

**BREAKING BARRIERS:  
EMPOWERING WOMEN IN THE WORKFORCE**

---

**ADVANCING YOUR CAREER AND  
BECOMING A CHANGE AGENT**

**Training Manual**

September 2011  
Produced by Freedom House  
With funding from the U.S. Bureau of Democracy, Human Rights and Labor

## Table of Contents

<b>I.</b>	<b><i>Introduction</i></b> .....	<b>4</b>
<b>II.</b>	<b><i>General Notes for Trainers</i></b> .....	<b>6</b>
<b>III.</b>	<b><i>Tips for Facilitating an Effective Workshop</i></b> .....	<b>10</b>
<b>IV.</b>	<b><i>Evaluation Form</i></b> .....	<b>12</b>
<b>V.</b>	<b><i>Introductory Exercises</i></b> .....	<b>16</b>
<b>VI.</b>	<b><i>Section 1: Global Landscape of Women &amp; Our Role as Change Agents</i></b>	<b>17</b>
	<i>a. Qualities of a Leader</i> .....	17
	i. <i>Handout 1.1 Personal Leadership Self-Assessment (Exercise)</i>	19
	ii. <i>Handout 1.2 Owning Your Expertise (Exercise)</i> .....	26
	iii. <i>Handout 1.3 Qualities of an Authentic Leader</i> .....	27
	<i>b. Issues that Impact Us</i> .....	30
	<u><i>Presentation Slides 1.1 Global Landscape for Women</i></u>	
	i. <i>Evaluation</i> .....	32
<b>VII.</b>	<b><i>Section 2: Communicating Your Message to Advance in Your Profession</i></b>	<b>35</b>
	<i>a. Understanding Your Audience</i> .....	35
	<u><i>Presentation Slides 2.1 Understanding Your Audience</i></u>	
	<i>b. Developing Your Message</i> .....	37
	<u><i>Presentation Slides 2.2 How to Say It</i></u>	
	<i>c. Personal Presentation</i> .....	39
	<u><i>Presentation Slides 2.3 Non-Verbal Communication (Exercise)</i></u>	
	i. <i>Handout 2.1 Non-Verbal Communications and Body Language</i>	41
	ii. <i>Handout 2.2 Personal Presentation Tips</i> .....	43
	iii. <i>Evaluation</i> .....	44
<b>VIII.</b>	<b><i>Section 3: Advancing your Career</i></b> .....	<b>47</b>
	<i>a. Networking</i> .....	47
	<u><i>Presentation Slides 3.1 The Networking Web (Exercise)</i></u>	
	i. <i>Handout 3.1 Fundamentals of Effective Networking</i> .....	49
	<i>b. Essentials of Finding a Job and Excelling in the Workplace</i> .....	50
	i. <i>Handout 3.2 Getting the Job You Want</i> .....	51
	ii. <i>Handout 3.3 Tips for a Successful Interview</i> .....	53
	iii. <i>Handout 3.4 Salary Negotiation</i> .....	55
	iv. <i>Handout 3.5 Managing Yourself and Overcoming Obstacles in the Workplace</i> .....	57
	v. <i>Handout 3.6 15 Tips on Time Management and Prioritization</i>	59
	<i>c. Social Media</i> .....	61
	<u><i>Presentation Slides 3.2 Leveraging Social Media</i></u>	
	<i>d. Mentoring</i> .....	62
	i. <i>How to Identify a Mentor (Exercise)</i> .....	62

	ii. <i>Handout 3.7 Becoming a Mentor</i> .....	64
	iii. <i>Evaluation</i> .....	66
<b>IX.</b>	<b><i>Section 4: Paving the Way for Change</i></b> .....	<b>69</b>
	a. <i>Addressing Challenges to Advancement</i> .....	69
	<u><i>Presentation Slides 4.1 10 Steps to Advocacy: Overcoming Challenges to Advancement</i></u>	
	b. <i>Securing Key Stakeholders</i> .....	71
	<u><i>Presentation Slides 4.2 Preparing for Difficult Questions</i></u>	
	i. <i>Handout 4.1 Bridging Exercise</i> .....	73
	ii. <i>Handout 4.2 Difficult Questions – Interview Questions</i> .....	74
	iii. <i>Handout 4.3 Mobilizing Financial Resources to Support Your Advocacy Campaign</i> .....	75
	iv. <i>Evaluation</i> .....	77
<b>X.</b>	<b><i>Final Evaluation</i></b> .....	<b>80</b>
<b>XI.</b>	<b><i>Additional Resources</i></b> .....	<b>81</b>
	a. <i>Updated Information on Laws for Women</i> .....	81
	b. <i>Training and Reference Guides</i> .....	81
	c. <i>International Declarations and Treaties</i> .....	82
	d. <i>Regional and Global Networks</i> .....	82

## *I. Introduction*

Women face challenges in the workplace in every region of the world. Advancement of women's rights continues to be a challenge both within and outside of the professional environment. Women perform 66 percent of the world's work, produce 50 percent of the food but earn 10 percent of the income and own less than one percent of the property. There are struggles for women laborers and professionals alike. While there are international efforts to remedy compensation for unpaid laborers, there are a multitude of issues still unaddressed and that will require a continued push by advocates globally. Professional women still seek equal treatment in the workplace; garnering respect, adequate payment, credit for their ideas, opportunities for advancement and job security remain palpable difficulties.

Women's political participation remains at 19.1% globally. Without greater political power, women face great challenges in securing shifts in public policy that will enhance workplace rights and facilitate their professional empowerment. Women must assert themselves in both political and professional environments by defining their vision for a robust professional life. Calls for enhanced economic empowerment and workplace skills and inclusion must target decision-makers and emphasize the value of women to the greater economic progress. Women's leadership in the workplace does not need to come at the cost of families or a strong social fabric.

Within the Gulf, women face adversity in every aspect of accessing professional positions and lack job security. Even in the public sector, where the majority of non-nationals can find employment, women are at a disadvantage under the law. The same is true for companies and organizations that discriminate outright against equity in the workplace through limitations on the types of jobs women can hold or the hours they may work. Other workplace challenges include parental leave policies, lack of opportunity for advancement, forced early retirement and lack of private changing areas for jobs requiring uniforms. And amidst these challenges, women have little chance for female camaraderie or support in the office as they are often the only woman or among few.

Additional legal challenges in the public and personal arena further challenge women's advancement in the workplace and community. These areas include barriers to citizenship, property rights, travel restrictions or business registration procedures. That said, even where there are laws in place that offer protections to women, customary or traditional norms guide personal conduct and are often incompatible with labor laws. For example, in some cases sexual harassment laws or other workplace protections exist but openly contradict local law. Personal status laws that limit women's human rights or equal participation in society may challenge their ability to make decisions without consent—such as whether to even accept a job. Without the ability to have a passport or the freedom to travel independently, for example, a woman's workplace opportunities are diminished, despite her skills, talent or relevance to an organization.

Through labor organizations, networking and workplace comportment, women can demonstrate how their participation in the professional arena will create a stronger economy as well as greater opportunity for their places of employment. Women bring a many benefits to the workplace

including different leadership styles and approaches to business, which is proven to result in better outcomes for companies. Women often possess a unique work style that is a valuable asset for teams and organizations that are smart enough to capitalize on it— including their abilities to multitask and more collaborative nature. Women flourishing in the workplace and established laws that support their professional growth will help to accommodate the multiple responsibilities they have as caregivers, wives, friends, and community-members—while benefitting all of society.

Women who push the boundaries in the workplace and challenge the status quo by holding non-traditional jobs or standing up to mistreatment, pave the way for women who follow in their profession—and community. Role models and mentors in the workplace play a critical role in helping women confront difficult situations and instill confidence in them to demand professional opportunities that ultimately improve the output of their organization. Women's personal and professional conduct within a workplace will also impact the opportunities and respect they receive. This individual behavior, however, must be complemented by political advocacy in order to effectively garner more rights for women in the workplace over time.

Advocacy to promote workplace rights must first examine basic laws that impede gender equality. Greater legal rights for women will bring political and economic space. Simultaneously, women must consider specific workplace laws and organize for change using the media, networking and by applying systematic pressure on political representatives. Communication and persuasive negotiation skills combined with tools such as social media and networking resources can equip women to make great strides in both their place of work and in influencing systemic, long-term political change. As women assert themselves in their jobs, families and communities they will confront cultural and social norms that prevent society from benefitting from women's leadership outside of the home and women thriving in the workplace.

## ***II. General Notes for Trainers***

*This guide is designed for trainers who will be conducting Breaking Barriers workshops in the Gulf region (initially in Kuwait, Bahrain and UAE) for Freedom House.*

### **Trainer Qualifications**

The ultimate workshop is designed as a 2-day training program to be led and facilitated by advocates, members of the academic community, professional women and organizers. It is suggested that the trainers have prior experience in directing interactive workshops and are comfortable addressing related questions and potential conflict due to differing opinions among participants. General tips for trainers are available on page 9, while teaching notes on delivery and facilitation are included with each section of the training guide.

### **Training Objectives**

The objective of the training is to prepare facilitators to deliver a well organized, coordinated and regionally relevant curriculum. It is our hope that their work does not end with the 2-day workshop but that it serves as a springboard for future meetings, mentorship and growth of the participants. The participant workshops will provide the tools and tactics for each individual's personal growth and development and give the participants a framework for increasing their influence and leadership in both the workplace and civic domains. For many, the training may serve as the first time they gain an understanding of the possibilities and power of their own voice. For others, it may fine-tune their skills and empower them further in their current work. Regardless of previous exposure, the objective of the program is to move women forward by supporting them in removing barriers that impede their personal and collective growth.

That said, there must be an understanding of the regional challenges, including political, cultural, religious and familial obligations. Trainings must be delivered with a profound understanding of how these norms affect women and the potential risks associated with working outside of culturally accepted boundaries. As part of this training, we must address existing fears that are *real* or contrived. As such, we must understand what can be accomplished within the confines of the law and which cultural "norms" can be addressed through well-coordinated advocacy efforts, a better understanding of laws and their increased implementation. In addition, we must explore which concerns or fears can be addressed with personal empowerment and improved communication skills.

### **Group Size**

Ideally, the group size should be no more than 20 participants. This curriculum is designed for women who are university students or currently working in a professional setting or considering professional work.

## Training Time

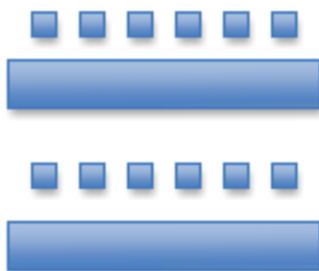
The ultimate workshop is designed to be a two-day training. However, the training program can be broken up in half-day or full day segments, either consecutively or with a week or two in between to allow participants to digest and practice each skill area of the training. Notes for facilitators are included within the curriculum and provide suggested breakdowns of the program as either two individual days or four half-day trainings.

