BUILDING WOMEN'S LEADERSHIP
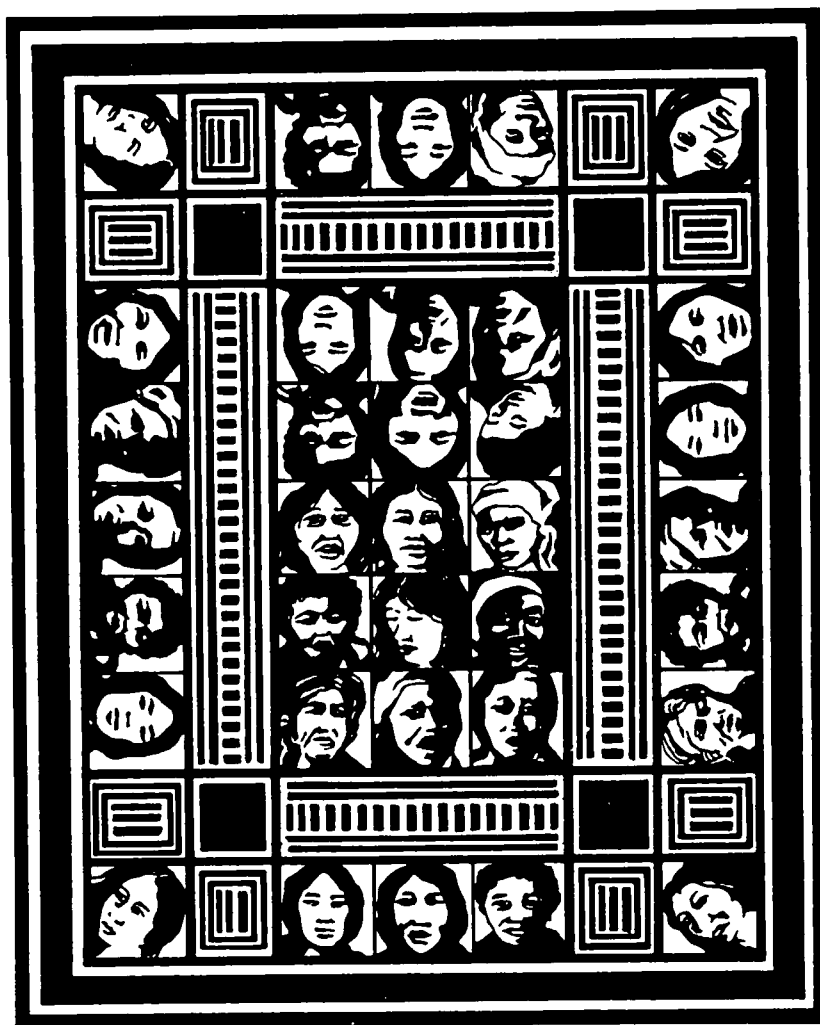
Written and developed by:

Susan Schechter, M.S.W.
Barbara J. Hart, M.S.W., J.D.
Beth Richie, M.S.W.

LEADERSHIP INSTITUTE
FOR WOMEN, INC.

156627

BUILDING WOMEN'S LEADERSHIP:
A TRAINING MANUAL FOR ACTIVISTS IN
BATTERED WOMEN'S PROGRAMS, RAPE CRISIS SERVICES,
AND WOMEN'S CENTERS

Written and developed by:
Susan Schechter, M.S.W.
Barbara J. Hart, M.S.W., J.D.
Beth Richie, M.S.W.

Edited by:
Susan Schechter and Barbara Hart

Copy edited by:
Lynn A. Marks and Barbara Hart

Lay out and graphics by:
Laurie McLaughlin

LEADERSHIP INSTITUTE FOR WOMEN, INC.
524 McKnight St.
Reading, PA 19601
215/373-5697
Copyright 1987

Table of Contents

Part IV.   **Sustaining Our Work**

Part V.   **Appendix**

Introduction

Who We Are

The Leadership Institute for Women began in 1982 in response to issues raised by rape crisis centers and battered women's programs around the country. In state after state, activists voiced consistent concerns: although the anti-rape and battered women's movements were providing life-saving services, the vision of social change and advocacy for women was disappearing; old organizers were burning-out but they had no time to help emerging leaders find their place; professionals were replacing grassroots activists as movement spokeswomen. In response to these concerns, **the Leadership Institute for Women** was born.

Our idea was to bring together emerging and current leaders from rape crisis centers and battered women's programs, state by state. We would offer these women three days of skills and planning workshops, inspiration and bonding. Thus, began the **Leadership Development Project**, our first effort. Since 1982, we have offered training seminars through state coalitions of battered women's and anti-rape organizations in North Carolina, South Carolina, Tennessee, Arkansas, Oregon, Washington, Massachusetts, Missouri, New Hampshire, Texas, West Virginia, and Minnesota. Through these efforts, we have trained hundreds of women and written the materials in this manual.

In 1985, we officially added two components to the Institute. The **Technical Assistance Project** provides telephone and on-site help to groups we have previously trained and those that are currently experiencing difficulties. We offer consultation around issues as diverse as solving staff/board problems, designing anti-racist strategies, planning a new project, or mapping out a legislative agenda.

The second new component is the **Women of Color Organizing Project**. Around the country, women of color are assuming leadership in local and statewide projects for battered women and rape survivors, as well as in women's resource centers, yet they frequently find themselves unsupported. Since 1982, a critical aspect of our state by state training has been to encourage the leadership of women of color and to challenge white women to build multi-cultural and anti-racist programs. Through **WOCOP**, we send experienced women of color activists to help organize women of color task forces. We offer technical assistance to groups in their efforts to end racism and to build the leadership of Black, Latina, Native American and Pacific Asian women.

The Philosophy in This Training Manual

The Leadership Institute for Women offers training and technical assistance in order to support and bolster a grassroots, feminist and multi-racial movement to end violence against women. We have several premises about our work:

1. **Social change vision.** We hope to create social change based on an understanding of the unequal power relationships in our society. We see the battered women's and anti-rape movements as part of a larger effort to challenge inequalities of gender, race and class. Our training is designed so that new activists explicitly understand this vision.

2. **Activism.** Another goal is to help women become initiators of change and to help them empower other women to become change agents. Our method for doing this is to create a training experience in which women feel the personal and collective power that results from working with other women.

3. **Leadership expansion.** In our view, leadership is not a static personality quality that belongs to a few lucky individuals. Leadership is the ability to act responsibly and creatively. Leadership skills can be taught to many, especially if organizations develop training plans. If we are to create the social change necessary to end violence and to win women's equality and freedom, then many women must be acknowledged as leaders and assisted in the development of their vision and skills. Thus, we include many skill-building workshops in this manual.

4. **Network building.** Because social change is difficult to create and sustain, it is essential for small isolated grassroots programs to make links to, and work with, similar programs. Thus, our training seminars strongly support the development of statewide coalitions and networks.

5. **Organizational development.** At the same time that women create statewide efforts for social change, they need to sustain their local service programs for survivors of violence. Our training encourages the use of a feminist model of service delivery based on concepts of empowerment, self-help, peer support, advocacy, shared decision-making and participation. While we advocate for and teach this model, we also recognize the complexity and difficulty in using it responsibly. We, therefore, help training participants design organizational models that function well and that are accountable for the work they promise.

6. **Leadership of survivors, women of color and lesbians.** Our vision of empowerment mandates that battered women, rape survivors, women of color and lesbians play an active and acknowledged leadership role in local, state and national efforts. In our trainings, we offer workshops on racism, homophobia and empowering battered women and rape survivors;

we convene caucuses of survivors, lesbians and women of color and we help organizations design strategies and plans to end discrimination.

The Format of the Manual

The manual is divided into four major sections. The first, **Developing New Ideas About Leadership,** broadens participants' understanding of leadership, helps them clarify their own leadership needs, and gives them practice in building others' leadership experiences. The second section, **Developing An Analysis and A Vision of Social Justice,** offers participants a chance to explore questions such as - What social conditions create violence against women? What is homophobia? Can I empower people? What can I do to stop racism? The exercises in this section encourage leaders to develop a vision of social justice for their daily work. Section three, **Building Effective Social Change Organizations,** teaches community organizing and coalition building skills. It helps women create more effective organizations through the inclusion of workshops such as, **Chairing Effective Meetings, Resolving Conflicts** and **Negotiating for Resources.** The fourth section, **Sustaining Our Work,** offers ideas for institutionalizing leadership development efforts at the state and local level. In the **Appendix,** the reader will find evaluation tools and a **Leadership Training Sample Agenda.**

At the end of each workshop description, the reader will find the handouts for the exercises within that workshop. These should be duplicated and given to participants. Some workshops also include a list of recommended readings. The full citations for these can be found in the bibliography at the end of this manual. There is also a small list of additional recommended readings for those interested in increasing their awareness about lesbians and women of color.

Although certain workshops are best done in sequence, (for example, we move from **Challenging the Myths About Battering** to **Exploring the Analysis, Parts I and II** or from **Defining Leadership** to **Building Other People's Leadership**), we do not recommend starting at the beginning of this manual and working through it in a three day seminar. Rather, we suggest that trainers use those workshops that best meet a group's needs. Intermingling skills workshops with those that teach analysis seems to work most effectively.

The reader will notice that some of the workshops repeat themes. This repetition is included to enhance the learning of new concepts. However, the trainer must carefully read this manual in advance and choose the workshops she will use based on the group's skill level and experience. For some, the repetition will be boring and the trainer need not include all the workshops that reiterate the same themes.

Evening events, such as the workshops on **Celebrating Women's Culture** and **Resisting Rape**, and caucus meetings over meals are essential to build bonds of support and trust among the participants and to lighten participants' spirits.

How to Conduct Workshops

For each state training, we ask that a planning committee work with us and its member programs to develop an agenda in the months preceding the training and to insure the participation of women of color, lesbians and survivors. This committee is also responsible for recruiting participants, explaining the purpose of the training and distributing reading materials in advance. We also ask each state or training group to assign a liaison to the Leadership Institute and to choose one woman of color and one survivor of violence who will serve as contact people for us and educate us about conditions in their state. Each group also fills out questionnaires that give us information about local and statewide needs and issues. Every training agenda is, therefore, unique and flexible. As a result, trainers using this manual will need to develop new exercises in response to local requests.

Trainers should begin seminars using the least threatening or controversial material. Building trust with the participants is key. Then trainers can best introduce workshops on topics like racism or homophobia. It is also essential that the group be given ample time to discuss and react emotionally to difficult material. In other words, these workshops are not recipes for success; above all, trainers must be flexible and willing to reorder or change the agenda based on participants' needs.

As they begin to conduct workshops, the trainers must help make connections from one workshop to the next. Trainers should explain the goals of each workshop just as they should periodically summarize and remind the group what it has learned, e.g., "We have just finished two workshops on the <u>analysis</u> and <u>vision</u> that leaders need and now we are going to explore the <u>skills</u> essential for effective leadership."

Because we teach a philosophy of empowerment, we also try to practice it in the seminars. We encourage as much participation as possible by constantly asking women to work together in small groups. Most of our workshops are based on participatory exercises. When workshops are primarily didactic, we often include exercises in which participants apply the concepts introduced in the lecture. We urge participants to give us feedback on the agenda and to form task groups that meet over meals, during breaks and after the training ends. As a team of three facilitators, we run some workshops concurrently, (for example, **Chairing Meetings**, **Resolving Conflict** and **Developing A Legislative Agenda**), so that participants can focus on areas of greatest interest.

Another aspect of empowerment, critical to the success of leadership training, is the facilitators' self disclosure and willingness to

share.   Our training team always includes a woman of color, a lesbian and a survivor of violence who meet with their respective groups and encourage the participation and leadership of women within them.

A final aspect of empowerment is that we always try to leave training groups with concrete plans for future work together. Often new state-wide committees or task forces begin at Leadership Development Trainings.   We try to match women with others around the state who want to solve similar problems or who have similar needs.   In other words, we hope to activate women politically and help them recognize each other's expertise as they organize new projects.

We see this manual as a beginning statement - a way to share the exercises and workshops that have helped to build statewide networks, empower the disempowered and create social change.   We encourage groups to use the materials, send us their feedback and request our help in efforts to make the world safe and free for women. **The Leadership Institute for Women** may be contacted at 524 McKnight St., Reading, PA 19601, 215/373-5697.

Part I

Developing New Ideas About Leadership

Beginning the Training: Introductions & Agenda Review

Goals

1. To explain the history and programs of the Leadership Institute For Women.

2. To help participants bond with each other.

3. To create a feeling of inclusion for the participants.

4. To present the agenda to the group and request their feedback.

Why We Include This in Leadership Training

Many participants are strangers to each other when they arrive at the training session. One of the major benefits of the leadership development training is that women from across the state have the opportunity to know one another and to form lasting networks. This strengthens coalitions through which women win legislative and policy changes and additional funding. A strong state network also breaks the isolation workers experience in women's centers, rape crisis organizations and battered women's programs and creates a new community.

This workshop encourages participants to meet each other and, at the same time, allows them to scrutinize and change the agenda, making it theirs. It sets a participatory tone which is built upon throughout training.

Description of Activities

Step I: Instructions

The facilitator welcomes the group and presents background information on this particular training, crediting the state contact people for their work in organizing it.

