

## SESSION 4

### Behaviour & Attitudes of the PLA Facilitator

#### Objectives

By the end of this session, participants will

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

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

✓...Understand the differences in perception between “insiders” and “outsiders” in PLA

#### Materials

IDS video

Tape

Index or VIPP cards



## ACTIVITIES

### #1 Behaviour and Attitudes Video and Cards

Show a clip from the IDS video *Who Holds the Stick? PRA Attitudes and Behaviour*. Afterwards, ask participants to divide into pairs. Distribute at least one behaviour and attitudes (B&A) card to each pair, and ask them to discuss how the concept written on their card was illustrated in the video. Bring the participants back together to share their results. Ask if there are any other behaviours and attitudes which are essential for facilitating PLA.

### #2 Johari's Window

Post a drawing of Johari's Window on the wall, and post index cards with the words OPEN, BLIND, HIDDEN and UNKNOWN next to the illustration. Give a brief explanation of the four boxes, but don't say which label goes with which box. Ask a volunteer to come up and match the labels with the boxes. Ask participants how this illustrates the relationship of outside development workers and communities.

Divide participants into pairs. Ask each pair to fill in the boxes with dialogue, and invite one or two pairs to role-play one of their dialogues. After the role-playing, ask participants to reflect on how the new B&A they have learned would help them “keep the window open” when working with communities.



## TRAINER'S NOTES

**CONTEXT:** *Before beginning the PPD process, it is essential for the PLA team to practice behaviours and adopt attitudes (B&A) which allow them 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 participants have traditionally interacted with communities.*

### #1 Behaviour and Attitudes Video and Cards

#### B&A Videos

Two suggested videos are *Who Holds the Stick? PRA Attitudes and Behaviour* and *Putting the Last First* from IDS. The videos give an overall picture of the B&A that are necessary to successfully interact with communities in a culturally sensitive and respectful way. Some of the B&A presented may be contrary to how the participants have traditionally interacted with community members (e.g., treating community members as “experts”). It is important to emphasize that the PLA process requires a role reversal: The PLA facilitators are visiting the community to learn from the participants, not to teach them.

#### B&A Cards

On index cards or VIPP cards, write the following concepts and their definitions<sup>9</sup>. Distribute one index card to each participant. If there are not enough cards, the participants can divide into pairs and share. If there are too many, they can take more than one.

---

<sup>9</sup>Adapted from Chambers, R. 1992. p. 14-15, and Institute for Development Studies. 1997.

**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**

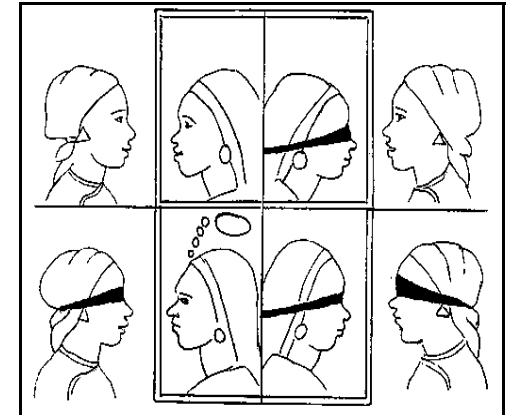
*The facilitators are constantly examining their own behaviour and trying to do better. They embrace error and welcome it as a learning opportunity.*

**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.*

## #2 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.



Give the participants the following explanations for the windows<sup>10</sup>:

**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.

---

<sup>10</sup>Adapted from Srinivasan, L. 1993. p. 166.

## SESSION 5

### Encouraging Communication

#### Objectives

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

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

✓...Apply their knowledge of communication to a video scenario

✓...Demonstrate active listening skills

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

#### Materials

IIED video

Flip chart and markers



## ACTIVITIES

### #1 Video Scenarios

Show the clip “Thinking About Communication” from the IIED video *Questions of Difference: PRA, Gender and Environment*. Have the group answer the video’s questions about how communication was encouraged or hindered in each of the scenarios. Discuss how each of the following can affect the participation of community members during PLA: *seating arrangement, facilitator’s dress, and interpersonal communication (both verbal and non-verbal)*.