## Room Setup

The room can be designed in a number of different formations, mindful of the group dynamic and the preference of the trainer. The critical requirement is the ability for each participant to be able to see and hear the trainer and to have a workspace in which to take notes.

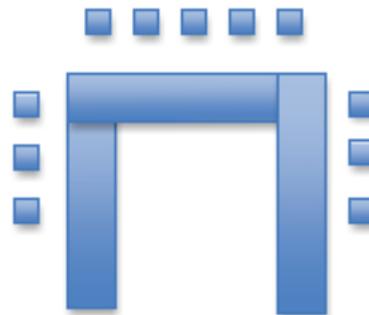
The room can be set up in a theater style arrangement with long tables and multiple rows that face the front of the room (Diagram 1). If size allows, it can also be a “U” formation facing the front (Diagram 2). Alternatively, the group can be arranged in small round tables to facilitate group exercises (Diagram 3).\* However arranged, the participants will be required to participate in “break out sessions” where they will be working with small groups and will need to move their chairs to accommodate the exercise.

**Diagram 1**



*Front of Room*

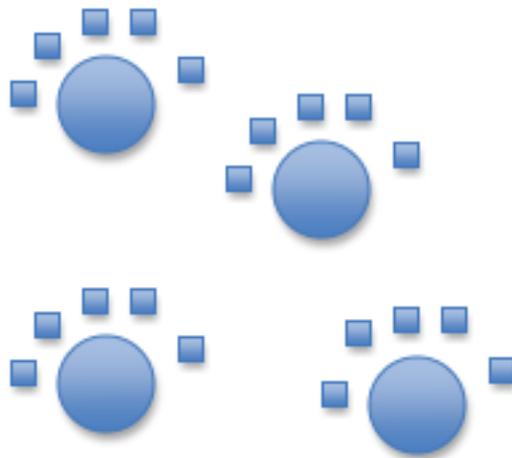
**Diagram 2**



*Front of Room*

### Diagram 3

\*This format may be best for the final 2 sections of the training program (full day 2 or ½ days 3 and 4).



*Front of Room*

### Manual Organization

The manual is broken down into four sections, which can be used as either half-day segments or the first two for Day 1 and the last two for Day 2 of your training. Each section will provide the following information:

**Section** (1,2,3,4)

**Section Theme** (general focus of the session)

**Session Title** (context of subsection)

**Session Objective(s)** (trainer's goals for the session)

**Session Purpose** (expected outcome for participants as a result of the session)

**Points to Emphasize** (key takeaways that should be repeated during the session to ensure participant understanding of key concepts)

**Time** (duration of the session)

**Materials** (type of material indicated by symbols below and listed)

- Flipchart prepared in advance

- Supplies needed for the session
- Handout (some include exercises)
- Audio-visual equipment

*Exercise(s)* (all exercises are group exercises unless otherwise noted)

*Process* (step-by-step instructions and methodology for the session)

**Please Note:**

***Materials***

Materials such as flipcharts, pens, markers and white boards should be on site in abundance even though they are not noted specifically in the section supplies. It is better to be over-prepared.

***Handouts***

Handouts should be distributed as indicated in the Process sections of each session. In most cases, they are not given out at the beginning of the session to avoid distraction. One suggestion is to provide a binder to participants at the beginning of the workshop, with the handouts hole-punched in advance – so participants can file them in their binders as they are distributed.

***Evaluation***

Evaluation forms should be distributed after each section and collected immediately after they are completed. In addition, there should be a final written evaluation at the close of the program. Evaluations for each section are included with the handouts and the final written evaluation is included at the end of this manual.

It is recommended that in addition to the evaluations, the trainer test participants' retention of information throughout the workshop. If the workshop is conducted over a series of days or weeks, it is suggested that the trainer do a quick "refresher" or summary as they open the new section and ask questions of the participants to gauge their understanding and retention of material already covered. You can do this by asking questions such as "what are the takeaways from the section?" or "what are the key things you have learned?".

***Ice Breakers***

This manual does not include exercises or games to help participants learn each other's names or get to know one another, with the exception of participant introduction and an icebreaker (however, the networking exercise can be helpful with this). If desired, the trainer can add icebreaker activities if they find it helpful to relax participants and encourage them to engage. It is suggested that these activities are done at the beginning of each day of training.

***Notes:***

### *III. Tips for Facilitating an Effective Workshop*

The time you will spend on how to train will vary depending on the group with whom you are working. It is recommended that you incorporate references to beneficial training techniques throughout the training program to reinforce the training skills of the master trainers.

#### ***Before the training***

**Prepare all of the materials needed for the training.** Consider materials needed for every session and anticipate materials that might be needed such as flip charts, name tags, markers, tape, poster board, paper, pens, notebooks, post-it notes or index cards, etc.

**Create a comfortable space.** Create opportunities for participants to get comfortable with one another. This will enable them to participate in discussions more freely and openly.

**Organize the room (physically) to meet the training objectives.** Consider how to create an environment that will invite participants to discuss with each other and where everyone feels included. Shift the room as needed for small breakout group sessions, for example.

#### ***Training***

**Set ground rules for the training.** Establish the process for the training and what is expected of participants, i.e. respect others' comments and questions, turn off cell phones, do not interrupt, etc.

**Allow for participant introductions.** Facilitators should also introduce themselves.

**Be flexible.** Training is not an activity that can have a rigid plan or agenda. Flexibility is key. It is important to remember that you may have to shift the tactics of the training or the format in order to achieve the same goals or modified goals, as agreed upon by the facilitator and participants.

**Be mindful of the time.** Help participants manage their own time. For example, if there are breakout groups, give them updates on time remaining.

**Read your audience.** Monitor participants' learning and interest through body language and level of participation. Use exercises, inquiry or other engaging methods to encourage greater participation. Keep an open dialogue.

**Include breaks and encourage participants to move around.** Physical movement wakes up our minds and bodies! Ask participants to stand and stretch or lead them in a stretching exercise to get them moving. Make sure you also allow for toilet breaks if needed.

**Set the agenda.** Prepare participants for the day with a briefing on the areas to be covered and the time allotted for breaks and dismissal.

**Discuss the purpose and objectives of the training with participants.** At the beginning of the training review the overall purpose and stated objectives of the training and ask participants if they share them. Discuss the participants' objectives and how they believe their objectives can be met. Make appropriate adjustments to the training schedule and/or content and acknowledge what may not be possible to cover in this training. This process both manages participants' expectations and demonstrates flexibility and willingness by the facilitator to accommodate their needs. Consider suggestions that may not be met in this training for future training sessions.

**Create a safe space.** Establish agreement that information shared in the room, stays in the room. Develop an agreement among participants that personal and sensitive information should not be discussed outside of the training environment.

**Empower the participants.** Recognize the collective power and achievements in the room. Find opportunities to build individual confidence in participants before the start of the training by highlighting the diversity of experiences and the collective value of knowledge in the room. Use differences among the group to maximize learning and to build a shared sense of purpose. Be aware that quiet or shy participants may need more encouragement or direct questions that elicit their thoughts. You may want to do this through written activities, one-on-one breakouts or situations that are less visible to the entire group.

**Encourage peer-to-peer learning.** Ensure that participants mix with one another throughout the training to maximize learning and networking opportunities. When the training begins, participants will have already found their seats. Ask everyone to get up and find a seat next to someone they don't know. Invite participants to learn from each other by asking each other questions or challenging each other.

**Explain instructions clearly for each exercise.** Write them on a board in front of the room, or demonstrate the exercise in front of the class before the start. During group exercises, circulate the room and make yourself available to help the groups or facilitate participation of the less vocal participants.

**Check in with participants.** Summarize key lessons, topics or issues. Confirm whether the training is meeting needs. Create opportunities for inquiry throughout the session. Consider that people learn in different ways. As such, reinforce messages through participatory, visual and auditory methods where possible.

**Give positive feedback.** Always affirm those who answer questions or contribute and gently offer suggestions of how to improve. After providing constructive feedback, close with a compliment or positive reinforcement.

**Embrace differences; do not shy away from conflict.** Allow participants to debate, and make sure they respect others with their tone and words. If a debate gets out of line, confront the situation assertively and quickly.

## *IV. Evaluation Form*

The evaluation forms are intended to provide useful feedback to you as a trainer as well as to guide Freedom House in the development of future curriculums and programs. Do not focus on personal criticism if you receive any, after all, each person has different style preferences – not everyone will like you. Be grateful for feedback and internalize only the structural and content-related guidance.

Evaluation forms are included with the handouts in each section. Please remember to ask every participant to fill out the form immediately following the close of the section. Collect them before moving on to the next section or dismissing the group.

## Daily Evaluation Worksheet

Name: \_\_\_\_\_ (optional)

Section: \_\_\_\_\_

Circle a number – 1 (poor), 2 (average), 3 (above average), 4 (excellent) – that corresponds to your overall opinion of each component of the training.

### Trainer/Speaker

1 2 3 4

### Handouts

1 2 3 4

### Training Content

1 2 3 4

### Exercises

1 2 3 4

1. What did you like most about this section?

---

---

---

---

---

2. What did you think about the exercises and tools?

---

---

---

---

---

3. Did you find the handouts sufficient? Is there anything else that would help?

---

---

---

---

4. What suggestions do you have for improving this section?

---

---

---

---

---

---

---

5. Did you feel that you were able to openly participate? If not, why?

---

---

---

---

---

6. Did the facilitators sufficiently answer your questions? If no, what was missing from their information?

---

---

---

---

---

Additional Comments:

## *V. Introductory Exercise*

The introductory exercise is intended to give participants an opportunity to become acquainted with one another and get an initial sense of the profile of their colleagues in the training.

Each participant introduces herself with name, location and something unique about herself (i.e. favorite color, food, hobby).

## *VI. Section 1 Global Landscape of Women & Our Role as Change Agents*

### *Section 1a: Qualities of a Leader*

#### **Objectives:**

- Help participants understand the definition of a leader.
- Have participants realize their own potential and explore leadership styles and models in many different environments – professional, personal and as an advocate.

#### **Purpose:**

- ❖ To empower participants with an understanding of their own experience and expertise and how it translates to the workplace.
- ❖ To give participants an understanding of their unique leadership style.
- ❖ To impart an appreciation for different skills and strengths.
- ❖ To encourage self-awareness of how behaviors are perceived and impact others.

#### **Points to Emphasize:**

- Knower vs. Learner – credentials do not make a leader alone.
- Leading by example. Find effective role models and follow their behavior.
- Leadership is a continued process of learning and requires flexibility.