The facilitators then spend approximately 10 minutes introducing themselves to the group by sharing their responses to the following questions (written on a flip chart):

1. How did you get involved in working with battered women (or rape victims or women)?

2. What work are you doing now?

Step II: Instructions

The facilitator then instructs the participants to break into triads.

She encourages participants to choose two other women they do not know. Each person in the triad spends three minutes responding to the same questions the facilitators answered.

1. How did you get involved in working with battered women (or rape victims or women)?

2. What work are you doing now?

Step III: Instructions

The entire group reconvenes. Each member of a triad introduces another member, taking no more than one minute. If there are more than thirty participants, individuals introduce themselves and state the name of their program.

Step IV: Instructions

After the introductions, the facilitator elicits more information about the participants by calling out the categories below (and any other relevant categories) and asking people to raise their hands and identify themselves accordingly.

How many people are:

children's advocates

women's advocates

non-paid workers

non-shelter workers

workers with men who batter

workers from rural programs

Step V: Summary

The facilitator concludes the introductions by encouraging participants to get acquainted, share problems and eat meals together throughout the training. She urges participants to meet with others from across the state who do similar work.

Step VI: Instructions

The facilitator distributes the agenda to the group and explains it briefly. (See Appendix for **Sample Agenda.**) She notes that it was developed in response to the needs that the state coalition or contact people identified. The group is then offered an opportunity to provide feedback which the facilitators try to incorporate into the agenda. If a particular need cannot be met, the facilitators urge small groups to convene over meals to discuss those issues. They request participants to write their ideas for participant-initiated meetings on newsprint and post the paper around the room.

Step VII: Instructions

Where the training involves numbers of women new to the sponsoring organization, it is important to invite the old leadership of the organization to briefly provide information about the mission, history and structure of the organization. The facilitator must point out that for new people to become active in the organization, they must have this information.

Concluding Comments

The facilitator emphasizes that the introduction is only the beginning of knowing one another. The training workshop will provide many other opportunities.

Handouts: None

Reading, Resources, References: None

Time Frame: 90 minutes, unless the group is small.

Defining Leadership

Goals

1. To demystify and broaden ideas about leadership.

2. To demonstrate that leadership is activity rather than static personality qualities.

3. To illustrate that leadership exists in many people and extends far beyond those recognized as formal leaders.

4. To encourage formal leaders to facilitate the leadership of others.

Why We Include This In Leadership Training

Frequently, people define leadership by a list of personality attributes that a lucky few possess. They may acknowledge as leaders only those who receive public attention. This exercise is designed to challenge these concepts of leadership and replace them with more democratic and action-oriented ideas. It emphasizes the critical role that organizations play in developing or hindering participation and leadership.

Description of Activities

Step I: Instructions

The facilitator introduces the exercise by saying that "leadership" is a broad concept which must be broken down into parts. To help us look at the concept more closely, we have created four categories.

The facilitator then writes the four categories on the board or on newsprint.

Personal Attributes   Skills   Resources   Vision

The participants are asked to begin with the first column, Personal Attributes, and brainstorm qualities which good leaders need. The trainer moves the group from column to column, placing its responses in the appropriate category. Some answers fall under more than one category, and they will be added where appropriate.

Possible responses from participants:

Personal Attributes	Skills	Resources	Vision
Friendly	Negotiating	Time to Work	Clear politics
Outgoing	Administration	Copy machine	Sees connections
Secure	Fundraising	Telephone	among issues

Personal Attributes	Skills	Resources	Vision
Approachable	Facilitation	Organizational support	Dedicated to empowerment
Dedicated	Conflict resolution	Mailing budget	Experience
Ability to involve others	Management Budget	Travel budget	Ideas of where to move next
Non-threatening	Writing skills	Fexible home life	Ability to inspire others
Reliable	Public speaking		
Hardworking	Networking		

To keep this exercise moving at a good speed, it is helpful to have one or two persons other than the facilitator recording answers on newsprint.

Step II: Summary

The facilitator will have to supplement the list. Frequently the column, Personal Attributes, is filled but the others are not. For example, the facilitator emphasizes that resources like money and time should be supplied by the organization; without this support, many less privileged women will be unable to participate. The facilitator also should stress that we usually look for leaders with extensive personal attributes and skills, while we forget that skills and vision can be taught and resources supplied. Because no individual woman comes with perfect strength in all four columns, our organizations must set aside time and resources to train and support many new leaders. This is an <u>organizational</u> task that we frequently neglect, and we thereby weaken the movement.

Step III: Instructions

The facilitator then adds a new category, Action, to her previous four.

Personal Attributes	Skills	Resources	Vision	Action

She asks the whole group to list leadership actions that they have seen demonstrated at the local, state and national levels.

Possible responses from the participants:

Action

Take a stand on a difficult issue
Organize a protest
Start a shelter
Acknowledge a conflict and try to deal with it ethically

Step IV: Instructions

The facilitator may need to expand on the list above and add examples

that are not usually acknowledged as acts of leadership. For example:

1. We must respect the nay-sayer - the person who recognizes that something is wrong and insists that we discuss an issue further.

2. Or the person who challenges us by holding on to a vision of empowerment of women or of children.

3. Or the person who is quiet in the group but who always adds the right comment to synthesize the issues and helps the group move forward.

4. Or the person who pays attention so that new people are included.

Step V: Summary

The facilitator writes a new definition on the board - "Leadership is Action." Public or formal leaders must respect and develop other people's leadership, and their opportunities to act.

Sometimes a person's activity is recognized, but her leadership is not, i.e., we call someone a good worker, but when she has no formal leadership position in an organization, we fail to acknowledge her leadership.   Leaders should create organizations and structures that acknowledge and build upon the various leadership actions that people take.

Step VI: Instructions

The facilitator asks the whole group to brainstorm ways to acknowledge acts of leadership.

Possible responses from participants:

1. We could include acknowledgements within every meeting we hold.

2. We could recognize people's leadership in newsletters, meetings, public events.

3. We could do more personal, one-to-one, recognition.

4. We could make sure that individuals receive organizational resources like money, conference registration fees, and time off from daily tasks to further their personal and political development.

Concluding Comments

The facilitator encourages participants to understand their organization's role in supporting and training staff and members.   Also, the

facilitator wants to advance the view that leaders are organizers, i.e., they involve many people; they encourage others to act, and they share their skills and vision. Finally, the facilitator should emphasize that leadership is an ever-expanding concept; many women can be taught and encouraged to act responsibly and creatively. To conclude this exercise, the facilitator asks participants to fill out the attached handout, **Preliminary Assessment and Workplan.**

Handouts:

Preliminary Assessment and Workplan

Readings, Resources, References: None

Time Frame: 40 minutes

Preliminary Assessment and Work Plan

1. Please write down the elements of leadership you would like to develop in the next year. Choose only one leadership element in each category. If the lists we produced earlier in this exercise fail to include an element important for your development, please do not hesitate to put it on your list below.

    Attributes   Skills   Resources   Vision   Action

2. What do you need to develop each element listed above and who in your state might help you?

    Attributes   Skills   Resources   Vision   Action

3. Think of a person or several persons whose leadership you would like to facilitate over the next year. Then think of your own leadership abilities, especially those that you could share with another person in the movement. Then in each column write down the name of a person and the leadership element you could help her develop over the next year.

    Attributes   Skills   Resources   Vision   Action

4. How could you inform the above person(s) of your willingness to share information and provide assistance without embarrassing her and without acting in an elitist or disempowering way?

This worksheet is for your use. We encourage you to take it home and involve others in your program in a similar assessment.

Building Other People's Leadership

Goals

1. To help current leaders reconceptualize their role and define leadership as the ability to organize others.

2. To design plans to involve and empower more women in programs and in the movement.

Why We Include This In Leadership Training

Frequently leaders complain that they do all the work and that other women do not want to be involved. In a previous workshop, we defined leadership as action; therefore, we want to find ways to build many people's ability to act. This exercise is designed to help participants answer the question, "Why aren't people active, and why don't they take more responsibility?" Then it suggests ways for leaders to motivate others to act.

Description of Activities

Step I: Instructions

The facilitator breaks participants into groups of five and asks them to discuss the following question and report back to the whole group: "In your experience, what are some of the reasons people don't get involved in working for your organization?"

Possible responses from the participants:

> No money
> Apathy
> Hostility to the issue
> Fear

The participants' lists may contain some explanations that blame others, i.e., "Nobody cares." The facilitator should point this out and suggest that it is not necessarily true. Other explanations may highlight resource problems that programs must address seriously, i.e., "Women have no childcare."

The facilitator then asks the small groups to consider the following question for a few minutes and report back: "Why are you involved?"

---

* This workshop is adapted from materials developed by the Labor Institute, New York, N.Y.

Possible responses from the participants:

    I care.
    I want to help others.
    I enjoy myself.

After the reports from each small group, the facilitator should review the answers and make the following statement: "Do you do this kind of work only for altruistic reasons or do you get something out of it? For example, someone once said that she does this work for the money, power and glory. Although she was kidding, is there an element of truth in her statement?"

The facilitator then asks participants to discuss this again in their groups and report back. She urges them to explore the rewards, the "goodies" they get, such as recognition, expertise and status.

Step II: Summary

The facilitator points out that participants should get something out of this work that they themselves need, such as feelings of control, some power, self-confidence, respect in the community, public speaking skills, friendship, and/or expertise. Leaders have to be careful not to hog all the "money, power and glory" so that other people get a taste of success and are "turned on" to being activists.

The facilitator points out that sometimes we do not want to share - it feels good to receive all the attention and respect, but this stance will eventually lead to overwork, failure and burnout.

The purpose of this exercise is to show that people need rewards for participating. Without them, they will not stay involved. If leaders gain friendship, support, resources, skills and recognition, others need them, too. The job of a leader is to create organizations that provide these rewards to many.

The facilitator also points out that old leaders need new rewards and tasks. They can "move over" and do new work. In this view, rewards and power are not finite - they are ever-expanding and many people can share them.

Step III: Instructions

The facilitator asks each small group to brainstorm and report back ways that others might become involved. The groups should discuss how leaders can share some power, recognition and status as others get involved.

Possible responses from the participants:

    1. Organize the women who have been in hotline trainings to-
        gether to plan a dinner for themselves and other volunteers
        and discuss future directions for the organization.

2. Make a list of new programs we need, e.g., speaker's bureau, and invite five women to form a committee to organize this activity. Publicize their work in our newsletter and in the community.

3. Ask women at the volunteer meeting what the group would like to do for the next year and start an events planning committee.

4. Start a self-help network run by and for battered women. Give the group a budget and organizational support.

5. Invite volunteers to lobby with staff and ask them to plan a lobbying strategy with us for the year. Include a representative of this legislative group at our board and staff meetings.

6. Provide carfare, transportation and childcare for volunteers.

Step IV: Instructions

The facilitator asks each small group to choose one of these suggestions and design a detailed plan to implement it. The plan should include identification of each discreet task, the person to undertake the task, and a timeline. Completed plans should be posted on newsprint around the room. The secretary for the sponsoring organization might want to later collect these plans and send them with any minutes of the training to participating organizations.

Concluding Comments

The facilitator reminds the participants that if we are to end violence against women, change institutions, and educate the public, we need many women active in the movement. The paid staff of our organizations can never do all this work nor can it consider itself the movement. To be a movement for social change and justice, many women must join with us, gain new skills and a sense of their own dignity. We must demonstrate to women that the power to change the world resides in their numbers. Finally, if we claim that we are a battered women's or a sexual assault movement, then survivors, themselves, must participate in the work in significant ways and in large numbers.

Handouts: None

Readings, Resources, References: None

Time Frame: 40 minutes

Selecting Leaders

Goals

1. To illustrate that women with differing personalities and skills can be good leaders.

2. To consider how organizational resources can supplement and contribute to leadership development.

3. To provide participants an opportunity to practice evaluating leadership potential.

4. To illustrate that good leaders work in teams, building on the skills of many people.

Why We Include This in Leadership Training

Often women are selected as leaders because of their personal attributes and skills. Frequently we exclude valuable human resources by failing to consider how organizations can support emerging leadership. This exercise stresses that organizational support is critical in the process of building grassroots leadership and that, with organizational help, many women can exercise leadership.

Description of Activities

Step I: Instructions

(Before using this exercise, the group must have completed the workshop entitled **Defining Leadership.**)

Participants break into groups of 5-7. The facilitator distributes a description of three candidates who are seeking the position of state coalition chair. (See attached handout.) The groups discuss the candidates' personal attributes, skills, resources, visions and acts of leadership. The task for each group is to choose a leader and explain their rationale to the larger group. The facilitator explains that there are no right or wrong answers to this exercise. The facilitator allows twenty minutes for this discussion.

Step II: Instructions

The large group reconvenes and a volunteer from each small group responds to the following questions: (These questions should be written on newsprint.)

1. Did your group reach agreement?

2. Which candidate would you most likely choose, and why?

3. What process, if any, did you use to reach this decision?

4.   Which category - attributes, skills, resources, visions or actions - was the most significant to your group?

Step III: Instructions

In the same small groups, the participants consider each candidate individually and brainstorm what she would need organizationally to make her better qualified for the position. The facilitator can explain this task to the group by asking them, "What attributes, skills, resources and visions does each candidate need to develop? What can the organization give each leader to make her the best possible state coalition chair?"

