

CSE Training

Queer Peace International

COC Netherlands

Pristina, Kosovo

July 2-3 Teambuilding

July 8-9 Democratic Leadership

July 16-17 Financial Management

Topic	Agenda	Key Point	Methodology
Teambuilding	Introduction to the Concept	<p>Recognize and emphasize the team's strengths and successes</p> <p>Hold a vision that encourages effort toward future goals</p> <p>Experience greater group cohesion and reduced interpersonal conflict</p> <p>Create a stronger sense of shared identity as a team</p> <p>Work together more effectively by planning, sharing ideas, and communicating with one another</p>	<p>Open Questions on flip chart paper</p> <p><i>Why do we want team-building as an activity?</i></p> <p><i>What does building a team atmosphere do to an organization?</i></p>
	Participants are presented with a situation/problem and seek a solution.	<p>A facilitated discussion where participants identify specific behaviors that occurred in the group during the structured activity.</p> <p>Participants draw conclusions, make inferences about work behavior, and specify actions necessary for performance improvement.</p> <p>The group will have to support itself to keep everyone in the square.</p>	<p>Human Knot Reflection</p> <p>What happened after the team received its instructions?</p> <p>How did everyone talking at once affect the team's ability to untie the human knot? What will you do in the next challenge (or at work) to improve?</p> <p>Try again with Addendum 1.</p> <p>Repeat the questions</p>
	Know your skills and intelligences so you know what you are bringing to the table.	We all learn and express ourselves differently. It is important to access each other's skills and further our learning.	Addendum 2 Addendum 3 – CD-ROM "Multiple Intelligences"
	Core Qualities and Competences	Learn about the skills that we possess and how we can share them with others	Core Qualities assessment chart
	Communication		Teamwork

	Styles and Differences		questionnaire Partner Drawing Reflective Questions
Democratic Leadership	Democratic Leadership versus Traditional/Autocratic Leadership versus Delegative (free reign/laissez-faire Leadership	To explore the differing leadership styles – intro activity	Brainstorm attributes of both styles and offer a visual comparison
	Organizational Change	Theory-based Michael Fullan's Link to Research	Deliver some key points on organizational change. Contrast between Kosovo (macro) and CSE (micro) Case Study: Student Researchers in Educator Development
	Decision Making as a Process	To debunk the “leader” makes all the decisions.	How are decisions made in CSE? What can the director do to send the message that input is needed? Read handout for 5 minutes and then highlight key points. Case Study: QPI/COC's organizational structure
	Facilitating Meetings	To explore the dynamics of facilitating meetings in a democratic environment	Highlight some key points in the package about facilitating meetings.
	Joint Workplan	To highlight an example of weekly governance and plan	Go through the CSE Joint Work Plan
	Membership	How it can be democratic and worthwhile to increase membership Could be a fundraising tool Membership – numbers of people involved which sends a strong message of	Facilitated conversation

		engagement Include indirect and direct memberships	
	Strategic Planning/Visioning	Contributing to Organization's plan and intention, and identity Raises investment of volunteers	Facilitated Conversation Book an appointment with SP session.
	Evaluation Methods	Communicate Feedback to each other based on information received Ensure sustainable quality and outreach is achieved.	Facilitated Conversation Brainstorm different methods of Evaluation
	Results-Based Management (Reporting in Democratic Governance)	North American Model of ID reporting and governance Results-driven, empowers local people as "directors", 3-month intervals to ensure change continues on the right path	Facilitated Conversation Note-taking
	Logical Framework (Reporting in Democratic Governance)	European Model of ID reporting and governance	Facilitated Conversation Note-taking Working on 1 objective from the CSE/COC Project Proposal
Financial Management	Budget/Financial Planning	How to understand current need and projects Translating to Funders Language Approaching a funder Preparing a budget Transparency in Financial Operations leads to sustainability and credibility	Facilitated Conversation Notetaking
	Fundraising	Grant Writing Raising other funds	Grant Writing Tips Practice completing a fundraising application

	Cash Disbursement Sheet, Cash/Flow	Receipts need to be provided - transparency Signed Honoraria forms	Cash Flow CDS Form RP Form
	Balance Sheet	Assets and Liabilities Understanding a Balance Sheet	Balance Sheet Template Practice completing a form
	Inventory Control	Assets not as cash Speaks about growth	Inventory Control Form
	Reaching out to local resources	Valuing each other's skills	Brainstorm other resources that are available (human, partnering, party fees, membership fees) The more diverse, the more notoriety they receive.

