



NABZ-IRAN
E-LEARNING COURSE
Forming Effective Groups for Advocacy



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INTRODUCTION

As you look around your community and talk with your neighbors, you've probably become aware of various needs that you would like to see addressed. There are a number of different ways to address these, some of which are discussed in other Nabz-Iran online courses [Service Delivery Monitoring: How to Hold Government Accountable](#) and [Advocating to Improve Your Community](#). However, for most social change initiatives to be successful, you will need to work together with other people in your community who also care about the same issues as you do.

If you are someone that cares about your community and is looking to play a leadership role in helping others get involved in efforts to address community needs, then this is the course can help you. This course, *Forming Effective Groups for Advocacy*, provides an overview of why groups are an essential driver for addressing community needs, how you can play a role as a group leader and what are some characteristics of effective groups.

This course is divided into three lessons:

- Leadership and Relationships
- Building an Effective Group
- Working Well Together

At the end of each lesson, you can take a quiz to test what you have learned.

Take this Course

LESSON 1: LEADERSHIP, RELATIONSHIPS AND GROUPS

Effective groups are comprised of people with similar values and strong relationships. As a leader, you have a responsibility to cultivate these relationships and help build other group leaders. Eventually, you may find that you want to formalize your group so you can better achieve your goals.

When you complete this lesson, you will be able to:

- Consider the importance of leadership and relationships in forming effective groups.
- Evaluate whether or not you want to formalize your group.
- Understand the basic steps of becoming a formally registered group.

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You Are a Leader

(Adapted from *Organizing Notes by Marshall Ganz, Spring 2013*)

You have observed needs in your community and you are looking to find solutions to those needs. While you could try to work on your own, you are likely to find better and longer-lasting solutions that truly meet the needs of the community if you get your neighbors or others who care about these issues involved.

THE BEST LEADERS DO THREE THINGS:

1. **Identify, recruit and develop the leadership of others**
2. **Create interest groups around that leadership**
3. **Build greater influence from the collective resources of that interest group**

A leader helps an interest group to become a constituency - a group of people able to "stand together" on behalf of common concerns.

As you begin to assess how you can play a leadership role in making positive changes, ask these questions: a) Who are we as a community? b) What are the most urgent problems we face? c) How can we turn our resources into the power to solve the problem? To answer these, start building relationships with others in your community who are also looking to address common needs.

Leadership requires engaging other people in taking purposeful action by helping them channel the feelings that can motivate them to overcome the feelings that might inhibit them from acting. For example:

- Urgency overcomes inertia
- Anger overcomes apathy
- Hope overcomes fear
- Solidarity overcomes isolation
- Sensing you-can-make-a-difference overcomes self-doubt

Test Your Skills: Needs and Resources

On a separate piece of paper, write down what you think your community needs. What are the problems you face? What resources do we have to solve the problem? How can these resources be used?

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You Are a Leader (continued)

As a leader, you help people in your community to mobilize their action-oriented feelings through storytelling, or what is sometimes called **public narrative**.

Creating this narrative includes several steps:

- ✓ You start by telling **your own personal story** that shares the values that define you. You construct the story around *choice points* - moments when you faced a challenge, made a choice, experienced an outcome and learned a moral or important lesson.
- ✓ Next you tell the **story of values shared by the community** members whom you hope to motivate to act. As the leader, you are the principle storyteller responsible for interpreting your community's shared experiences and collective values.
- ✓ Finally, you tell a **story that communicates the urgent challenge to those values** that demand action now. What choice must we make? What is at risk? Where is the solution?

Public narrative tells a *story of self, us and now*. The "story of self" communicates your values and experiences. The "story of us" communicates shared values and experience. And the "story of now" communicates the challenges to those values that demand action.

Adapted from, "[What is public narrative?](#)" by Marshall Ganz (2008).

A narrative allows us to communicate the values that motivate us to make certain choices. A narrative does not talk "about" values; rather, it embodies and communicates them through the storyline.

By identifying shared values based on our experiences, we create personal and authentic connections that enable us to better engage with one another, motivate one another to act, and find the courage necessary to take risks, explore possibilities and face the challenges we must face.

Test Your Skills: Develop Your Public Narrative

On a separate piece of paper, develop your public narrative. First, what are your values and personal story? Second, which of those values do you share with your community? Do you have a shared experience with your community? Third, what challenges those values that demand action?

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Building Relationships

Relationship building is the key to successful leadership - it is through associating with others that we learn to reinterpret individual self-interests as common interests.

The basic element for relationship building is meeting one-on-one.

With a one-on-one meeting you have an opportunity to start developing relationships with people, which creates the foundation for building an organization that is rooted in commitments people make to each other, not simply to an idea, task or issue.



So, you might ask, how does this process of relationship building actually work? Here are some steps:

GET ATTENTION	This might involve introducing yourself to someone at an event, or calling up the friend of a friend who has expressed interest in your common issue.
ESTABLISH INTEREST	During your initial conversation, you want to explain what you have in common and why you might want to meet to discuss it further.
EXPLORE	During this phase - possibly during a one-on-one meeting - you are asking and answering each other's questions to see if there are strong areas of common interest and how much we each have to contribute. This is a good moment to draw on the storytelling techniques described earlier to fully explore shared values and interests.
MAKE EXCHANGES	Exchanges can take many forms, such as listening intently during your conversation or offering some insights.
MAKE A COMMITMENT	Finally, commit to the relationship by agreeing to meet again or take on some tangible responsibility. What turns the exchange into a relationship is the commitment you make to each other and to the relationship.

You may find that as you create new relationships, you will develop new interests and accrue new resources that did not exist before the relationship. This is sometimes called **social capital**. By drawing on the experiences and ideas of others, you are able to develop solutions that benefit the most people.

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Path to Shared Leadership of a Group

As you build relationships and start to make plans or conduct activities together, you will need to begin thinking about how to build good working relationships among the group members. According to psychologist Bruce Tuckman, groups go through five stages of development:



1. **Forming** is the process of putting the team structure together and team members look to a group leader for direction.
2. **Storming** is the process of organizing tasks and processes surface interpersonal conflicts. Leadership, power and structural issues dominate this stage.
3. **Norming** is the process of creating new ways of doing and being together. As the group develops cohesion, leadership changes from 'one' teammate in charge to shared leadership. Team members learn that they have to trust one another for shared leadership to be effective.
4. **Performing** is when teams become full functional. The team is flexible as individuals adapt to meet the needs of the other team members. This is a highly productive stage both personally and professionally.
5. **Adjourning** is when momentum starts to slow down, and team members are ready to leave causing significant changes to the team structure, membership and purpose.

