

Training Manual on Self-Growth

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Civil Society Human and Institutional Development Programme (CHIP)



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How To Use This Manual

This manual has been developed to train participants as master trainers. The training outline in this manual has been trailed in order and the session flow from one to another, but it is not meant to be used as text book, it is not designed to be perspective, rather it should be used as a resource for Trainers for conducting sessions with irreversible blinds (male, female & children).

The manual looks at “self assessment skills ” that require to develop individuals having high self esteem it is assumed that these skills are useful not just for becoming positive human but also for all aspect of personal life.

This manual is of three days training and it is for those participants whom have some experience in field of community mobilization &also taken self growth trainings .It is suggested that exercises mentioned in manual can be adopted as it is or can be modified according to needs of participants.



Session 1: Introduction of participants & Introduction to the Course

1.1 Estimated time

1hr: 30 mins

1.2 Objective

- Build group spirit.
- Enable Participants to focus on the contents of the training.
- Enable facilitator to understand and cater the needs of the group.

1.3 Process

- Welcome.
- Introduction of the participants.
- Ask participants to sit in circle, start with your name then ask name of Participant next to you ,that person then says his/her name and the name of person next to them and so on around the circle.
- Then divide participants in to four groups give them flip charts, ask them to relate their hopes, fears & contributions with the training topics & methodology.
- Each group should present their expectation to the group and then paste on big brown sheet which is pasted on wall of training hall, this sheet should stay in view for the duration of course.

1.4 Required Material

- Note books, pens, & folders with resource material for participants.
- PowerPoint slides & multimedia or prepare slides on transparency &OHP
- Whiteboard, markers masking tape.

1.5 Expected Outcome

- A comfortable and informal atmosphere for the smooth running of learning process will be established.
- Individual expectations will be subjugated.
- The learners will be mentally and physically prepared for the training as they have grasped the gist of the course to be taught.



Session 2: Self Awareness

2.1 Estimated time

1hr: 30 mins

2.2 Objective

- Define self awareness
- Identify internal & external blocks to self awareness

2.3 Process

- Ask participants to brain storm on word self awareness and write on colored card given to them
- Paste these cards written by participants on soft board for pasting cards ask for volunteers from participants
- Ask one of the participants to read all cards one by one in loud voice .if there is ambiguity in any card ask for clarification from participant who has written that card
- after this ask participants to categorize these cards into three different categories
- Definition

2.4 Process

- Process these three categories in details by actively involving participants in process
- Asks participants to identify different blocks to self awareness explain in detail what our meaning of blocks is
- After identification of blocks by participants separate them in to two categories i.e. internal blocks and external blocks, explain in detail what actually we mean internal & external blocks

2.5 Required Material

- colored cards & markers.

2.6 Expected Outcome

Participants will have clear understanding of self awareness and will be able to identify internal & external blocks that hamper the process of self awareness.

Note

- Process all session in detail at the end and tell participants that most of block to self awareness are because of our self means internal and if we want to get rid of those blocks we have to work on this ,



Session 3: Self, Roles & Traits

3.1 Estimated Time

1hr 30 min

3.2 Objective

- Examine the relationship between roles & traits
- Identify areas of improvement

3.3 Process

- Ask participants to write down 10 words / phrases that describe them
- Ask participants to prioritize these words in away that the most important quality (word .phrase) will lead the less important. The least important quality should come in the last
- Divide the participants in pairs and ask them to share these word/phrases with their partners. (The facilitator may give the instructions to not to interrupt the partner during sharing i.e. no question, explanation, or comments.)
- Processing of the exercise in large group by asking about the feelings of participants after this activity
- Ask participants to separate the roles & traits & them examine the relationship between roles & traits & identify the areas to improve

3.4 Required Material

Flipcharts, colored cards & markers.

3.5 Expected Outcome

Participants will have clear understanding of how roles & traits are interlinked and how they affect self awareness process.