Possible responses from the participants:

1.   It can make a year-long schedule of training workshops she needs and pay for her to go to them.

2.   It can have her meet and talk with others in leadership roles.

3.   It can provide her with resources.

Step IV: Instructions

Back then in the large group, participants will share the suggestions developed in the small groups for each candidate.

Possible responses for candidate A:

1.   Someone could help her develop a political vision.

2.   Someone could be assigned to her as a task person. She needs a system of accountability and encouragement to delegate work to other people.

Possible responses for candidate B:

1.   She needs personal support.

2.   She might need a staff fundraiser.

3.   She needs recognition for her visionary work.

Possible responses for candidate C:

1.   She needs to know the organizational history.

2.   She needs to be surrounded by representative co-workers.

3.   She needs to be informed about the grassroots component of the program.

4.   She needs a structure of accountability.

Concluding Comments

This has been an opportunity for participants to explore all of the aspects of leadership development we have discussed: to consider leadership actions, skills, resources, personal attributes and vision. Our hope is that leadership selection is based not only on personal characteristics but that organizations provide the resources and support that women need to be leaders. The following points should be emphasized:

1. Each candidate has strengths and weaknesses.

2. Organizations can be structured to support women's leadership.

3. It is important not to dismiss any potential leader, rather the challenge is to identify how her potential can best be met.

Handouts:

Selecting Leaders: Candidates' Descriptions

Readings, Resources, References: None

Time Frame: 1 hr.

Selecting Leaders: Candidates' Descriptions

Candidate A:

A has a large program with many financial and non-financial resources. She has been director of this program for three years. A is very busy on a local level. She has participated statewide by providing technical assistance at conferences and to other local programs. She is charming and funny. Her politics are often elusive and it is difficult to pin her down. Many people are drawn to her. She is in her 30's, is single, is a woman of color and is an excellent fundraiser.

Candidate B:

B has been in the battered women's movement for ten years. She is from a program that has few staff (3) and a barebones budget. She is a single parent - the mother of two teenage kids. She is a former battered woman. She has emphasized the resistance and self-defense components of her program. She has been masterful in organizing formerly battered women and other women in the community to participate in the shelter and on her board. She is articulate and dowdy. She has a high school diploma. She has been a forceful advocate for battered women in her local criminal justice system. She recently turned down funding for a criminal justice program she believed was ill-conceived. She has written for a national women's publication. Her program has a strong, affirmative action practice, particularly directed toward formerly battered women, women of color and lesbians.

Candidate C:

C is married with two elementary school children and has been director of a well-run, long-established program that has been nationally recognized. She is usually a mediator of conflict, seldom an articulator of one position in a disagreement. She is very involved in community activities, especially her church. She is well connected with state government leadership. She has only been involved in the coalition for two meetings but the former delegate from her program has known her well and has raved about her organizational skills and fundraising abilities. She has a Master's Degree in guidance and counseling. She is well-liked, well-known and generally respected in her community. In other organizations she has worked quite effectively with the state legislature, lobbying successfully for various causes.

Creating Safespace

Goals

1. To explore the concept of safespace in women's crisis organizations and in the movement to end violence against women.

2. To consider the requirements for making leadership training safespace for all participants.

3. To affirm the participants' commitment to creating safespace in this training and in their work.

4. To consider strategies for assuring safespace in the outreach and community education work of feminist organizations.

Why We Include This In Leadership Training

This design of leadership training promotes the inclusion of diverse women. Many are new to feminist thought and have little public speaking experience or formal education about violence against women. Some are newly employed or volunteering with local programs, and others are coming to a statewide coalition meeting for the first time. The training design also encourages the participation of veteran leaders, some of whom are feeling burned out and pessimistic. Given these circumstances, facilitators must work hard to ensure that participants feel included.

The participation of lesbians and women of color is also encouraged in the training. In spite of the fact that lesbians and women of color are working for women's empowerment, they experience racism, homophobia and heterosexism which makes their full participation difficult.

There may also be many survivors of intimate violence among the participants. Unless the atmosphere is free of victim-blaming and specifically invites the participation of survivors, they cannot fully participate.

To facilitate trust-building and to create safety, we focus on these issues early in the training.

Description of Activities

Step I: Comments

The facilitator offers a short presentation on the concept of safespace. The presentation should include the following information: Women will be disclosing information about themselves during the course of this training. Many women will be taking life-threatening and employment-jeopardizing risks in speaking candidly with us. It is critical that sharing is safe for all, both now and when women return

to their home communities. Therefore, we are asking that information gleaned about others during the course of this training be held absolutely confidential.

Each victim of intimate violence is entitled to choose to reveal or not to reveal her story and identity. Any disclosure of the confidential information she offers may endanger her, subjecting her to retaliation by the perpetrator of violence or jeopardizing her relationship with her children, family and friends. It may risk her job if those in authority believe victims to be incompetent or untrustworthy. Participants must not gossip or speculate about other women's victimization. The revelation of a victim's violation is a precious trust we are bound to safeguard.

Those of us who have not been violated must build alliances with survivors of intimate violence by recognizing that we are not immune from violent assaults. We must recognize that we are "not yet raped" or "not yet battered." Sometimes we fool ourselves into believing that because we work in women's crisis organizations, we somehow have an insurance policy against violation. It is important that we acknowledge our risk and bond with survivors.

This training must also be safespace for lesbians. If a lesbian elects to share her identity with us at the seminar, we must commit ourselves to guarding her anonymity and keeping her story secret. Even if we inadvertently and non-maliciously reveal facts about a lesbian, we may destroy her relationship with her community, family, friends, and employer. Disclosure may cause her to lose custody of her children.

This space will not be safe for women of color until it is anti-racist. Unless all white women are committed to learning about racist attitudes and practices and are willing to educate themselves as much as possible about racism in our society, women of color cannot fully participate.

Some participants may disclose information about conflicts in their organizations or in their personal lives during this training. We want this to be a space where women can receive confidential help in solving problems.

There are many women here who are new to this work, who do not identify themselves as feminists, who know little about the statewide network that is sponsoring this training, or who are not familiar with the philosophical concepts that others embrace. For these women to be comfortable in this seminar, experienced leaders must not use acronyms or jargon. New leaders should not always have to ask for definitions and explanations.

Some of the material we cover may seem repetitive to old leaders, but if we want to share power and leadership with emerging leaders, we must, new and old, have the same information and understandings.

The facilitator then states that she alone cannot make this safespace. The group has to work to make it safe. And those who feel that their

lives will be endangered by disclosure should carefully assess the group and individuals within it.

The facilitator then solicits questions about the concept of safespace and answers them, requesting other group members to help.

Should the facilitator conclude that the group understands the concept of safespace and wants to embrace it, she will ask for an affirmation. Once receiving it, she should ask each participant to commit herself to safety and trust-building in the group.

Should the facilitator conclude that the group understands the concept of safespace but does not want to embrace it, she should charge those who might be endangered to be very self-protective during the course of the training. She should encourage participants who do not feel safe to advise the trainers of their assessment.

No more than twenty minutes should be allotted to this section.

Step II: Instruction

The facilitator asks the large group to brainstorm ways to make sure that community events are safe both for survivors and advocates. Ideas should be listed on newsprint.

Possible responses from the participants:

    a.   Community education.

        i.   Contract with the sponsors of the event (e.g., the police department, Kiwanis Club, etc.) that they will introduce the woman who speaks with respect, acknowledging her expertise. They will also not utilize humor or other minimizing language or gestures during the introduction. They will specifically state the importance of this topic to the organization and the audience.

        ii.   Contract with the sponsor to confront any disruptive, baiting, intimidating, or violent members of the audience.

        iii.   Contract with the sponsoring organizations that they will support the victims of intimate violence within their group, including partners of their group members. Enumerate ways they could do so, such as referring victims to the women's program and providing them with transportation.

    b.   Monitoring men's counseling programs.

        i.   Develop a contract with them so that the monitoring role of women's programs is legitimized.

ii. Never attend a meeting of men's workers alone. Make sure another advocate, well-versed in monitoring, accompanies you.

iii. Identify your goals for joint meetings in advance and decide on bottom-line compromises on anticipated issues.

iv. Contract with the men's workers that all past and current assailants identify themselves and that other men assure that meetings are safe and intimidation-free for women's advocates.

Concluding Comments

Safespace is critical for activists in women's crisis organizations. It is essential for the women we serve. We are only beginning to explore the parameters of safespace and to devise strategies to assure the broad inclusion of women. The challenge is to creatively develop safespace.

Handouts: None.

Reading, Resources and References:

Hart, Barbara J. **Safespace for Battered Women** and **Safespace for Sexual Assault Survivors**.

Hart, Barbara J. **Advocacy for Battered Women: Monitoring Batterers' Programs**.

Time Frame: 35 minutes.

Facilitating the Growth of Current & Emerging Leaders, Survivors of Violence & Women of Color

Goals

1. To help participants recognize that they are leaders in the movement to end violence against women.

2. To articulate a vision of shared leadership in which emerging and current leaders are seen as partners in anti-violence work.

3. To identify those personal and organizational mechanisms that facilitate each participant's ability to assume leadership.

Why We Include This In Leadership Training

Our vision in the movement to end violence against women is one in which leadership is shared by all workers and survivors. If we are to end the abuse of women, we must build an ever-expanding movement committed to forging a world that is safe for women and that supports our right to self-determination. It is the task of organizations and leaders to facilitate the involvement of many new participants in this work.

Description of Activities

Step I: Instruction

The workshop leader should give a short talk about the importance of shared leadership and the inclusion of new women in the movement. That talk might include the following:

We need to incorporate new participants in the anti-violence struggle and once having recruited new women, we must assure that their participation is facilitated fully.

The vision and activism of survivors have shaped the services we provide and have kept our movement focused on long-term, societal solutions to end violence against women. It is essential that survivors emerge as visible leaders in all phases of our change efforts. Thus, we must consciously take action to facilitate that leadership.

Women of color have taught white activists that racism is violence against women of color. They have forged a vision of an anti-racist, multi-cultural movement and have demonstrated that the leadership of women of color will fundamentally change our organizations and the services we deliver. Without this anti-racist vision, our organiza-

tions will not be safe and empowering for all women. It is essential that women of color emerge as visible leaders in all work in the women's movement. Thus, we must consciously take action to facilitate that leadership.

The founders of the anti-violence movement were creative and visionary women who demanded that violence against women cease. Foremothers created institutions that are supporting survivors of violence and demanding social and political change. We cannot afford to lose their leadership or their continued participation. Therefore, we must consciously affirm the leadership of foremothers and seek them out as mentors.

Step II: Instructions

The workshop leader should explain the concept of leadership facilitators. They are those mechanisms which make our work easier or possible, such as constituency support; the opportunity for collective thinking; clear, democratic, timely decision-making processes; family support; training and growth opportunities; resources; a work atmosphere in which new thinking and risk-taking is valued, and safespace.

The trainer should distinguish between rewards for work and facilitators of work. (Rewards were considered in the workshop entitled **Building Other People's Leadership.**)

Step III: Instructions

The trainer affirms that all participants are leaders. The trainer then asks all women who have been leaders in the state organization or a local program for more than two years to raise their hands. The whole group should look around to identify the old/current leaders. Then the trainer asks new/emerging leaders to raise their hands. The whole group again should look to identify new/emerging leaders. The trainer then asks old/current leaders to choose new/emerging leaders to join them in the next small group exercise. Ideally, there should be at least two old and two new leaders in each small group.

The trainer then requests that the small groups answer the following questions, one at a time, with five minutes for each. A recorder from each small group will report its answers to the whole group.

1. What were the three most important facilitators of your participation in this training?

2. What were the two facilitators that were missing, making it hard for you to participate in this training?

3. If you are a current leader in a state coalition or a local program, what are the three facilitators most important to your successful leadership for the coming year?

4. If you are a new or emerging leader in a state coalition or a local program, what are the three facilitators most important to your successful leadership for the coming year?

Possible responses from the participants:

1. The three most important facilitators for my participation in this training were:

   a. A friend encouraged me to come.

   b. The training is free.

   c. My mother agreed to take care of my children and this organization agreed to pay her for it.

2. The two facilitators that were missing were:

   a. I am going to have to catch up on a lot of work when I get home. No one helps me when I'm gone.

   b. I didn't understand how this training would help me in my work.

   c. My husband guilt-tripped me for coming.

   d. I don't think of myself as a leader.

3. As a current leader, the three facilitators most important to my successful leadership for the coming year are:

   a. Resolution of tension and conflict in my organization.

   b. Continued family support.

   c. Opportunity to delegate some of my work to others.

   d. A rebirth of vision and commitment.

4. As a new or emerging leader, the three faciliators most important to my successful leadership for the coming year are:

   a. A better understanding of my state coalition and local organization so that I really know how things work.

   b. Willingness of old leaders to teach me what they know.

   c. Childcare.

   d. Information-sharing from old leaders about similar work that others are doing in this state and around the country. I need newsletters, audiovisual material, position papers, announcements of conferences, etc.

