

SESSION 4

Behaviour & Attitudes of the PLA Facilitator

Session Objectives

By the end of this session, you will...

U...Be able to describe the behaviours and attitudes which are beneficial in PLA

U...Apply their knowledge of behaviour and attitudes to a video scenario

U....Understand the differences in perception between "insiders" and "outsiders" in PLA



CONTEXT: *Before beginning the PPD process, it is essential for you to practice behaviours and adopt attitudes (B&A) which allow you to interact in a respectful and sensitive way with community members. These B&A are crucial in order to effectively facilitate the PLA techniques which will be learned in the upcoming sessions. An entire session is devoted to the adoption of these B&A, since they may be very different from the way you have traditionally interacted with communities.*

Good behaviour and attitudes (B&A) is one of the most important elements in PLA, because it determines how successfully the PLA facilitators will interact with community members. By striving to adopt these B&A, the facilitators show their respect for community members and their willingness to learn from the community.

Following are some of the behaviours and attitudes (B&A) which are necessary for the successful facilitation of PLA. Many of them may be very hard to adapt, especially if the PLA facilitator has been used to working in a different way for many years.

Role Reversal

Learning from and with local people and striving to appreciate their knowledge, instead of teaching them or imposing your knowledge or ideas. Information is gathered using local people's criteria and categories, instead of the criteria and categories of the facilitator.

Rapid, Progressive Learning

The learning process doesn't follow a set plan. It is flexible, exploratory, interactive and inventive.

Keeping Things Simple

Not trying to find out more than what is really needed for your purposes, not measuring what really doesn't need to be measured, and not trying to be more accurate in your analysis than is really necessary.

Handing Over the Stick

Letting the local people do the investigation, analysis and presentation themselves. The facilitator starts the process and then steps back and lets the local people take charge.

Seeking Diversity

Actively looking for differences, dissenters or outliers, instead of seeking out the average. Recognizing that the diversity of information is a rich resource to be embraced and not avoided.

Self-critical Awareness

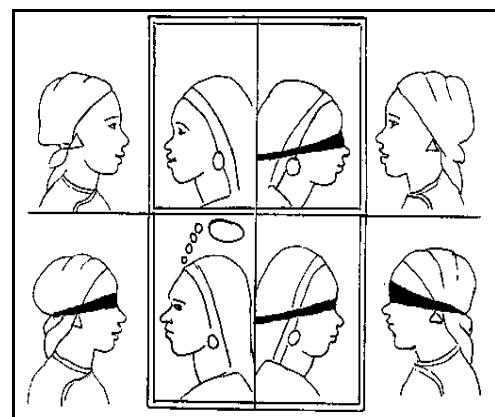
The facilitators are constantly examining their own behaviour and trying to do better. They embrace error and welcome it as a learning opportunity.

Offsetting Biases

Being relaxed instead of rushing. Listening instead of lecturing. Probing instead of being content with superficial answers. Being unimposing instead of dominating. Seeking out those who are difficult to reach instead of only working with those who are easily accessible.

K Johari's Window

Johari's Window was originally developed by two psychologists, Joe Luft and Harry Ingham, who were interested in exploring different styles of interpersonal communication. The "window" illustrates the degrees to which two people are aware of what each other knows, or how they can perceive the same situation two different ways. The person inside of the box represents a local person, or "insider", and the person outside of the box represents the development worker, or "outsider". During the PLA process, participants should strive to create an "open" window when interacting with the community.



Following are descriptions for the different windows⁸. Which description goes with which window?

OPEN: The insider and the outsider understand each other and are aware of each other's needs and priorities. They can communicate openly.

BLIND: The outsider feels that she sees the problems and solutions clearly and the insider does not. The outsider considers the insider to be ignorant, or "blind".

HIDDEN: The insider has beliefs, knowledge or feelings that she keeps to herself. They are hidden from the outsider's view. The insider may feel misunderstood and unappreciated by the outsider.

UNKNOWN: There is a lack of communication between the two people. Neither the insider nor the outsider is aware of the other person's beliefs, knowledge, or feelings.

⁸Adapted from Srinivasan, L. 1993. p. 166.

SESSION 5

Encouraging Communication

Session Objectives

By the end of this session, you will...

U...Understand ways that PLA facilitators can hinder or promote communication

U...Apply your knowledge of communication to a video scenario

U...Demonstrate active listening skills

U...Demonstrate other types of non-verbal communication



CONTEXT: *While the last session presented the general behaviours and attitudes which are necessary for the successful facilitation of PLA, this session teaches you specific interpersonal communication skills which you will need as PLA facilitators.*

There are many ways that PLA team can encourage or hinder the participation of community members. The team members may or may not even be conscious of some of these factors, which can nevertheless have an impact. Following are some of the things to keep in mind when interacting with community members:

Seating arrangement

The facilitator should encourage community members to sit in a circle for discussions so that everyone can see each other and participate equally. The facilitators may want to have community members seated according to group (e.g., men and women, youth and elderly) in order to encourage fuller participation. Everyone should be as comfortable as possible in order to enable them to concentrate on the discussion. The facilitator should also sit in the circle, at the same level as the community members (e.g., on the ground, instead of in a chair). If the facilitator sits higher or stands up while community members are sitting, this suggests that the facilitator is of higher status than the community members. The facilitator should make an effort to "stand on equal ground" with the community members.

Facilitator's dress

The facilitators should try to dress in a fashion similar to the community members, in order to put them at ease. They should wear comfortable clothing for sitting on the

ground and walking around rural areas, and they should make an effort to respect local cultural norms. If facilitators wear uniforms or official clothing, this implies that they are of higher status and may make it harder to put the community members at ease. To avoid this, facilitators should keep their dress informal.

