in meeting schedules. It has broadcasting capabilities so you can instantly notify persons of meeting times and send reminders to participants; voice and video chat capabilities and file sharing capabilities for sharing photos and videos to up to 256 persons at once. The service can be used on
all devices including tablets, smart phones, even your desktop computer but file sharing is limited to 100MB.

- Facebook group chat - similar to WhatsApp, it supports voice and video chats for up to 50 persons. The file sharing limit is 2GB.

11.3.3 Data storage and information management tools
There is always that fear of losing information or even losing that donor report on which we worked tirelessly. We can now put our fear aside due to the advent of cloud-based file storage services, which enable data storage, collaboration and networking. These services allow users to sync files between a folder on their devices and the cloud. This makes it easy to back up and access your files, anywhere, anytime. Managers of the folder can give permission to others to access data/information for editing or feedback while also prohibiting use by the general public. Dropbox is one company that specialises in file hosting. Other companies such as Google (Google Drive) and Microsoft (One Drive) offer file hosting as part of their range of internet services.

11.4 Social media and networking tools
Networking tools, or better yet social media platforms are media to increase the visibility of your organisation, establish relationships with donor agencies and local communities from around the world. This will be discussed a bit further in the next session on establishing an e-presence.

Social Media is a term used to describe any of several online platforms that utilize the technology of the internet to facilitate social interaction through written, visual, or audible communication. Examples of social media include blogging, podcasts, forums, online press releases, and social networking sites like YouTube, Facebook, Twitter and LinkedIn.

Optional activity (Module 6): Activity 1: ICT self-audit

11.5 Establishing and maintaining an e-presence
Establishing and maintaining a positive e-presence can be valuable to leaders. It can help raise the organisation’s profile and increase its visibility to donor agencies, local communities and individuals from around the world and recruit members or volunteers. Some strategies may be cost-effective compared to traditional media (television, radio ads and newspaper), but can be time-consuming. Fisherfolk leaders should consider outsourcing an IT specialist to assist with these activities, especially for security and compatibility features. You can also recruit volunteers to support communication activities. Here are some tools that leaders can use to establish an e-presence.

11.5.1 Websites:
Websites can be considered the face of your organisation on the internet. It helps your organisation look more professional and credible to donors. It allows you to
communicate with a range of audiences. Over the years designing websites has become easier. There are a number of cloud-based web development platforms that allow amateurs to develop a website on a budget. Some companies that offer cloud-based web development services allow users to create their domain name (i.e. uniform resource locator [URL] of your site) or use the service provider’s domain. Then the company hosts the website on the internet for everyone to see and this is where everything will be saved. Here are some tips when you have decided to build your organisation’s website:

- Be user-friendly and easy to navigate
- Have quality content that spread awareness, recruit members and encourage donations
- With websites, information flows one way from you to your audience.

11.5.2 Social networking platforms:
Most groups are using social networking platforms to connect beyond their borders quickly and inexpensively. It is a good way to communicate results and impacts. Many international development organisations such as the Food and Agriculture Organization of United Nations (FAO), United Nations Development Programme (UNDP), and United States Agency for International Development (USAID) are maximizing the use of social media platforms such as Facebook, Twitter to do so. These platforms:

- Open up interactive conversations and discussion with audiences about your cause and promote action and change for the better.
- Keep audiences engaged. Social media marketing provides an instant connection between you and your target audience. As soon as you put information up on the internet, it immediately becomes easily available to a large number of people unlike traditional media radio and television commercials and postcard and letters which can take several days to travel through the postal service.
- Reduce costs compared to traditional media as many social media platforms are either free or charge a small fee to utilize their services. For example, Facebook is free to register. However, you can pay a small fee to promote an activity to a select range of users.
- Drive fan base to their websites.

Needless to say, there are many social media platforms to choose from such as Facebook, Twitter Instagram, Snapchat and LinkedIn, but how do you decide which one to use? It really depends on your purpose and your audience. Below are some key actions to consider when developing your social media strategy:

- Determine your audience and then identify the most suitable social media platform;
- Determine how often you will communicate (daily, weekly or fortnightly);
- Develop a social media policy and management team – social media posting can get out of control if they are not well-managed from the beginning;
• Nominate, hire or obtain a social media manager, especially if you won't have the time and energy to manage the network;

• Use the organisation’s logo on social media site for credibility; and

• Prepare a social media calendar for your team to schedule postings – planning ahead is important.

