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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Hownam Training Manual



June 6, 2016

THE
UNIVERSITY
OF RHODE ISLAND
GRADUATE SCHOOL
OF OCEANOGRAPHY



SNV SMART
DEVELOPMENT
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Citation: Adeborna, Dickson Kwame, Okyere-Nyako, Akua Amoa. (2016). Hownam Training Manual. The USAID/Ghana Sustainable Fisheries Management Project (SFMP). Narragansett, RI: Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island and SNV Netherlands Development Organisation. GH2014_GEN007_SNV. 14 pp.

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Prepared for USAID/Ghana under Cooperative Agreement (AID-641-A-15-00001) awarded on October 22, 2014 to the University of Rhode Island and entitled; the USAID/Ghana Sustainable Fisheries Management Project (SFMP).

This document is made possible by the support of the American People through the United States Agency for International Development (USAID). The views expressed and opinions contained in this report are those of the SFMP team and are not intended as statements of policy of either USAID or the cooperating organizations. As such, the contents of this report are the sole responsibility of the SFMP Project team and do not necessarily reflect the views of USAID or the United States Government.

Cover photo: Group of fish processors singing (Credit: Dickson Adeborna)

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1. BACKGROUND

Hownam dialogue is a unique training of trainers program designed by SNV under the SFMP to help women and women groups to understand leadership and develop the important skills needed for taking up leadership roles. It is also to help understand group dynamics and encourage informal discussions at their meetings on issues affecting the group and communities and to solicit support from each other. “*Hownam*” is a Fante word from Ghana which means fish smoking.

The *Hownam* Dialogue is about learning from group experience (engaging with) rather than teaching, about groups and the individual. It aims to provide a unique chance to participants to experience group dynamics and to understand how they as individuals operate within a group, experience unspoken attitudes, personalities, leadership, authority, conflicts etc. The understanding and learning from the group process is supposed to lead to the understanding of leadership, power, and authority.

Hownam is an adaptation of Tuckman’s Stages of Group Development and the Tavistock Group Relations Model which both look at group dynamics, leadership, and authority.

1.1 Tuckman Model

This looks at inevitable stages in order for a group to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results.

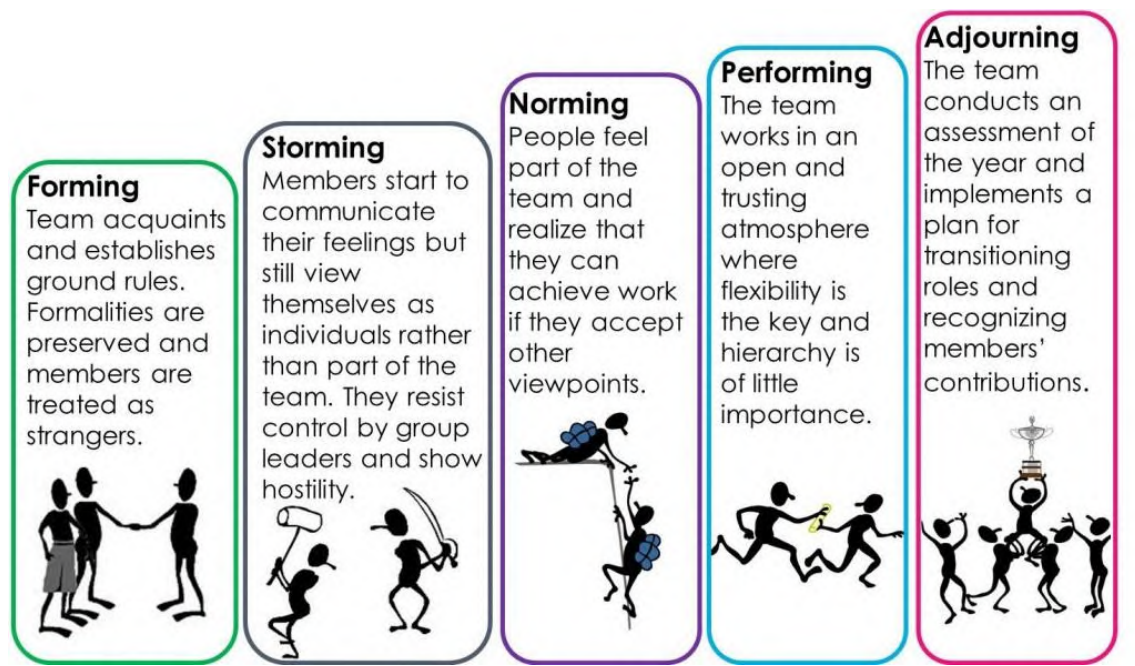


Figure 1. The Tuckman Model

1.2 Tavistock Group Conference Model

This model looks at the ways in which authority is vested in leaders by others, to study the factors involved as they happen, to study the covert processes that operate in and among groups, and to study the problems encountered in the exercise of authority.



Figure 2. Tavistock Group Conference Model

2. OBJECTIVES OF THE TRAINING

The primary objective of the Hownam dialogue is to enable women's groups to understand group dynamics which can promote peer discussions towards a common goal such as taking leadership roles in the fishing supply chain. This is part of the capacity development intervention to strengthen the fishery groups / associations. Therefore the Hownam dialogue will aim:

- To help women's groups to understand group dynamics
- To learn from experience about leadership and authority
- To strengthen/empower women groups and cooperatives to broaden and deepen their own leadership capacity and the leadership potential of others.
- Enable women to have peer discussions work together towards a common goal. i.e. improving fish stocks, gender empowerment, anti-CLaT

Expected Training Outcome

- Participants experience and trained on group dynamics
- Participants trained on power, authority and leadership
- Participants leadership ability is developed

3. FACILITATORS GUIDE



Figure 3. Fish smoking under a shed

3.1 Stage One

(90 minutes)

- Pre-training evaluation: to assess the participants on their knowledge and experience levels with groups.
- Ice breaker: e.g. the groups' favourite songs and dance or something that the group enjoys doing together.
- General discussions on groups.
 - a. What is a Group?
 - b. General discussions about what makes a group.
 - c. Why do people join groups?