The trainer asks that the reporter from each small group identify the three most important leadership facilitators from question 1, question 2, etc. These reports should be informal and brief.

Step IV: Instructions

The trainer then asks women of color to be in one group and white

women in another.   If the group is large, it may be necessary to form several groups of no more than ten participants each.

The trainer then asks the following question of women of color:

> How can you promote/facilitate the leadership of battered women or sexual assault survivors for this coming year?

The trainer asks white women to answer the following question:

> How can white women promote/facilitate the leadership of women of color for this coming year?

The groups should be given fifteen minutes to answer their respective questions and record their responses.

Then the trainer asks women of color to consider the question:

> What would you ask white women to do to facilitate the leadership of women of color in this organization in the next year?

The trainer asks white women:

> What can you do to faciliate the leadership of survivors of intimate violence in this organization in the next year?

Fifteen minutes should be allotted for these questions and then the groups report back.

Possible responses from the participants:

1. Women of color can facilitate the leadership of survivors in the coming year by:

   a. Establishing an advisory group of survivors to participate in policy and program decision-making in local organizations.

   b. Assuring that there is time and space for survivors to meet together and support each other.

   c. Eliminating victim-blaming from all written and oral communications in programs.

   d. Understanding homophobia to minimize the homophobic responses to battered or sexually assaulted lesbians.

      (White women may answer this question similarly.)

2. White women can facilitate the leadership of women of color in the coming year by:

   a. Educating themselves and others about racism and anti-racist work.

        b.   Supporting the work of the women of color caucus. Assuring that women of color receive the time and resources necessary for full caucus participation.

        c.   Adopting a comprehensive affirmative action plan for their organization.

   3.   Women of color would ask white women to do the following to facilitate their leadership in the coming year:

        a.   Undertake comprehensive, multi-cultural education.

        b.   Develop a strategy for conflict resolution, particularly for instances in which women of color identify racist practices in the organization.

        c.   Give women of color time to think and strategize about ways to make programs more relevant to women of color.

Step V: Summary

The trainers should point out that each woman must identify the facilitators most important to her leadership development. We cannot name the most important facilitators for each other. In fact, each woman working in our programs will have a different list of facilitators. Programs should work to maximize the critical facilitators for each worker.

Concluding Comments

The absence of sufficient facilitators will greatly impede the development of new leadership. If we assign the facilitators disproportionately to a few people, new leadership will not emerge. Therefore, organizations must seek to distribute **leadership facilitators** equitably.

As old leaders begin to act as mentors and as they step aside to support emerging leaders, foremothers will need to identify those leadership facilitators that will ease their transition to new work. One task of new leaders is to appreciate the contributions of foremothers and to encourage their continued partnership in this work.

Handouts:

The trainer may ask participants to take out the handout completed during the workshop, **Defining Leadership**. On the worksheet each participant might add the five <u>facilitators</u> she most wants to develop for herself in the next year.

Reading, Resources and References:

Hart, Barbara J. "Burn-Out, A Political View." **AEGIS: Magazine on Ending Violence Against Women.**

Time Frame: 1 hour, 30 minutes

Part II

Developing An Analysis and A Vision of Social Justice: The Tasks of Leaders

Challenging the Myths About Battering

Goals

1. To explore some commonly held ideas about why women are battered and to dispel them.

2. To help participants develop curiosity about the question, "Why are women battered?"

3. To understand that solutions for stopping violence emerge from our views of what causes violence.

Why We Include This in Leadership Training

Most people believe the stereotypes about battered women. Many do not challenge commonly held assumptions about the causes of battering. For example, they assert that drugs and alcohol cause the violence. In this exercise, we are encouraging participants to discuss and debate their views. We hope that participants will learn that: (1) some of their assumptions are partial truths, and (2) correlation is not the same as causation, i.e., alcohol abuse may be associated with domestic violence but it does not cause the problem. We want participants to realize that many explanations do not answer adequately the question, "Why are women the targets of abuse, generation after generation?" Only an analysis of gender domination and inequality helps us explain fully why women are the targets.

Description of Activities

Step I: Instructions

If there are enough participants, break them into groups of four and ask each group to fill out one of the attached worksheets. (See handouts.)

Each small group should write its answers on newsprint and after fifteen minutes share them with the larger group. After each report, the facilitator should ask the whole group to add ideas to the list. Using the following responses, the facilitator also should offer challenges to each explanation.

Note to facilitators: This workshop is often useful for women new to the movement. It helps them understand those workshops that follow. However, it may be repetitive for more experienced activists. Consider your audience before you use it.

Facilitator Worksheet for Handout I:

Discuss the following statement and decide if it is a cause of woman-battering:

ALCOHOL AND DRUGS CAUSE THE VIOLENCE...

What seems true about this statement as a cause of battering?

Possible responses from the participants:

   1.   He does beat me when he is drunk.

   2.   Some studies show there is more drinking in families where there is violence.

   3.   He beats me when I refuse to purchase his heroin.

   4.

What seems false about this statement as a cause of battering?

   1.   Men batter when high and when chemically free.

   2.   He drinks in order to have an excuse, i.e., "I didn't know what I was doing." Drinking frees him from responsibility; it does not explain why he abuses.

   3.   Many batterers never drink.

   4.   The statement does not explain his target, i.e., his wife or partner.

What other explanations do you have for why women are beaten?

Please list them.

   1.

   2.

(The facilitator may choose to fill in the worksheet above before conducting the exercise in order to enable her to better supplement the responses of participants.)

Facilitator Worksheet for Handout II:

Discuss the following statement and decide if it is a cause of woman-battering.

HIS FATHER BEATS HIS MOTHER SO HE BEATS HER. HE LEARNED IT IN HIS HOME.

What seems true about this statement as a cause of battering?

Possible responses from the participants:

1. Many shelter residents tell us that their husbands' fathers were violent.

2. Battering is learned behavior.

3. He had a model and learned he had a right to beat her and get his way by using violence.

4.

What seems false about this statement as a cause of battering?

1. Many batterers do not come from violent homes.

2. Men learn to batter from many different sources, i.e., other men; police and judges who don't enforce the law, etc.

3. Violence against women doesn't just happen in a select group of families. It happens to many women because of cultural norms and institutional practices. Battering is learned inside and outside the family.

4. Many men raised in violent homes are not violent.

5. Many women raised in violent homes are not victims.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

(The facilitator may choose to fill in the worksheet above before conducting the exercise in order to enable her to better supplement the responses of participants.)

Facilitator Worksheet for Handout III:

Discuss the following statement and decide if it is a cause of woman-battering:

IF SHE DIDN'T NAG SO MUCH, HE WOULD NOT BEAT HER.   SHE PROVOKES IT.

Possible responses from the participants:

What seems true about this statement as a cause of battering?

1.   He gets angrier when she keeps asking for money.

2.   She does talk back to him when he is mad.

3.   He is nicer when she doesn't remind him about promises he is failing to keep.

4.

What seems false about this statement as a cause of battering?

1.   This assumes she can control his violence.   This is false. You never know when it will occur.

2.   His violence may escalate when she asks for resources but this is because he believes he can use force to shut her up and get his way.   When women negotiate for resources from men who withhold them, the society calls this behavior nagging.   "Nag" is a negative label that blames the woman and excuses the violence.   By blaming her for "causing" the abuse, the batterer is relieved of all responsibility.

3.   If we blame the victim as the cause, we try to change her behavior.   When she changes her behavior, she is beaten again.   The cause is not her behavior.

4.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

(The facilitator may choose to fill in the worksheet above before conducting the exercise in order to enable her to better supplement the responses of participants.)

Facilitator Worksheet for Handout IV:

Discuss the following statement and decide if it is a cause of woman-battering.

STRESS CAUSES HIM TO BEAT HER UP.

What seems true about this statement as a cause of battering?

Possible responses from the participants:

1. Some men are more violent under stress.

2. He only beat her after he lost his job.

3.

4.

What seems false about this statement as a cause of battering?

1. Many men who are under stress do not beat women. You must first believe that you have the right to control and punish women before you will choose to act out your stress violently.

2. Stress does not explain why the target is women. Why doesn't he beat his boss?

3. Women under enormous stress do not beat up men.

4. Stress is a very ill-defined word. What does it mean?

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

(The facilitator may choose to fill in the worksheet above before conducting the exercise in order to enable her to better supplement the responses of participants.)

Facilitator Worksheet for Handout V:

Discuss the following statement and decide if it is a cause of woman-battering.

WOMEN LEARN TO BE HELPLESS. WE MAKE OURSELVES EASY VICTIMS.

What seems true about this statement as a cause of battering?

Possible responses from the participants:

1.   Battered women sometimes have trouble making decisions. Often they don't leave.

2.   Battered women often feel powerless.

3.   Some women stand up to their abusers and the violence stops. If everyone did, is it not true that women won't be beaten?

4.

What seems false about this statement as a cause of battering?

1.   Battered women are often very active on their own behalf to stop the violence or find him help. Their efforts fail because the batterer continues to assault and institutions refuse to enforce the law or offer protection.

2.   Battered women are not helpless. In reality, institutions and men rob battered women of control over their lives.

3.   Repeated battering can create depression. When women find meaningful help, however, we finally see the resourcefulness and strength they have used to survive.

4.   Often women are beaten when they are assertive, go back to school, or get a job. We do not make ourselves easy victims. Rather, men batter to punish us for our assertiveness or our efforts to be independent.

What other explanations do you have for why women are beaten?

1.

2.

(The facilitator may choose to fill in the worksheet above before conducting the exercise in order to enable her to better supplement the responses of participants.)

40

Facilitator Worksheet for Handout VI:

Discuss the following statement and decide if it is a cause of woman-battering.

RACISM AND POVERTY CAUSE VIOLENCE AGAINST WOMEN.

What seems true about this statement as a cause of battering?

Possible responses from the participants:

1. Some data show that poor and minority women suffer more abuse.

2. Discrimination and racism add stress and a feeling of being "out of control" of one's life. Poor people have fewer ways to gain control over situations and one way to exert control is to be violent.

3. National statistics suggest that more black women are killed by their partners than are white women.

4. We hear about an escalation of violence when men become unemployed.

5.

What seems false about this statement as a cause of battering?

1. Many white men and middle class men beat their wives.

2. Poor and minority women are often forced to use public institutions for help so they will appear in statistical summaries more frequently. White, middle class women can turn to private doctors and sometimes have the resources to leave town, go to a hotel, etc. so they are not counted in battering statistics.

3. Many poor men and men of color don't beat women.

4. Poor women and women of color are usually non-violent. Their race and class positions don't "cause" them to be violent.

5. This explanation does not answer the question, "Why are women the targets?"

(The facilitator may choose to fill in the worksheet above before conducting the exercise in order to enable her to better supplement the responses of participants.)

Step II: Summary

The facilitator should point out that none of the explanations adequately address the question, "Why do men direct their violence against women?"   We have to build a theory that also answers this question.

The facilitator should point out that many of the statements above are popularly held beliefs.   While they describe some of the behaviors associated with battering, such as drinking, they are inadequate as causal explanations.   When we complete some of the later exercises, we will be able to answer the question, "Why do men, as a group, direct their violence toward women, as a group?" Unless we answer this question, our solutions for stopping the violence will be dangerous or inadequate.   For example, we will propose "stress reduction programs" for batterers only to find out that the men in these programs continue to be violent.

Step III: Instructions

Ask the group to discuss the following statement and decide what they think about it:

"THE PROBLEM IS NOT REALLY WOMAN ABUSE.   IT IS SPOUSE   ABUSE.   WOMEN ARE AS VIOLENT AS MEN." Ask participants to consider the question, "What seems true about this?"

Possible responses from the participants:

1.   Women are sometimes violent.

2.   Women fight back.

3.   Some men are battered.

Then ask them, "What seems false about it?"

1.   97% of all serious assaults are against women. Very few men experience systematic, repeated, sustained beatings. It is false to call the problem "spouse abuse."

2.   When women are violent, it is usually in self-defense.

3.   Some women fight back or initiate assaults against their abusers. Many do not because they know they will be hurt or killed.   It is true that some women kill men when their husbands are in a powerless position, i.e., sleeping, but their only chance of protecting themselves or equalizing the power comes at those moments.

4.   Women bear the brunt of violence much more sharply in the form of actual injuries, as well as the burdens of moving, losing their homes and risking their incomes.

5. Battering is not just about violent assaults. It is a pattern of coercive control that includes emotional, sexual, and economic abuse and intimidation. Women are left devastated and frightened and feel subordinate as a result of abuse. Abuse results in and reflects women's subordination. If a woman hits a man, it does not usually create a relationship in which one human being must placate another or is terrified of another.

Step IV: Summary

The facilitator should ensure that participants label the problem as violence against women, not spouse abuse. Battered women have the right to name their experiences honestly. Spouse abuse is a misnomer.

Handouts:

Myths About Abuse -- Numbers I-VI.

Readings, Resources, References:

Dobash, R. Emerson and Dobash, Russell. **Violence Against Wives: A Case Against the Patriarchy.**

Martin, Del. **Battered Wives.**

Schechter, Susan. **Women and Male Violence: The Visions and Struggles of the Battered Women's Movement.**

Time Frame: 1 hour

Handout I: Myths About Abuse

Discuss the following statement and decide if it is a cause of woman battering:

ALCOHOL AND DRUGS CAUSE THE VIOLENCE...