Session 4: Johari window

4.1 Estimated time

1hr 30 mins

4.2 Objectives

Participants will understand importance of knowing one self

4.3 Process

- Explain Johari window to participants in detail
- Divide participants in pairs: give them set of incomplete statements, and ask them to complete the following:

My family consists of...
 My strengths as a person are...
 What I cannot tolerate about...
 What I love...
 What I never want others to think, say or do...
 I feel nervous when...
 The most useful piece of feedback I ever received...

- Ask participants to share incomplete statement with their partner after completing them
- Processing of the exercise in large group

4.3.1 Process Points

Following questions can be used to facilitate the processing:

- (What was it like to do the exercise?)
- (What was it like when you shared your sentences?)
- (What was it like when you heard the others share their sentences?)

4.4 Material Required

- Flip charts & markers.
- Set of incomplete statements.

4.5 Expected Out come

- Participants will have clear understanding on how to examine one self as person.



Session 5: Power

5.1 Estimated Time

3 hrs

5.2 Objectives

- To identify different sources of power & will be able to overcome their powerlessness in different situation

5.3 Process

- Ask Participants to identify sources of power, write the sources on cards, and then paste cards on a flip chart.
- Tell Participants that they have five votes, which they can use to indicate which source of power they use most. (They may cast their votes to one, or more than one source of power)
- Ask Participants to identify the sources of power to which they feel vulnerable.
- Introduce and explained sources of power to participants.

Power over

Power to

Power with

Power within

5.3.1 Exercise

- Ask half of Participants to volunteer for activity, ask volunteers to sit in an inner circle, facing inwards. Ask rest of participants to sit in a circle around the participants in the inner circle. Those in the inner circle complete the sentence: 'As man/women I feel powerless when....'
- Ask participants in the inner circle turn around and face those sitting behind them, and share their feelings.

Note

Participants in the outer circle can be told at the start of the exercise that they could join the inner circle if they so desire by raising their hands. The seriousness of the exercise is emphasized at the start of the exercise, and participants requested to refrain from laughing or commenting, or raising questions. Repeat this exercise but statement will be 'I feel powerful when.....'

5.3.2 Role play

- Form two groups ask one group to make a sculptor, showing a situation of power over; and the other group prepares a role play showing a transition from a state of powerlessness to becoming powerful.
- Ask participants to present sculpture & process. In the processing ask participants to identify the type of power shown and those in the sculptor asked to clarify what they are doing and feeling, and why are they doing what they are shown to be doing.
- As a part of the processing, ask characters to change the situation, then undertakes processing of change. Similar approach is taken for the role-play.
- Processing of the role-play and sculpturing in large group.



5.4 Material Required

Colored cards & Markers.

5.5 Expected Outcome

Participants will be able to realize how power full they are in certain condition and how power less in some conditions this will give participants chance for understanding empathy.



Session 6: Effective Communication Skills

Part A: Definition of Communication

A6.1 Estimated Time

1hr 30 minutes

A6.2 Objectives

- To help participants understand the different elements involved in interpersonal communication.
- To identify blocks which can hamper effective communication?

A6.3 Process

- Give participants cards and asked them to think of a situation where their communication with someone was very effective. Also ask participants to identify the elements in each situation that made the communication so effective.
- Ask participants to write these elements on cards, one element on each card.
- Once this is done ask participants to arrange their responses/cards on the floor. Ask them to identify categories that are being formed. Usually three distinct categories emerge:
Characteristics pertaining to the environment; Characteristics of the speaker; Characteristics of the listener.
- Examples of such elements can be given to briefly clarify the task e.g. I was listened to, it was peaceful, the speaker was speaking very clearly etc.
- The facilitator must make it clear to the participants that he/she is asking for the elements that made the situation effective, and not the situation itself.
- The facilitator can ask for clarification of any card that seems vague or unclear. In this case the participant who wrote that particular card can be asked to explain what he/she meant. Some cards may belong to more than one category and should be placed in between the two.
- It is important that the card sorting process be used as a tool to allow participants to get involved and take the process in their own hands.
- Do not take over. Then shares a communication model and explain the terms used, as well as some important points about interpersonal communication.
- The participants are encouraged to briefly discuss the types of blocks that could be present in each of the three areas identified as essential to effective communication. Examples of blocks could be:
 - Environment: noise, heat, and smoke; Speaker: biased, using different language; Listener: bored, mistrusting

6.3.1 Process Points

The facilitator elicits responses from the participants by asking the following questions:

- Is interpersonal communication important for the community workers? Why?
- What are the blocks that hamper interpersonal communication between the community and activist?
- What are the important characteristics which an activist should possess and watch out for as a listener, speaker and in his/her environment?