Working with team members to develop a sense of shared leadership will be helpful in moving the group through these stages.

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Path to Shared Leadership of a Group (continued)

The following chart provides an overview of these stages of group development and the path to shared leadership.

- The "**Observable Behaviors**" and "**Feelings and Thoughts**" columns describe qualities of groups at different developmental stages.
- The "**Team Needs**" and "**Leadership Required**" columns provide some guidance to you as a leader about how you can help the group advance from one stage to the next. The skills discussed in the lesson three will be helpful in this process.

STAGES OF GROUP DEVELOPMENT				
	OBSERVABLE BEHAVIORS	FEELINGS AND THOUGHTS	TEAM NEEDS	LEADERSHIP REQUIRED
FORMING <i>Process of putting the team structure together. Team members feel ambiguous and conflict is generally avoided. Team members look to a group leader for direction and guidance.</i>	Politeness Need for safety and approval Attempts to define tasks and processes Orienting with others personally Discussion of problems not relevant to the task	Many feel excited and optimistic Others may feel suspicious and anxious What is expected of me? Why am I here?	Team mission and vision Specific objectives and tasks Team member roles and responsibilities Ground rules	Structure and task direction Time to get acquainted with each other Atmosphere of confidence and optimism Appointed leader to make decisions and assign tasks
STORMING <i>Process of organizing tasks and processes surface interpersonal conflicts. Leadership, power and structural issues dominate this stage.</i>	Arguing among members Vying for leadership Differences in points of view Lack of role clarity Power struggles Lack of progress	Defensive and confused Resistance to tasks Fluctuations in attitude about team Disagreement about mission and purpose Unsure about personal influence and	Identification of stylistic and personal differences Effective listening Giving and receiving feedback Clarification of teams purpose Reestablishment of roles and ground rules	Acknowledge conflict Ask members to assume more task responsibility Teach conflict resolution Offer support and praise Encourage team members to draw on each other as resources

		freedom		(emergence of shared leadership)
NORMING	Processes and procedures agreed upon Comfortable with relationships Focus and energy on tasks Effective conflict resolution skills Sincere attempt to make consensual decisions Balanced influence, shared problems solving Team routines Sets and achieves task milestones	Sense of belonging to a team Ability to express criticism constructively Acceptance of all members in the team General sense of trust Freedom to express and contribute	Development of a decision making process Willingness and ability to offer ideas and suggestions Shared problem solving Utilization of all resources to support the team effort Team members take responsibility in shared leadership skills	Provide feedback and support to team members Allow for less structure to promote team interaction Encourage all team members to provide contributions Encourage others in decision making
PERFORMING	Fully functional teams Roles are clearer Team able to organize itself Flexible members function well individually, in subgroups or as a team Good understanding of each other's strengths and weaknesses and insights into	Empathy for one another Understanding of collaborative work ethic Tight bonds emerge Fun and excitement Personal development and creativity Sense of satisfaction	Assurance that team is moving in collaborative direction Flexibility Measure knowledge and performance	Shared leadership being practiced Collaborative efforts among team members Members offer each other positive reinforcement and support Share new information

	group processes			
ADJOURNING <i>Team members are ready to leave causing significant changes to the team structure, membership and purpose. They experience change and transition. While the group continues to perform productively they also need time to manage their feelings of termination and transition.</i>	Visible signs of grief Momentum slows down Restless behavior Bursts of extreme energy followed by lack of energy	Sadness Humor Relief	Evaluation of the efforts of the team Tie up loose ends and tasks Recognize and reward team efforts	Help team to develop options for termination Good listening Reflection and carry forth collaborative learning to next opportunity

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What Kinds of Groups Are There?

There are a variety of different groups that can exist for different purposes: cultural groups, special-interest groups, support groups, professional associations, sports/hobby groups, service delivery groups and civic groups.

Some groups direct their focus internally to activities and relationships among the members. Sports or hobby groups are good examples of this kind of group. Other groups are interested in creating opportunities for increasing interaction among individuals or groups of people, both formally and informally. Organizations that seek to improve the quality of life in their communities through service delivery or policy change fall into this category.



Some groups are made up of loosely affiliated people who get together when there is a particular need or event. These groups are generally formed to meet the social needs of members. Others are formalized and may have professional staff, bylaws and legal status. These groups generally have a structure and designated work assignments and tasks.

FORMAL GROUPS	INFORMAL GROUPS
Formally established Work assignments Specific tasks	Occur naturally Friendships Common interests

Taken together, all these groups comprise **civil society**. [CIVICUS](#), a global network of civic organizations, defines civil society as “the arena, outside of the family, the state, and the market, which is created by individual and collective actions, organizations and institutions to advance shared interests.”

Groups can also be large or small, depending on what the goals are. Small groups tend to complete tasks faster than large groups and make more effective use of facts because their size makes them efficient. On the other hand, large groups solve problems better than small groups, are good for getting diverse input and are more effective in fact-finding than small groups because their size often gives them broader reach and access to more resources.

Test Your Skills: What Types of Groups Are in Your Community?

Think about the groups that exist in your community. What do they do? What are they trying to accomplish. Are there more formal or informal groups?

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Getting Started

(Adapted from the [Australian Institute of Community Practice and Governance](#))

The idea of forming a group can sound daunting, but can bring greater capacity and reward. However, you should reflect on some key questions to decide how formally you want to pursue becoming an “organization.” It is also important to consider the environment that you will be working in. Remember, do not do anything to put or other members of your community in danger, so as you consider starting a group weigh the pros and cons to determine if this is something that would be welcome and safe in your community.

❖ *Do I need a group to accomplish my goals?*

You don't have to be part of an organization - you can go it alone, and many successful people have. You can work on the basis of ad hoc and informal gatherings when something needs to be done, and avoid getting bogged down in structures. A formal organization can, however, be a powerful way of getting your message across or organizing your activities.

Keep in Mind

Don't start up a new competitor unless you have to.

The first thing to do is to check that nobody is doing it already. If there already is an organization working to address your issue, would it be better to join it? If the other body isn't doing quite what you want, could it stretch to cover your interests? Even if not, could your involvement help make it better? Could it handle a spin-off or a sub-committee?

❖ *Should my group become a legal entity?*

A group of people sitting around a table saying, "We must do something about this!" is, in the eyes of the law, an unregistered association. While there is nothing inherently illegal about being an unregistered group like this, it is not a legal entity and could be viewed suspiciously by authorities and other people. If you're the president of an unregistered group, for example, and you are renting premises for your organization, you will have to make the lease in your own name. Even if not illegal, there may be very serious security concerns and political pressures on an informal approach.