Websites and social media platforms are only two of the possible strategies for developing your e-presence. Leaders should also explore blogs (WordPress, E-blogger, and Tumblr), virtual communities (Yahoo Group or Google Groups) and video connections (YouTube, Facebook Live).

11.6 Summary

In our modern society, ICT has become key for fisheries value chains and conservation purposes. Technology is always changing, so leaders must be aware of the newest and latest ICT tool that will increase their effectiveness and efficiency and that of their team. These include offline and online productivity tools, data storage tools and networking tools and visibility tools such as websites and social networks. The best tool is the one that does the job when you need it.
12 BALANCING IT ALL

The most successful fisherfolk leaders identify the best way to spend their time doing activities that will allow their organisations to achieve the goals they set. Yet the role of a fisherfolk leader often competes with other life activities such as generating revenue and taking care of the family. If work becomes too overwhelming, people forget about taking care of themselves. This chapter provides some tips for leaders to better manage their time and be able to apply work-life balance.

TIME MANAGEMENT

Table 12.1: Defining the right and wrong times

<table>
<thead>
<tr>
<th>Right Time</th>
<th>MISTAKE</th>
<th>SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wrong action done at the right time. Action not effective to achieving goal.</td>
<td>Right action done at the right time. The information and support of key stakeholders working together to achieve the goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wrong Time</th>
<th>DISASTER</th>
<th>RESISTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wrong action done at the wrong time. Insufficient information and experience can lead to chaos and the leader risks losing his / her position.</td>
<td>Right action done at the wrong time. Important stakeholders in the organisation are not supporting a specific activity at a given time.</td>
</tr>
</tbody>
</table>

12.1 Managing your time

Time management is the way you organise and plan how long you spend on activities. It is about working smarter to get the job done.

Just as the timing of a fish haul can lead to a small or large fish catch, the timing of any of your actions can easily lead to the success or failure to meet the organisation’s goals. To reduce mistakes, disasters or stakeholder resistance to the timing of your activities, remember to seek information and support from the experts or stakeholders concerning a particular goal.

John Maxwell’s “21 Irrefutable Laws of Leadership” is a good reference to defining the right or the wrong time (Table 12.1).
Consider the following five key strategies to effectively and efficiently manage your time:

1. Identify your responsibilities inside and outside of your organisation. You can categorize your tasks into routine tasks, ongoing projects, planning and development.

2. List the activities that need to be done by a specific date. Use a form of record-keeping that best suits you. It might be a diary, electronic diary, notebook, mobile phone etc.

3. Prioritise your actions. Time management grid is an effective method of organising your priorities. It differentiates between activities that are important and those that are urgent, so that the activities that are not important (such as distractions and interruptions) may be delegated to other persons or eliminated.

Your success as a leader depends on your ability to do the important things, but making sure that you spend more time in Quadrant II (Important, Not Urgent) than in Quadrant I (Table 12.2).

<table>
<thead>
<tr>
<th>IMPORTANT</th>
<th>URGENT</th>
<th>NOT URGENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Crises</td>
<td>“Quality time”</td>
</tr>
<tr>
<td></td>
<td>Pressing problems</td>
<td>Prevention, capability improvement</td>
</tr>
<tr>
<td></td>
<td>Deadline-projects</td>
<td>Relationship building</td>
</tr>
<tr>
<td></td>
<td>“Fire-fighting”</td>
<td>Recognising new opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning, recreation</td>
</tr>
<tr>
<td>NOT IMPORTANT</td>
<td>Some meetings</td>
<td>“Time wasting”</td>
</tr>
<tr>
<td></td>
<td>Pressing matters</td>
<td>Trivia, busy work</td>
</tr>
<tr>
<td></td>
<td>Popular activities</td>
<td>Some mail</td>
</tr>
<tr>
<td></td>
<td>Some mail, some reports</td>
<td>Time wasters, pleasant activities</td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Petty stuff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interruptions, some callers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Distraction”</td>
<td></td>
</tr>
</tbody>
</table>

a. Decide who is the best person to do the job
   i. Is it your key responsibility? Is it your greatest strength or weakness?
   ii. Who can contribute most or is critical to making sure the activity is a success? Who has the most experience or is most effective in handling this type of activity? Who has the capability and competence to do the job with the resources available to the quality standard required?