What seems true about this statement as a cause of battering?

1.

2.

3.

4.

5.

What seems false about this statement as a cause of battering?

1.

2.

3.

4.

5.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

3.

4.

5.

Handout II: Myths About Abuse

Discuss the following statement and decide if it is a cause of woman battering:

HIS FATHER BEATS HIS MOTHER SO HE BEATS HER. HE LEARNED IT IN HIS HOME.

What seems true about this statement as a cause of battering?

1.

2.

3.

4.

5.

What seems false about this statement as a cause of battering?

1.

2.

3.

4.

5.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

3.

4.

5.

Handout III: Myths About Abuse

Discuss the following statement and decide if it is a cause of woman battering:

IF SHE DIDN'T NAG SO MUCH, HE WOULD NOT BEAT HER.   SHE PROVOKES IT.

What seems true about this statement as a cause of battering?

1.

2.

3.

4.

5.

What seems false about this statement as a cause of battering?

1.

2.

3.

4.

5.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

3.

4.

5.

Handout IV: Myths About Abuse

Discuss the following statement and decide if it is a cause of woman battering:

STRESS CAUSES HIM TO BEAT HER UP.

What seems true about this statement as a cause of battering?

1.

2.

3.

4.

5.

What seems false about this statement as a cause of battering?

1.

2.

3.

4.

5.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

3.

4.

5.

Handout V: Myths About Abuse

Discuss the following statement and decide if it is a cause of woman battering:

WOMEN LEARN TO BE HELPLESS.   WE MAKE OURSELVES EASY VICTIMS.

What seems true about this statement as a cause of battering?

1.

2.

3.

4.

5.

What seems false about this statement as a cause of battering?

1.

2.

3.

4.

5.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

3.

4.

5.

Handout VI : Myths About Abuse

Discuss the following statement and decide if it is a cause of woman battering:

RACISM AND POVERTY CAUSE VIOLENCE AGAINST WOMEN.

What seems true about this statement as a cause of battering?

1.

2.

3.

4.

5.

What seems false about this statement as a cause of battering?

1.

2.

3.

4.

5.

What other explanations do you have for why women are beaten?

Please list them.

1.

2.

3.

4.

5.

Exploring the Analysis of Violence Against Women in the Family: Part I, Leadership As Vision

Goals

1. To develop a framework to understand battering.

2. To clarify that abuse results from the unequal power that men hold over women in the family and in society.

3. To demonstrate that battered women of color suffer from institutionalized racism as well as sexism.

4. To validate the courage of battered women and to urge their participation in the movement.

Why We Include This In Leadership Training

Leaders need a framework to explain the causes of violence against women and they must be able to teach this analysis to others. Leaders also should have ideas about what will solve women's problems. Without a clear feminist analysis of violence against women, the movement will suggest incorrect solutions. For this reason, we first offer and then encourage the group to debate a feminist framework. We also discuss the experiences of women of color in order to deepen the analysis and to illustrate how racism complicates battering.

In Part II (see the next workshop), we continue the development of the analysis and conclude by examining strategies that logically emerge from this framework.

Description of Activities

Step I: Instructions

The facilitator explains that we are building a step-by-step analysis of battering through the next several exercises and workshops. In this process, we begin with women's experiences and ask the question, "What abusive behavior have we experienced or heard about?" The facilitator should write the headings below on newsprint and let the participants fill in one column at a time, drawing on their own experiences or those of battered women they know.

Possible responses from the participants:

Physical	Emotional	Sexual	Economic
hitting	humiliating you in	withholding con-	withholding
slapping	front of kids and	traception	money
kicking	friends	forced sex	denying you
holding a	constant name-	accusations about	access to basic
knife to	calling	having affair	resources
your throat	refusing to speak	threats of sexual	stealing your
destroying a	harassing you at	abuse against	money
favorite	work and at home	your children	forcing you to
object or		if you deny	turn over your
pet		him sex	pay check
			refusing to let
			you attend
			school

Step II: Summary

The facilitator points out that battering is not discreet acts of physical violence. It is a pattern of coercive control. When we describe a batterer, we say that he is someone who has kicked his partner, harassed her at work, threatened sexual abuse of her children, withheld money, constantly called her names, held a knife to her throat, forced sex upon her, and refused to speak to her. In other words, the batterer often uses forms of control from all four categories. Each abusive act builds on the others. Each new act of coercion brings to her mind the fear, violence and terror of all past acts. This is the batterer's intention.

Unlike the sociologists who count up the number of times he hits her and she hits him and call the problem "spouse abuse," we see that battering happens in a relationship in which one person is exercising coercive control over another. Ninety-five percent of the time, it is the woman who is terrified and dominated.

Step III: Instructions

The facilitator adds a fifth column, Racism, to the four above.

Physical	Emotional	Sexual	Economic	Racism

She then asks participants to give concrete examples of how racism is a form of violence against people of color.

Possible responses from the participants:

1.   People of color are forced to live in substandard housing.

2.   People of color are murdered and attacked by white people.

3.   The infant mortality rate is much higher in communities of color.

4.   People of color experience severe employment discrimination.

Step IV: Summary

The facilitator explains that, when we help women of color who are
battered, we cannot separate the racism they experience daily from the
violence they endure from their batterers.   If we are to respond
helpfully to the women of color using our programs, we cannot ignore
the racism in their lives.   If we create services based on this analy-
sis,   then anti-racist work is a necessary part of all our work to end
violence against women.

Step V: Instructions

The facilitator then asks the whole group the questions,   "What does
abuse do to women?"   "What effects,   emotional and material,   does it
have on our lives?"   "What have we lost as a result of battering?"
The participants call out answers.

Possible responses from the participants:

        1.   It frightens me.
        2.   It controls my life.
        3.   I lost my job and my home.
        4.   I lost my self-confidence.
        5.   I am nervous and get headaches,   ulcers,   high blood pressure.

Step VI: Instructions

Remind participants that we are building a step-by-step framework.
The next question in this process is,   "What does the abuser gain from
battering?"   Remind the group that you are not asking,   "Why does this
individual man beat?" but rather you are raising the issue of what he
gains from the behavior.

Possible responses from the participants:

        1.   He got his own way; he got control; he got power.
        2.   He didn't have to do anything at home.
        3.   He got taken care of.
        4.   He felt powerful because I was frightened.
        5.   He felt superior to me.
        6.   He got the house.

Step VII: Summary

Battering harms women in many ways.   It is more than the actual slap
or beating.   It is a pattern of control.   It makes women feel bad
about themselves and it changes the way they act.   When one person is
terrified of another, unable to speak her mind to her partner or get a
job,   then their relationship is unequal; one person is dominating and
controlling the other.   Equals are free to negotiate and disagree with
each other.   Batterers take away this freedom.   Violence and abuse are
used by the batterer as a way to subordinate the victim and get his

own way. We, therefore, must analyze battering as an abuse of power in which one person maintains control over another. Concepts like stress or psychopathology do not adequately explain battering and hide the power dynamics operating in abusive relationships. These concepts also totally fail to explain why the target of the violence is women.

In summarizing these exercises, it is important to stress that abused women experience no gain or benefits from the battering. Rather, each woman must balance the losses she sustains from the abuse and from her leaving against the benefits she receives from the relationship, including those that are essential for her survival. She is not benefiting from the violence if she stays; she is making a difficult choice and has few options.

It is also important to emphasize that batterers gain emotionally and materially from their violence. Although the batterer loses his partner's intimacy and trust, he gains continual control. He gives up intimacy for the benefit of getting his own way.

If we accept this analysis of battering as an abuse of power, the goal of our work becomes a reordering of the power so that she gains control over her life and he stops battering. We must use outside, powerful and authoritative interventions, like the police and courts, to stop his abuse of power.

Step VIII: Instructions

After developing the analysis, the participants may focus solely on women's powerlessness. To correct this distortion, we add one final part to this workshop and ask the questions, "Even though the batterers had more power, what did women do to outsmart them and survive?" "How did women protect themselves and their kids?" "How did they say 'no' to the violence in their own way?" The facilitator asks the whole audience to share examples and makes a list summarizing the participants' responses. First the facilitator and then the group members should name the qualities that the behavior demonstrates.

Possible responses from the participants:

What I Did	Qualities I Demonstrated
a. I called around for safe places to go and then I hid money until I could escape.	a. Resourcefulness, taking control.
b. I hid my belongings in the laundry bag and then went to do the laundry and didn't come back.	b. Creative planning.
c. I had the locks changed.	c. Being smart, cautious and protective.

Step IX: Summary

Women are survivors because they fight for their lives and protect themselves. They are not passive in the face of abuse. They try to

stop it but the abuser has more power.   Battered women are often very creative, strong and resourceful in surviving the abuse.   The battered

women's movement must validate this courage and continue to tell the world about it.

Concluding Comments

Remind the participants that we now have completed the first half of the analysis, using individual battered women's experiences.   The second half will examine the broader social conditions that create battering. (See the next workshop.)

Handouts:

The facilitator may want to distribute copies of the **Resident's Workbook** and **Facilitator's Manual** of **Violence Against Women: A Curriculum for Empowerment**, from which this workshop is adapted. (Distributed by the Women's Education Institute, 853 Broadway, Room 2014, New York, NY 10003.)

Readings, Resources, References:

AEGIS: The Magazine on Ending Violence Against Women.

Dobash, R. Emerson, and Dobash, Russell.   **Violence Against Wives: A Case Against Patriarchy.**

Martin, Del. **Battered Wives.**

NiCarthy, Ginny.   **Getting Free: A Handbook for Women in Abusive Relationships.**

Pence, Ellen and Paymar, Michael. **Power and Control: Tactics of Men Who Batter.**

Schechter, Susan, **Women and Male Violence: The Visions and Struggles of the Battered Women's Movement.**

Szymanski, Sharon (ed.).   **Violence Against Women: A Curriculum for Empowerment,   Resident's Workbook and Facilitator's Manual.**

Time Frame: 40 minutes

Exploring the Analysis of Violence Against Women in the Family: Part II, Leadership As Vision

Goals

1. To understand the social conditions that perpetuate battering.

2. To clarify that we must change these conditions, as a women's movement, in order to eliminate battering.

3. To help leaders develop solutions for stopping or reducing violence against women.

Why We Include This In Leadership Training

The battering of women is perpetrated inside the family. However, social institutions apart from the family, such as religious organizations and the criminal justice system, give men permission to batter and keep women subordinate. They, too, are responsible for violence against women. This exercise is designed to clarify the analysis further and to generate solutions to end or to reduce violence against women.

Description of Activities

Step I: Instructions

The facilitator raises the following question, "What are the conditions that cause violence against women in the family to persist?" She suggests that the participants stop thinking about individual cases and that they continue to consider the question, "Why are women the targets of violence generation after generation?" To aid this discussion, the facilitator should draw the following diagram.

Conditions <u>Inside</u> <u>the</u> <u>Family</u>

A. History of patriarchal family.
   Husband's historic right to
   control wife and children.

Conditions <u>Outside</u> <u>the</u> <u>Family</u>

A. Institutions, like police,
   courts, & welfare
   agencies.
B. The economy.
C. Socialization of men &
   women.
D. Homophobia/lack of accept-
   ance of alternative
   lifestyles.
E. Culture.
F. Racism.

Step II: Summary

This diagram should be discussed fully. (See below for details.) The facilitator's goal is to show that battering is maintained institutionally. Unequal treatment outside the family reinforces women's inequality inside it. Battering is not about illness; it is about a set of unequal power relations between men and women which are reinforced by the entire social order.

The facilitator should begin with the left side of the diagram called "Inside The Family." She should talk about the history of laws, religion and social customs that, through the 19th century, actually considered women as their husbands' property. It was customary and appropriate for a man to beat his wife unless he went too far (for example, "rule of thumb"). Although battering is no longer legal, this practice continues. For example, batterers say, "What do you mean I can't beat her. She's my wife."

Step III: Instructions

Then the facilitator moves to the other side of the diagram to show the forces outside the family that contribute to battering. (See Summary below.) She continually reminds the participants that these forces make women vulnerable to violence and may push them to reunite with their abusers. She then asks participants to share their experiences as she develops the diagram or adds examples to it.

Step IV: Summary

A.   The Institutions. The facilitator reminds the participants about battered women's experiences with the police, courts, welfare and mental health agencies when they ask for help. Until the shelter movement, institutions ignored the problem, supported his violence and basically sent her back to the family to be battered again. Her role was to stay with him and he learned there were no consequences to his behavior; battering was socially sanctioned. This is how institutions outside the family support the unequal power dynamics inside the family. In one study,* 600 battered women made 3090 agency consultations, 1545 of which they defined as "of no use" in getting them protection or safe accommodations. Battered women are not passive in the face of abuse; they simply cannot get the help they need. In the same study, 64% of the women found the police response useless; 48% found social services useless; 44% called the medical response useless.

B.   The Economy. Point out that women are very vulnerable to violence because of their poor economic status.

    1.   In our society, people work outside the home to earn a wage.

---

* Women's Aid Federation, **Leaving Violent Men: A Study of Refuges and Housing for Battered Women.**"

If you are not a wage earner, you are devalued and you are vulnerable to the person providing the money.