Some examples of what makes a group

- Hundreds of fish swimming together are called a school.
- A pack of foraging baboons is a troupe.
- A half dozen crows on a telephone wire is a murder.
- A gam is a group of whales.
- But what is a collection of human beings called? **A group.**

Question for the participants

What would you include as a group you belong to?

- Would you include your family?
- Your association/cooperative?
- Your co-workers
- The people standing in line with you at the checkout counter of the supermarket?

3.2 Stage Two

(90 minutes)

Facilitator

(To explain the following)



Figure 4. Group advocating for one purpose



Figure 5. Group singing

Groups consist of people interacting with one another and who are socially attracted to each other, most likely because they share common goals and have a shared identity. This shared identity is what distinguishes the group from other groups and contributes to the group dynamics.

- Individuals join groups for many different reasons:
- The group shares common goals
- They need a purpose
- They social relations and support from people who are similar.
- There are rewards when being in a group, etc.
- The individual's role in a group is important to the group dynamics:

Research suggest that an individual can be influenced by many different factors on many different levels.

Individuals can be influenced by: a majority, a certain situation, a leader, persuasion, their own behaviours and attitudes, etc.

3.3 Stage Three

Exercise 1

(To be guided by facilitator)

Task

Participants to walk in total silence across the room (No communications of any sort at all) and form/join THREE GROUPS WITHIN 15 MNTS)

Expected outcomes of the task.

- Members will have had opportunities, through their own active efforts, to create/join a group. (This represents their women's groups and why/how members decided to join the groups)
- Participants experience what it means for people to join groups

Group reflections.

(To be guided by facilitator)

1. Why did you join/choose your group?
2. How it felt to be join their chosen groups?
3. What do individuals hope to achieve from their chosen groups?

3.4 Stage Four

Exercise 2

Task

(To last for about 30 min)

(To be guided by facilitator who should only address any question to the group NOT to individuals e.g. **I think it will be better for the group to consider the situation as a group?**)

From your chosen groups:

- Group 1: Identify your leaders and undertake/complete a task (chosen by the group)
- Group 2: Undertake/complete a task chosen by the group (Group decisions to be made at all times, No leaders, Every member makes equal contribution)
- Group 3: Form a named association of fish processors (identify roles within the association)

Expected outcomes of the exercise

- Participants to experience group dynamics and decision making
- Participants to experience leadership and how it can be authorised
- Participants exposed to different forms of leadership roles
- Participants experience the ways particular persons behave in particular roles.
- They will have experienced and discovered the existence of group dynamics and group responses to designated leadership and authority
- They will also have noticed the significance of boundaries (time, territory, and task), roles, and task for organising and shaping group life
- Participants would begin to reflect on and their own leadership potentials and skills.

Group reflections / discussions

(To be guided by facilitator)

Individuals to explain their experiences of authority, power and Leadership during the exercise and what they have learned as individuals from the exercise?

Emphasis should be placed on the following:

- Individual roles within the exercise.
- Experience of dialogues/peer discussions.
- Experience of decision making.
- Experience common goal/objectives.
- Experience conflicts/conflict management.
- Fears and challenges in leadership roles.

3.5 Stage Five

FACILITATOR (To take participants through the following)

Video and discussions on lessons learned

(This can be replaced with any activity that has a leader motivating a group)

Expected outcomes/experience

- Individuals can be influenced by leaders depending on the situation
- If an individual is in a situation where they do not know what to do, they will look for a leader.
- In situations where a group is formed to accomplish a task, an individual is more likely to be influence by a task-oriented leader,
- In situations where a group is formed to increase social relations, an individual is more likely to be influenced by a socially-oriented leader.
- An individual, no matter the situation, is more likely to be influenced by a leader that possess both task and social leadership

4. CONCLUSION

(To be guided by the facilitator)

4.1 Stage Six

Exercise 3 (To last for 20 minutes)

Task

All participants to form a big group (all participants) and discuss a subject (clat, leadership etc chosen by the group).

- Facilitators can take a back step and observe the group and its dynamics.

4.2 Group reflections/ discussions

(To be guided by facilitator)

- Individuals to explain their experiences of authority, power and Leadership during the exercise and what they have learned as individuals from the exercise?

EMPHASIS ON THE FOLLOWING:

- Learning from the experiences of the day.
- Understanding group dynamics and leadership.
- Discovering individual leadership skills.
- Discovering others' skills and potentials.
- Ability to be involved in dialogues and decision making.
- Fears and challenges of taking leadership roles.

APPENDIX 1 – PRE-TRAINING ASSESSMENT

1. What is your understanding of a group or association?
2. Why did you join the group?
3. What was your motivation to stand to be elected as their leader?
4. What kind of leader do you think you are?

APPENDIX 2 – PRE-TRAINING ASSESSMENT

1. Has your understanding of a group / association changed?
2. How has the training influenced this change?
3. Do you still think you are the kind of leader you thought you were before the training?
4. What things are you going to do differently?