If you are a small organization or informal group with a simple mission, this may be sufficient for you. The advantages to remaining unlicensed are that you don't have to be organized in any particular way, or follow any particular procedures. You'll basically have the obligation to act as a trustee for the organization's purposes, but you can be more flexible about what you do and how you do it. Also, you don't have to pay the costs associated with incorporation and you don't have to comply with many of the requirements or fill out the forms imposed on formalized groups.

The disadvantage is that if anything goes wrong, it is possible that you may be held personally liable. There can also be difficulties with opening bank accounts, problems with insurance, and confusion about who owns the group's property. If you stop being a member of the organization, but your name is still on the contracts there may be difficulties transferring your responsibilities to the new president. Furthermore, most foundations and most government departments will only fund organizations that have legal personality.

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Registering an Organization in Iran

According to the [Executive Regulations Concerning the Formation and Activities of Non-Governmental Organization](#) passed in 2005, an NGO is a volunteer-based, non-profit and non-political organization established by actual individuals unaffiliated with the government and accepting of new members. "Non-political" means the group's objective is not to attain political office.

Laws can change and politics can matter with NGO registration. Be sure to confirm the information here with local authorities, lawyers and other groups that have explored the process to ensure you are following proper procedures.

You must meet several criteria in order to obtain an operating license from the government. According to the government, an NGO must be:

- ✓ Volunteer-based
- ✓ Non-profit
- ✓ Non-political
- ✓ Established by persons, rather than a corporate entity
- ✓ Established by individuals in a non-governmental capacity (government officials can establish an NGO as long as they do so as private citizens and do not use their official title)
- ✓ Established at the initiative of private citizens and not at the behest of a government entity
- ✓ Accepting of new members
- ✓ Driven by a clear objective

In addition, in order to establish an NGO, one must meet the following criteria:

- ✓ Be at least 18 years old;
- ✓ Be an Iranian citizen;
- ✓ Not have a history of criminal misconduct leading to the revocation of societal rights;
- ✓ Have at least 5 applicants for the NGO; and
- ✓ In the event that the NGO will be specializing in a subject, at least two of the applicants must have a specialty in that field.

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Article 26 of the Constitution protects the rights of Iranian citizens to create and join associations:

Political parties, societies, political associations and guilds, and Islamic or recognized minority religious associations are free to be established, under the condition that they do not violate the principles of independence, freedom, national unity, Islamic standards, and the foundations of the Islamic Republic. No person may be prevented from joining, or forced to join, any of the above.

Registering an Organization in Iran (continued)

If you and your organization meet these basic criteria, you can begin the process of registering your organization. Here are the steps you will need to take:

- 1) Submit an application to the Supervisory Committee relevant to the jurisdiction (county, provincial or national level) of the proposed activities.**
 - In the application form, applicants must clarify the scope of their intended activities; clarify the geographical reach of their intended work; and select a name for the organization that is related to the focus of activities.
- 2) Once the form is filled out and sent to the proper Supervisory Committee, it is then passed on to an Experts Group, where experts in the field relevant to the applicant's goals—including representatives of local NGOs, reviews the application and provides their recommendation as to whether the Supervisory Committee should provide the organization with initial confirmation.**
- 3) In the event that the application is initially confirmed, the applicants will be sent the following documents:**
 - Applicant identification forms (to be returned with photographs of all founding members as well as copies of their birth certificates)
 - Form to fill out the organization's articles of association, which include items such as goals, funding sources, activities and geographic reach.
 - Form to record the minutes of the preliminary meetings, which includes selecting the board of trustees and executive leadership.
- 4) The new forms are reviewed by the Experts Group within the Supervisory Committee.**
 - The Expert Group has up to two weeks to make a decision. A rejection requires the Supervisory Committee to provide a written explanation to the applicants within two weeks.
 - If the applicant's purpose coincides with the activities of a government agency, the Supervisory Committee must seek that agency's input within one week of receiving the application and the agency must respond within one month.

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Registering an Organization in Iran (continued)

- 5) Upon approval of the forms, a background investigation request is sent to the relevant authorities—including the Ministry of Intelligence and Law Enforcement intelligence—and identity verification centers.
 - If the background investigation result is positive, the file is sent back to the Supervisory Committee for final review and an operating license is granted upon approval.
- 6) The applicant should then take the license to the [Registration Office of Companies and Institutions](#), housed within the Ministry of Justice and their organization will be entered into the NGO registry.

In the event of a rejection, the applicant has one month to appeal the decision to a Supervisory Committee of the next higher authority. For instance, those rejected by a committee at the county level will appeal to the Supervisory Committee in their Governor's office. Likewise, those rejected by the provincial committee will appeal to the National Supervisory Committee in the Ministry of Interior. Those rejected by the Interior Ministry can appeal to the [Court of Administrative Justice](#).

For more information on how to register an NGO check out the Nabz-Iran [*An Introductory Primer to Non-Governmental Organizations \(NGOs\) in Iran.*](#)

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Registering an Organization in Iran (continued)



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Lesson One: Key Points to Remember

- Leadership requires engaging other people in taking purposeful action by helping them channel the feelings that can motivate them to overcome the feelings that might inhibit them from acting.
- A narrative allows us to communicate the values that motivate us to make certain choices.
- Building relationships is the key to successful leadership. Through associating with others we learn to reinterpret individual self-interests as common interests.
- Groups can also be large or small, depending on what the goals are. Small groups tend to complete tasks faster than large groups and make more effective use of facts because their size makes them efficient
- The advantages to remaining an unlicensed group are that you don't have to be organized in any particular way, or follow any particular procedures.
- The disadvantage of being an unlicensed group is that if anything goes wrong, it is possible that you may be held personally liable.