#### **Time:**

95 minutes

#### **Materials:**

- Prepared flipcharts: one labeled “Qualities of a Leader”, one labeled “Ways We Lead”
- Markers, flipchart
- Handout 1.1 Personal Leadership Self-Assessment (Exercise)
- Handout 1.2 Owning Your Expertise (Exercise)
- Handout 1.3 Qualities of an Authentic Leader

#### **Exercises:**

Personal Leadership Self-Assessment (Individual Exercise)

Qualities of an Authentic Leader

Owning Your Expertise

## Process:

1. Distribute (or refer to binder) the Personal Leadership Self-Assessment (Handout 1.1) to each participant.
2. Give the participants 15 minutes to fill out the sheet.
3. Once the group has finished filling out the sheet, ask them to read their answers to themselves (at their desk or table, not to the group) and identify the key areas of their strengths and areas where they need practice and improvement.
4. Go to the flipchart page “Qualities of a Leader” and ask the group to share what they wrote down as qualities of a leader. Write the answers on the flipchart.
5. Explain how the training will address skill building for each of the qualities listed on the chart – with strong communication skills, understanding of how to market and brand oneself, developing mentor relationships, how to use social media and how to be an advocate, participants will gain the confidence and skills required to lead. Make sure to emphasize that this training is to help equip participants with the tools that they will need to become leaders, but that they already have qualities of leadership from their own experiences as women, mothers, members of their community and religious organizations.
6. Go to the flipchart page “Ways We Lead”. Ask the group about ways they are already showing leadership at home, work, and university or in their community. Write their responses on the flipchart. Emphasize that the skills to lead come from activities and community participation they are already part of. Note: In some cases, if the group is more advanced, they may address “ways we lead” in the discussion about “qualities of a leader”. If this is the case, you will not need to talk about the “qualities” and “ways” separately and therefore can skip the second part of the exercise.
7. Distribute (or refer to binder) the Owning Your Expertise (Handout 1.2) to each participant.
8. Ask participants to fill out the handout as an expert in one of the areas of their interest (e.g. I am an expert in accounting, I am an expert in women’s rights, I am an expert in law). Tell them to keep in mind their many different roles as an “expert” or areas where they would like to lead.
9. Give the participants 10 minutes to fill out the sheet.
10. Divide the participants into groups of 4-5 depending on the number in the room and making sure everyone is part of a group. Ask the participants to share their expertise and reasons for being an expert with the group members. Encourage the groups to give each other feedback and encourage the others to not be shy about ways they are experts (e.g. holding advanced degrees, organizing community events, writing books, traveling to areas around the region, working with big companies, completing large work projects).
11. Explain to the group that women are frequently shy or reticent about claiming to be experts. We need to qualify ourselves and own our expertise in front of groups at the workplace or in the community in order to advance and become leaders. Encourage the women to practice sharing their expertise and explaining why they are leaders to friends, family or other supporters.
12. Please tell participants that there is a handout (1.3) with additional qualities of a leader.

## Handout 1.1

### Personal Leadership Self-Assessment

Please complete the following inventory of your leadership skills. You will keep this form and will not be asked to share it with others. It is designed to help you reflect on your strengths and weakness as a leader. There no score or grade associated with your answers, this is only for your personal awareness and learning. Be thoughtful and honest in your responses as this is an exercise in self-reflection and you will only benefit if you are truthful in your assessment.

**What is a leader to you?**

**In what ways are you a leader?**

The following questions require that you circle the number that best represents how you behave on a scale of 1 to 5 (1=never, 2=rarely, 3=sometimes, 4=most of the time and 5=always).

## Values and Leadership

I have identified the character traits and personal values that are most important to me.

*Never*                      *Always*

1 2 3 4 5

I model – in everyday life – the character traits and personal values that I believe a leader should have.

*Never*                      *Always*

1 2 3 4 5

I believe that leadership involves giving back to others or the community.

*Never*                      *Always*

1 2 3 4 5

I have served in a leadership capacity – with a title, formally or informally – in my place of work and volunteer activities.

*Never*                      *Always*

1 2 3 4 5

I accept constructive feedback from others without getting defensive.

*Never*                      *Always*

1 2 3 4 5

I ask for feedback in my place of work.

*Never*                      *Always*

1 2 3 4 5

I have written down my goals.

*Never*                      *Always*

1 2 3 4 5

I have set a timeframe for each goal and outlined the necessary steps to achieve them.

*Never*                      *Always*

*1 2 3 4 5*

I invest time in helping others to become better leaders.

*Never*                      *Always*

*1 2 3 4 5*

I am a persuasive, articulate and inspiring speaker.

*Never*                      *Always*

*1 2 3 4 5*

People support my ideas or projects because of my ideas, not because they have to.

*Never*                      *Always*

*1 2 3 4 5*

I am flexible in changing plans to meet goals.

*Never*                      *Always*

*1 2 3 4 5*

## Self-Awareness and Communication

I communicate clearly and directly, in a manner that is easy for others to hear and understand.

*Never*                      *Always*

*1 2 3 4 5*

I am aware of when I am at my best.

*Never*                      *Always*

*1 2 3 4 5*

I am aware of when I am at my worst.

*Never*                      *Always*

*1 2 3 4 5*

I understand what the triggers are that make me lose my temper, making it difficult for me to work or communicate well.

*Never*                      *Always*

*1 2 3 4 5*

I am able to communicate complicated ideas in a succinct and concise manner.

*Never*                      *Always*

*1 2 3 4 5*

I listen carefully and attentively.

*Never*                      *Always*

*1 2 3 4 5*

I invite viewpoints different from my own. They help me to grow.

*Never*                      *Always*

*1 2 3 4 5*

Others approach me for support or assistance because they find it useful.

*Never*                      *Always*

*1 2 3 4 5*

I accurately understand the perspectives and feelings of others.

*Never*                      *Always*

*1 2 3 4 5*

I deal directly and skillfully with potentially difficult interpersonal situations, such as disagreements and hurt feelings.

*Never*                      *Always*

*1 2 3 4 5*

I am able to communicate my achievements and skills in a confident way, without seeming arrogant.

*Never*                      *Always*

1   2   3   4   5

## Team Work

I value the input of others in developing collective goals.

*Never*                      *Always*

1   2   3   4   5

I promote and invite open communication.

*Never*                      *Always*

1   2   3   4   5

I put the success of the team before my personal goals.

*Never*                      *Always*

1   2   3   4   5

I am proactive about soliciting and considering input from others, even when I may disagree.

*Never*                      *Always*

1   2   3   4   5

I am effective in providing timely and helpful feedback.

*Never*                      *Always*

1   2   3   4   5

I am very constructive in group meetings.

*Never*                      *Always*

1   2   3   4   5

I challenge others in a group setting to achieve high standards.

*Never*                      *Always*

1 2 3 4 5

I keep the group focused on the task at hand.

*Never* *Always*

1 2 3 4 5

I feel as though I find myself gravitating to a leadership role in groups however I still do not dominate and encourage others to share equally.

*Never* *Always*

1 2 3 4 5

I do what I say I will do by the time I say I will do it.

*Never* *Always*

1 2 3 4 5

I inspire others with my positive energy and attitude.

*Never* *Always*

1 2 3 4 5

## Organization

I am effective in creating partnerships and alliances that move the work forward.

*Never* *Always*

1 2 3 4 5

I persuasively and concisely communicate the purpose and mission of my organization.

*Never* *Always*

1 2 3 4 5

I develop clear and effective plans and programs.

*Never*                      *Always*

1   2   3   4   5

I have an informed and useful understanding of finances.

*Never*                      *Always*

1   2   3   4   5

I understand the financial implications of my choices.

*Never*                      *Always*

1   2   3   4   5

## Handout 1.2 Owning Your Expertise

Name: \_\_\_\_\_

*Please list one area of expertise that the media would be interested in.*

I am an expert in: \_\_\_\_\_

*Please list three reasons that support/prove your expertise in this area.*

Because:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

If you were to go on TV tonight, how would the anchor introduce you?

## Handout 1.3

### Qualities of an Authentic Leader

#### **Be a “Learner” not a “Knower”.** *Why pretend you know everything?*

1. A knower is a person who considers her/himself an expert, and s/he does not continue to learn or expand their perspective, s/he is not open to growing from those around them.
2. People in positions of leadership often feel like they need to inflate their knowledge or play the role of the “knower” rather than one who is always learning. You can always learn something from someone, no matter who they are.
3. A learner is constantly growing and never reaches a point of enough knowledge.
4. A learner is someone who is open to understanding different views as well as new information. This enables a person to strengthen her/his capacity as a professional.
5. A learner is self-aware.
6. A learner approaches conversations with colleagues, friends and new acquaintances in an effort to learn something new and grow.
7. “Learners” appear authentic. They are less interested in promoting their own agenda than in helping a team reach its goal or in being in tune with different behaviors and group dynamics.

#### **Be open to feedback.** *It’s your best friend.*

1. Feedback provides important data that helps us understand others’ perceptions of our own behavior.
2. It is often difficult to open yourself up to feedback from others on your behavior in the workplace or another professional setting. You will never know how you are perceived unless you ask for feedback!
3. Be appreciative for feedback. Feedback should be welcomed without judgment. Everyone has a different perspective.
4. Focus on constructive feedback; feedback is not a judgment of your abilities, it is an assessment of your behavior at a given time.
5. It takes strength to hear others’ views. What you choose to do with the information can improve your leadership dramatically. Don’t dismiss feedback that is difficult to hear—reflect on it.

6. Use people's input to examine your behavior and interaction with others. Make adjustments to your behavior and be mindful of continuing them.
7. Feedback should be contingent on permission. Be sure to ask someone if you can give her/him feedback before offering it.

**Embrace authentic leadership. *How authentic of a leader are you?***

1. Authentic leaders have a vision that is not self-serving or about seeking power.
2. Authentic leaders gain followers because they are able to articulate a clear and compelling vision that others want to invest in.
3. Authentic leaders are honest and forthright.
4. Authentic leaders invest time and effort in those around them.
5. Be a good listener. Authentic leaders do more listening than talking.\

**Understand the value of emotional intelligence. *How do you measure up?***

Emotional intelligence describes a set of qualities identified by Daniel Goleman, and internationally recognized psychologist who reported on the brain and behavioral sciences for years. Goleman conducted interviews with 200 large global companies in a study that suggests emotional intelligence is required to be a good leader in the business world.

Emotional intelligence consists of a set of skills and behaviors including self-awareness, self-regulation, motivation, empathy, and social skill rather than the skills typically associated with being a leader such as intelligence, vision and determination. Emotional intelligence has been adopted into business training programs all over the world in an effort to help companies achieve greater success by investing in the leadership development of their employees.

Review the five elements of Emotional Intelligence (EI) and consider how you can improve in the areas where you are weak.