Interpersonal communication (IPC)

Interpersonal communication (IPC) consists of both verbal and non-verbal communication. Good IPC can foster a positive relationship with community members and encourage them to "open up" to PLA facilitators. Poor IPC, on the other hand, can cause people to "turn off", withdraw, or become angry. IPC consists of both verbal and non-verbal communication, both of which are equally important. Below are some examples of these two types of communication:

NON-VERBAL COMMUNICATION

- Hand gestures (pointing, beckoning, pushing away)
- Arm position (closed or crossed vs. open)
- Eye contact
- Posture (slouching vs. sitting or standing straight)
- Facial expressions (smiling, frowning, etc.)
- Touching

VERBAL COMMUNICATION

- Vocabulary level (technical jargon vs. simple language)
- Dialogue vs. monologue
- Tone of voice
- Giving orders or directions
- Asking closed-ended vs. open-ended questions
- Giving positive or negative feedback

Active Listening

Active listening is more than just hearing what others say. It involves listening in a way that communicates *respect*, *interest* and *empathy*. These three emotions can be conveyed through both verbal and non-verbal communication.

- Examples of **verbal** cues:
- "Mm hmmm..."
 - "Yes, I see..."
 - Repeating what the person has just said

Examples of **non-verbal** cues: Not interrupting the speaker
 Nodding your head and smiling
 Leaning forward
 Maintaining eye contact (if appropriate)
 Avoiding distractions

Conveying Emotions

Every day, we express emotions both verbally and non-verbally. These emotions can send positive and negative messages to people which may or may not be intentional. When working with a community, the PLA team needs to be conscious of the emotions that they convey, because these emotions can influence how much community members are willing to participate in the PLA process. Following are some examples of emotions which might either encourage or discourage community participation. Try and reflect on other emotions which could be added to the list.

Emotions that encourage participation

Empathy	Concern or caring
Friendliness	Humility
Affirmation or praise	

Emotions that discourage participation

Boredom	Superiority or haughtiness
Anger	Hostility
Impatience	

Different Types of Questions

Many PLA techniques involve asking questions of community members. This may seem simple, but the way that the questions are phrased can have a big impact on the types of responses that community members give. There are two types of questions:

Closed-ended questions ask for factual information that can be answered with one or two words.

Open-ended questions allow respondents to express their opinions and feelings about a subject. They encourage respondents to elaborate on a subject and are usually answered in more than one or two words.

Consider the following two questions, which ask similar things:

g *Did you feel frustrated when the doctor refused to see you?*

g *How did you feel when the doctor refused to see you?*

The second question, which is an open-ended question, encourages the respondent to give much more information than the first question, which requires only a "yes" or "no" answer.

Open-ended questions are the most useful in PLA, because they encourage community members to give more information than closed-ended questions. PLA facilitators should try to use open-ended questions as frequently as possible in order to encourage community members to give in-depth responses.

Even though they do not produce long responses, closed-ended questions can be useful in certain situations. For example, since they are easier to answer, they may help to make anxious or timid respondents feel more comfortable about talking. In such situations, a few closed-ended questions can be asked before the open-ended questions. Therefore it is not always necessary to reword closed-ended questions as open-ended questions.

Following are examples of open-ended and closed-ended questions.

Open-ended Questions		Closed-ended Questions	
<i>Begin with...</i>	<i>Example</i>	<i>Begin with...</i>	<i>Example</i>
Could...?	Could you say more about how you feel?	Do...?	Do you feel angry?
Can you tell...?	Can you tell me what happened?	Did...?	Did you like it?
How...?	How did you feel then?	Is...?	Is she coming too?
What...?	What happened after?	Are...?	Are you going today?
Why...?	Why do you think he did it?	When...?	When will you go?
		Where...?	Where does she live?
		How long...?	How long have you felt it?
		How many...?	How many months..?
		What/which...?	Which bus do you use?

SESSION 6

Team Building

Session Objectives

By the end of this session, you will...

- U...Be able to define the word "team"*
- U...Form your field work team*
- U...Solve a team-building puzzle*
- U...Resolve hypothetical field work problems*



CONTEXT: *The purpose of this session is to have you form your field teams and get comfortable working with each other. The teams are formed before you learn the PLA techniques, because you will be practising the techniques as teams.*

What Is a Team?

According to *Webster's New College Dictionary*, a team can be defined as "a group organised to work together." This definition can be expanded to read "A group organised to work together *towards a common goal.*"

You are going to pick the team that you will work with for the field practice during this course. To do this, you need to fill out a Team Member Questionnaire, like the one below. The questionnaire asks you about certain characteristics which need to be balanced on a PLA team. In other words, the teams should not be composed of people who have all of the same characteristics.

While you are filling out the questionnaires, the trainers will post the names of teams on the wall. When you have finished, post your questionnaire on the wall under one of the teams. Before posting the questionnaire, read the others that have been posted. Do not choose a team where the other team members have your same characteristics. The goal is to have teams which are multidisciplinary and well-balanced.

Team Member Questionnaire

Name: _____

1. Do you know the local language of the field site?

_____yes _____no

2. How familiar are you with the community or culture that we are visiting?

_____not at all _____somewhat familiar _____very familiar

3. Are you a...

_____female _____male

4. Which sector do you work in? (Check all that apply)

___Health/family planning/AIDS prevention

___Education

___Agriculture

___Water and sanitation

___Forestry/natural resources/environment

___General community development

___Other: _____