Addendum 1.

Team Building Activity - All Aboard!

Equipment Needed: 10 foot string per each group of 12

Situation:

- Place string on floor to make a 2-1/2 foot square.
- Make one square for each group.
- Instruct the group that the ground has suddenly become covered with a gooey, sticky green slime.
- The group has to get everyone inside the square as quickly as possible to escape the green death.
- No feet can remain outside the square.
- The entire group must be aboard (no feet outside the string) for a full 30 seconds.

Hint: The group will have to support itself to keep everyone in the square.

Addendum 2

Developing Your Team Building Skills

The following paragraphs describe the four styles used in the Team Player Survey. Remember that your primary team-player style defines a set of behaviors that you use most often as a member of a team. It does not mean that it is the only style you use. First, read about your primary style (you may have more than one primary style, refer back to the survey scores), then read the styles for your team members. It's helpful for the team to share their scores so that they can optimize the team's performance.

Team Player Styles

Challenger/Question. The Challenger is a member who questions the goals, methods, and even the ethics of the team, is willing to disagree with the leader or higher authority, and encourages the team to take well-conceived risks. Most people appreciate the value of your candor and openness, but they think, at times, that you may not know when to back off an issue or that you become self-righteous and try to push the team too far. People describe you as honest, outspoken, principled, ethical, and adventurous.

Contributor/Task. The Contributor is a task-oriented team member who enjoys providing the team with good technical information and data, does his or her homework, and pushes the team to set high performance standards and to use their resources wisely. Most people see you as dependable, although they believe, at times, that you may become too bogged down in the details and data or that you do not see the big picture or the need for positive team climate. People describe you as responsible, authoritative, reliable, proficient, and organized.

Communicator/Process. The Communicator is a process-oriented member who is an effective listener and facilitator of involvement, conflict resolution, consensus building, feedback, and the building of an informal, relaxed climate. Most people see you as a positive "people person," but they find that, at times, you may see process as an end in itself, may not confront other team members, or may not give enough emphasis to completing task assignments and making progress toward team goals. People describe you as supportive, considerate, relaxed, enthusiastic, and tactful.

Collaborator/Goal. The Collaborator is a goal-oriented member who sees the vision, mission, or goal of the team as paramount but is flexible and open to new ideas, willing to pitch in and work outside his/her defined role, and able to share the limelight with other team members. Most people see you as a big-picture person, but they believe, at times, that you may fail periodically to revisit the mission, to give enough attention to the basic team tasks, or to consider the individual needs of other team members. People describe you as forward-looking, goal directed, accommodating, flexible, and imaginative.

The Challenge

Once you have determined the styles of all of your team members (including your own), the challenge is to set team goals so that each person can become the best possible team player he or she can be. To optimize the performance of your team, each team member must:

- Know their own style, including their strengths and their potential for ineffectiveness.
- Develop a plan to optimize their strengths and minimize their shortcomings.
- Look for ways to expand their repertoire by increasing the use of the behaviors of other team-player styles.
- Acknowledge that other members of the team will have different styles and be willing to work with others with different styles and to see this diversity as a team strength.
- Persist and persevere. Teamwork is work.

As the team leader, you have the added challenge of building an effective, high-performing team. To accomplish this, there are several basic guidelines that you can follow:

- **Be sure to Communicate.** Tell people what is going on. Keep everyone informed and up-to-date.
- **Spell out Expectations for each member as well as the team as a whole.** The more precisely you can define your expectations, the more likely you are to achieve the results you are looking for. Since each of your team members may take a different approach to solving a problem, it is important that they know exactly what the final outcome needs to be in order to avoid frustration and conflict (not to mention rework).
- **Keep an open, flexible Atmosphere.** To be creative and innovative, people need to feel "safe" when sharing their point of view. Too much structure can stifle your team's productivity and reduce morale.
- **Define the Ground Rules (how the team will operate).** Although too much structure can lead to a lack of new ideas, too little may lead to chaos. Without some basic ground rules, you may find everyone heading in a different direction and little will be accomplished.
- **Build Trust in the team.** Although opposites attract, they don't necessarily work well together in a team... at least not at first. Trust is built on the recognition that differences do not equate to weaknesses. In fact, often times, we develop a new respect and appreciation for someone who is good at doing the things we consider our weaknesses. As this mutual respect develops, so does the trust each member has in the other members of their team.