## The Five Components of Emotional Intelligence at Work

	Definition	Hallmarks
Self-Awareness	the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humor
Self-Regulation	the ability to control or redirect disruptive impulses and moods the propensity to suspend judgment—to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	a passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence	strong drive to achieve optimism, even in the face of failure organizational commitment
Empathy	the ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	proficiency in managing relationships and building networks an ability to find common ground and build rapport	effectiveness in leading change persuasiveness expertise in building and leading teams

Copyright © 2003 Harvard Business School Publishing Corporation. All rights reserved.

## *Section 1b: Issues that Impact Us*

### **Objectives:**

- Understanding how the role of professional women in the Gulf compares to professional women globally.
- Identifying barriers (common/different) for women trying to gain access to and succeed in the workplace.

### **Purpose:**

- ❖ To gain context of possibilities for women globally and what women in the Gulf can achieve.
- ❖ To empower women with an understanding that change is possible.
- ❖ To identify the specific areas of opportunity for personal growth and political reform.
- ❖ To create an open channel for discussion and learning for the entire program.

### **Points to Emphasize:**

- Issues related to advancement of women within the workplace and legal issues that affect women's participation in the workforce can both be addressed through advocacy.
- Women can simultaneously be working on personal professional growth while advocating for long-term opportunities and systemic change to workplace access and the working environment.
- As a result of barriers that do not recognize women as equal to men under the law, there is a lot of work and change needed to improve opportunities for women in the region. Other parts of the world, though, have seen slow but steady progress in this regard.
- We must work together and in a highly organized fashion to drive real change.
- Every individual makes an impact.

### **Time:**

90 minutes

### **Materials:**

- Prepared flipcharts: one labeled "Obstacles", one labeled "Opportunities"
- Index cards in two colors, markers, tape.
- Audio-visual equipment- PowerPoint Presentation 1.1 "Global Landscape of Women"

### **Exercise:**

Areas to Create Change

## Process:

1. Present the PowerPoint 1.1 “Global Landscape for Women”.
2. Begin the “Areas to Create Change” exercise.
3. Distribute index cards (one\* in each color) and markers to participants.
4. Ask participants to write one thing that they feel is a barrier to their advancement in the workplace or ability to find a job on one color card.
5. Then they should write one thing they feel supports their advancement in the workplace or ability to find a job on the other color card.
6. Tell participants they have about 10 minutes to write one thing on each card.
7. As participants complete their cards, have them post them using tape on the relevant flipchart.
8. Once all results are posted, review results and move cards that have similar points together (or ask which ones appear in both columns).
9. Ask:
  - a. Are there a lot of similarities in participants’ experiences?
  - b. What are the differences? Where do these come from?
  - c. Are any key barriers missing? (Participants often remember other things as they see all the results.) How can the opportunities be created into advocacy for change?
10. Explain the importance of personal leadership and development as well as working with other women and advocacy groups can create long term and sustainable change around the issues. The first step is identifying the barriers and the opportunities and then finding or organizing groups to create a larger movement.

*\*Depending on the number of participants, more than one card in each color can be filled out by each woman. However, make sure there is enough time to discuss results if more than one card in the two colors is completed.*

*Evaluation: Global Landscape of Women & Our Role as Change Agents*

Name: \_\_\_\_\_ (optional)

Section: \_\_\_\_\_

Circle a number – 1 (poor), 2 (average), 3 (above average), 4 (excellent) – that corresponds to your overall opinion of each component of the training.

**Trainer/Speaker**

1 2 3 4

**Handouts**

1 2 3 4

**Training Content**

1 2 3 4

**Exercises**

1 2 3 4

1. What did you like most about this section?

---

---

---

---

---

---

2. What did you think about the exercises and tools?

---

---

---

---

---

3. Did you find the handouts sufficient? Is there anything else that would help?

---

---

---

---

4. What suggestions do you have for improving this section?

---

---

---

---

---

5. Did you feel that you were able to openly participate? If not, why?

---

---

---

---

---

6. Did the facilitators sufficiently answer your questions? If no, what was missing from their information?

---

---

---

---

---

---

Additional Comments:

## *VII. Section 2*

### *Communicating Your Message to Advance in Your Profession*

#### *Section 2a: Understanding Your Audience*

##### **Objectives:**

- Understand the different audiences of decision-makers and stakeholders and what motivates them.
- Shape communications based on the interests of different groups of people.

##### **Purpose:**

- ❖ Create strong communication skills that allow participants to effectively get what they want or impact audiences ranging from one to many.
- ❖ Develop skills that work in professional, personal and political settings.

##### **Points to Emphasize:**

- Understand that an “audience” is one OR many people. It can include a spouse, boss, friend or larger group. The same consideration and steps should be considered when communicating with each of them.
- You must grab an audience’s interest from the beginning. You do this by doing extensive research on the person you are talking to and considering the “what’s in it for me” for any audience.
- Personally relating to an audience is the best way to create a connection—you can do this by finding common ground (e.g. interests, neighborhood, community, shared contacts, hobbies).
- Critical factors to audiences remembering your message: repetition, clarity and concise messages.

##### **Time:**

60 minutes

##### **Materials:**

- Prepared flipcharts: one labeled with two columns: “Audiences” and “Motivation”
- Markers
- Audio-visual equipment- PowerPoint Presentation 2.1 “Understanding Your Audience”

##### **Exercise:**

Audience Motivation

## Process:

1. Present the PowerPoint 2.1 “Understanding Your Audience” detailing ways to get audience attention. Emphasize the need to make audiences comfortable by finding commonalities and relating to others.
2. Begin the “Audience Motivation” exercise. Using the flipchart, ask the group who are the different audiences that they will encounter in the workplace, their community and at home. List specific people in one column (e.g. husband, boss, female co-worker, member of parliament, imam) and then ask the group to name the interests and motivations of each person (e.g. for the husband = more money for the household, children being attended, protecting the family name; member of parliament = maintain their position, keep peace in the society, raise money, bring commerce to the area). Encourage the participants to be specific.
3. Ask the women to divide into groups of 4. Each group should choose a specific issue or task they want to accomplish (e.g. Ask for a raise at work, get support from an imam for an initiative, ask for parliament to support amending the personal status law, convince family members to allow you to work). Have the group make a list of the motivations and “what’s in it for them” (see PowerPoint 2.1 “Understanding Your Audience”) for the stakeholder or decision-maker they need to convince. Have them hold on to this information for the next section as it can be used for the exercise “Connect, Lead, Takeaway.”

## Section 2b: Developing Your Message

### Objectives:

- Give the women a tool to create clear and concise messages when talking to different audiences.
- Motivate audiences to listen and act.

### Purpose:

- ❖ Building good messages is an art, not a science. It takes practice and consideration in order to become a strong communicator.

### Points to Emphasize:

- You must first be clear about you want to accomplish with each communication. Ask yourself: What do you want your audience to do, think or feel as a result of what you tell them? This is your takeaway.
- After understanding the objective, find ways to support factually, with a story or way to substantiate whatever you are asking. This is your lead.
- Determine how you can connect your audience by their motivation or personally to whatever you are telling them. This is your connect.
- Deliver messages in the *reverse order* that you build them. Connect, Lead, Takeaway.

### Time:

60 minutes

### Materials:

- Audio-visual equipment – PowerPoint Presentation 2.2 “How to Say It”

### Exercise:

Connect, Lead, Takeaway

### Process:

1. Present the PowerPoint 2.2 “How to Say It”, talking through the example. Make sure to emphasize the need to prepare messages thoroughly before you talk to people. Building and delivering strong messages takes practice. Emphasize the need for repetition and keeping your messages concise and clear.
2. Ask participants to think of a topic and audience that they want to present to and or to make an appeal for something (same as last section- e.g. asking for a job, convincing a group to support legislation). Tell the participants to be very specific about their

objective. Have them create a “Connect, Lead, Takeaway” on their worksheet. This will be for their personal practice and use. (Participants can use the same audience they chose for the “Audience Motivation” exercise.

3. Check in with the group about how they felt doing this exercise. Have the women return to their original groups from section 2a. Ask the groups to develop a “Connect, Lead, Takeaway” for the audience they discussed before.
4. Allow the group 10-15 minutes to develop their message, making sure to circulate the room to answer questions.
5. Once the groups have completed their message, ask each group to appoint one person to present to the entire group. Provide feedback to each group (ask others to offer feedback as well if you would like).

*Notes:*

## Section 2c: Personal Presentation

### Objectives:

- Understand the importance of body language, voice and appearance when communicating.

### Purpose:

- ❖ Give participants an understanding of how their visual appearance and delivery of a message is the most important part of what they communicate. Audiences will not listen to your words if they are distracted or offended by your appearance.
- ❖ Body language communicates a message more strongly than word choice and voice tone. It can be used to communicate confidence and respect and is an important element of effective messaging.

### Points to Emphasize:

- Research shows (and as seen in the presentation), body language and vocal tone impact a message more than the actual words.
- People make judgments about us before we open our mouths. It is important to be aware of what your dress and body language is saying.
- A smile (with your eyes or mouth) can get you a long way.

### Time:

45 minutes

### Materials:

- Flipchart and Markers
  - Prepared flipchart: one labeled with “The Advancement of Women in the Workplace Will Improve Our Society” at the top of the page, below this sentence list:
    - Angry
    - Bored/Disinterested
    - Confident/Conviction
- Audio-visual equipment – PowerPoint Presentation 2.3 “Non-Verbal Communication”
- Handout 2.1 Nonverbal Communication and Body Language
- Handout 2.2 Personal Presentation Tips

### Exercise:

Non-Verbal Communication

**Process:**

1. Ask the participants to choose a partner for the “Non-Verbal Communication” exercise. Open the flipchart and ask each person to deliver the sentence “The advancement of women in the workplace will improve our society” to their partner three times. Each time they say it, they should deliver it with a tone and body language reflecting one of the three qualities listed on the flipchart. The partner should guess which of the three they are delivering. (Alternative Exercise: Do not use the flip chart and instead ask the participants to get in pairs. For one minute, one partner must talk to the other and the other cannot respond in any way with dialogue. The listener should remain very attentive and demonstrate interest and enthusiasm in the topic. After one minute, the partners switch and the person who listened takes a turn talking for one minute and the other participant must remain attentive. Then, do the same exercise, with each person taking a turn as a very disinterested listener. The participants will experience the importance of body language and how powerful it is in conveying a message.
2. When everyone is finished either exercise, ask the group their impressions of the exercise. What did they notice about how their partner’s body language changed? Their voice? Their expression?
3. Ask the group to name people they watch on TV, see in the community, etc. who are charismatic leaders. List their names on the flipchart.
4. Ask the group: What makes these individuals charismatic?
5. Discuss importance of personal presentation and present the PowerPoint 2.3 “Non-Verbal Communication”. Be sure to emphasize the importance of being unique, but making audiences comfortable with your attire and tone. A smile and warmth go a long way.
6. Encourage participants to practice their posture and voice in front of the mirror at home. Practice is the only way to create muscle memory.