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Quiz

- 1. Which should a narrative NOT do?**
 - a. Communicate the values that motivate us to make certain choices
 - b. Describe action-oriented feelings through story telling
 - c. Talk "about" values
 - d. Share values based on experiences
- 2. How does a global network of civic organizations define civil society in the lesson?**
 - a. the arena, outside of the family, the state, and the market, which is created by individual and collective actions, organizations and institutions to advance shared interests
 - b. Process of organizing tasks and processes surface interpersonal conflicts.
 - c. A loosely affiliated group of people who get together when there is a particular need or event.
 - d. None of the above
- 3. Which is NOT a stage of group development?**
 - a. Storming
 - b. Founding
 - c. Performing
 - d. Adjourning
- 4. Who can create an NGO?**
 - a. A group of three applicants
 - b. A group exclusively made of permanent residents
 - c. Individuals affiliated with the government
 - d. None of the above
- 5. True or false individuals affiliated with the government can form NGO's?**
 - a. True
 - b. False
- 6. Who receives and reviews NGO applications?**
 - a. Supervisory Committee overseen by the County Administrator's office
 - b. Supervisory Committee overseen by the Social and Electoral Affairs Office of their Governor
 - c. National Supervisory Committee overseen by the Office of Social Affairs of the Ministry of Interior
 - d. All of the above.
- 7. Following the approval signature of the head of the appropriate Supervisory Committee, how do you register your NGO?**
 - a. take the license to the Experts Group
 - b. take the license to the Registration Office of Companies and Institutions
 - c. take the license to the Court of Administrative Justice
 - d. None of the above

8. When should you form your own group?

- a. When you need a way to organize your activities
- b. When no other group is working to address your issue
- c. When other bodies do not quite focus on the issue you seek to address
- d. All of the above.

9. True or false: the Constitution protects the rights of Iranian citizens to create and join associations?

- a. True
- b. False

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LESSON 2: BUILDING AN EFFECTIVE GROUP

(Adapted from guidelines developed by the [Center for Participatory Change](#))

Groups can be useful vehicles for accomplishing a goal, but it can be challenging to make sure that they function well. In order to build an effective group, as a leader you have an important role to play in creating an environment that is conducive to group members' thriving, working and working well together. This section includes tips for you as a leader to ensure that your group succeeds, as well as questions for you to reflect on as you do your work.

When you complete this lesson, you will be able to:

- Understand the basic building blocks of an effective group.
- Start to facilitate discussions among members on important ideas, such as values, vision and organization of the group.

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Start with Good Relationships

The most successful groups are ones where members enjoy working together. When groups find ways to make their work enjoyable, build positive relationships and celebrate their successes, even in difficult circumstances, their members are less likely to get tired and frustrated and it reduces the possibility of conflict.

This is important for social change work, as the goals are often difficult to achieve and it may take a long time for positive results to be seen. So it is very important that group members feel that they are enjoying the process even if their work does not always result in victory.

As a group leader...

Take time to recognize good work, honor the sacrifices members and volunteers make and celebrate your group's success! It is important to treat every person with respect, all the time, especially when you disagree. Create an environment that is conducive to members' earning one another's trust. Try not to sacrifice a positive experience or relationship to 'get things done' – you may find that you can't achieve your broader goals without them.

Test Your Skills: Relationships

What are some ways you can create an environment that helps group members to build trust? What can you do to celebrate the big and small successes of your group work?

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Values

As discussed in the first lesson, the most successful groups grow out of relationships that are based on common values: what members believe in, their overall purpose for doing their work and the sense of fulfillment they get from their work. Strong groups have a good fit between members' values and those of the organization. Group members reflect on their values, uphold them and build their work from these beliefs.

As a group leader...

Spend time talking with members about what you deeply believe in, and ask them what moves them. Write down the group's shared values and use these to keep everyone involved and grounded in what's really important. Make sure the community is also aware of these values and ask them to hold you accountable.

Test Your Skills: Values

What are the common values that connect you to others in your group? What can you do to make sure that all group members are aware of these values?

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Aspirations

Aspirations collectively articulate a group's sense of purpose and direction. Most often this will be expressed as the organization's vision and mission. *These fundamental aspects of a group should be clearly defined in succinct statements of one or two sentences each.*

Vision is the overriding principle that guides an organization. It defines what members want the group to be and the society or world it hopes to help create.

The main questions to consider as you are developing a vision statement are:

- What are the values or beliefs that inform your work?
- What would you ultimately hope to accomplish as a result of your efforts?

As a group leader...

Facilitate a discussion with members of the group to develop your vision and mission statements. Use the guidelines provided below to help guide the groups' brainstorming process. As the facilitator, you want to ensure that all participants have a chance to share their ideas, while at the same time ensuring that the exercise results in a succinct set of statements.

This [webinar](#) provides more information on developing a good mission and vision statement.

EXAMPLES OF A GOOD VISION STATEMENTS

Our ultimate goal is a world without HIV/AIDS.

A world where everyone has a decent place to live.

Our vision is to leave a sustainable world for future generations.

Our vision is a world in which every child attains the right to survival, protection, development and participation.

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Aspirations (continued)

The organization's mission is a formal, short, written statement of the organization's purpose. It should reflect:

- What the group is;
- What the group aims to do or achieve;
- Who the work is aimed at (the target group) and who it is done with; and
- How the group does its work in broad terms, meaning what methods it uses.

EXAMPLES OF GOOD MISSION STATEMENTS

The mission of the HIV/AIDS Service Organization is to promote policies that help people living with HIV/AIDS to access nutritional and health support to enhance their lives.

To find a cure for diabetes and its complications through the support of research.

To feed the nation's hungry through a nationwide network of member food banks and engage our country in the fight to end hunger.

To work with communities to end hunger and poverty and care for the Earth.

Test Your Skills: Aspirations

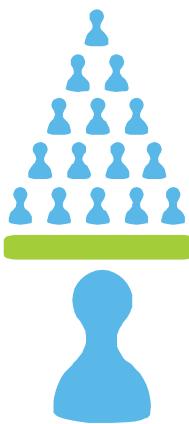
On a separate piece of paper, write down two to three different vision statements and two to three mission statements that you would use for your group.

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Building the Organization

Often a community group will get so busy with its work that it becomes hard to find time to develop the **organization**. Strong groups pay attention to issues such as how members make *decisions*, what the group's *structure* is (for example, leaders, members, volunteers), how members deal with *conflict*, how the group runs its *meetings*, whether the group has the *policies and procedures* in place that it needs and so on.



Once the vision and mission have been laid out, a group can begin to establish the appropriate structures, policies, and procedures as need be.

Organizational structure defines the governance and management of the organization and also includes a delineation of specific roles and responsibilities between parts of the organization. Depending on the group's goals, there may also be the need to develop explicit policies and procedures to help clarify expectations and establish routines that ensure the organization is working purposefully and in a responsible manner. Policies and procedures also guide decision-making and other actions within the organization.

As a group leader...

Make sure every member knows the basics of how your group functions – what the different roles are, how decisions are made, how leaders are selected, and so on. One way to do this is to ensure that you have regular processes for planning and implementing your activities. Depending on the needs of a group, you may want to hold regular meetings or have a newsletter to share information.