2. Welfare payments for women are so low because women are supposed to have husbands.

3. White women who work full time, year round, can expect to get 61¢ for every dollar paid to white men. Black women can expect 56¢ and Hispanic women, 52¢.

C. The Socialization of Men and Women.

1. Men are taught that they should be in charge of their families and that they have the right to be in control and to use force to maintain that control.

2. Many women are socialized to feel responsible for maintaining the family and guilty if anything is wrong.

D. Homophobia*/Lack of Acceptance of Alternative Lifestyles.

1. Many women are raised to believe that if they are not married, something is very wrong with them. Living alone or with women is highly stigmatized. These conditions again reinforce the batterer's power over his partner.

2. Many women stay with their batterers because they do not perceive that living with other women is an option. The possible accusation of "lesbian" and the lack of faith in women's capabilities keeps them from escaping violence.

3. Batterers accuse their wives of being lesbians and beat them for it. This accusation is used to make women give up their female friendships, school, jobs and support systems. In this way, the batterer is isolating the woman, denying her help from others and controlling her.

4. If a lesbian is battered, she is entitled to the same resources, support and referrals that a heterosexual woman receives. But if she is afraid that by reporting the battering, she will lose her children because of her lesbianism, she will not ask for help. She, therefore, remains more vulnerable to violence.

E. Culture.

1. Much of the culture reinforces all of the above attitudes.

---

* Homophobia is the irrational fear of homosexuality and the hatred, disgust and prejudice that fear brings.

2. Women are told that they are hurting the children if the kids don't have a father present.

3. The culture, through the media, portrays women as objects that tolerate and enjoy violence and degradation.

4. All of these cultural practices leave women guilty and vulnerable when they are abused and reinforce men's beliefs that they have the right to be violent.

F. Racism.

1. Violence against women of color is not taken as seriously by the police and courts as is violence against white women.

2. Women of color have many strengths but they have less access to resources, jobs, housing, and safety as a result of racism and therefore remain more vulnerable to violence.

3. Many shelters are in white communities and therefore may be frightening places for women of color. If a shelter has no women of color on staff and no multi-cultural programs, women of color do not receive the support they need. Racism, thereby, perpetuates the vulnerability of women of color to battering.

Step V: Instructions

The facilitator should ask the group to discuss the entire analysis. What do participants agree with? Disagree with? What would they add or change?

Step VI: Summary

The facilitator should point out that the conditions outside the family also perpetuate battering and that these must be challenged so that, in the long run, women are no longer beaten. Referring to the right hand side of the chart, the facilitator stresses that to end violence against women, our movement's agenda must include struggling for better jobs, equal pay, quality health care, higher welfare grants, decent housing, and more social services. Anti-racist work must be part of our movement's commitment. Changing institutions is also our task. These are the only ways, in the long run, to end violence against women.

Step VII: Instructions

The facilitator should break the participants into small groups to consider the implications of the analysis. She should ask them to appoint a recorder to fill out the answers in the two columns below, and report back to the whole group. The facilitator should then ask them to compare and contrast their roles under each category.

When we provide services to women, we do the following:

Some Possible Responses:

1. I provide help to individual women.

2. I find housing for the women I serve. I advocate for individuals.

3. I try to change the battered woman.

4. I distance more from battered women. I see her as a client.

When we organize women for social change and consider ourselves a battered women's movement, we do the following:

Some Possible Responses:

1. I try to bring battered women together so they help one another.

2. I start a city-wide coalition to demand more housing for low income women and make sure battered women are a priority.

3. I try to stop the violence.

4. I understand that I could be battered too and want to include battered women in a movement we call theirs.

Step VII: Summary

The goal of the above exercise is to point out that we have dual roles as service providers and movement organizers. We also want to introduce the idea that services can be provided in more empowering movement-building ways than participants may have considered previously.

The facilitator should not make the participants feel guilty if they see themselves as service providers only. The facilitator should not pit services against the movement. Rather, we want participants to see that we do our service work in non-traditional ways and that we do not think of battered women as pathetic victims. Our effort is to build an individual woman's strength and women's collective power to change the world.

Step IX: Instructions

The facilitator should ask each small group to choose one strategy for social change from its list that will stop or reduce battering and to design a one year plan to implement that strategy.

Possible responses from the participants:

A. Develop a court monitoring program.

1. Recruit battered women and community volunteers who are interested in a courtwatch.

2. With them, design goals, objectives and plans for the coming year so that there are always women observing court procedures.

3. Offer them training about battered women's legal rights.

4. Put together their findings and write a report with them.

5. In a large group, negotiate with the chief judge for changes to improve the response to battered women.

The facilitator should ask each small group to report to the whole group.

Concluding Comments

Our vision is to create a movement that will empower women, individually and collectively, and will generate social change to materially improve all women's lives and thereby stop violence against women. This movement is a part of a broader struggle for the liberation of women and for oppressed people, and it is the task of leaders to help others see these connections.

Handouts: None.

Readings, Resources, References:

Dobash, Emerson R. and Dobash, Russell. **Violence Against Wives: A Case Against the Patriarchy.**

Martin, Del. **Battered Wives.**

Schechter, Susan. **Women and Male Violence: The Visions and Struggles of the Battered Women's Movement.**

Hart, Barbara. "Lesbian Battering: An Examination" in **Naming the Violence: Speaking About Lesbian Battering.**

Time Frame: 1 hour, 30 minutes.

Identifying and Stopping Racism in Our Organizations

Goals

1. To help participants understand racism and how it operates.

2. To give participants tools to recognize and change racist attitudes and racist organizational practices and policies.

3. To motivate white people to take responsibility to stop racism. To help them develop plans for ending personal and institutional racism.

4. To provide white people with language and concepts for teaching anti-racist philosophy and strategies to other white people.

5. To support women of color so that they can remain in their jobs and in the movement and assume leadership roles.

6. To help white people understand and respect the leadership and vision of people of color in work to end racism.

Why We Include This In Leadership Training

The battered women's movement speaks of itself as a movement for all women, yet this is still not true. Women of color are absent from the boards of directors of many of our organizations and from high level staff and leadership positions. Shelters still are failing to develop multi-cultural and anti-racist programs. If we are to stop the violence against women of color, then this reality must change. In this workshop, we focus on the way individuals and organizations can undertake anti-racist work.

Description of Activities

Step I: Instructions

For the following exercises, we suggest a multi-racial team of facilitators, including at least one white woman and one woman of color. The white woman must be prepared to stop any racist behavior and use her intervention as a way to teach people about racism.

The facilitator begins by asking the participants to envision or to remember their old visions from the civil rights movement, for example, of an anti-racist, multi-cultural world. Or the facilitator can suggest that the parents in the room imagine a multi-cultural, anti-racist world for their children. What would it look like? What would happen in it? The facilitator shares her vision and then asks participants to share theirs.

In this exercise, we are not making judgments about people's visions although frequently the participants will comment on each other's ideas. This exercise is used to help participants think positively, to put aside their fear and guilt, and to become inspired to work to end racism.

Possible responses from the participants:

1. Cultures would be shared and celebrated. A multi-cultural world is not a homogenous one. It is not a melting pot. We do not become alike. Instead, we celebrate our diversity and learn from our differences.

2. We would no longer assume white is dominant and superior.

3. White people would learn that the majority of the world are people of color.

4. We would see the world through many people's eyes and be much richer and deeper human beings.

Step II: Instructions

The facilitator reads aloud the definition of racism. (See handout, **Racism Definition Sheet.**) Using this definition, the facilitator should emphasize the difference between prejudice and racism with the following statement:

Racism = Prejudice + The Power to Enforce Prejudice

and stress that racism is perpetuated by white people in the institutions they control. She explains that white people benefit from racism by controlling the world, gaining most of its resources and enjoying power and privilege that people of color are denied.

The facilitator then works with the whole group to clarify these concepts. First, the facilitator asks for reactions to the definition. Then she asks the whole group to fill out the chart below and give one or two examples of racism in each category.*

Kinds of Racism	Possible responses from the participants
A. Institutional	
Education	Teaching history as if only white people had history or made history.
Economics	In 1980, the median income of white families was $20,524, while that of blacks was $11,648 and Latinas $14,315.

---

* This chart is largely the product of materials developed by the Council on Interracial Books for Children.

Health care	Continual closing of hospitals and clinics in communities of color.
Politics	There are 19 black elected officials for every 100,000 blacks, while there are 224 non-black elected officials for every 100,000 non-blacks.
Housing	The chance of being inadequately housed if you are a female between the ages of 30-65 is 17% for whites, 26% for blacks and 24% for Latinas.

B.   Cultural

Music	Jazz, one of the few American created art forms, is not considered art by many white critics.
Religion	Historic imposition of Christianity on Black people. Assuming that white and Christian is the norm even though many people are Jewish and Muslim.
Standards, Norms	High "art" is white western European art. All other art is considered primitive. Beautiful women are white, tall, thin and fair-skinned. We assume that all people eat the same foods and hold the same values.

C.   Individual

Attitudes	Believing people of color are inferior. The denial of racism, "I never see a person's color."
Behavior	Laughing at racist jokes. Murdering or attacking Asians, Blacks or Hispanics if they move into your neighborhood.

Step III: Summary

The facilitator should allow the group to take ample time and she should have many concrete examples available of racism. We want the group to begin to feel the impact of racism on the lives of people of color. In this section, women of color frequently share experiences of racism in their own lives and this is a very important source of learning for everyone.

Step IV: Summary

The facilitator makes the following points:

1.   White people must be prepared to give up power, privilege and prestige associated with being a member of the dominant,

racist class. It means white people will need to step aside and share power.

2. White people must look to the leadership of people of color in this process of divesting themselves of power and creating a new world.

The facilitator must keep the following in mind as she works:

1. White women often begin to feel bad, guilty and ashamed after this examination of racism. They should be encouraged to share those feelings with white women, rather than burden women of color or ask women of color to take care of them or to forgive them. This is not to minimize the intense feelings that white women may experience after this exercise. Opportunities should be made available to white women to process this at a later time during the training. White women also need to understand that their conscious-ness about racism is only beginning. Racism is largely invisible to them. Only study will provide clarity and full awareness.

2. Women of color may become angry during this exercise; furious that institutionalized racism has deprived them of their own culture and heritage. They may be angry that they have had to learn about white culture in order to survive and that white people can be oblivious to people of color. Women of color may also become very anxious during this exercise - anxious that heightening consciousness about racism will create tensions between white women and women of color and that these tensions will interfere with mutual work. This exercise may bring out other intense feelings. There should be an opportunity for women of color to process these feelings at other times throughout the training.

Step V: Instructions

The facilitator should divide the participants into groups of five based on the work they do. For example, staff of battered women's organizations should stay together; rape crisis centers should form their own group, etc. Each group is to appoint a recorder and under-take the following task:

Each group should design a blatantly and a subtly racist organization (e.g., a racist shelter, a racist rape crisis center), considering at least the following:

a. Who is in the organization.
b. Who makes the decisions.
c. Who makes which decisions.
d. Who controls the budget.
e. Who sets up formal policy.
f. Who sets up informal policy.
g. Who develops programs, plans community events, decorates the space.

The facilitator should advise the groups that women of color should not provide all the answers for the small groups during the design discussion. Upon completion, each group should report back. Women of color also should be given permission to leave the room if they do not want to participate.

Possible responses from the participants:

1. The board of directors is white.

2. The staff of the shelter, except the house manager and night crew, is white.

3. No one on staff speaks any language except English. The pictures on our walls are white women only.

Step VI: Summary

Once the entire list is completed, the facilitator asks the groups what they learned. Many participants are surprised and hurt to see that the list reflects the current reality in their shelter or rape crisis center. The facilitator should encourage them to talk about this. Others may become defensive, "I am not racist - I think all people are equal." Here, the facilitator must gently educate, reminding participants of the realities of racism that were explored in the previous exercise and the benefits white people gain from racism.

Step VII: Instructions

Referring to the list of racist organizational practices and policies on the board, the facilitator asks the small groups to design an anti-racist and multi-cultural organization. At least 1/2 hour should be devoted to this design discussion. Then each group should report back to the whole body.

Possible responses from the participants:

1. The staff and volunteers would reflect the population of people of color in our community.

2. We would develop an affirmative action program for board, staff, and volunteers and include an implementation plan and time table to carry out this program.

3. Mandatory training on racism and multi-cultural awareness would happen first. We would set up a committee to monitor this work and report regularly to the board and staff.

4. Our staff and volunteers would speak the languages spoken in our communities.

5. Resources would be set aside for women of color so that they could find support and gain access to the same information and training that white women have.

Step VIII: Instructions

The facilitator should challenge the group by asking, "Now that we have generated this list, what can we do?   What pieces of it can individuals in this room try to change?   How can we, as leaders, persuade our organizations to change?"

The facilitator should ask the participants to break into small groups and choose one concrete example of racism in their own programs or in the state coalition and design a workplan to end it.   (See Workshop III-C.)   The facilitator should remind them to make the plan concrete. Here, it is important to talk about the anger that may be directed at those who challenge the current power structure of an organization. The facilitator needs to emphasize that it is safer to do anti-racist work in a group and encourage the formation of women of color task forces and white women against racism committees.   The state coalition might offer the first series of anti-racism, multi-cultural trainings for its members.

