

# Become a leader

# Learning modules

# Facilitators guide

**2. Asking for what I want**

|  |  |
| --- | --- |
| Purpose | To build skills and knowledge in how to* explain your message
* get people to act on your message
* deal with your fears so you can speak up.
 |
| Learning Outcomes |  At the end of the session participants will be able to |
| Video links for this workshopList of resources | * say what they want to ask for
* have a framework to prepare to ask
* have skills of persuasion
* be able to say their message effectively
* have strategies to deal with fear of speaking up.

Passive, Aggressive, Assertive<https://www.youtube.com/watch?v=15a9KAZgijg>1 minute 39 secondsThe Science of Persuasionhttps://www.youtube.com/watch?v=cFdCzN7RYbw11 minutes 50 secondsHow I beat stage fright <http://www.ted.com/talks/joe_kowan_how_i_beat_stage_fright>8 minutesSee resource list for complete list of resources and handoutsButchers paper Textas PowerPointHandouts x 3Evaluations |

**Before each session**

Before presenting a session

* know the traditional owners of the land
* watch videos and make notes of key points
* read notes accompanying PowerPoint slides and prepare your own examples
* make sure you have an internet connection
* check links to videos and make sure they work
* prepare butchers paper for scribing.

Notes are provided to go with each PowerPoint slide. These are intended to act as a guide and to be adapted to your needs. It is not envisaged that they will be read word for word. These notes are written for a group but can be adapted for one person.

Note that some parts of the workshop offer choices. Like whether to use an inspirational quote or whether to do things in pairs or as a group. This should be considered before you present the workshop.

***Instructions for you in the PowerPoint notes are in bold italics.***

The workshop will be most effective when consideration is given to participant needs and where examples and content are appropriately varied.

You will need to describe images if there are participants who are blind or who have vision impairments.

Outline of Module

The *Become a leader* training series gives participants the chance to explore the core themes and content of practicing leadership. The module runs for 3 hours, which gives facilitators 1 x 75 minute block and 1x 85 minute block with a break of 20 minutes.

But you may vary the length of sessions depending on the needs of participants. You could also run the session over multiple days if you wish and add more scribing and discussion.

The following outline of the module will give you rough idea of the timing for each session. In preparation you will need to be conscious of time boundaries and modify sessions and times where needed.

Schedule

| **Time** | **Topic** | **Outcomes** | **Resources needed** |
| --- | --- | --- | --- |
| 15 minutes | Acknowledgement of CountryIntroductions and purpose of the session | Participants know who is in the room and what to expect from the training | Knowledge of names of traditional owners and their lands |
| 20minutes | What do you want? | Participants think about what they want to achieve/ask for | Handout 1What do you want to ask for? |
| 40 minutes | Preparing to ask | Participants get a framework to use in preparations | Handout 25 parts to explaining your message |
| 20 minutes | **Break** |
| 30minutes | Persuasion – getting people to say yes | Participants get tips to use when attempting to persuade | VideoSecrets from the Science of Persuasion11m50secondsHandout 36 ways to persuade people to do what you want |
| 25 minutes | How to ask for what you want | Participants get tips about how to ask for something | Handout 4Asking for what I wantHandout 5Saying what you want in a way that is assertiveVideoPassive, Aggressive, Assertive1m39seconds |
| 20minutes | Being Brave about speaking up | Participants get some strategies to deal with their fears about speaking up. | Handout 6How I beat stage frightVideo How I beat stage fright8 minutes |
| 10 minutes | Check out and Evaluation | Participants say how they feel and what they will do to practice being persuasive | Evaluation |
|  | **Close** |

## Acknowledgement of Country (5 minutes)

Before you begin, acknowledge the traditional owners of the land.

Possible words you can use are:

Before we begin, we wish to pay our respects to elders past, present and future. We acknowledge the traditional owners, custodians and caretakers of the land we are meeting on – [Insert name]

We remember this land is, was and always will be Aboriginal land – [Insert name] land.

Then welcome all participants.

## Introductions and purpose of the session (10 Minutes)

Tell people what will be covered in the session and basic housekeeping.

Depending on how many people are in the room, go around the room and ask people to say

* **their name**
* **where they come from**
* **why they are doing the training.**

**Note:** It is easy for people to get side tracked in these introductory discussions. Your role is to keep participants on task. You may have to interrupt and restate the task.

**Thinking about what you want (20 minutes)**

**This workshop gives participants a chance to think about how they will go about being a leader. As part of this process people need to get a sense of their potential to make a positive difference.**

**They also need to get a sense of the time and energy involved in bringing about change and the need to prioritise.**

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**Handout 1 – What do you want to ask for?**

Gets people to consider

* What do you want to change?
* What do you want to ask for?

It would be good for you to have examples to share as some participants may not have ideas straight away.

**The session allows for some time for participants to think about these questions and ponder but if people are still stuck, you could suggest that they could use one of your examples to practice and think more about what they want after the workshop.**

**Preparing for what you want (40 minutes)**

The purpose of the session is to for participants to have a framework they can use to help them prepare to ask for what they want.