Test Your Skills: Building the Organization

What structures do you think are the most important for a well-functioning group? How can you develop policies and procedures that will help ensure your group functions well?

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Resources



Resources include the materials, time, skills and money that a community group needs to do its work. A strong group will have a budget that outlines how much money the group needs and for what specific purposes, as well as strong financial management and record keeping systems.

At some point, you may realize that you need to do some fundraising in order to be able to implement your activities. More than ever, remember the importance of maintaining high ethical standards and following the law. It is important to require that your group be



rigorously honest and accountable to your members and funders. Think about developing a culture of giving or contributing within your organization, and ways to making donating money to the group a rewarding activity. Perhaps acknowledge your donors in your newsletter, if you have one. It is important to keep track of your fundraising successes and always remember to thank your donors. Send them a letter confirming receipt of their donation, and thank them publicly at your group's next event, if reasonable to do so.

As a group leader...

Plan what you will actually need to do your work and build your organization. Look for volunteers and materials as hard as you look for financial support. Prioritize finding sources that can provide sustainable, long-term support.

For more information on fundraising and financial management take a look at [these resources](#).

Test Your Skills: Resources

What resources do you already have within your group that can be put towards your work? If you need to go outside your group for resources, what networks can you tap?

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Networks and Partnerships

Community groups sometimes find it useful to work closely with other groups. In some cases, these collaborations are based on skills sharing, expertise or funding. In other cases, you may decide to carry out your activities side-by-side with other groups. You can refer to the section on [Alliances and Coalitions in the Advocacy Course](#) for more information on this.

❖ *What is a coalition?*

A coalition is a temporary union between two or more groups for the purpose of gaining more influence or power than the individual groups or parties can hope to achieve on their own. By focusing on their common objectives and goals, all of the member groups can build their strength and get an advantage on issues of common interest.

❖ *Why build a coalition?*

The primary reason for forming, joining or building a coalition is to gain more influence and power than an individual organization has on its own. Working together, the groups are able to accomplish more together than they would on their own.

There are many aspects that should be thought about when considering forming or joining a coalition. These may include:

- conducting better research
- sharing information
- mobilizing supporters
- informing the public
- advocating on an issue
- raising money
- organizing against a stronger force
- gaining more power and influence.

Not every coalition will do every one of these things, but they should at least consider them and decide what makes sense for them.

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As a group leader...

Look to partner with other groups that will find the relationships mutually beneficial. Evaluate each partnership by thinking about what your group puts into it (time, energy, money) and what you get out of it (ideas, inspiration, volunteers, resources). Which networks and partnerships will really help you reach your mission? What needs do you have that aren't being met, and who could help?

Networks and Partnerships (continued)

❖ *Maintaining a Coalition*

Once partners have agreed to form a coalition and come to an agreement about all the various aspects of the coalition, the hard part is maintaining the coalition and making it work so that it achieves its goals and is a win-win for everyone involved.

MORE E-LEARNING!

Check out the Nabz-Iran [e-learning course on advocacy](#) to learn more about building coalitions and alliances.

- ✓ **Maintain trust:** Keep the philosophy of your own group but be sensitive to others in the coalition to build and maintain the trust among participating organizations.
- ✓ **Decision maker meetings:** Decision makers within the group will need to have regular, agreed-upon meetings to maintain communication, ensure ongoing trust and resolve any differences that may arise.
- ✓ **Internal communication:** Partners will need to maintain communication among one another and within each involved group.
- ✓ **External communication:** Partners will need to maintain agreed upon procedures for dealing with the public, the press, the government and outside groups.

Even if you decide not to formally partner with groups or form a structured coalition, it is important to consider the same steps to maintain good relationships and be prepared for future opportunities.

Test Your Skills: Partnerships

Do you find that there are certain aspects of your work that would be easier or more effective if you did them in collaboration with other groups? Are there other groups with similar values or goals that might be beneficial to partner with?

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Growth and Learning

A strong group takes time to critically observe how the implementation of activities goes and seeks to learn from successes and challenges. The purpose of this is to find out whether your activities are taking place on time and are effective, as well as whether strategies need to be adapted to ensure the best possible results. This is an ongoing process of asking yourself, "What is working and what could be better?"



Periodically, you should also take time to reflect more deeply on your work. This is called **evaluation**. The purpose of evaluation is to assess the actual outcomes of your activities.

Here are a few questions that you should consider:

- What went well? What did not? Why?
- What did you learn from the practices and approaches implemented?
- Which methods worked well, and which did not?
- Which were the best practices? Which were the bad ones?

Identification of these lessons will help you with future planning. Best practices can be used again; practices which do not work can be eliminated.

Test Your Skills: Learning

What can you do to help group members feel comfortable reflecting on their activities and reviewing outcomes? How can you help group members to define success and determine whether you are achieving it?

As a group leader...

Create a culture in your group that is open to ongoing reflection and learning. It is important for members to feel comfortable making recommendations for how to do your work more effectively. Set aside time periodically to have a facilitated discussion, perhaps even with outside experts, where you review the outcomes of your activities and determine whether you are meeting your goals or if a change in strategy is required.

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Lesson Two: Key Points to Remember

- Good relationships between group members is important for social change work, as the goals are difficult to achieve and it may take a long time for positive results to be seen.
- The most successful groups grow out of relationships that are based on common values.
- Aspirations collectively articulate a group's sense of purpose and direction. Most often this will be expressed as the organization's vision and mission.
- Once the vision and mission have been laid out, a group can begin to establish the appropriate structures, policies, and procedures as need be.
- Resources include the materials, time, skills and money that a community group needs to do its work.
- Community groups sometimes find it useful to work closely with other groups. In some cases, these collaborations are based on skills sharing, expertise or funding.
- Take time to reflect more deeply on your work to find out whether activities are effective, as well as whether strategies need to be adapted to ensure the best possible results.