b. Delegate some activities to others and follow up later if necessary
4. Decide how much time you will spend on each of the activities. What will you do to effectively use your time? On any given day or week your activities may include creating, planning, deciding and most importantly, communicating to other members of the organisation. You will need to break down your activities into a few smaller tasks. On a given day your responsibilities as a fisherfolk leader may include (Table 12.3):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Allotted (hours)</th>
<th>% Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review … for board meeting on December 20th 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Arrange funding parameters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discuss pending external regulation changes with members</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>Total hours = 6 hours</td>
<td></td>
</tr>
</tbody>
</table>

Note that additional time should include your other responsibilities.

5. Review the effectiveness and efficiency of your time management technique and seek tools or procedures to improve them.

There are also several books and websites on time management that you can read to get more useful tips. The website Mind Tools (https://www.mindtools.com) is a good starting point.

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**Optional activity (Module 7): Activity 1: Daily planner**

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**12.2 Work-life balance**

Some persons may consider it a myth but once you can manage you time effectively, you maintain work-life balance. Work-life balance is essentially proper prioritising between work and lifestyle (health, family, leisure etc.).

Work-life balance is the ability to experience a sense of control and to stay productive and competitive at work while maintaining a happy, healthy home life with sufficient leisure.

Jeff Davidson
You will know you are out of balance when…..

- You stop writing to-do tasks as nothing ever get done.
- You forget appointments for meetings or ignore personal commitments such as eating healthy and exercising.
- You decline invitations with friends.
- You don’t answer your phone or you are always on your phone.
- You fail to cancel or reschedule personal appointments for meetings that are considered urgent.
- You take on all tasks and do not delegate.

12.3 Caring for yourself

As a leader, the tool that you bring to the organisation is yourself. If you become tired and sick, then your leadership suffers. Self-care involves looking after yourself (health-wise, physically, emotionally and spiritually).

- Healthwise- Eat right. Drink adequate water
- Physical – Get enough sleep and exercise
- Emotional – Relax, have fun and enjoy the company of friends
- Spiritually – connect with spiritual organisations or simply spend time enjoying nature.

12.4 Summary

For fisherfolk leaders to achieve time management, they require discipline and commitment to self-improvement. Time management involves categorizing tasks, analyzing tasks and then prioritising tasks – is it important or not important? Is it urgent or not urgent? There are many practical techniques and resources that can help leaders become a more effective time-manager. Don’t be afraid to try them and use the ones that best suit you.
13 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 to develop yourself as a leader. You may want to give some thought to how your fisherfolk organisation functions as a leader in your community, and how it will continue to function long after you are gone.

Optional activities (Module 8):
Activity 1: Leadership self-audit
Activity 2: Develop your personal leadership plan

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
14 APPENDIX 1: USEFUL LINKS FOR LEADERS

Below are some useful references for follow-up reading on leadership. Links are categorised for each chapter. However, some articles may pertain to several sections, so we encourage you to read widely.