The facilitator should ask each group to report back.   Before the facilitator ends the exercise, she should find out if there are participants who will volunteer to work together to implement specific plans.   She also should find one person to coordinate the initial meeting of any group that reconvenes after training.   The work plans developed in this exercise might be collected, and the person taking minutes of the training for the sponsoring organization could later disseminate the work plans to participating organizations.

Step IX: Summary

The facilitator needs to emphasize that there may be resistance to change and should generate a discussion on how to overcome this resistance.

Concluding Comments

The facilitator may hear reactions such as, "There are no people of color in my community; what do you expect me to do?" It is important to challenge the questioning participant by responding, "Why are there no people of color?   Why is it so unsafe for them in your community? How could you make the community safe for a battered woman of color who is fleeing from her abuser and turns to you for protection?"   The facilitator suggests to the group that as we work to make our shelters anti-racist and multi-cultural, we must also challenge our communities to undertake the same tasks.

The facilitator must also indicate to the participants that this two to three hour training on racism is inadequate.   They may want to plan many more statewide or local trainings, start anti-racist consciousness-raising groups and read literature written by people of color. The goal for white people is to overcome their guilt and to act to stop racism.   Along the way, they will all make mistakes, but the important task is to change.

Handouts:

Racism Definition Sheet

Readings, Resources, References:

Contact the Women of Color Task Forces of the National Coalition Against Domestic Violence and the National Coalition Against Sexual Assault.

Council on Interracial Books for Children, materials on anti-racism training, 1841 Broadway, NY, NY 10023.

Derman-Sparks, Louise and Phillips, Carol. "Becoming Anti-Racist: Patterns and Progressions of Change for Whites and People of Color."

Katz, Judith H. **White Awareness: Handbook for Anti-Racism Training.**

Lindsey, Karen. "Anti-Semitism and the Women's Movement."

See bibliography of writings by women of color in **Reading List for Multi-Cultural, Anti-Racism Education** attached to **Celebrating Women's Culture - Part II,** Workshop II-J.

White, Evelyn. **Chain, Chain, Change: For Black Women Dealing With Physical and Emotional Abuse and Exploring Responses to It.**

Zambrano, Myrna A. **Mejor Sola Que Mal Acompañada: Para La Mujer Golpeada (For the Latina in an Abusive Relationship).**

Time Frame: 2-3 hours

RACISM DEFINITION SHEET

DEFINITION: Racial prejudice is defined as a favorable or unfavorable opinion or feeling about a racial group, formed without knowledge, thought or reason. Racism requires, in addition to racial prejudice, the power to enforce that prejudice. In the U.S., as in all other societies, power is attained through control of major social institutions, i.e., business, government, education, communications. In the U.S., all of these institutional areas have always been controlled by white people. Therefore, the power to enforce racial prejudice has rested almost exclusively with the white community in this country. Thus, when we speak of racism in the U.S., we are speaking about white racism. Black prejudice could only become Black racism if Blacks were to take control of this country's institutions and use them to benefit people of color at the expense of whites.

The concern goes beyond anyone's attitudes or anyone's intentions to include people's behavior in their institutions. A white person with absolutely no racial prejudice can still be part of her/his institution's racist practices by not working to challenge and change those policies and practices that have racist results.

Examples of Racism

POVERTY: 1980: There were 19.7 million whites, 8.6 million Blacks and 3.5 million Latinos below the povery level. That represents 10.2% of all whites, 32.5% of all Blacks and 25.7% of all Latinos living in the U.S. In the year 1979-1980, the number of poor Blacks rose sharply while the number of poor whites declined.

Bureau of the Census, Aug., 1981
National Urban League, 1/14/82

INCOME:

	White	Black	Latino
Medians	$20,524	$11,648	$14,315
Over $50,000	5.7%	0.9%	2.1%
Under $10,000	17.6%	43.1%	32.1%

Bureau of Labor Statistics, 6/22/81

UNEMPLOYMENT:

	White	Black	Latino
Total	6.3%	14.1%	10.1%
Males 20 years & older	5.2%	12.2%	8.3%
Females 20 years & older	5.6%	11.7%	9.2%
Both sexes 16-19 years old	15.5%	38.6%	22.5%

U.S. Dept. of Labor, 4/16/81

TYPE OF WORK: 1979:   One out of twelve white males was a service
                worker, but one out of five females and one out of four
                people of color held such a job. By comparison, almost
                one-third of all white males were in professional or
                managerial positions, but fewer than one out of six
                people of color were in those occupational categories.

                                U.S. Commission of Civil Rights, 1/81

ELECTED
OFFICIALS: 1980:   There were 4,912 Black officials in the 49
                states, the District of Columbia and the Virgin
                Islands, representing 1% of the 490,200 elected
                officials in the U.S.   There are 19 Black elected
                officials for every 100,000 Blacks, while there are 224
                non-Black elected officials for every 100,000 non-
                Blacks.

                                Joint Center for Political Studies, 1981

HOUSING: More than 82% of the homes on the Navajo reservation do
                not have indoor plumbing and 80% are without water and
                sewer facilities.
                                New York Times, 4/27/79

        The Chance of Being Inadequately Housed (2-5 Persons)

		White	Black	Latino
65 and up	Male	13%	27%	21%
	Female	16%	33%	24%
30-65 years	Male	17%	25%	25%
	Female	17%	26%	24%
Under 30	Male	20%	27%	23%
	Female	18%	28%	29%

                                U.S. Dept. of Housing & Urban Devel., 9/78

SEGREGATION: In 1978, 60% of minority students were enrolled in pre-
                dominantly minority or racially isolated schools. The
                Western and border state regions showed somewhat lower
                segregation than the rest of the nation while the
                Northeast was the highest.

Challenging Homophobia Within Our Organizations

Goals

1. To explain homophobia and the effects it has on women.

2. To help participants understand the connection between homophobia and the movement to end violence against women.

3. To offer participants the opportunity to design and practice anti-homophobic strategies.

Why We Include This in Leadership Training

Homophobia, the fear, dread and hatred of lesbians and gay men, harms individual women and divides the women's movement. Homophobic attacks have made their ugly way into shelters, women's centers and rape crisis programs, forcing lesbians to leave their jobs or, more frequently, to remain silent about their identities.

Women often suggest that sexual preference is a personal choice that has no place in movement discussions. This position denies the significance of homophobia (the irrational fear of women emotionally and sexually loving each other) and heterosexism (the belief that heterosexuality is the only normal sexual or intimate expression within our society). Heterosexism and homophobia serve to bind women more tightly into sexual identification with, and dependence on, men. As an attempt to deny all women the right to define themselves, homophobia undermines the right to self-determination that is the foundation of the women's movement.* The hatred of homosexuals also makes it impossible for battered lesbians to find safety - the hallmark of the anti-violence movement - within shelters and rape crisis centers.

Many lesbians have been the leaders and founders of the women's movement, as well as the battered women's and anti-rape movements, but their important contributions are frequently hidden and unaffirmed, or the fact that they are lesbians remains a secret. The hatred of lesbians makes it dangerous for these women when they are in leadership roles. Homophobia is, therefore, a fundamental barrier to ensuring women's safety and leadership. This workshop is designed to overcome this barrier and affirm lesbians who are leaders in the movement and who are survivors of violence.

Description of Activities

Step I: Instructions

The facilitator slowly reads the attached definition of homophobia.

* Susan Schechter, **Women and Male Violence**, pp. 267-268.

(See handout **Homophobia Definition Sheet**.) She then asks the group to raise questions or concerns. She shares some examples of homophobia from the Definition Sheet and may add the following comments: When women and men break from the system of male dominance (by loving the same sex or by exhibiting behavior that is out of line with traditional sex roles), then homophobia is used as a weapon to draw them into line. The threat of being called a faggot or lesbian keeps many heterosexual men and women from breaking out of traditional sex-stereotyped behaviors. It encourages women to be passive, demure and dependent on men, even violent ones.

Step II: Instructions

The facilitator presents the power-privilege chart* to the group by drawing two columns, one side labeled "Norm" and one labeled "Other." She explains that in the world, we label some groups the "norm" and make those who are different the "other." She begins with an example and asks the group to brainstorm together and fill out the chart.

Possible responses from the participants:

Norm	Other
white	people of color
rich	poor
young	old
adult	children
urban	rural
heterosexual	homosexual
American	third world
men	women

Step III: Summary

The facilitator conducts a large group dicussion about the chart, making the following points:

1.   The world is more "other" than "norm", but the images we see would make us believe otherwise.

2.   Our society puts pressure on us to be on the "norm" side.

---

* This exercise was developed by Suzanne Pharr of the Arkansas Women's Project. Suzanne Pharr, "Two Workshops on Homophobia."

3. Those who fit the "norm" have power and privilege and control over the "others."

4. Each of us is sometimes the "norm" and sometimes the "other." This can be very confusing. For example, even though we may be oppressed as women, we may also be oppressing others. We have to take responsibility for the behavior and practices, like homophobia and racism, that harm others.

5. The "others" are less known to the "norm" and therefore, many stereotypes exist about them.

6. "Others" are pitted against one another and are made to compete for scarce resources.

Step IV: Instructions

The facilitator asks the group to participate in some guided imagery to better understand homophobia. She reads the following slowly:

Invisibility Role Play.* Imagine that you as a non-lesbian are part of a group that is only 10% of the population and your heterosexual, non-lesbian activity is illegal, and your lifestyle must be kept hidden from the public lest it reveal your sexual proclivity. Assume now that a family holiday such as Christmas has just finished, and I, your lesbian supervisor at work, ask you casually (for it means little to me) what you did over the holidays. How will you, the non-lesbian, describe the events of the holidays without giving me any clues that you spent any part in intimate ways with members (non-related by blood, that is) of the opposite sex, and how will you keep me from knowing that you did anything connected with heterosexual institutions, roles, or traditions? Will you change pronouns? Will you lie by omission? And how will you feel about yourself?

Now, in this switched-about world, I decide to give a January party for the office crew and ask all of you to bring your partners. Will you dare to bring the man you have lived secretly with for the past five years, thereby letting us all suspect/know you are abnormal, sick, and illegal? And if you don't, what will you tell him as you leave him at home and go out as this pretended single woman that the world takes you to be? And what will you tell him when you get home that night? Once at the party, will you speak to other suspected non-lesbians or will you be afraid that being friendly with them might make people suspect you? And what will you do when I, your host, turn down the lights and put on slow-dance music - who will you dance with? And by what signals will you recognize the other non-lesbians there? Will you ask one of them to dance? Will that be too dangerous?

---

* This exercise was developed by Suzanne Pharr of the Arkansas Women's Project. Suzanne Pharr, "Two Workshops on Homophobia."

And when your male partner of five years, with whom you have no legal ties because there are none available to you, gets sick and goes to the hospital, how will you get to see him and how will you deal with his family that has all the rights sanctioned by law? How will you keep from exposing yourself in your love for him? And when he dies in that hospital and you have no right to the body, to burial, to recognition of your relationship, to public grief or support, what will you do? Where will you turn?

The large group is then asked to share its feelings and responses.

The facilitator needs to focus the group on questions like, "How did it feel to be invisible? What were the fears you were forced to live with?" Name and describe them all. "What was it like to be cut off from the person you loved, to be denied any support for your grief?" The facilitator wants to make sure that participants understand the concepts of invisibility and homophobia fully before the discussion ends.

Step V: Instructions

In this next section, we are hoping that participants begin to understand the impact of homophobia on their lives and on their organizations. The facilitator asks small groups to consider the following questions, one by one. A recorder in each group will document responses on newsprint.

1.   What are the gains to straight women from homophobia?

Possible responses from the participants:

    a.   We hire straight women for fear of outside attack, i.e., straight women have more chance for a job or promotion.

    b.   Lesbian families are made invisible. Biological families are seen as the only legitimate ones. Therefore, lesbians don't get any validation for their families. Lesbians are, consequently, more exploited around family issues, i.e., they are always asked to work on holidays. It makes scheduling easier for straight women.

    c.   If we deny lesbians are present, we never have to acknowledge the constant fear they live in.

    d.   Straight women get to talk about all their problems and lesbians listen and can't talk about all theirs.

    e.   You can trivialize a lesbian's position by saying, "of course, she says that, she's a lesbian."

    f.   Straight women have the power to "turn her in" and ruin her life.

g. There is extra scrutiny of a lesbian's work and political activity.

h. Any work undertaken in the name of the lesbian caucus is scrutinized more carefully and is not seen as valid as the work of other caucuses.

i. Straight women, especially middle class women, can gain access to the system through the men they are involved with. Straight women gain some male privilege through intimate relationships with men.

2. What are the losses to straight women from homophobia?

Possible responses from the participants:

a. We are afraid of aligning too closely with women for fear of being labeled lesbian.

b. We rely heavily on male approval for fear of being labeled.

c. If we assert ourselves too strongly, if we are too angry, if we are too pushy, we are called dykes and this stops us from asserting ourselves.

d. We lose friendships.

e. We lose ties with women who are different and therefore we lose their experiences, insights and contributions.