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Quiz

- 1. What are best practices for a group leader?**
 - a. Create a culture of reflection and learning
 - b. Arrange periodical facilitated discussion to determine goals
 - c. Review outcomes of activities and develop suitable strategy
 - d. All of the above
- 2. True or False: Your vision statement should be the same as your mission statement.**
 - a. True
 - b. False
- 3. An example of a good vision statement is:**
 - a. Our ultimate goal is a world without HIV/AIDS.
 - b. A world where everyone has a decent place to live.
 - c. To work with communities to end hunger and poverty and care for the Earth.
 - d. Our vision is to leave a sustainable world for future generations.
- 4. Organizational structure is NOT**
 - a. The delineation of specific roles and responsibilities
 - b. How a group determines its sense of purpose and direction
 - c. The explicit policies and procedures to help clarify expectations
 - d. Established routines that ensure the organization is working purposefully
- 5. According to the lesson, taking time to reflect deeply on your work to assess the actual outcome of your activities is called what?**
 - a. Evaluation
 - b. Monitoring
 - c. Fundraising
 - d. Implementation
- 6. When fundraising to implement activities it imperative to remember the importance of:**
 - a. Maintaining high ethical standards and following the law
 - b. Requiring accountability from members and funders
 - c. Getting the large donations
 - d. A and B, but not C
- 7. When is it useful for community groups to work closely with other groups?**
 - a. Collaborations are always best.
 - b. Sometimes it is useful to work closely with other groups when sharing skills, expertise or funding advances both group's goals.
 - c. Side-by-side activities with other groups, without collaboration, are always best.
 - d. None of the above.
- 8. True or False: Strong financial management and record keeping systems is only important for large groups.**
 - a. True
 - b. False

LESSON 3: WORKING WELL TOGETHER

When collaborating as a group, it is important to help the individuals involved to work well together. You will need to be able to communicate effectively and make decisions in a constructive manner. Sometimes there will be moments when a disagreement between group members will arise. It is important to be ready for such a situation so you can address it constructively.

When you complete this lesson, you will be able to:

- Facilitate an effective meeting.
- Help group members to take decisions collaboratively and address conflicts.
- Recognize the need to set standards for the ethics and accountability of your group.

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Holding Effective Meetings

When working together as a group, you are almost certainly going to find that you need to have meetings in order to share information, receive feedback, solve problems, plan activities and make decisions. For this reason, it is critical that you understand a few important concepts and techniques to ensure that these meetings are effective and a good use of your group members' time.



One pitfall many groups suffer from is the instinct to have too many meetings, to have unnecessary meetings or to invite unnecessary people to meetings.

Before you schedule a meeting, ask yourself the following questions:

- ✓ Why am I scheduling or attending this meeting?
- ✓ What do I want to accomplish or gain?
- ✓ What information will be exchanged or decisions made?
- ✓ Who will be attending that I need to meet or gain their support?

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Holding Effective Meetings (continued)

If the answer to any of these questions is unclear, you may want to rethink the need for the meeting. It is important to plan well for meetings so you achieve your objectives, use people's time well and don't require too much follow-up. To help in planning meetings, below is a checklist of major elements essential for meeting effectiveness.

ENSURING EFFECTIVE MEETINGS	
PURPOSE	It is important to define the purpose of the meeting and to ensure that all participants understand what the anticipated outcomes of the meeting are.
PARTICIPANTS	Think carefully about who is invited to the meeting. Try to avoid including those who do not really need to be there.
LOCATION AND TIME	Try to find a location and time that is most convenient for most attendees. Make sure the space you select will be appropriate to the number of attendees and that it is easily accessible to everyone. When determining the time of the meeting, take into consideration attendees' schedules and other commitments as much as possible, as well as their safety and security interests (depending on the meeting topic and your group's situation).
AGENDA	Prepare an agenda and distribute it to participants in advance of the meeting. This will ensure that all participants are aware of the purpose of the meeting so they can prepare to make an effective contribution. It will also provide direction and focus during the meeting itself. There are a variety of agenda styles but essentially they should contain at least the following elements: title, purpose, time, date, location, discussion items, and names of persons responsible for covering each item.
RESPONSIBILITIES	Every attendee should understand the meeting purpose, as well as what contributions he or she is expected to make. In some cases, including assigned duties in the agenda is a good way to ensure people come prepared.

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Holding Effective Meetings (continued)

SAMPLE AGENDA

DATE/TIME: February 25, 2014 at 9:00 AM

LOCATION: Conference Room B

ATTENDEES: Person A, Person B, Person C, Person X, Person Y, Person Z

MEETING OBJECTIVE

- Discuss opportunities and the pros and cons of building a coalition for our project.
- Brainstorm a list of other groups doing similar work and possible opportunities for partnership.

SCHEDULE

11:00 to 11:15: Re-cap of previous meeting

11:15 to 11:45: Discussion: pros and cons

11:45 to 12:15: Brainstorm: other groups in community

12:15 to 12:30: Decision/vote on coalition building

12:30 to 12:45: Next Steps

12:45 to 1:00: Questions and comments – All

ROLES/RESPONSIBILITIES

Record meeting minutes: Person A

Facilitator: Person X

Mediation: Person Z

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Facilitation

In a meeting, the facilitator is responsible for ensuring that the meeting achieves its purpose by keeping the discussion on track and making sure that all participants have a chance to contribute appropriately. Good facilitators should keep two important aspects in mind:

- **Outcome:** Did the meeting achieve its purpose? For example: Did the group come to an agreement? Did a problem get resolved?
- **Process:** How did the meeting go? For example: Did participants feel that their perspectives were considered? Was it a good use of everyone's time?

Here are some practical guidelines you can use to ensure that you have a well-facilitated meeting



BEGIN AND END ON TIME

It is important to respect all participants' time. Starting late sends a signal that it is okay to be late and ending late may interfere with some participants' schedules.



USE THE AGENDA

After spending valuable time constructing the agenda, be sure to use it in the meeting. Ask participants if any changes need to be made. Use the agenda as a tool for staying focused on the purpose of the meeting and ensuring that all participants are able to make their appropriate contributions. Make sure all participants have a copy of the agenda during the meeting.



ESTABLISH AND USE GROUND RULES

Help the group to establish explicit ground rules for the meeting. It is important to have consensus on the rules so all participants will be more likely to follow them. Once the rules are agreed upon, post them in the room so that all participants can see them. Examples of some typically used ground rules include: arrive and start on time; stick to the agenda; everyone participates; be realistic when accepting follow-up tasks; respect different viewpoints and share responsibility for following the ground rules.



ENSURE BROAD PARTICIPATION

It is important to ensure that all attendees have a chance to make contributions to the discussion. Sometimes certain individuals can dominate the discussion and it is the facilitator's role to ensure that even quite participants are able to express their opinions and ideas.



SUMMARIZE

At the end of the meeting summarize the discussion and the decisions made tasks delegated, deadlines, and any action required by participants.