<table>
<thead>
<tr>
<th>Reference materials</th>
<th>Web link (at the time of writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Leadership</td>
<td></td>
</tr>
<tr>
<td>The 21 irrefutable laws of leadership (extracted)</td>
<td><a href="http://www.u-leadership.com">http://www.u-leadership.com</a></td>
</tr>
<tr>
<td>Creating vision, mission and goals</td>
<td></td>
</tr>
<tr>
<td>How to do strategic planning: A Guide for Small and Diaspora NGOs</td>
<td><a href="https://www.intrac.org">https://www.intrac.org</a></td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td><a href="http://www.businessballs.com/swotanalysisfreetemplate.htm">http://www.businessballs.com/swotanalysisfreetemplate.htm</a></td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
</tr>
<tr>
<td>Project Cycle Management Training Manual for CBOs and NGOs</td>
<td><a href="http://pim.maji.go.tz/tcomponents/manual/CW0501a02t02/CW0501a02t02m01.pdf">http://pim.maji.go.tz/tcomponents/manual/CW0501a02t02/CW0501a02t02m01.pdf</a></td>
</tr>
<tr>
<td>Socio-economic monitoring for coral reef management</td>
<td><a href="http://www.socmon.org/publications.aspx">http://www.socmon.org/publications.aspx</a></td>
</tr>
<tr>
<td>Using Evidence-based Project Planning</td>
<td><a href="http://www.ngoconnect.net/documents/592341/749044/Evidence+Based+Project+Planning">http://www.ngoconnect.net/documents/592341/749044/Evidence+Based+Project+Planning</a></td>
</tr>
<tr>
<td>Reference materials</td>
<td>Web link (at the time of writing)</td>
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<td>---------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Leading and designing collaboration</strong></td>
<td></td>
</tr>
<tr>
<td>Building an Effective Team: Creating a Productive and Efficient Group</td>
<td><a href="https://www.youtube.com">https://www.youtube.com</a></td>
</tr>
<tr>
<td>Community toolbox</td>
<td><a href="http://ctb.ku.edu/">http://ctb.ku.edu/</a></td>
</tr>
<tr>
<td>Facilitating participatory natural resource management: A toolkit for Caribbean managers</td>
<td><a href="http://www.canari.org">www.canari.org</a></td>
</tr>
<tr>
<td>Icebreakers for Training, Meetings and Other Events</td>
<td><a href="http://www.ilj.org">http://www.ilj.org</a></td>
</tr>
<tr>
<td>Mind Tools</td>
<td><a href="https://www.mindtools.com">https://www.mindtools.com</a></td>
</tr>
<tr>
<td><strong>ICT for leadership</strong></td>
<td></td>
</tr>
<tr>
<td>Nonprofits on Facebook</td>
<td><a href="https://nonprofits.fb.com">https://nonprofits.fb.com</a></td>
</tr>
<tr>
<td>How to use Dropbox</td>
<td><a href="http://www.wikihow.com/Start-Using-Dropbox">http://www.wikihow.com/Start-Using-Dropbox</a></td>
</tr>
<tr>
<td>How to do a PowerPoint presentation</td>
<td><a href="https://www.youtube.com">https://www.youtube.com</a></td>
</tr>
<tr>
<td><strong>Conflict management</strong></td>
<td></td>
</tr>
<tr>
<td>How to deal with conflict (Learning Heroes)</td>
<td><a href="https://www.youtube.com">https://www.youtube.com</a></td>
</tr>
<tr>
<td><strong>Networks and partnerships</strong></td>
<td></td>
</tr>
<tr>
<td>Building Partnerships Map</td>
<td><a href="https://www.youtube.com">https://www.youtube.com</a></td>
</tr>
<tr>
<td>Partnership building activity manual</td>
<td><a href="https://www.salto-youth.net">https://www.salto-youth.net</a></td>
</tr>
<tr>
<td>How to build a successful partnership</td>
<td><a href="http://www.ctic.purdue.edu">http://www.ctic.purdue.edu</a></td>
</tr>
<tr>
<td>A pocket guide to building partnerships</td>
<td><a href="http://www.stopptb.org">http://www.stopptb.org</a></td>
</tr>
<tr>
<td><strong>Monitoring, Evaluation and Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Reference materials</td>
<td>Web link (at the time of writing)</td>
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</tr>
<tr>
<td>Small and Diaspora NGOs</td>
<td></td>
</tr>
<tr>
<td>Most significant change – Beyond Numbers</td>
<td><a href="https://www.youtube.com">https://www.youtube.com</a></td>
</tr>
<tr>
<td>Participatory Monitoring and Evaluation Guidelines (IUCN)</td>
<td><a href="http://cmsdata.iucn.org">http://cmsdata.iucn.org</a></td>
</tr>
<tr>
<td><strong>Resource mobilisation</strong></td>
<td></td>
</tr>
<tr>
<td>Building capacities: Resource mobilisation in Asia and Pacific (video)</td>
<td><a href="https://www.youtube.com">https://www.youtube.com</a></td>
</tr>
<tr>
<td><strong>Succession planning</strong></td>
<td></td>
</tr>