Addendum 4

1. Communication Activity: Partner Drawing

Materials needed: enough abstract drawings, blank 8 by 11 paper and pens for each group member.

Refer back to flipchart and say that you will start to look more closely at the teamwork skills, and spend some time now with communication. Ask participants why communication skills are helpful for teamwork. Either write their responses on a flipchart or verbally paraphrase after each one to emphasize their point. Summarise the responses if you can into a statement about the importance of listening well and speaking clearly. Introduce the next activity as one that will look at these two aspects of communication.

Partner Drawing: For this activity, draw abstract pictures for each of your group members on 8 by 11 paper. Rather than pictures of things (i.e. a house, car, animal, etc.), draw abstract shapes - squiggly lines, zig zags, spirals, circles, etc. Find a balance that will not be too hard to verbalise, but that will offer a definite challenge! Trying your drawings out with a partner before the workshop is a good way to test this. Break the group into partners, and have the pairs sit with their backs to each other. Give one partner the picture you have prepared, and the other a blank piece of paper and pen. The task is for the person with the blank piece of paper to draw what is described to them without seeing the picture. Do more than one round, switching roles between the partners each time. For the first round, explain that the drawer cannot ask any questions, and cannot speak at all. After this round, have people briefly describe what it was like to not be able to talk, or ask questions, or to be the speaker in that situation.

For the second round, switch partners and give the new speakers a new picture. In this case, the drawers can ask yes or no questions only. Again, have people talk briefly afterwards about what it was like this time.

For the third round, redistribute some of your pictures (you could draw additional ones, but using some repeats by this point is usually okay), and switch partners. This time, the pairs are allowed free communication back and forth, and if they are really stuck, they can even look at the picture. Again, have people describe how this round went.

Debrief using questions like: “What are some blocks to communication?” “What is frustrating about poor communication?” “How do you communicate best?” “What are some important things about communication to remember?” “What was most significant to you?”

Quick activity:

Team Building Activity - Blind Polygon

Equipment Needed: 40 inch string (per group of 12), one blindfold per person in group

Situation:

- Blindfold all members of the groups or ask them to close their eyes.
- Hand each group a string that is tied into a circle.
- Ask each group to form a perfect square or triangle with the string.
- The group may talk.
- The group cannot change places on the string.
- Allow enough time for the group to form the shape.
- Ask the group when they feel they have made the shape.
- Allow the group to remove the blindfolds and look at their shape.

Discuss:

- Did they plan what they were going to do or just jump at the first suggestion?
- Was everyone involved in the planning or did one person dominate?
- Were their efforts coordinated or was everyone proceeding independently?
- How did they organize themselves?
- How were individual responsibilities assigned?
- Did they choose a leader? If not, did a leader emerge from their activity, or was there no leadership?
- What leadership methods were used and how effective were they?
- How could they improve their planning and cooperation for more efficient teamwork?

Useful links

Finances

http://www.training-youth.net/INTEGRATION/TY/Publications/T_Kits.html

Manual on finances and fundraising, and also many other interesting publications funded by the Council of Europe.

<http://www.onlinewbc.gov/docs/finance/index.html>

Practical tips and guidelines on finances and accounting.

Funders

<http://libertyhill.org/donor/qyf.html>

Funds Queer Youth initiatives.

www.lgbtfunders.org

Others

www.queerpeace.org

Rob's initiative of a global Queer Peace Network.

www.coc.nl

Dutch LGBT organization.

www.iglyo.com

LGBT youth and student organization, organizes study sessions and conferences with the aim to empower and build the capacities of youth. (Membership organization).

www.ilga-europe.org

European LGBT organization, organizes an annual conference and lobbies for LGBT rights in European Union and Council of Europe. (Membership organization).