Decision Making

One of the most critical aspects of having an effective group is determining how you will make decisions together. In many cases you will find that a participatory, or *consensus*, approach is needed; at other times, you may want a single individual to make decisions on behalf of the group. Often, you will mix styles based on specific situations.

Here are some explanations of the various kinds of decision-making structures and guidelines on when to use them:

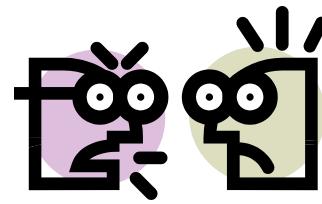
TYPE OF DECISION MAKING	DESCRIPTION	GUIDELINES FOR USAGE
Participatory (or consensus) decision making	A facilitated process that allows everyone in the group to play a part in making decisions and helps to ensure that decisions meet most needs of most people in the group. This is a particularly good way to ensure that traditionally marginalized voices are heard alongside more powerful voices.	All group members must agree to reaching consensus view Process must be clear Sufficient time should be allowed Should be an important or substantial decision Best not to use: If a decision needs to be made quickly; when there are no good alternatives; when the issue is trivial
Majority decision making	Members of the group take a vote and the majority choice becomes the decision.	Useful when decisions need to be made more quickly, but still benefit from group contribution. Can result in some sub-groups or factions feeling marginalized or left out if they are consistently being outvoted.
Individual decision making	One person makes decisions on behalf of the group.	Useful for routine tasks Useful when used sparingly in emergencies Best not to use when making substantial decisions that affect the group widely

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Conflict Management

Conflict within a group is inevitable. Sometimes these can be differences of opinion on the direction your group is taking. Sometimes they can result from different work styles. However, there are ways that you can work with the other members of your group to deal with the conflict so that it does not lead to resentment or spur future conflicts.



There are generally considered to be five different ways that people respond to conflict:

Forcing	Using formal authority or other power that you possess to satisfy your concerns without regard to the concerns of the party that you are in conflict with.
Accommodating	Allowing the other party to satisfy their concerns while neglecting your own.
Avoiding	Not paying attention to the conflict and not taking any action to resolve it.
Compromising	Attempting to resolve a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither.
Collaborating	Cooperating with the other party to understand their concerns and expressing your own concerns in an effort to find a mutually and completely satisfactory solution (win-win).

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Conflict Management (continued)

In most situations, you will want to encourage the group to use a collaborative approach to managing a conflict to achieve a productive outcome. If the conflict is related to differences in opinion about the direction of the group or program strategies, refer to some of the techniques described in the decision making section to help the group to collaborate better together on collective decisions.

If the conflict is more personality driven, below are some strategies you can use to help resolve conflicts effectively.

Recognize the conflict	While many people may prefer to avoid conflictual situations, it is better to recognize the conflict or difference of opinion and attempt to deal with it head on. If you ignore or avoid it, it can lead to increased stress and unresolved feelings of resentment that could cause damage later.
Take time to reflect	Before directly addressing the difference of opinion or conflict with the other person, take some time to think about the situation and discuss it with a friend or family member. They may be able to provide objective advice or help you see the situation from another side. Also, think about what you want to say to the person with whom you are having the conflict and rehearse the main talking points you want to get across.
Have a one-on-one meeting	Meet with the person face-to-face in order to talk through the issues causing the conflict. It is better to meet in person rather than communicate via phone or email because you can have a more active discussion and use nonverbal tools, such as a handshake, smile, eye contact and other important body language. Make sure to set the meeting at a time and place that is convenient for both of you.
Consider using a mediator	If your situation is particularly challenging and you have not been successful working it out directly with the other person, you might invite a neutral third party to act as a mediator. A mediator can remain objective, listen to both sides, and facilitate resolution and compromise.
Apologize when appropriate	Even if the conflict is not entirely a result of your actions, be aware of your own part in creating the conflict. If you have done something wrong or inappropriate, be willing to acknowledge it and say you're sorry. This can be an important political statement - you are organizing to keep things moving forward, not to "be right."
Minimize potential for conflict	You can help to minimize the potential for conflict in several ways. First is to choose your battles. Try to only raise problems or concerns when they are really important. Second, develop good working relationships with others in your group and be respectful of everyone. Finally, make an effort to express yourself clearly and ask for what you need or want in a respectful way.

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Ethics and Accountability

There are several practical reasons why groups should want to behave ethically, accountably and responsibly. First, it is important for the members of the group to feel confident that they can trust one another. Second, it is important to maintain a good reputation with other members of your community to help build respect and credibility for the work that you do. These fundamental principles – ethics, accountability and responsibility – provide the underpinnings for successful and sustainable groups.

Ethics are the principles of conduct governing any individual or group. Here are some important characteristics of an ethical and accountable group:

- ✓ Has a **mission** that is developed with input from many if not all members. This mission guides the decision-making, activities and programs of the group and is used to evaluate the outcome of the group. Recognizes that its mission is accomplished through the work and commitment of its members and the broader community, and owes these constituents programs that are well-managed and needed.
- ✓ Has **norms or policies** that are routinely enforced to prevent actual, potential or perceived conflicts of interest.
- ✓ Practices accepted standards of **sound financial management**, including releasing financial reports on a regular basis, if appropriate.
- ✓ Is aware of and **complies with all applicable laws**.
- ✓ **Respects the interests and intentions of its donors**, constituents and community members. It must be managed with the highest level of professionalism and integrity.
- ✓ **Communicates** in a way that is accurate and truthful, reflects its mission and identifies the organization.
- ✓ Accurately records and **acknowledges all donations and gifts**.
- ✓ Is **responsive to community needs and solicits input** from a broad range of views and constituents in the process of planning priorities and activities.
- ✓ **Provides information to the public** that describes its work and provides community members with regular opportunities to interact with group members regarding decisions and practices.
- ✓ **Commits to consistent and candid review of its work**, which can be used to improve the effectiveness of the group and, when necessary, to make programmatic changes; when appropriate, makes results of its evaluations available to members of the community.

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Ethics and Accountability (continued)

By upholding basic ethics, such as equality among all members, respect for diversity and transparency in their work, groups will find that they encourage better participation and collaboration from their members and demonstrate to their community that they can be trusted representatives.

Moreover, you will build a credibility with those outside the organization that might help you in building partnerships and broader support. Such an image might even help you in withstanding outside pressures or accusations because you are known to be ethical, upstanding and trustworthy.