**Notes:**

## Handout 2.1

### Nonverbal Communication and Body Language

There are many different types of nonverbal communication. Together, the following nonverbal signals and cues communicate your interest and investment in others.

**It's *how* you say it:**

- **Intensity.** A reflection of the amount of energy you project is considered your intensity. Again, this has as much to do with what feels good to the other person as what you personally prefer.
- **Timing and pace.** Your ability to be a good listener and communicate interest and involvement is impacted by timing and pace.
- **Sounds that convey understanding.** Sounds such as “ahhh, mmm, ohhh,” uttered with congruent eye and facial gestures, communicate understanding and emotional connection. More than words, these sounds are the language of interest, understanding and compassion.

**Facial expressions** – The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

**Body movements and posture** – Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

**Gestures** – Gestures are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

**Eye contact** – Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

**Voice** – We communicate with our voices, even when we are not using words. Nonverbal speech sounds such as tone, pitch, volume, inflection, rhythm, and rate are important communication elements. When we speak, other people “read” our voices in addition to listening to our words. These nonverbal speech sounds provide subtle but powerful clues into our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

<b>Evaluating Your Non-Verbal Communications Skills</b>	
<b>Eye contact</b>	Is this source of connection missing, too intense or focused on the person you are talking to? Remember that your eyes communicate the most.
<b>Facial expression</b>	What is your face communicating? Is it unexpressive or filled with interest? What do you see as you read the faces of others? Remember that a smile or expression can be read through your eyes.
<b>Tone of voice</b>	Does your voice project warmth, confidence, and delight, or is it strained and blocked? What do you hear as you listen to other people?
<b>Posture and gesture</b>	Does your body look still and immobile, or relaxed? Sensing the degree of tension in your shoulders and jaw answers this question. What do you observe about the degree of tension or relaxation in the body of the person you are speaking to?
<b>Intensity</b>	Do you or the person you are communicating with seem flat, cool, and disinterested, or over-the-top and melodramatic? Again, this has as much to do with what feels good to the other person as it does with what you personally prefer.
<b>Timing and pace</b>	What happens when you or someone you care about makes an important statement? Does a response—not necessarily verbal—come too quickly or too slowly? Is there an easy flow of information back and forth?
<b>Sounds</b>	Do you use sounds to indicate that you are listening to the other person? Do you pick up on sounds from others that indicate their attitude toward you?

## Handout 2.2

### Personal Presentation Tips

In general, it is ALWAYS safer to be overdressed. Being dressed up communicates care and respect for your audience. (It shows you take them seriously and took the time and thought on their behalf.) Dress the part you are playing. (Ex. A doctor might want to consider wearing their lab coat; a military person would wear their dress uniform.)

#### **Professional Appearance, Posture and Attire**

1. Dress conservatively – Err on the side of dressing conservatively when you interview.
2. Plan Ahead – Always be prepared for an unexpected interview, regardless of when it occurs.
3. Sit erect, but not ramrod-straight, slightly forward in the chair.
4. Speak and gesture naturally. Keep a pleasant expression; smile when appropriate.
5. Your eyes communicate the most.
6. If you wear glasses, make sure your lenses are non-reflective (when on-camera).
7. Wear shoes you can walk in!
8. Practice your interview or presentation.
9. If you wear makeup, make sure it is subtle. Focus on your eyes – add some mascara or eyeliner. Wear powder to prevent shine and even skin tone. Add color to your cheeks.

**\*Presentation tips to be used selectively, where appropriate.**

*Notes:*

*Evaluation: Communicating Your Message to Advance in your Profession*

Name: \_\_\_\_\_ (optional)

Section: \_\_\_\_\_

Circle a number – 1 (poor), 2 (average), 3 (above average), 4 (excellent) – that corresponds to your overall opinion of each component of the training.

**Trainer/Speaker**

1 2 3 4

**Handouts**

1 2 3 4

**Training Content**

1 2 3 4

**Exercises**

1 2 3 4

1. What did you like most about this section?

---

---

---

---

---

2. What did you think about the exercises and tools?

---

---

---

---

---

3. Did you find the handouts sufficient? Is there anything else that would help?

---

---

---

4. What suggestions do you have for improving this section?

---

---

---

---

---

5. Did you feel that you were able to openly participate? If not, why?

---

---

---

---

---

6. Did the facilitators sufficiently answer your questions? If no, what was missing from their information?

---

---

---

---

---

Additional Comments:

## *VIII. Section 3 Advancing your Career*

### *Section 3a: Networking*

#### **Objectives:**

- Helping participants understand the value of relationships in getting a job, advancing in the workplace or creating change as advocates.
- Give participants the opportunity to practice networking skills and to build their own network within the group of trainees.

#### **Purpose:**

- Help participants get comfortable networking in a deliberate way.

#### **Points to Emphasize:**

- Networking is a skill. It must be taken seriously and be focused.
- Maintaining relationships is an important part of networking, remember to reach out to your network frequently and keep them updated on what you are doing.
- You never know which relationships will be the most helpful. Be kind to everyone and never burn bridges.

#### **Time:**

30 minutes

#### **Materials:**

- 20 note cards, pens
- Handout 3.1 Fundamentals of Effective Networking
- Audio-visual equipment- PowerPoint Presentation 3.1 “The Networking Web”

#### **Exercises:**

Network Web  
Expand Your Network

**Process:**

1. Present the PowerPoint 3.1 “The Networking Web”. Explain how relationships lead to other relationships and that the majority of jobs are obtained through relationships or referrals. The same is true of politics – who you know makes a difference.
2. Begin the Network Web exercise by asking participants to take 10 minutes to create their own web, similar to the one presented in PowerPoint 3.1. Each participant should choose a person whom they do not know who they would like to reach in order to create their web.
3. Begin the activity “Expand Your Network”. Have everyone in the room stand up and participate in a 20-minute networking session. The objective is for each person to meet 5 people they do not already know (or if they do, pretend they do not know one another) or learn 5 new things about each person in the room. Ask individuals to meet one person at a time and learn their name, where they are from, what kind of job they are looking for and something interesting about them. Each person should meet at least 5 people.
4. Following the networking session, ask the women to return to their seats. Call on one woman at a time and have them stand up. Ask the woman to introduce one of the people she met during the networking session and to relay everything she remembers about them.
5. Refer the women to Fundamentals of Effective Networking (Handout 3.1) for other tips on networking.

***Notes:***

## Handout 3.1

### Fundamentals of Effective Networking

1. Understand that networking is an **investment** in yourself. Networking is not intended to be a chore, but something that creates opportunities and community. Be open to it and look at it as a marketing opportunity and learning experience.
2. Decide on **how you meet people**. There may be events, community gatherings or even dinners with friends that present an opportunity to network. Don't forget to look around your own university or office for people that you can get to know. A great rule is to never eat a meal alone. Take every opportunity to get to know other people!
3. Good networking means asking a lot of **questions**. You should always be prepared to talk about who you are, but first understand the person you are talking to. Ask the other person about her/himself – you will seem more sincere AND you can learn how to connect with them on a personal basis or find common ground.
4. Take good **notes**. Managing your network means keeping track of whom you have met in your address book or through social media. Write details about every person you meet on the back of their business card and make a point of entering their information into your contacts when you get home.
5. Build a **casual network**. Use Facebook, Twitter, Linked In and other social networking tools to keep track of whom you have met. This is an easy way to keep connected.
6. **Reach out** regularly. People are flattered when you remember them or take the time to follow up. Send regular updates to your contact book or find ways to keep in touch- it is marketing yourself and keeps you front of mind when they are thinking of whom to hire.
7. Always carry your **business card**. Have one made even if you are not currently employed. You never know where you might meet someone – at the market, the mosque, the street corner or at school. It is helpful to have a way for people to follow up with you and to provide them with your details easily.
8. Be **sincere**. It is obvious when someone is trying to get something from you right away. Take time to nurture relationships before asking someone to be helpful or find ways you might help them in return. Relationships take time, but you should not be afraid to reach out to build them.
9. Ask **personal questions**. Nothing too personal, of course! But, people like to talk about their families, interests and favorite hobbies. Don't be afraid to start a conversation by getting to know someone's interests before diving into work!
10. Bring a **friend**. It is always easier to attend an event when you always have someone to talk to. Bring a colleague, friend or spouse with you to events to provide you with constant company.

## *Section 3b: Essentials of Finding a Job and Excelling in the Workplace*

### **Objectives:**

- Providing participants with a series of tools they can use as needed in their professional life.
- Tools will support participants' individual capacity to get the right job, excel in their position, negotiate salary raises and promotions and balance work and personal commitments.

### **Purpose:**

- To equip participants with useful resources

### **Points to Emphasize:**

*There is no participatory session.*

### **Time:**

**60 Minutes**

### **Materials:**

- Handout 3.2 Getting the Job You Want
- Handout 3.3 Tips for a Successful Interview
- Handout 3.4 Salary Negotiation
- Handout 3.5 Managing Yourself in the Workplace
- Handout 3.6 Tips on Time Management and Prioritization

### **Exercises:**

Trainers should develop role-playing activities based on the needs of the group. In this section, the Connect, Lead, Takeaway exercise can be repeated in the context of getting a job or negotiating for more money (refer participants to their "Own Your Expertise" Handout to help them with this exercise).

### **Process:**

Materials are for individual use. Workplace skills related to the handouts in this section will be practiced in select Section 1-4 Exercises.

### **Notes:**

## Handout 3.2

### Getting the Job You Want!

#### 1. **Finding a job: Identify the Ideal One!**

- Research organizations, their goals, organizational culture
- Use job search websites to research potential jobs and organizations
- CV preparation
- Research -- learn background of organization, leadership
- Informational interview
- Identify a mentor
- Networking

#### 2. **Curriculum Vitae (CV) Preparation: Make Yours Stand Apart.**

- Review the CVs of friends and colleagues
- Search other CVs on the internet to find out the typical style and format for a given industry
- Do not be afraid to brag, as long as you are truthful. This is your opportunity to boast about your accomplishments.
- Include the highlights of your work; use numeric figures to quantify responsibilities you had (i.e. raised x Dinars; managed a budget of x; managed x people)
- Only include experience and highlights of work that is relevant to the job (i.e. you don't need to include a job as an intern if you have been working for 10 years, focus on your actual work experience)
- Your CV should paint a picture of you – what picture do you want? Add and subtract experience based on the picture you would like to paint of yourself
- Include education, past jobs and other skills or experiences you would like a prospective employer to know (i.e. languages spoken, religious/trade/other organizations or associations in which you participate or hold leadership positions)
  - Consider organizing your relevant experience chronologically (earliest to latest), unless your most relevant experience is not your latest.
  - Consider organizing your relevant skills by importance (greatest to least).
- Modify your CV to highlight the experience appropriate for the job you are seeking
- Use key words from the job description in your resume.
- If you are early in your career, internships or working on campus, for example, these can be included as work experience too and it is fine to include them if your experience is limited.
- Diverse experience is good – it shows you are well-rounded.
- Make it easily readable with enough white space.
- Make sure to include contact information (email, phone and other pertinent details) and your name prominently at the top of the page. Always be sure it is updated!