### #2 Active Listening

Ask participants to break into pairs--one will be the “listener” and the other will be the “speaker”. Ask the speaker to talk for three minutes about something good that happened to them recently. The listeners should remain silent, but show that they are listening. Have the partners switch roles and repeat the exercise. Bring participants back together and ask them to list the different ways that they knew their partner was listening to them.

### #3 Conveying Emotions

Ask for a volunteer to think of an emotion and act it out before the rest of the group without speaking. Have the others try to guess the emotion. Next, ask for other volunteers to repeat the exercise. Write each of the emotions on a flip chart. Ask participants which emotions (when expressed by a facilitator) would encourage community members to participate in PLA and which would discourage participation.

#### #4 Different Types of Questions

Ask participants to explain the difference between an open-ended question and a closed-ended question and how each type might be useful for facilitating the PLA process. Have participants divide into pairs, and ask each pair to think of one open-ended question and one closed-ended question and write them on VIPP cards. Draw a page with two columns labelled “open” and “closed” on a flip chart, and ask for five pairs to stick their both of their questions in the appropriate columns. When all have finished, ask if any of the closed-ended questions could be reworded as open-ended questions.



### TRAINER'S NOTES

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

#### #1 Video Scenarios

The “Thinking About Communication” clip from the IIED video helps to illustrate the following elements of communication that can either help or hinder the participation of a community during the PLA process:

##### 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. Ask participants to brainstorm about different types of verbal and non-verbal communication and give examples of each. Write responses on a flip chart, and after the respondents have finished, add any of the following items that have not been mentioned to their list. Have participants discuss how IPC can either encourage or hinder the participation of community members in PLA activities.

#### 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

## **#2 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

### #3 Conveying Emotions

This exercise<sup>11</sup> will help participants to become more aware of emotions that they communicate nonverbally to other people. These emotions can send to others positive and negative messages, which may or may not be intentional. Encourage participants to be creative when expressing an emotion and to use as many of the types of non-verbal communication techniques discussed above as possible. Make a list of all of the emotions that participants have chosen to express, and afterwards ask them to brainstorm about how each of these emotions might either encourage or discourage community members from participating in PLA activities.

#### Emotions that encourage participation

Empathy	Concern or caring
Friendliness	Humility
Affirmation or praise	

#### Emotions that discourage participation

Boredom	Superiority or haughtiness
Anger	Hostility
Impatience	

Emphasize that the emotions being conveyed should be appropriate for the situation (e.g., showing sympathy if a community member is telling a sad story).

### #4 Different 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:

---

<sup>11</sup>Adapted from Cunningham et al. 1997. Module 13, p.6.

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

#### Objectives

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

- ✓...Be able to define the word "team"
- ✓...Form their field work teams
- ✓...Solve a team-building puzzle
- ✓...Resolve hypothetical field work problems

#### Materials

Flip chart and markers  
Tape  
Team member questionnaire



## ACTIVITIES

### #1 What Is a Team?

Write two African proverbs relating to teamwork on a flip chart and ask participants to explain their meaning. Ask participants to define "team" and to suggest other proverbs that illustrate teamwork.

### #2 Choosing Field Teams

Explain to participants that you would like them to form PLA teams for field work (as opposed to the trainers choosing the team). Explain the ideal composition of a field team and the number of people who should be on each team. Ask participants to fill out the *Team Member Questionnaire*. After posting the labels for each team on the wall, have participants compose their own teams (see the guidelines below). Ask participants to assess whether their teams are multidisciplinary (by gender, language and sector), and if not, to adjust them accordingly.

### #3 Broken Squares

Distribute envelopes with pieces of broken squares to each team member (one envelope per person). Ask one person from each team to be an observer. Tell the participants that the task of each team is to create five equally-sized squares from the pieces in their envelopes. They must assemble the pieces **WITHOUT TALKING**, and they have only 15 minutes to do so. Explain the ground rules for the task (see below). When all the teams have finished, ask each observer to share what kinds of group dynamics emerged in his or her team. Ask the participants to reflect on how these group dynamics might affect their field work.