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Lesson Three: Key Points to Remember

- You will need to have meetings when working it a group. It is critical you understand how to ensure these meetings are effective and a good use of your group members' time.
- To ensure you have a well-facilitated meeting: begin and end on time; use the agenda; establish and use ground rules; ensure broad participation; and summarize.
- There are three types of decision making processes: participatory (or consensus) decision making; majority decision making; and individual decision making.
- Conflict within a group is inevitable, but there are ways to work with the other members of your group to deal with the conflict so that it does not lead to resentment or spur future conflicts.
- The fundamental principles ethics, accountability and responsibility provide the underpinnings for successful and sustainable groups.
- Upholding basic ethics will encourage better participation and collaboration from group members and demonstrate to their community that they can be trusted representatives.

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Quiz

1. **True or False: It is best to have as many meetings as possible to ensure everybody knows what is happening.**
 - a. True
 - b. False
2. **What is not in the lesson's checklist of major elements essential for meeting effectiveness?**
 - a. Agenda
 - b. Responsibilities
 - c. Share information
 - d. Participants
3. **True or False: An agenda should be distributed during the meeting.**
 - a. True
 - b. False
4. **It is best to make all decisions with:**
 - a. consensus or participatory decision making
 - b. majority decision making
 - c. individual decision making
 - d. on a case by case basis
5. **According to the lesson's decision making chart, individual decision making is most useful for:**
 - a. Routine tasks
 - b. Process must be clear
 - c. Emergencies
 - d. A and C, but not B
6. **What is NOT a strategy to resolve conflicts effectively?**
 - a. Avoiding the conflict.
 - b. Having a one-on-one meeting.
 - c. Using a mediator.
 - d. Apologizing when appropriate.
7. **Good facilitators should keep which aspects in mind most?**
 - a. Outcome and process
 - b. Participants
 - c. Responsibilities
 - d. Location and time
8. **True or False: It is important attendees in leadership positions control discussions.**
 - a. True
 - b. False

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CONCLUSION

Bringing together a group of like-minded and hardworking individuals can be one of the most rewarding and effective ways to address a need in a community. You benefit from a variety of ideas and skillsets, and you create relationships with people you may not have had a chance to know otherwise. Furthermore, a group can be an effective channel for advocacy as it demonstrates to decision makers that you have strength in numbers.

However, groups can also be challenging to build and maintain. Without opportunities for input or appropriate structures for decision making, you may find that you are dealing with internal group dynamics more than working on your mission. Hopefully the tips and strategies shared in this course will help you troubleshoot some of the challenging aspects of working as a group. With good systems in place, you are sure to achieve your goals and create positive change in your community.

QUIZ ANSWERS

Lesson One Quiz

1. C. A narrative does not talk “about” values; rather, it embodies and communicates them through the storyline.
2. A. the arena, outside of the family, the state, and the market, which is created by individual and collective actions, organizations and institutions to advance shared interests. Civil societies are comprised of formal and informal groups based on a common cause.
3. B. Founding. Forming is the first stage of group development described in the lesson as the process of putting the team structure together. At this stage team members feel ambiguous and seek direction.
4. D. None of the above. To establish an NGO the following criteria must be met: have at least five applicants, be Iranian citizens, and be established by actual individuals unaffiliated with the government and not seeking to attain political office.
5. B. False. Individuals can only be established by actual individuals unaffiliated with the government and accepting of new members.
6. D. All of the above. Depending on what level of activities your NGO conducts activities any of the Supervisory Committee’s may review your registration application.
7. B. Take the license to the Registration Office of Companies and Institutions housed within the Ministry of Justice. The Court of Administrative Justice reviews applications rejected by the Interior Ministry. The Experts Group reviews applications and provides their recommendation as to whether the Supervisory Committee should provide the organization with initial confirmation.
8. D. All of the above. It is best to evaluate the benefits of forming a new group compared with seeking to improve a group through your involvement. If you find that no group matches your desired activities it may be best to create your own.
9. A. True. Article 26 states, “Political parties, societies, political associations and guilds, and Islamic or recognized minority religious associations are free to be established, under the condition that they do not violate the principles of independence, freedom, national unity, Islamic standards, and the foundations of the Islamic Republic.”

Lesson Two Quiz

1. D. All of the above. It is very important that group members feel that they are enjoying the process and working well together. Celebrating success, even in challenging situations, helps members stay motivated and reduces frustration.
2. B. False. A vision statement defines what its members want the group to be and the society or world it hopes to help create. The organization’s mission is a formal, short, written statement of the organization’s purpose and what methods it uses.
3. B. A world where everyone has a decent place to live. B is a vision statement because it states the overriding principle that guides an organization. It defines what members want the group to be and the society or world it hopes to help create.
4. B. How a group determines its sense of purpose and direction. Aspirations are the articulation of a group’s sense of purpose and direction. Organizational structure defines the governance and management of the organization.
5. A. Evaluation. Periodically, you should also take time to reflect more deeply on your work. This is called evaluation. The purpose of the evaluation is to assess the actual outcomes of your activities.

6. D. A and B, but not C. It is important to require that your group be rigorously honest and accountable to your members and funders. Accepting questionable donations is not worth risking a good reputation with other members of your community.
7. B. Community groups sometimes find it useful to work closely with other groups. The decision to carry out projects with other groups or independently should be made on a case by case basis.
8. B. A strong group will have a budget that outlines how much money the group needs and for what specific purposes, regardless of size.

Lesson Three Quiz

1. B. False. Having too many meetings can take up too much time. Meetings should be scheduled when they are an effective way to make decisions and share information.
2. C. Share information. Sharing information, receiving feedback, solving problems, planning activities and making decisions are all reasons to have meetings but not major elements for meeting effectiveness.
3. B. False. An agenda should be distributed to participants in advance of the meeting. This will ensure that all participants know the purpose of the meeting and can provide direction during the meeting itself.
4. D. On a case by case basis. In many cases you will find a consensus approach is needed; at other times, you may want a single individual to make decisions on behalf of the group. Organizations can use a combination of decision making types depending on structure and procedures.
5. D. A and C, but not B. When process must be clear consensus or participatory decision making is suggested. Using individual decision making can be most effective for emergencies if used sparingly.
6. A. Avoiding the conflict. Not acting to solve inevitable conflicts will not help people reach a resolution. While, avoiding is a way people respond to conflict it is not a technique for finding a productive outcome.
7. A. Outcome and process. Facilitators should focus on if the meeting achieved its purpose and if the meeting considered participants perspectives using time efficiently.
8. B. False. A well facilitated meeting will have broad participation. Even if certain individuals can dominate the discussion, it is the facilitator's role to ensure that even quite participants are able to express their opinions and ideas.