#### 3. **Three Stages to Job Negotiation – Start the Relationship Off Right from the Start**

- Stage 1: Determining if the position is a good fit
  - Discussions to find mutual interests and approaches

- The interviewee is also interviewing the employer
- Send thank you notes by mail and use email for faster delivery—both methods together are ideal.
  
- Stage 2: Exploring the job in greater detail
  - Clarify actual job description and responsibilities, organizational culture management, etc.
  - Ensure that all details of the job are clearly explained
  - Interviewee has the opportunity to ask sufficient questions
  - Determine whether the reality of the position (once all of the detailed information has been shared) is still a mutually agreeable one.
  
- Stage 3: Assessing a Verbal Offer
  - Clarify and evaluate position against your professional and personal goals
  - Identify what's missing, compare it with other options if available
  - Negotiate compensation
  - Accept or reject offer

*Notes:*

## Handout 3.3

### Tips for a Successful Interview

1. **Look the part.** You want your potential employer to be able to visualize you in the role. Good grooming and professional appearance are important. Even if you know the office is typically business casual, a well-fitting suit makes an excellent first impression. When in doubt, over-dress.
2. **Be confident.** They are meeting you because you fit their qualifications! Stand up straight and carry yourself with pride. Use direct eye contact.
3. **Prepare for the interview.** Research the organization or company and its offerings or services, and make sure you know the company's correct name. Stating the wrong name probably won't earn you a second interview. Read their website inside and out and Google any related articles to the company.
4. **Anticipate interview questions.** Be prepared to talk about your past experiences—what have you learned from them? Why were there any employment gaps?
5. **Market your skills and experiences** as they relate to the job described. Work at positioning yourself in the mind of the employer as a person with a particular set of skills and attributes. Employers have problems that need to be solved by employees with particular skills; work to describe your qualifications appropriately.
6. **Ask questions.** Make sure you have prepared a few questions ahead of time. Typically, interviewers gauge your interest in the position by whether you ask questions.
7. **Bring a planner or pad of paper and a pen.** This way, you can take notes and write down people's names. Also, come with a list of questions written out, in case you get nervous and to be sure you ask everything. This will make you seem well organized and thorough.
8. **Smile and be friendly.** An interview is not the time to be shy. Being relaxed, calm and friendly goes a long way toward establishing a good first impression and rapport with the interviewer. These people are potentially your future colleagues, so they want to get to know you and decide if they want to work with you. Relax and be yourself.
9. **Bring copies of your resume and portfolio.** Interviewers don't always have a copy of your resume available and you will seem prepared if you have extras. A leather portfolio containing samples of your work, if relevant, is also impressive. Of course, the type of job you are applying for dictates what goes in your portfolio.
10. **Write a thank-you note.** Make sure you get business cards from every person who interviews you and send a handwritten note to each one. Make sure you spell their names correctly. So few people write thank-you notes that this alone will create a positive

impression. If you want a note to arrive more promptly, also send an email the day after your interview.

- 11. Follow up and offer thoughtful contributions.** In your conversation with the interviewer, make notes of any discussions where you might be able to provide a follow-up. If you have a relevant article you've written or read or a useful contact you can offer. Send it!

*Notes:*

## Handout 3.4 Salary Negotiation

### Negotiating Compensation

- Gather key information
  - What do you need? How much money? What about other important aspects of a compensation package such as health, leave benefits, pension, transportation, and/or other expenses sometimes covered by employers?
  - Details on the specifics of the position, such as level and title, decision-making authority, support staff, professional growth potential, type of work and skills needed for the position, size and strength of company, management style, travel requirements or relocation, physical location and compensation package: salary range, benefits, vacation, pension
  - Relative market salary range: which can be found on surveys done by Professional or Trade Associations, in journals, or from executive recruiters or others in comparable jobs
- Be prepared to articulate specific skills, value and worth relevant to the prospective employer's needs
- Know your minimum compensation package desired and estimate the company's maximum
  - Ask for 20% higher salary than you require, initially
- For an effective negotiation:
  1. Maintain "win-win" attitude: keep you and the company/organization in mind when making suggestions
  2. Focus on what you can bring to the company
  3. Begin higher than you expect so a middle ground can be found
  4. Do not be unreasonable with your requests
  5. Find other things, besides salary, that will increase your compensation package
  6. Be confident
  7. Negotiating is about being able to concede on certain issues, specifically ones that are not top priority
- When you receive a verbal offer make sure you understand the details of the position
- Accept or Reject the offer

## Negotiating a Raise or Asking for a Promotion

Similar to negotiating your salary, asking for a promotion or raise requires thoughtful preparation of your case.

- What is the market rate?
- Have your responsibilities increased while your compensation has remained the same?
- Do you add more value than co-workers at the same salary?
- Document your accomplishments
  - Contributions to organization
  - Evidence to support above-average performance
- Put everything in writing
- Give advanced warning that you would like to discuss your performance with your superior
- Negotiate. There is always a middle ground. If a promotion isn't possible now, what about a review of your performance in six months?

*Notes:*

## Handout 3.5

# Managing Yourself and Overcoming Obstacles in the Workplace

### **Managing Your Job and Communicating with Your Supervisor**

- Schedule frequent check-ins with your supervisor to ensure that s/he is aware of your workload and achievements as well as to solicit feedback
- If your reporting to more than one person, be transparent about how you are managing your time, so people understand when you are available and when you are not
- Deliver on time and exceed expectations
- Document everything: When both good things or bad things happen in a work environment, it is important that they be documented – if it isn't documented, it is as if it didn't happen
- Without being rigid, use the job description as an approximate guide to the work you are doing; if it veers dramatically from what you were hired to do, it may be advisable to inform your supervisor and hold them accountable to your initial agreement
- Share your accomplishments
- Request formal reviews that allow you and your supervisor to document your performance

### **Workplace Etiquette**

- Avoid profanity, unnecessary cellular chats and poor eating habits
- Do not gossip, especially about coworkers
- Dress appropriately and professionally
- Arrive on time
- Lunch breaks should not be extended beyond what is mandated
- Introductions are important: be confident, assertive and appropriate
- Do not use intimidating or inappropriate behavior
- Do not undermine your professional and personal standing by belittling a colleague's work, acting without integrity, using intimidation, threats or by dismissing the work or ideas of others, withholding information or creating unrealistic requirements for staff
- Be ready to mediate conflict
- Be sure to focus on your behavior in addition to others
- Demonstrate leadership where an opportunity presents itself
- Exceed expectations
- As a member of any team, act as a team member, not the leader or boss of your colleagues
- Ask questions if you desire
- Explore additional training or skills courses if necessary
- Be kind and respectful to colleagues, including staff

### **Sexual Harassment**

- Trust your instincts; if it feels wrong, it probably is

- It often happens in a manner that makes the behavior seem questionable, rather than obtusely inappropriate
- Do not hesitate to report someone, even if they are a superior
- Report any inappropriate behavior immediately
- Refer to employee handbooks for company policies
- Be aware of personal space
- Document all events in writing to the appropriate authority

*Notes:*

## Handout 3.6

### 15 Tips on Time Management and Prioritization

Women who are involved in many causes, organizations and initiatives often do not take time to reflect and prioritize. Following are some tips on how to plan, reflect and create a manageable lifestyle.

- 1. Goal Setting.** Set your objectives yearly, monthly, weekly and daily.
- 2. Prioritize.** Prioritize your daily tasks. Be realistic about what you can achieve in a given timeframe considering that unanticipated things will arise. Do the most important thing first.
- 3. Check Your Progress.** Check in on your plan to see your progress.
- 4. Anticipate Time Required.** Outline the steps or tasks needed to accomplish your goals. Be specific about the timeframe for each.
- 5. Stay Focused.** Avoid unnecessary distractions. Be mindful that multitasking can allow for distractions. Break large, time-consuming tasks into smaller tasks.
- 6. Resist Perfection.** You can spend a lot of time on anything however you must consider the return on investment.
- 7. Decline Non-Essential Tasks.** It's ok to say "no" sometimes! You will not disappoint people. Make commitments that align with your objectives.
- 8. Delegate.** Ask for help and delegate tasks to others. Find ways that others can help you accomplish your objectives.
- 9. Self-Regulate.** Know when you work best. Check on your email on a schedule (i.e. twice a day at the beginning and end of the day).
- 10. Move Things Off Your Desk.** Some things can be easily addressed immediately. Don't let emails sit in your inbox forever. Just do it!
- 11. Be Good to Yourself.** Without personal time, you will not give your best self to others. This includes eating well, exercising and getting plenty of sleep.
- 12. Reflect.** Consider an annual retreat with yourself where you decide how you want to allocate your time in the upcoming year (i.e. a new business, family, volunteer work, political participation).
- 13. Take a Course in Time Management.** In some cases, employers offer time management training. Seek out online time management resources and tools.

***14. Invest in Your Personal Growth.*** Seek continuous improvement.

***15. It's About You!*** Don't try to be all things to all people.

***Notes:***

## Section 3c: Social Media

### Objectives:

- Give participants an understanding of how social media can be used as a tool for personal branding, outreach and networking.

### Purpose:

- In today's modern communications, understanding social media as a tool is fundamental. This session is designed for skill building and to empower women as their own marketers and advocates.

### Points to Emphasize:

- The web creates transparency, so your message must be consistent and truthful across all platforms.
- Repetition is also positive on digital platforms—get your message out many different ways, but make sure your message is consistent. Also, always be mindful of your audience—you may have to say it differently to different groups.
- Information travels very fast, be certain you are ready to release it before you post it.
- Be aware of the image you are projecting in the words you use and the pictures you post—anyone could be watching.
- Use the power of the digital technology to get your message dispersed. As an organizing tool, social media, text messaging, blogs and phones can be used to reach many people fast. Don't underestimate the power of these tools.

### Time:

20 minutes

### Materials:

- Audio-visual equipment- PowerPoint 3.2 “Leveraging Social Media”

### Exercise:

There is no exercise for this section.

### Process:

1. Present PowerPoint 3.2 “Leveraging Social Media” on tools for spreading your message (includes media, social media, digital campaigns).