<tr>
<td>Leadership succession plan for your NGO</td>
<td><a href="https://www.fundsforngos.org">https://www.fundsforngos.org</a></td>
</tr>
<tr>
<td>Succession Plan: Planning information and plan template</td>
<td><a href="http://www.northlandfdn.org">http://www.northlandfdn.org</a></td>
</tr>
<tr>
<td>Why succession planning is essential: The Case of the Runaway Talent</td>
<td><a href="https://www.youtube.com">https://www.youtube.com</a></td>
</tr>
<tr>
<td><strong>Balancing it all: Time management and self-care</strong></td>
<td></td>
</tr>
<tr>
<td>Seven Habits of Highly Effective People</td>
<td><a href="https://www.stephencovey.com">https://www.stephencovey.com</a></td>
</tr>
<tr>
<td><strong>15 GLOSSARY</strong></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>The obligation to report on one’s actions</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Actions taken or work performed through inputs such as funds, technical assistance</td>
</tr>
<tr>
<td><strong>Agenda</strong></td>
<td>A list of items to be discussed at a meeting</td>
</tr>
<tr>
<td><strong>Audit</strong></td>
<td>An examination of records and other records to determine compliancy and adequacy of programme or operations</td>
</tr>
<tr>
<td><strong>Autocratic leadership</strong></td>
<td>A style of leadership in which the leader tells the subordinate what needs to be done and how to perform it without getting their advice</td>
</tr>
<tr>
<td><strong>Appraisal</strong></td>
<td>The act of assessing something e.g. a project – reviewing financial, economic, social, institutional and environmental aspects</td>
</tr>
<tr>
<td><strong>Beneficiary</strong></td>
<td>A person, a community or groups of persons that will benefit from a new service, product or activity</td>
</tr>
<tr>
<td><strong>Best practice</strong></td>
<td>Something that we have learned from experience on a number of similar projects around the world</td>
</tr>
<tr>
<td><strong>Brainstorming</strong></td>
<td>A technique used to generate creative ideas on a particular subject</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>The amount of money allotted for a project that represents how you intend to spend it</td>
</tr>
<tr>
<td><strong>Capacity</strong></td>
<td>The ability or power to do, experience and understand</td>
</tr>
<tr>
<td><strong>Charisma</strong></td>
<td>A personal charm that can inspire devotion in people</td>
</tr>
<tr>
<td><strong>Conflict</strong></td>
<td>A clash of interest, values, actions, views or directions</td>
</tr>
<tr>
<td><strong>Conflict management</strong></td>
<td>The process of identifying and addressing differences</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>The giving, receiving, processing and interpreting of information</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Consensus</td>
<td>Unanimous agreement among individuals that everyone can at least live with the decision</td>
</tr>
<tr>
<td>Decision-making</td>
<td>The process of reaching a logical conclusion</td>
</tr>
<tr>
<td>Deliverable</td>
<td>Any measurable item that must be produced to complete a process, phase or project</td>
</tr>
<tr>
<td>Donor</td>
<td>A person or organisation that provides a gift (monetary or in-kind)</td>
</tr>
<tr>
<td>Effect</td>
<td>A change in the knowledge, attitudes, skills and behaviour needed of the population that can contribute to a desired impact</td>
</tr>
<tr>
<td>Evaluation</td>
<td>A systematic and objective assessment of an ongoing or completed project</td>
</tr>
<tr>
<td>Environment</td>
<td>The surroundings or conditions in which a person lives or operates</td>
</tr>
<tr>
<td>Goals</td>
<td>Goals are statements of what needs to be accomplished to implement a strategy to achieve the mission</td>
</tr>
<tr>
<td>Grants</td>
<td>Funds given to tax-exempt non-profit organisations by local governments, foundations, businesses</td>
</tr>
<tr>
<td>Facilitator</td>
<td>A person who helps a group understand common objectives and helps them in developing and implementing a plan to achieve those objectives</td>
</tr>
<tr>
<td>Ice breaker</td>
<td>An activity you suggest to your group that helps people to relax and get to know each other.</td>
</tr>
<tr>
<td>Impact</td>
<td>A change in a population’s health, economic or social status</td>
</tr>
<tr>
<td>Input</td>
<td>A set of resources (financial, policies, personnel, equipment etc.) that are the basic materials to support an activity</td>
</tr>
<tr>
<td>Integrity</td>