Session 6 - Part B - Non-Verbal Communication

B6.1 Estimated Time

1 hr

B6.2 Objectives

- Raise consciousness of the importance of non-verbal cues in communication.
- To focus participants attention on the impact of their nonverbal behaviors on other individuals.
- To teach basic nonverbal listening and attending skills.

B6.3 Process

- Ask participants to brainstorm on various non-verbal behaviors/ cues that play a part in communication, these are eye contact, tone of voice, and body language such as posture, gestures, and facial expressions etc.
- Then explains that in real communication, words are always accompanied by nonverbal messages. You make yourself, your feelings, and your thoughts known to others by encoding your ideas and meanings into a code of verbal and nonverbal signals. The verbal portion is language-the words, phrases, and sentences you use. The nonverbal portion consists of a variety of elements-gestures, facial expressions, eye movements, touch, and variations in the rate, volume and pitch of your speech. In face-to-face communication, you blend verbal and nonverbal messages that convey your meanings.
- Then write the figures 7%, 38%, and 55% on the board and asks the participants which percentage figure would, in their view reflects the contribution of:

Tone
Facial expressions and
Body language in interpersonal communication.

The facilitator then shares the correct answers.

- To reinforce this point, the facilitator should ideally demonstrate this to the group e.g. he/she could smile and say in a soft tone: "I am very angry with you" or look out of the window and say: "I am very interested in what you are saying."
- Then divide participants into dyads or pairs, explain that the member of each dyad will sit in different positions and that as they assume each position; they are to remain silent and be aware of the effect of that seating arrangement.
- Once the dyads are formed, directs them to sit back TO back without talking. After the pairs have been sitting in this position for about a minute, the facilitator directs them to sit side by side, after another minute he/she directs them to sit face-to-face

Note for the facilitator:

It is important to emphasize the point that whenever there is a contradiction between the nonverbal and verbal messages being given, the nonverbal message will always have more impact.



- After another minute, each dyad discusses its reactions to the activity the facilitator elicits observations about the experience from the entire group.
- The dyads are seated face to face and silently assume three body postures (one minute each) slouched, straight and leaning forward.
- Each dyad then discusses its reactions to the proceeding activity. The facilitator elicits observations about the experience from the entire group.

B6.3.1 Exercise

- Divide participants in pairs one partner assumes the role of helpee; the other partner assumes the role of helper. While seated face to face, the dyads silently experience three different eye contact situations (one minute each):
- The helper attempts to look the helpee in the eye while the helpee looks down or away.
- The helpee attempts to look the helper in the eye while the helper looks down or away.
- The helper and the helpee have direct eye contact.

B6.3.2 Process Points

- Facilitator asks participants if after this exercise, there are any changes they might want to consider in the way they use nonverbal cues with others.
- Facilitator may want to bring out the power dynamics being played out in step 10 where avoidance of eye contact by one can have a disempowering effect on the other.
- Facilitator can ask participants how furniture arrangements or sizes of furniture can effect communication e.g. what is the impact of sitting in a circle in comparison to sitting in rows.
- Adapted from: A Handbook of Structured Experiences for Human Training Vol.5



Session 6 - Part C - Tools of Communication

C6.1 Estimated Time

1hr: 30 mins

C6.2 Objectives

- Share four tools of communication.
- Provide participants the opportunity to practice them in role-plays or in pairs related to their work with blinds.

