
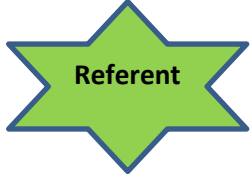

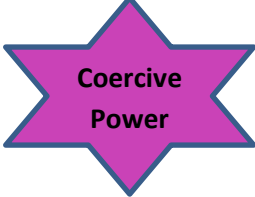

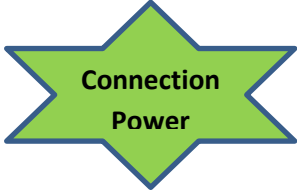


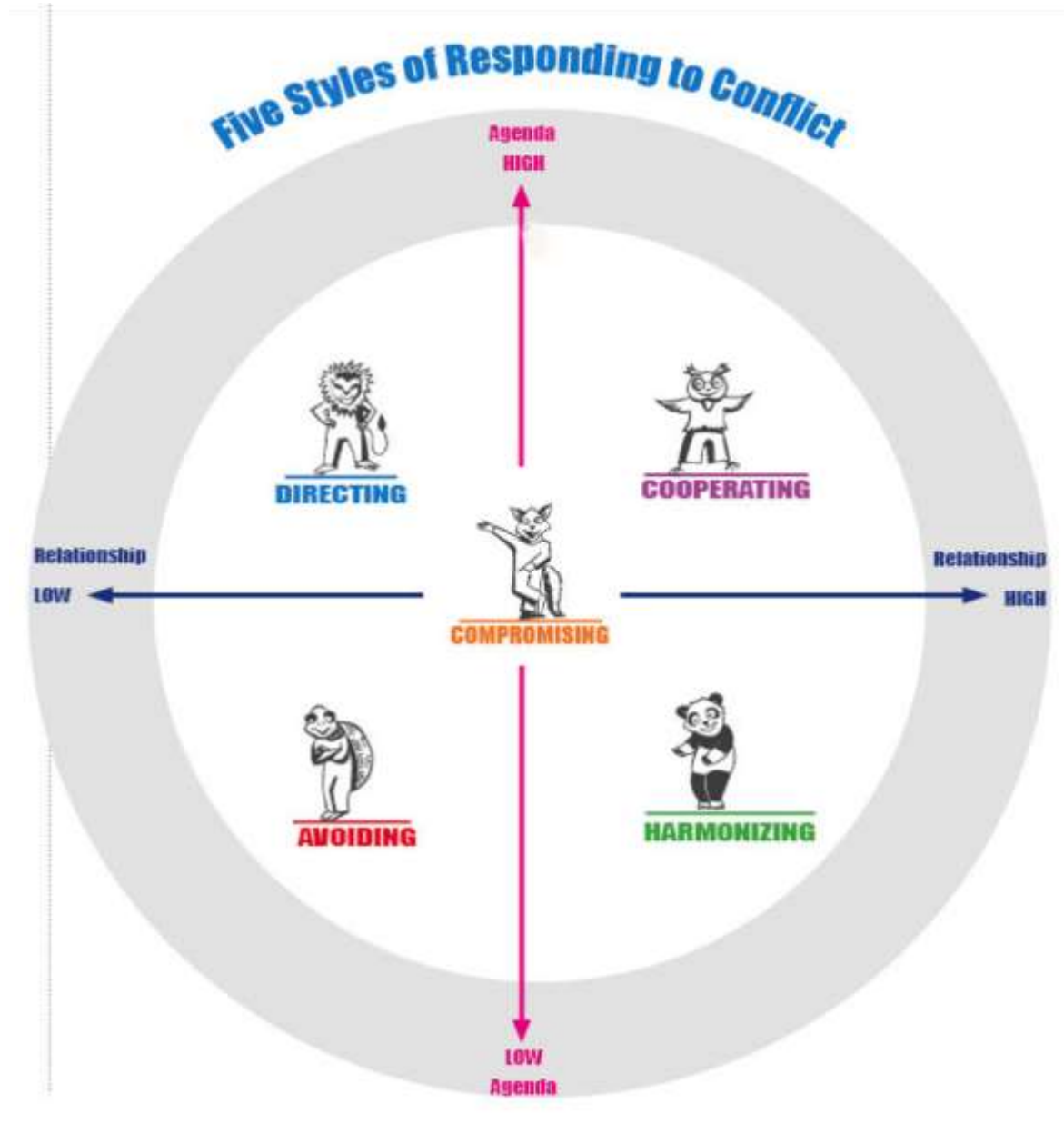
Workbook Additional Handout Session 3 & 4