#### #4 Challenging Field Situations (EVENING HOMEWORK TASK)

Ask participants to meet with their team members in the evening to discuss the “Challenging Field Situations” questions in their handbooks. Assign each team a different scenario. Explain that this exercise will help the participants to develop team norms for working in the field, in addition to helping them to anticipate challenging situations. After they have completed the exercise, each team should choose a leader and a note taker, based on the descriptions of the positions outlined in their handbooks.

The following morning, ask the teams to share any of the hypothetical field problems that they were not able to resolve. Have the other teams give suggestions for resolving the problems.



### TRAINER'S NOTES

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

#### #1 What Is a Team?

Following are two examples of African proverbs that can be used to illustrate the concept of teamwork<sup>12</sup>:

*“Cross a river in a crowd and the crocodile won’t eat you.”*

*“A single blade of grass won’t sweep the yard.”*

Feel free to substitute your own proverbs that might be more familiar to the participants.

According to *Webster’s New College Dictionary*, a team can be defined as “a group organized to work together.” This definition can be expanded to read “a group organized to work together *towards a common goal*.” Participants may have other definitions that are also valid. Once a definition is agreed upon, write it on flip chart paper and post it in the classroom for the remainder of the training.

---

<sup>12</sup>Pretty et al. 1993. p. 39.

## #2 Choosing Field Teams

Participants will be less likely to complain about their team during field work if they have chosen the teams themselves. Doing so also gives them some responsibility for the quality of their field experience. The Team Member Questionnaire<sup>13</sup> tries to balance the team according to gender, sector, professional experience and languages spoken. A sample Team Member questionnaire appears in the Annex. The trainers can modify it according to their needs, depending on the characteristics of the course participants.

Place large pieces of paper with labels for the teams (A, B, C, etc.) on the wall. Ask each participant to post his or her questionnaire under a team. Participants must read the questionnaires that are already posted, and cannot join a team for which someone else has already posted their "qualifications". No one can move someone else's questionnaire without that person's consent. Encourage participants to make sure that each team is well-balanced, according to the criteria that were discussed in the previous activity.

Once participants have formed their teams, invite them to invent a fun team name.

## #3 Broken Squares

Make sets of five cut-up squares, following the model below<sup>14</sup>. There should be one set for each team.  
NOTE: When the squares are cut, each individual piece is 3 inches long (8 cm).



Once the squares for one set have been cut up, mix up the pieces and distribute them evenly into five envelopes to be distributed to five members of the same team. Make sure that the envelopes for each set stay together, so that each team has all the necessary pieces to form five squares.

---

<sup>13</sup>Adapted from Pretty et al. 1993. p. 155.

<sup>14</sup>Exercise adapted from Pretty et al. 1993. p. 171.

Before the exercise, ask one member of each team to be the observer. That person should observe both the process that the team members use to solve the puzzle and the group dynamics that emerge. The observer will report on the team's progress at the conclusion of the activity.

Instruct participants not to talk during the exercise at all. Participants are also not permitted to take a piece from someone else; they can accept only pieces that are voluntarily given to them by other team members. At first, this rule may cause a lot of frustration for the participants, but it encourages them to focus on helping their fellow team members as opposed to solving only their own section of the puzzle. This exercise helps them to realize that the pursuit of a common goal is often more important than individual goals, and that what might be a good solution for one person might not work for the rest of the group.

After the exercise, ask participants to reflect on the following:

- ◆ *Was the task accomplished quickly? Why or why not?*
- ◆ *Did the group cooperate?*
- ◆ *What different roles did people play?*
- ◆ *How will this experience help you work better as part of a team in the field?*

#### **#4 Challenging Field Situations (EVENING HOMEWORK TASK)**

The scenarios of Challenging Field Situations appear in the Annex and in the participant handbook. Each team should choose one of the four scenarios for discussion. This activity challenges teams to solve hypothetical problems related to both group dynamics and the use of participatory methods. All of these questions were derived from real problems that arose during field work. Team members will benefit from this exercise by being prepared for some of the challenging situations they will be faced with in the field.

Although some participants may complain about being assigned "homework," this is a good exercise to do in the evening because it involves only discussion. In other words, the participants are not being asked to write, produce, or present anything. This exercise helps them to get to know one another better and to decide who will be appropriate for the different team roles (team leader, note taker, activity facilitators). Although one person should be the team leader during the entire field experience, the participants can trade off being the note taker.