C6.3 Process

- The facilitator shares that good communication is a skill and can be learnt. Certain tools can facilitate or improve our communication. The facilitator, one by one, introduces the communication tools, along with examples regarding usage of each tool:
 - Ownership of the problem
 - "I" statements
 - Reflective listening
 - Stroking

Note for the facilitator:

The facilitator must be very familiar with these tools and as well as have plenty of examples. It is useful to give personal examples where possible, but not too many.

C6.3.1 Exercise

- Divide participants into groups of four and each participant is given one situation on a piece of paper, which they are told to read and find appropriate tools for. They are asked to practice the tools they have selected and share with other group members.
- These are then shared and practiced in the large group.

C6.3.2 Process Points

- Participants often express frustration at the difficulty of this exercise. They may say that in real life it is not possible to constantly aware of which tools to use, in what situations. It helps to give them an example of another skill e.g. carpentry. In the beginning, a novice carpenter may use the hammer instead of the saw to cut wood, however with practice and experience he becomes familiar with the tools to the extent that, depending upon the situation he almost naturally picks up the right ones.
- Encourage participants to practice these tools as much as possible.

C6.3.3 Note for the facilitator:

This is a difficult and noisy exercise. It is good idea to have different color cards for each situation e.g. write all Stroking situations on blue cards. This makes it easier for you to give all four tools to every group. Follow this with a reading on communication tools and then give the participants the sample situations.



Session 6 - Part D: Feedback

D6.1 Estimated Time

1 hr 30 mins

D6.2 Objectives

- Understand the meaning of feedback.
- Become more comfortable receiving and giving feedback, /experience giving and receiving feedback.
- To provide feedback to individual group members about how they are perceived by others.
- To establish norms of soliciting and giving both positive and negative feedback.

D6.3 Process

- The participants are asked to brainstorm on the meaning of feedback, then. Write responses on a flip chart.
- Share with the participants that throughout the interpersonal communication process you exchange feedback-messages sent back to the speaker concerning reaction to what is said or done earlier. Feedback tells the speaker what effect he or she is having on listeners. On the basis of this feedback, the speaker may adjust, modify, strengthen, deemphasize, or change the content or form of the messages.
- The participants are asked what is the difference between giving feedback, suggestions, and criticism.
- Then give colored cards and ask participants to write down what happens if feedback is not given. These are divided into positive and negative effects and put up on a flip chart for the whole group to see. Then elaborates how the effects of not giving feedback impact the person who does not give it e.g. sense of frustration, anger etc. It also impacts the person not receiving it e.g. no improvement in performance, feelings of being ignored. Not giving feedback also affects the relationship e.g. making it superficial, or distant. The facilitator also examines with group the positive effects and determines whether these are beneficial in the long run. Elicits comments from the group.
- Explains the importance of rules in giving and receiving, feedback, and then presents the rules on a flipchart or on a transparency.
- Divide the group into triads and instruct them to take turns giving and receiving feedback to each other about the behavior they have observed during the days they have been together during the workshop. One member in the triad acts as the observer to see if the rules are being followed or not. The members in each triad are instructed to listen and not respond to the feedback.
- Reassemble into a large group and discuss.

D6.3.1 Process Points

- How is the group feeling?
- What is it like giving and receiving feedback?
- Was the exercise difficult?



- Is it harder to give feedback to older, children?
- What were you most comfortable with – giving or receiving feedback? What are the reasons?
- Were you honest about your feelings or did you hold back? If so, when?
- Any learning about yourself as a result of this experience; especially any area you discovered you would like to explore further?

D6.3.2 Note for the facilitator

- This exercise should be done only after a group has been together for a while and has built some trust and member inclusion. Even at this point there may be initial resistance to doing the exercise. It is helpful if the facilitators models giving and receiving feedback.

Adapted from: Working with Women's Group, Vol.1

D6.4 Material Required

Flipcharts, colored cards & markers.

Transparencies & OHP

D6.5 Expected Out come

- Participants will have clear understanding about main types of communication.
- Participants will learn basic skills required for effective communication.
- Participants will be clear about use of tools of communication after practicing them.
- Participants will be giving & receiving feedback keeping in mind rules of feedback.