Sources of Power

 <p>Legitimate Power</p>	<p>Derives from your role & status and the perception that you have the right to exercise influence because of this. It is linked to the hierarchical structure of an organisation, group, community etc. and defines the scope of your authority</p>
 <p>Referent</p>	<p>Based on the influence that comes from your personal 'attractiveness' to others. It comes from your personal characteristics and charisma, your reputation, the respect of others and the esteem in which you are held. Referent power refers to the psychological identification of other with you.</p>
 <p>Expert</p>	<p>Based on your competencies or specialised knowledge of a given area. Expert power is based on credibility and the value attached to the field in which you show competence.</p>
 <p>Coercive Power</p>	<p>Coercive power is based on fear. It depends on other people believing that you can punish them if you do not comply. These may include the withdrawal of promotion, dismissal, not awarding a qualification, loss of privileges. More subtle forms include disapproval, withdrawal of friendship, exclusion from meeting, social events</p>
 <p>Reward Power</p>	<p>This is strongly linked to coercion (coercive power) the carrot to go with the stick. Reward power is based on perception that you have the ability and the resources to reward the person. There are many ways of rewarding people including praise, recognition, granting of privileges. More formal ways are pay promotion and the allocation of desirable work.</p>
 <p>Connection Power</p>	<p><i>This is not one of French & Raven 1959 Five Sources of Power but has become increasingly important due to the modern networked world. It is derived from networks and relationship (both physical and increasingly virtual). This kind of power is used to build 'political' knowledge, gather information, to gain personal support & feedback and to build alliances.</i></p> <p><small>Adapted from Pedlar, Burgoyne & Boydell 2010 A Managers Guide to Leadership 2nd Edition McGraw Hill</small></p>

Workbook Additional Handout Session 3 & 4

Kraybill personal conflict style inventory



Reading the meaning of each segment carefully

Identify your hot buttons?



Think and reflect on the following questions and answer them as honestly as you can.

What are my hot button/trigger words?

What kind of body language is a hot button/trigger?

How do I react when my hot button / triggers are pressed?

How do I know that I am angry, and a conflict situation is arising?

Facilitation Skills - additional material - sessions 3 & 4

My hot buttons are.... in facilitation

List five trigger points	What identity/ values/ needs/ emotion/ power buttons are being pressed?	Impact on yourself	Impact on others	Other possibilities
1.				
2.				
3.				
4.				
5.				

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Bloom's Taxonomy Verbs

Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

Comprehension

Demonstrate an understanding of the facts.

classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

Knowledge

Remember previously learned information.

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state



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Facilitation session plan

Where?		Date	
No of people attending		Additional needs	
Room set up		Other	
Equipment needed			
Timing	Activity	Supports / equipment	Rationale / Reason

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What do you need in your toolbox? List the items.



<p>Usually I N T E R N A L</p>	<p>Strengths - what are the strengths of the group? What are the strengths of the proposed topic?</p>	<p>Weaknesses - what are the weaknesses of the group? What are the weaknesses of the proposed topic?</p>
<p>Usually E T E R N A L</p>	<p>Opportunities - what are the opportunities for the topic being facilitated?</p>	<p>Threats - what threats face the topic under discussion?</p>







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STEEPLE

Sociological Factors	Technological Factors	Economic Factors	Environmental Factors
Polities	Legal Factors	Ethical Issues	

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De Bono's 6 thinking hats

 <p>Control Hat (facilitator hat)</p> <ul style="list-style-type: none"> * Organises & structures the thinking. * Sets the focus and agenda. * Summarises and concludes. * Ensures that the rules are observed. <p>(any member of the meeting can wear this hat so long as the group agrees)</p>	 <p>Logical Hat</p> <ul style="list-style-type: none"> * What do we know? * What do we need to know? * Where can we get this information? 	 <p>The Optimistic View</p> <ul style="list-style-type: none"> * What are the benefits? * What are the positives? * What is the value here
 <p>The sceptical (caution) view</p> <ul style="list-style-type: none"> * What are the challenges - both existing and potential? * What are some of the difficulties? * What are the points for caution? * What are the risks? 	 <p>Creative Thinking</p> <ul style="list-style-type: none"> * Are there other ways to do this? * What else could we do here? * What are the possibilities? * What will overcome our black hat concerns? 	 <p>Emotion & Intuition Hat</p> <ul style="list-style-type: none"> * What are my feelings right now? * What does my intuition tell me? * What is my gut reaction? * Can be used effectively to sort ideas (time limited).

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Writing a case study

A **case study** is a puzzle that must be solved. The first thing to remember about writing a case study is that the case should have a problem for the readers to solve.

The case should have enough information in it that readers can understand what the problem is and, after thinking about it and analysing the information - the readers should be able to come up with a proposed solution.

It has a clear structure that brings out information from the participants. Case studies are often published with a broad audience in mind, so it is useful to bring the most useful and transferable information to the fore verbally.

Writing an interesting case study is a bit like writing a detective story. You want to keep your readers extremely interested in the situation.

Steps to Writing the Case Study

- **What is the case study about?**
Determine what your case study will be about. If you are not writing from your own experiences, try doing some research - finding out if there is a case study on the subject and can you adapt it for your participants.
- **Set in case study in a location**
Choose a case site. Think of a location, an organisation, company, or individuals who are dealing with that problem...
- **Analyse your information and start writing the case study.**
- Do you need help in writing the case study? Who do you need to talk to? Is the language, context etc. suitable to your participants?
- **Do you need any additional resources?**
- Do your participants need materials etc. to complete the case study - is there a practical element in it - like using Lego etc.?
- **What do you want your participants to get from the case study?**
- Have some questions / expectations ready. What do you want your participants to learn?
- **Feedback**
- How will this happen?