<td>A moral virtue that encompasses the sum total of a person’s set of values and code</td>
</tr>
<tr>
<td>Intervention</td>
<td>An action or entity that is introduced into a system to achieve</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Laissez faire</td>
<td>A leadership style in which leaders are hands off and allow group members to make decisions</td>
</tr>
<tr>
<td>Leader</td>
<td>A leader is a person who can influence others to be more effective in working to achieve their goals</td>
</tr>
<tr>
<td>Leadership</td>
<td>The process through which leaders influence others to be more effective</td>
</tr>
<tr>
<td>Leadership style</td>
<td>The way and approach of providing direction, implementing plans and motivating people</td>
</tr>
<tr>
<td>Logframe</td>
<td>A management tool used to improve the design of a project or programme</td>
</tr>
<tr>
<td>Livelihood</td>
<td>A means of making a living and securing basic needs – water, food, clothing and shelter</td>
</tr>
<tr>
<td>Mission</td>
<td>A value statement that defines why an organisation exists and describes its purpose in a few words</td>
</tr>
<tr>
<td>Monitoring</td>
<td>The systematic collection of information on all aspects of the project while it is being implemented</td>
</tr>
<tr>
<td>Motivate</td>
<td>To stimulate interest in, or enthusiasm for doing something</td>
</tr>
<tr>
<td>Negotiate</td>
<td>A search for an agreement, consensus</td>
</tr>
<tr>
<td>Network</td>
<td>A group, or groups of people, organisations, countries or even things that are linked to each other by specific relationships</td>
</tr>
<tr>
<td>Objective</td>
<td>Something to be achieved</td>
</tr>
<tr>
<td>Output</td>
<td>A product, goods, services which results from an intervention</td>
</tr>
<tr>
<td>Participatory evaluation</td>
<td>An evaluation in which managers, staff and beneficiaries work together to choose a design, collect data and report findings</td>
</tr>
<tr>
<td>Participative leadership</td>
<td>Leadership consisting of more than one member deciding what to do and how to do it</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Partnership</td>
<td>An ongoing working relationship between organisations and groups where risks and benefits are shared.</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>The process of finding solutions to difficult or complex issues</td>
</tr>
<tr>
<td>Programme</td>
<td>A set of related projects and ongoing activities that cut across sectors and is managed as a whole</td>
</tr>
<tr>
<td>Project</td>
<td>A one-time effort to accomplish an objective within a specific time</td>
</tr>
<tr>
<td>Project proposal</td>
<td>A written request or document prepared by an organisation for donors to obtain approval for funding for a proposed project</td>
</tr>
<tr>
<td>Quality</td>
<td>A distinguishing characteristic or personal trait</td>
</tr>
<tr>
<td>Resource</td>
<td>Something available for use or that can be used for support or help. This may be money, people, items</td>
</tr>
<tr>
<td>Results</td>
<td>The output, outcome or impact of a project or programme</td>
</tr>
<tr>
<td>Risk</td>
<td>A future event or problem that exists outside the control of the project that will have negative effects on the project if it occurs</td>
</tr>
<tr>
<td>Skill</td>
<td>Abilities that people develop and use</td>
</tr>
<tr>
<td>Social media</td>
<td>Widely available electronic tools. It includes blogs, video posts, photo sharing and social networks</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>Anybody and everybody with a stake or vested interest in the project or resource</td>
</tr>
<tr>
<td>Stakeholder analysis</td>
<td>A tool for defining key stakeholders who are likely to affect, or be affected by a proposed action</td>
</tr>
<tr>
<td>Strategic plan</td>
<td>A plan that is tightly tied to the organisation’s mission, vision, values and objectives</td>
</tr>
<tr>
<td>Teamwork</td>
<td>When people work together towards a common goal</td>
</tr>
<tr>
<td>Transparency</td>
<td>A quality of being honest and open</td>
</tr>
<tr>
<td><strong>Value chain</strong></td>
<td>The full range of activities that bring a product or service to a customer</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Vision</strong></td>
<td>A statement that captures the long-term picture of what the organisation wants to become</td>
</tr>
</tbody>
</table>
ENDNOTES


v What New Team Leaders Should Do First (Carolyn O’Hara)- https://hbr.org