Session 7: Behaviors

7.1 Estimated Time

1hr 45 mins

7.2 Objectives

Understand the difference between passive, aggressive & assertive behaviour.
Understand the causes & effect of different behaviors.

7.3 Process

List characteristics of passive behaviour, by asking; What is the body language of a passive person; what is the tone; who takes the decision; what do people think of this person; what does the person think and feel about him/herself; who does the passive person respect – self, or the other

List characteristics of an aggressive person, by asking the above questions about an aggressive person.

Present the characteristics of assertive behaviour in the same way.

Divide participants into three groups and each asked to find out and write the impact of the behaviour (passive, aggressive and assertive) on the person, family, and relationship.

Facilitate presentation of the flip charts in plenary.

7.3.1 Exercise

Divide participants into three groups and give them situation.

7.3.1.1 Group A:

Prepares how a passive person would behave in the situation;

7.3.1.2 Group B:

Prepares how an aggressive person would behave in the situation;

7.3.1.3 Group C:

Prepares the role of an assertive person.

Facilitator is the person with whom the three types of behaviour are to be demonstrated in role plays, and after each role play a brief discussion follows to focus on the affect of the behaviour, and on the type of communication (i.e., whether it is broken, or it remains) established between the two characters, and in which behaviour mutual respect is established.

7.4 Required Material

Flip Charts & Markers

7.5 Expected Out come

Participants will be in better position to identify their areas of improvements.



Session 8: Prejudice

8.1 Estimated Time

1hr 45 mins

8.2 Objectives

By the end of the session the participants should be able to:

- To understand prejudices and their sources.
- How to get rid of prejudice one has about specific group or community.

8.3 Process

- Introduce the session and give some examples of groups against whom prejudice is found in our society;
- Give colored cards, and ask participants to write down the groups against whom prejudice is to be found in our society;
- Two groups were formed, and each group was sub divided into triads;
- One member of the triad takes two cards from the pile of cards prepared in steps 1: and 2: and then choose one card. The participant returns to his triad with the chosen card, where he is to defend the group identified in the card (e.g., woman, peasant, politician, religious group, caste or whatever it may be), and the other two members of the triad verbally attack the person with the prejudices that they know exist against that group in our society. After about 3 minutes, Facilitator signals an end. Similarly, the second and third member of the triad undergoes the same process one by one;
- In large group, the exercise is reviewed. Following questions would help in the processing of the exercise.

Note:

This is as noisy exercise; hence if possible, the groups should work in separate rooms.

8.3.1 Process Questions

- What was it like when you were being attacked? (Participants asked to focus on feelings); What was it like to be outnumbered?
- What did you do when you were being attacked?
- What happens in reality when this happens?
- Did you feel you were being listened to?
- How did it feel to attack? From where do we get our prejudices?
- When you were attacking, did you at any point feel that some real prejudices were being voiced? Can we accept the prejudices that we carry?
- What are these prejudices doing to our society? Are these prejudices are dividing us and taking us away from our goal of a peaceful and just society.

8.4 Material Required

Coloured Cards & Markers.

8.5 Expected Outcome

- Understanding of participants will be better and positive about the effects of prejudice we keep with our self.
- A positive process will be initiated in participants for overcoming these prejudices.



Session 9: Evaluation

It is extremely important, if the training is to be made consistent with the needs of the group and continue to improve, that there be evaluations. These can be at the midpoint of a training workshop and at the end of a workshop, depending upon the trainer's discretion. The following exercise can be given to the participants to evaluate the training.

9.1 Required Time

25 minutes

9.2 Objective

The trainer will be able to:

Improve the training procedure by using the trainee's knowledge, interests and experience

9.3 Process

Give participants evaluation form and ask them to fill

9.4 Material Required

Evaluation forms of the training workshop.

9.5 Expected Outcome

A fuller understanding of people's need and a handful of good ideas for the future will be achieved.