### Notes:

## Section 3d: Mentoring

### Objectives:

- Understand the importance of helping other women and developing strong networks of other women supporters

### Purpose:

- Participants will consider whether they have been a mentor
- Help participants understand how to find a mentor
- Qualities of a healthy mentor/mentee relationship

### Points to Emphasize:

- Mentorship is a valuable tool for success that many of the most successful women have taken advantage of.
- Mentorship can help improve your professional skills, network and confidence.
- Mentorship can occur at any age.

### Time:

45 minutes

### Materials:

- Prepared flipcharts: one labeled with 1. “Where are the areas where you need support?” 2. “What additional networks are you interested in developing?” 3. “What are the best lessons you’ve learned in your professional and personal experiences?”
- Flipchart, Markers
- Handout 3.7 Becoming a Mentor
- Handout 3.8 How to Build an Effective Mentorship Program

### Exercises:

How to Identify a Mentor

### Process:

1. “How to Identify a Mentor” exercise. Ask the participants to find a partner (ideally someone they are not already close to). Refer to the flipchart and ask participants to discuss the questions on the chart. Each answering from their personal experience. If the partner is able to offer advice or feedback to the other, please do. If not, brainstorm together resources where they might find counsel or advice on those questions. Allow participants 20-30 minutes to discuss depending on the tone of the room.

2. Following the exercise, ask participants about what they learned in the exercise. Then, ask participants about their personal mentoring experience(s) and emphasize how mentors can be peers or colleagues with the same level of experience or individuals who are further along in their careers. The importance is finding an advisor they trust and that provides honest feedback. Ideally, a mentor will check in weekly or every two weeks to help you think through challenges and keep you on task. It is acceptable to formalize the relationship by asking another person to be a mentor and setting up a structured schedule to meet.

*Notes:*

## Handout 3.7

### Becoming a Mentor

#### **What is mentorship?**

Mentorship is a cycle of giving back to one's community and shaping the way in which one benefits from that community. Mentorship is a relationship between two individuals that serves to share networks and experiences. Usually one person will have more experience in a given field, or different position that can benefit the other person in the path they are pursuing. Experiences, networks, knowledge and exposure are all resources that are easy to share and can help in further developing an individual. The sharing of these resources provides ideas, inspiration and possible pathways for both individuals. Most importantly, it demonstrates that there are multiple pathways to similar positions and everyone's journey takes a different form.

#### **Who is it for?**

Mentoring is for men and women alike. Men often do it naturally – they do not call it mentoring. Women often find it difficult to help one another. This is a global phenomenon. Very often the women who can give the best guidance to other women, or who have the most wide-ranging interesting life and professional experiences to share, are in highest demand, and have a harder time carving out time to help other women for exactly that reason. However, if women expect to gain greater traction in political and economic realms and maximize their opportunities to contribute to society equally, women – as well as men – must make a deliberate effort to educate and share with women (and men) who have less experience.

Mentorship is age-blind. The term is often used when speaking about young people, however it should not be limited to any age. We are all continuing to learn and grow. Mentees can be mentors to someone else. Mentors can have more than one mentee and vice-versa. To learn from others' mistakes is valuable in preserving our time and leveraging our own strengths and effectiveness. A culture of mentorship does not exist everywhere but can be cultivated; it is a win-win for everyone involved. Mentorship has been at the cornerstone of the success of the world's most successful women in a range of sectors.

#### **Does it really make a difference?**

Universally, people who are successful ask others for help or have been fortunate enough to have others help them without being asked. Mentorship requires both asking for help and being ready to offer one's wisdom, guidance, contacts and other support to help others achieve their goals. This in turn will improve networking among people, cultivate loyalty, and create a greater platform of resources for women, which will advance them in society over time. Gradually, opportunities for women – and the daughters to come – will become greater.

#### **Choosing a Mentor or Mentee**

- Be clear about your goals and expectations of being a mentee.
- Gain a clear understanding of the background of your mentor/mentee.
- Understand what you would gain/give to your mentee/mentor.

## **Being a Good Mentee**

- Choose an appropriate mentor.
- Ask mentor if the relationship would be appropriate.
- Be clear about your goals and expectations of being a mentee.
- Be timely for appointments with your mentor.
- Be open to feedback.
- Be a “learner” not a “knower”.
- Ask questions.
- Consider being a mentor in the future.

## **Being a Good Mentor**

- Look for someone who may benefit from mentoring and be open to being approached by prospective mentees.
- Offer your time periodically.
- Share your “story”.
- Offer to be a mentor to someone who you can regularly offer your time.
- Let a young woman shadow you for a week.
- Offer career advice. Introduce your mentee to other women and men in your network.
- Agree to and encourage informational interviews.
- Be timely for appointments.
- Ask for feedback.
- Ask questions of your mentee.
- Continue to look for your own mentors.

*Notes:*

*Evaluation: Advancing your Career*

Name: \_\_\_\_\_ (optional)

Section: \_\_\_\_\_

Circle a number – 1 (poor), 2 (average), 3 (above average), 4 (excellent) – that corresponds to your overall opinion of each component of the training.

**Trainer/Speaker**

1 2 3 4

**Handouts**

1 2 3 4

**Training Content**

1 2 3 4

**Exercises**

1 2 3 4

1. What did you like most about this section?

---

---

---

---

---

2. What did you think about the exercises and tools?

---

---

---

---

---

3. Did you find the handouts sufficient? Is there anything else that would help?

---

---

---

---

4. What suggestions do you have for improving this section?

---

---

---

---

---

5. Did you feel that you were able to openly participate? If not, why?

---

---

---

---

---

6. Did the facilitators sufficiently answer your questions? If no, what was missing from their information?

---

---

---

---

---

---

Additional Comments:

## ***IX. Section 4 Paving the Way for Change***

### ***Section 4a: Addressing Challenges to Advancement***

#### **Objectives:**

- Understand the 10 steps to advocacy and why advocacy is necessary for advancing women in the workplace.

#### **Purpose:**

- Convey the importance of complementing individual efforts at workplace advancement with long-term advocacy that will create greater legal protections for women in the workplace.
- Underscore the importance of everyone's role in advocating for long-term change in policies, regulations and laws.
- Give step-by-step tools to empower women to push for change.

#### **Points to Emphasize:**

- Personal behavior and efforts to advance in the workplace will have limits without legal protections.
- Change is slow but progress globally is steady and anything is possible through collective efforts.
- The 10 Steps to Advocacy must be applied in order.
- Advocacy skills can be applied to any issue.

#### **Time:**

45 minutes

#### **Materials:**

- Audio-visual equipment- PowerPoint Presentation 4.1 "10 Steps to Advocacy: Overcoming Challenges to Advancement"

#### **Exercise:**

There is no exercise in this section.

**Process:**

1. Present PowerPoint 4.1 “10 Steps to Advocacy: Overcoming Challenges to Advancement”

*Notes:*

## *Section 4b: Securing Key Stakeholders*

### **Objectives:**

- Understand the challenges of engaging stakeholders and prepare for difficult questions.

### **Purpose:**

- Conveying the importance of engaging stakeholders for achieving change and understanding the skills required to influence change.
- Equipping participants with the skills to relate to any stakeholder.
- Learning how to be prepared for difficult questions and unexpected scenarios.
- Removing the fear out of encountering difficult conversations.
- Providing insight into creative ways to raise money for a cause.

### **Points to Emphasize:**

- Long-term change happens by persistent education and appeal to people in decision-making positions.
- The worst thing that can happen is that you get rejected and need to start over again.
- Preparation is essential.
- Fundraising is a skill needed to give an issue momentum and influence; it complements advocacy efforts.

### **Time:**

135 minutes

### **Materials:**

- Prepared flipcharts: See handout “Bridging Exercise”, create the diagram on flipchart
- Flipchart, Markers
- Handout 4.1 Bridging Exercise
- Handout 4.2 Encountering Difficult Questions in the Workplace
- Handout 4.3 Mobilizing Financial Resources to Support Your Campaign
- PowerPoint Presentation 4.2 “Preparing for Difficult Questions” (includes bridging exercise handout)