The framework is intended to help people get their message be heard and be acted on.

**People learn about 5 parts to explaining a message. These are**

* **context**
* **issue**
* **solution**
* **benefits and**
* **ask.**

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**Handout 2 – 5 parts to explain your message**

**(Give at PowerPoint 8)**

**The handout gives people spaces to write notes about each part of the framework.**

**The parts of the framework are discussed.**

**Participants then work through the framework as a group using one of the issues identified in session one – or one you have identified if no participant scenarios are suitable.**

**After you have gone through the parts as a group, get participants to start to work through their own example.**

**At PowerPoint slide 10 some tips are shared about how people can prepare and there is a discussion.**

**Scribe people’s ideas.**

## ****Persuasion – Getting people to say yes (30 minutes)****

The purpose of this session is to introduce a range of strategies that get people to say ‘yes’ to you and your message.

Introduce the word ‘persuasion’ and ensure everyone in the room has an understanding of what it means **(PowerPoint 12).**

**People will have the chance to listen to the idea.**

**They will hear an example of persuasion.**

**They will discuss another example as a group**

**or discuss their own example.**

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Give **Handout 3 - Six ways to persuade people to do what you want** to each participant. **(PowerPoint 14)**

Watch the video and encourage people to take notes of tips they get.



**The Science of Persuasion** https://www.youtube.com/watch?v=cFdCzN7RYbw **(PowerPoint 14)**

The video is 11 minutes and 50 seconds.

Discuss the video in broad terms and **scribe** any impressions/thoughts people have.

From **PowerPoint slide 15**, discuss each of the ideas to persuade people. You can use examples of your own or the one about a movie provided in handout 3.

Discuss an example as a group then invite people to think about the ideas in relation to the issue that matters to them.

Invite people to share their ideas if time allows.

Tell people that not all ideas will work for all messages.

Ensure that all ideas in the video are discussed as per the handout.

## Asking for what you want (25 minutes)

This session encourages people to think about how they go about asking for what they want.

Questions that are discussed are

* Who should you ask?
* Who should ask?
* When should you ask?
* Where should you ask?
* How should you ask?

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**Handout 4 – Asking for what I want** - has a space for people to make notes about each of these topics.

Get people to think about the questions and scribe ideas. Add prompts in the notes if participants do not mention them.

When covering the question of how to ask, participants

become aware of different types of communication – passive aggressive and assertive.

The major focus of the session is on developing skills in communicating assertively.

![C:\Users\Barbel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UAGN0X81\MC900441454[1].png]()**Handout 5 – Saying what you want in a way that is assertive** – provides space for people to make notes about a video.



**Show video, Passive, Aggressive, Assertive**

<https://www.youtube.com/watch?v=15a9KAZgijg>

**(PowerPoint 30)**

**The video is 1 minute 39 seconds**

**You could do some ‘mini’ role-plays with people in the large group to show the difference between aggressive, passive and assertive communication.**

**Then have participants turn to the person next to them and take turns to**

* **Deliver their message to each other using passive, then aggressive then assertive communication.**

Get people to discuss briefly after each style.

**Then debrief about whole experience in large group:**

* **What is easy about this?**
* **What is hard?**
* **What did you notice?**

**There are some more tips about how to speak up at PowerPoint slide 35.**

## People need to leave this session aware that – in the vast majority of circumstances - the best way to communicate is to be assertive and that we were trying the passive and aggressive styles just to know how they feel.

**If time permits – pause before the final session for questions and to allow for people to practice.**

## Being brave about speaking up (20 minutes)

The purpose of this session is for participants to think about what could stop them speaking up.

Get people to think about how they feel speaking in public.

**PowerPoint 38** is the 1st slide dealing with fear.

There is discussion about the need for leaders to speak up in front of others and about why some people find this hard.

There is a humorous video about stage fright by Joe Kowan that is intended to help people feel better about speaking up.

The video uses some words are complex and that may need to be explained and the word ‘idiot’ is used that some people find offensive.

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**Handout 6** – **Transcript to How I beat stage fright**

Distribute before you show the video. **(PowerPoint 41)**



**Show video, How I beat stage fright (8 minutes)**

**(Slide 41)**

<http://www.ted.com/talks/joe_kowan_how_i_beat_stage_fright>

**Have a discussion about the video. Talk about ways to beat stage fright.**

**Get people to note 2 things they will do to beat stage fright on page 6 of handout 6.**

**Get people to practice what they nominate – if time permits.**

## Check out and Close (10 minutes)

![C:\Users\Barbel\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UAGN0X81\MC900441454[1].png]()Hand out the Evaluations or

Put up **PowerPoint 43** and ask evaluation questions of the whole group.

It would be great if you could take notes of what people say and report back on the evaluation form to My Choice Matters.

Final slide My Choice Matters details.