### **Exercise:**

Bridging Exercise

## **Process:**

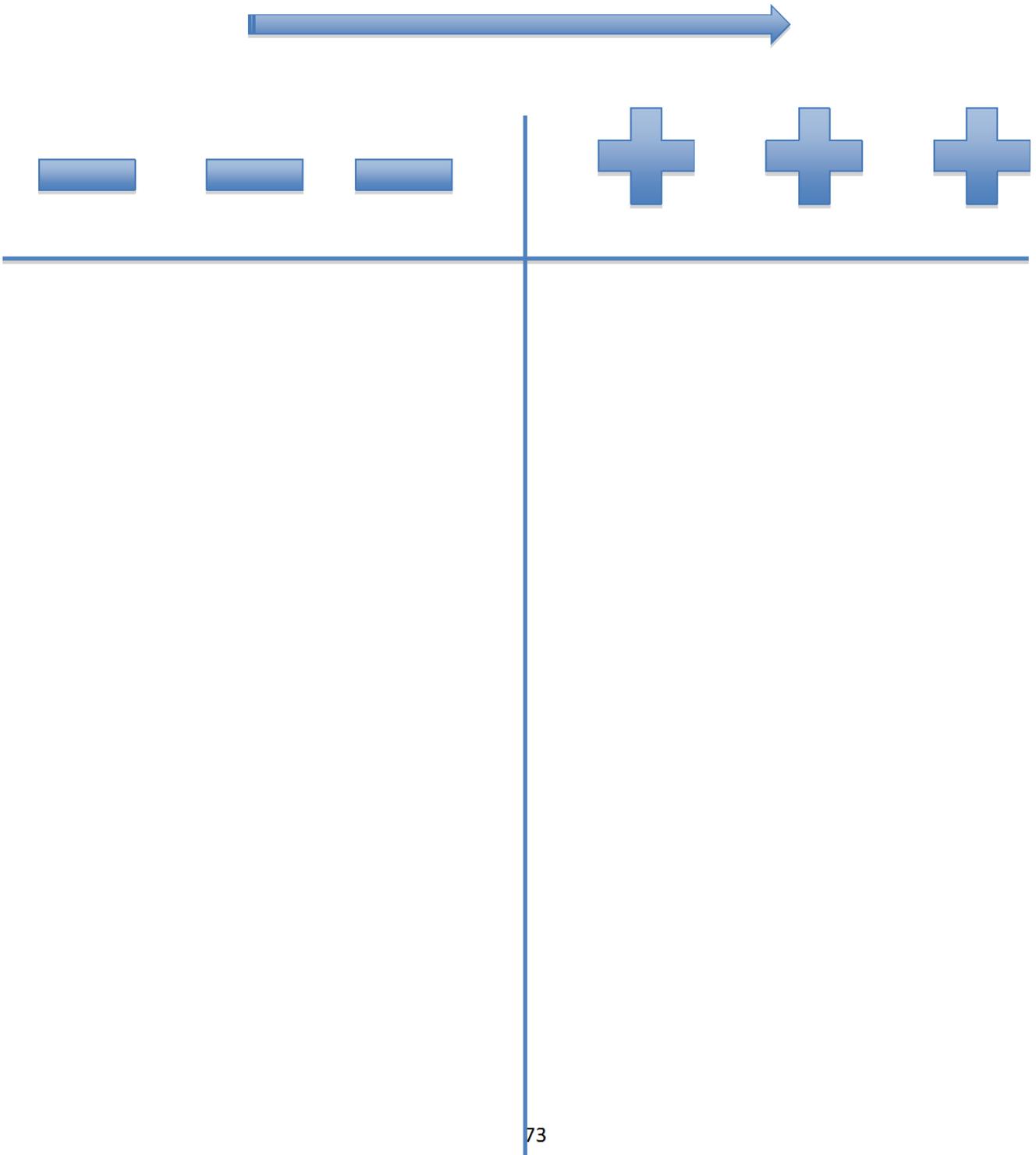
1. Open with the question “why are we afraid of difficult questions?” Address the fears associated with putting ourselves in a place of authority or potential conflict. Ask, “What is the worst that can happen?” Answer, “you say ‘I don’t know’ or you don’t get what you asked for.” You have to put yourself out there to get results. The best way to address fears is to be prepared for the worst and be prepared to answer any question that might come up.
2. Present the PowerPoint 4.2 “Preparing for Difficult Questions” to explain the bridging technique.
3. Refer to the bridging diagram on the flipchart. List on left column example of difficult questions or negative issues that might come up in a specific setting (job interview, issue debate, etc.). In the right column, list the key messages or talking points you want to discuss in the interview or debate. Show how you move or “bridge” from talking about the difficult subject to framing the discussion and talking about what YOU want to talk about.
4. Hand out the Bridging Worksheet (Handout 4.1), (or refer to binder with the handouts). Give participants 10-15 minutes to fill out their own bridge with the topic and situation of their choice. Make sure they are specific about the issue they are discussing and who the challenger is and the types of questions they would ask. They should list those difficult questions in the left column of their worksheet.
5. Hand out the Encountering Difficult Questions in the workplace (Handout 4.2) (or refer to the binder) for participants to prepare for future discussions, encounters or interviews.
6. Ask participants to choose a partner. Have each individual refer to the topic they addressed on their bridging sheet and conduct a mock “interview” or “difficult discussion” where their partner plays the challenger. Practice addressing their concerns and bridging to the topic they want to talk about. Allow participants 10-15 minutes.
7. Following the exercise ask participants “what did you learn doing this?” What does this tell you about practice and preparation for difficult questions?”
8. If time allows, allow the partners to meet again to discuss ways they could answer the difficult questions in the future and allow them to practice asking and answering the questions again.
9. After taking a short break (10-15 minutes), return to session for close.

## **Closing the Training:**

10. Ask the participants the following questions: What have you learned in this session? What are you going to do with these tools and information? What are you going to practice and work on as next steps?
11. Write the responses on the board.
12. Allow participants 10 minutes to write a list of their plan or “to do’s” over the next week and month.
13. Pass around a sign-up sheet to collect all participants contact information to later share with the group.
14. Encourage participants to exchange information and to set up weekly or monthly check-ins with one another.

## Handout 4.1 Bridging Exercise

“BUT”, “AND”, “WHAT I *DO* KNOW IS...”



## Handout 4.2

### Encountering Difficult Questions in the Workplace

*List questions that you may find difficult to answer in a job interview or in another professional scenario.*

*List general issues most crucial to your cause/job/organization that you might be asked to talk about at work.*

*List questions on matters that are confidential or that you would prefer to avoid discussing with a boss or colleagues.*

## Handout 4.3

### Mobilizing Financial Resources to Support your Advocacy Campaign

#### **1. BUILD AND MAINTAIN RELATIONSHIPS.** *Everyone you meet can support your cause either now or in the future.*

- Develop a mass email list to which you send updated information about yourself and what you're doing and ensure that each new person is added to the list.
- Stay in touch with periodic notes or cards. Send helpful articles or websites that you might find that would be of interest.
- Keep everyone's contact information and make a note of where you met the person (ideally on the back of their business card.)
- Keep all lists of people with contact information from other organizations or networks.

#### **2. ASK FOR RESOURCES.** *The hardest part of fundraising is "making the ask".*

- People do not donate if they are not directly asked. Make the "ask".
- Ask for a specific amount of money.
- Secure a commitment.
- Follow-up on your pledges to ensure receipt.
- Ask again.

#### **3. PLAN YOUR OUTREACH.** *Consider the vast universe of potential donors connected to you or who could benefit from supporting your cause.*

- Start with your inner circle. Friends and family are most likely to support your cause.
- Make a list of those who share an interest in the cause and appeal to them. They are also "low-hanging fruit".
- Educate those who are not familiar with your cause and tell them why they should donate based on THEIR objectives, not your motivations. In other words, tell them why donating to your cause will help them.
- Consider the organizations you are part of and appeal to them or individual members for funding.
- Research all potential donors to identify their interests and how they can be persuaded to donate to your specific cause.

#### **4. SET A TIMETABLE FOR RAISING MONEY.** *A plan with benchmarks is essential.*

- Put your weekly fundraising goals on a calendar.
- Know what you NEED to raise and what your goals are for each week.

**5. UTILIZE MULTIPLE APPROACHES TO RAISING MONEY.** *Ideally you will combine a variety of methods to raise funds. It's ok for people to hear from you multiple times and in different ways.*

- Person-to-Person: visiting homes, personal meetings
- Events: public events, small gatherings like house parties
- Mass outreach: online, email, facebook, direct mail, phone calls

**6. ALWAYS SAY THANK YOU** *Make sure you maintain a good relationship with those who have supported you!*

*Notes:*

*Evaluation: Paving the Way for Change*

Name: \_\_\_\_\_ (optional)

Section: \_\_\_\_\_

Circle a number – 1 (poor), 2 (average), 3 (above average), 4 (excellent) – that corresponds to your overall opinion of each component of the training.

**Trainer/Speaker**

1 2 3 4

**Handouts**

1 2 3 4

**Training Content**

1 2 3 4

**Exercises**

1 2 3 4

1. What did you like most about this section?

---

---

---

---

---

2. What did you think about the exercises and tools?

---

---

---

---

---

3. Did you find the handouts sufficient? Is there anything else that would help?

---

---

---

---

4. What suggestions do you have for improving this section?

---

---

---

---

---

5. Did you feel that you were able to openly participate? If not, why?

---

---

---

---

6. Did the facilitators sufficiently answer your questions? If no, what was missing from their information?

---

---

---

---

---

Additional Comments:



## *XI. Additional Resources*

### **a. Updated Information on Laws for Women**

Women's Rights in the Middle East and North Africa 2010, Freedom House

<http://freedomhouse.org/template.cfm?page=383&report=86>

<http://freedomhouse.org/template.cfm?page=384&key=271&parent=23&report=86>

The Global Gender Gap Report 2010, World Economic Forum

<http://www.weforum.org/issues/global-gender-gap>

The Corporate Gender Gap 2010, World Economic Forum

<http://www.weforum.org/issues/global-gender-gap>

Progress on the World's Women: In Pursuit of Justice 2011, UN Women

<http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf>

The Business of Empowering Women, McKinsey & Company

[http://www.mckinsey.com/App\\_Media/Reports/SSO/EmpWomen\\_USA4\\_Letter.pdf](http://www.mckinsey.com/App_Media/Reports/SSO/EmpWomen_USA4_Letter.pdf)

Women, Business and the Law, Measuring Legal and Gender Parity for Entrepreneurs and Workers in 128 Economies, 2010, The World Bank Group

[http://wbl.worldbank.org/~/\\_media/FPKM/WBL/Documents/Women-Business-Law.pdf](http://wbl.worldbank.org/~/_media/FPKM/WBL/Documents/Women-Business-Law.pdf)

Environment for Women Entrepreneurs, The World Bank Group

[http://siteresources.worldbank.org/INTMENA/Resources/Women\\_Enterpreneur\\_ARB.pdf](http://siteresources.worldbank.org/INTMENA/Resources/Women_Enterpreneur_ARB.pdf)  
(Arabic)

[http://siteresources.worldbank.org/INTMENA/Resources/Environment\\_for\\_Womens\\_Entrepreneurship\\_in\\_MNA\\_final.pdf](http://siteresources.worldbank.org/INTMENA/Resources/Environment_for_Womens_Entrepreneurship_in_MNA_final.pdf) (English)

### **b. Training and Reference Guides**

Handbook for Legislation on Violence Against Women, United Nations Division for the

Advancement of Women of the Department of Economic and Social Affairs, UNDAW/DESA

[http://www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20VAW%20\(Arabic\).pdf](http://www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20VAW%20(Arabic).pdf) (Arabic)

<http://www.un.org/womenwatch/daw/vaw/handbook/Handbook%20for%20legislation%20on%20violence%20against%20women.pdf> (English)

Do Our Laws Promote Gender Quality? A Handbook for CEDAW-based Legal Reviews

[http://cedaw-seasia.org/docs/FINAL\\_CEDAW\\_Handbook.pdf](http://cedaw-seasia.org/docs/FINAL_CEDAW_Handbook.pdf)

Leading to Choices: A Leadership Training Handbook for Women, Women's Learning Partnership

<http://play.learningpartnership.org/en/publications/training/ltc/ltcshamy> (Arabic)

<http://play.learningpartnership.org/en/publications/training/ltc/ltcenglish> (English)

Confronting Discrimination CEDAW, WomenWatch

[http://www.un.org/womenwatch/daw/public/handbook\\_parliamentarians\\_cedaw\\_ar.pdf](http://www.un.org/womenwatch/daw/public/handbook_parliamentarians_cedaw_ar.pdf) (Arabic)

### **c. International Declarations and Treaties**

Beijing Platform for Action

<http://www.un.org/womenwatch/daw/beijing/platform/index.html>

Convention to Eliminate All Forms of Discrimination Against Women (CEDAW)

<http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

Vienna Declaration on Human Rights

<http://www.unhchr.ch/huridocda/huridoca.nsf/%28symbol%29/a.conf.157.23.en>

### **d. Regional and global networks**

International Knowledge Network of Women and Politics (iKNOW Politics)

<http://www.iknowpolitics.org/ar> (Arabic)

<http://www.iknowpolitics.org/> (English)

ASWAT

<https://www.aswat.com/fa> (Arabic)

<https://www.aswat.com/en> (English)