3. What are the gains to straight men as a result of homophobia?

Possible responses from the participants:

a. They can keep women compliant because of their fear of being called a lesbian.

b. They can discredit lesbians and straight women by the label lesbian.

c. Men control women and if there are women outside their sphere of control, i.e., lesbians, they can demean them, discredit them and thereby get power back.

d. Lesbians and straight women are kept from bonding and therefore women have less power and men more.

4. What are the losses to lesbians as a result of homophobia?

Possible responses from the participants:

a. They can lose their lives.

b. They can lose family, children and friends.

c. Lesbians may be fired if their employer knows they are lesbians.

d. Lesbians lose a sense of safety and support in the world.

e. Lesbians must live with the personal and political contradictions between invisibility and empowerment/openness/self-actualization/self-care.

f. Lesbians live in fear of exposure.

Step VI: Summary

The small groups report back and a large group discussion follows. The facilitator points out that although lesbians lose most, homophobia, as a part of sexism, hurts all women. Homophobia keeps women divided and it works to deny power to all women, straight and lesbian. Homophobia is a problem for all women, not just lesbians, because we can all be discredited and labeled when we work on behalf of women. If we are to stop the power of the labeling and the isolating of lesbians, we must be actively anti-homophobic.

Step VII: Instructions

The facilitator asks the participants to work in small groups again. They should brainstorm answers to each of the following questions and then each group should report back to the whole.

1. How would you develop an outreach program for battered lesbians?

   a. What are the risks and problems and how do you resolve them in anti-homophobic ways?

   b. What internal programmatic, education, planning and practices need to be instituted first?

2. How will you deal with a resident who is homophobic when a battered lesbian is present and says, "I don't want to sleep in the same room as her?"

The work plans developed in this exercise might be collected, and the person taking minutes of the training for the sponsoring organization could later disseminate the work plans to participating organizations.

Concluding Comments

The facilitator wants to urge the participants to continue working on the questions in Step VII. She will need to remind them of the definition with which she began, "a person can still be heterosexist by not working to challenge and change those policies and practices within her/his institution that have heterosexist results." The goal of this workshop is to raise individual consciousness and to change oppressive practices. The facilitator wants to end the workshop by challenging the group to work on the later goal.

Handouts:

Homophobia Definition Sheet

Reading, Resources, References:

Pharr, Suzanne.   "Two Workshops on Homophobia."

See bibiliography of writings by lesbians in **The Lesbian Reading and Resource List**, attached to **Celebrating Women's Culture - Part II**, Workshop II-J.

Time Frame: 2 1/2 hours

Homophobia Definition Sheet

DEFINITION: Homophobia, which has its roots in sexism, is the irrational fear of lesbians and gay men and the hatred, disgust and prejudice that fear brings. Heterosexism is the institutional response which assumes that all people are heterosexual and therefore excludes the needs, concerns and life experiences of lesbians and gay men. Heterosexism awards power and rewards to heterosexual people and denies privilege and power to homosexuals.

Heterosexism extends beyond individual homophobia. A person without any homophobic attitudes can still be heterosexist by not working to challenge and change those policies and practices within her/his institution that have heterosexist results.

Examples of Homophobia*

LEGAL: Few states have laws protecting lesbians and gay men from discrimination. The fact that a woman is a lesbian will have a detrimental effect on any case in which she is involved, such as child custody, rape, or battering.

EMPLOYMENT: Most lesbians are not "out" on the job for fear of ostracism or loss of the job (especially in jobs working with children). The fear of exposure as a lesbian is constant for lesbians in public office or in positions of power.

PUBLIC
ATTITUDES: TV, books, magazines, movies, jokes and stories are riddled with oppressive attitudes towards lesbians and gay men. Heterosexist comments about "Fags" and "Dykes" are accepted and laughed at by almost everyone, including people who would interrupt any other oppressive comments and attitudes.

PSYCHIARTY
AND MEDICINE: Until recently, homosexuality has been diagnosed as an illness by the psychiatric profession. Although the "official" line has changed, many doctors still treat homosexuality as an illness.

If a lesbian goes for a medical check-up, she will be asked what sort of birth control she uses, which assumes that all women are heterosexual. Doctors and clinics rarely have information and treatments specific to a lesbian. The woman is made to feel that her real problem is lesbianism, not her actual illness.

---

* Taken from: M. Smith, "Homophobia and Heterosexism", **For Shelter and Beyond.**

RELIGION: The Bible and other "holy" books contain a few passages that can be interpreted as disallowing homsexuality. Homophobic people latch onto these passages, ignoring other indicators that would contradict their attitudes. Often, just the impressive sounding phrases "God's law", or "Laws of Nature" are used to give validity to otherwise unsound arguments about sexuality.

FAMILY: Many lesbians and gay men find their relationships with their families to be one of the hardest things to deal with. Parents are most often invested in the "happiness" and "normalcy" of their child. A lesbian may be rejected by her family and therefore cut off from support and stability which families can often provide.

ATTACK: The extreme of heterosexism is scapegoating, or the blame for society's ills being put on lesbians and gay men. Attack and even murder, have been and continue to be a result of this scapegoating. Violence, discrimination and public attacks are common occurrences in the lives of homosexuals.

INVISIBILITY: There have been lesbians in every era of history, there are lesbians in every country in the world, and almost everyone has a lesbian friend, acquaintance or family member whether they know it or not. It is the sterotyping and misconceptions, in fact the heterosexism, that keep lesbians invisible. Lesbians are women of all ages, races, classes and cultural backgrounds, professions, etc. Invisibility is a critical part of heterosexist oppression.

Creating Task Forces of Women of Color, Lesbians, and Survivors of Violence

Goals

1. To help participants understand the important role of task forces in leadership development.

2. To encourage the creation of task forces as an effective organizing and coalition building strategy.

3. To support women of color, lesbians and survivors of violence in their efforts to assume leadership.

Why We Include This in Leadership Training

If the women's movement is to become more inclusive, then we must develop strategies that change the power balance within existing organizations; women of color, lesbians, and survivors of violence must gain more power. The development of task forces of under-represented groups is one strategy for changing institutions. Through task force membership, women feel the support of others and have the collective strength to challenge oppressive practices and to join dominant groups as equals. Task forces also encourage new women to develop their leadership abilities. Because those in power frequently resist or sabotage the formation of task forces, we include this workshop as a way to lend support to women of color, lesbians and survivors of violence who are organizing on their own behalves.

Description of Activities

Step I: Instructions

The facilitator offers the following ideas in order to stress the importance of task forces in developing leadership and building coalitions.

A. Task forces <u>advocate</u> for women who are under-represented in an organization; their under-representation may be in numbers and/or in power.

B. Task forces <u>decrease risks</u> to individuals by speaking in a united voice.

C. Task forces <u>keep organizations</u> "on task", mindful of the under-represented group and the organization's commitment to empowerment.

D. Task forces <u>provide support</u> for women who differ from the "mainstream" organization. They are the "safe space" for women who are, by nature of their difference, less safe in the organization.

E. Task forces <u>provide the opportunity for internal dialogue</u> about issues of specific importance to their members.

F. Task forces <u>nurture, strengthen and unify</u> women who are alike, provide the opportunity to develop role models and foster leadership development.

G. Task forces have an <u>internal</u> purpose as well as an <u>external</u> purpose.

Internal purpose: To develop an analysis of their members' experiences and needs. To provide a safe space for members to freely share hopes, frustrations, and ideas with others who have common experiences. To develop role models that strengthen and empower others.

External purpose: To build a base within the larger organization in order to create a mechanism for equalizing power. To assure that the task force and its needs are fully and equally represented in the organization.

Task forces may develop structural and organizational problems:

A. Task forces can relieve the larger organization of its responsibility to change. They do the organization's hard work and become the conscience of the organization. No one else works to challenge oppressive practices.

B. They take the concerns of the task force membership out of the context of the organization.

C. Task force members feel conflicted or divided. Are they an organization member or a task force member? When their roles are in conflict, they are often silenced. The membership of the organization, on the other hand, often misinterprets an individual's ideas or concerns and falsely assumes that she speaks only for a task force, not for herself.

Step II: Instructions

The facilitator states that even after this presentation, the role of task forces may still be a misunderstood one. To further the trainees' understanding, the facilitator summarizes and answers the most frequently asked questions about the role of task forces. She also encourages participants to raise their concerns.

The following responses have been prepared for this question and answer session:

1. Don't task forces divide us rather than build unity?

    Answer: Unity implies equality. It means "meeting on equal grounds." Unless power is equalized within an organization, there cannot be true unity. Task forces help equalize power.

2. Why is there a need for task forces? We are all women and if we value inclusion, why do we separate from one another?

    Answer: We are all women, but we are not the same. Women, especially those who must forfeit their differences to be involved and accepted, need space to celebrate their uniqueness, formulate issues that are critical to them, and feel supported and safe.

    Task forces empower women to be equally included. They help eliminate tokenism and establish meaningful participation.

3. Shouldn't white, middle class, straight women have a task force?

    Answer: There is no need for "mainstream, privileged" women to organize a task force; historically they have had power in organizations by the nature of who they are. In most cases, their needs are well represented by the organization and their concerns are reflected at all levels.

4. How can we get the business of the organization done if we are always responding to task force concerns?

    Answer: The business of the task force is the business of the organization. Otherwise, the organization does not represent all women.

5. Why are task force meetings closed?

    Answer: Remember that task force members are seldom, if ever, afforded time to do work relevant to their lives as "different" women. For example, most women of color are the only person of color in their organization. Imagine how lonely that is as a daily work experience, and how refreshing and empowering it is to be with other women who face the same situation.

    In order for the members to feel truly safe, meetings are usually closed to non-members. Because of discrimination against women of color, lesbians, and survivors, meetings must be closed.

6.   What happens in task force meetings?

      Answer: Most   task forces do work.   They   are   frequently
                     involved in projects or they respond to events or
                     circumstances within the larger organization.

                     There is also usually time for bonding, sharing
                     experiences and culture.

The facilitator should encourage the group to add to these responses
and formulate additional questions.

Concluding Comments:

Task forces need certain preconditions in order to function meaning-
fully within an organization. These include:

1.   A voice (representation) and a vote within the larger
      organization.

2.   Time, space and resources to meet regularly.

3.   Financial resources to do their work.

4.   Recognition by the organization; the task force must be con-
      sulted when the organization plans or develops policy.

5.   A commitment that the needs of the task force are a prior-
      ity.

6.   The integration of task force members into other roles in
      the organization.

Handouts: None.

Readings, Resources, References: None

Time Frame: 30 minutes

Overcoming Barriers to Empowerment for Children, Volunteers, Battered Women, Staff and Lesbian Survivors of Violence

Goals

1. To identify personal and organizational barriers that impede the participation and empowerment of children, volunteers, battered women, rape victims, staff, lesbians, non-English speaking persons, the differently-abled, working class persons, non-traditionally educated persons and women of color.

2. To recognize that these barriers are supported by values, belief systems and the structures of our organizations.

3. To understand that barriers make it impossible to have democratic, participatory and inclusive organizations.

4. To develop work plans for eliminating barriers to empowerment.

Why We Include This In Leadership Training

In previous exercises, we have examined leadership characteristics and actions, and explored incentives for assuming leadership. As a movement committed to the inclusion of all women, we also have to eliminate those impediments that preclude many women from joining in our efforts. This requires that we carefully examine the values and organizational practices that disenfranchise or disempower people. We then need to design plans to overcome the institutionalized barriers we have built.

Description of Activities

Step I: Instructions

The facilitator offers several vignettes that highlight the disempowering experiences of various constituencies in women's crisis organizations. She asks the audience to listen to the stories below. Because it may be hard for the audience to remember all the persons presented in the role-plays, it is helpful to name them on newsprint and post the list behind the actress. The actress dramatizes each story in the first person by becoming the child, volunteer, etc., and describing her experience in the disempowering situation.

Sample vignettes might be:

1. Child in shelter:

A child in the shelter approaches a worker and tells her that she does not want to go home with her mother who is reconciling with her abuser the next day. The worker asks if the child has spoken to her mother about her feelings. The child reports that she has not because she is afraid to do so. The child clearly wants to be with the mother but does not want to return to the abuser with the mother. The worker reminds the child that the father has never hit her (i.e., the child). The worker tells the child that it will be hard for the mother to go home and that it is important to the mother that she know the child supports her. The child responds that the abuser beats up the mother a lot. The worker answers by pointing out that it is important to the mother to try to work it out with her husband and that she cannot do it without the help of the child. The child retorts that she does not like it in the home. The worker assures the child that she understands that the child does not like it in the home and that she probably will not be happy there but that the mother cannot affect this reconciliation without the child and her support. The worker suggests that if the child has problems once she returns home, she may call the shelter to talk. The child insists that the mother is returning with the belief that the violence will end but the child is certain the violence will continue and that her mother will be hurt. The worker responds that the mother has a right to make a decision about her own life. The child asserts that she will run away from home rather than return. The worker insists that the child speak to the mother. What should the child do?

2. Volunteer in rape crisis center:

The volunteer's daughter was a client of the rape crisis center sometime ago. To express her appreciation and to try to help other women, the volunteer began working with the rape crisis center.

First, she went through 40 hours of volunteer training. During her preliminary interview, she advised the staff that she wanted to do public speaking. She is a member of the Junior League and has worked with their speaker's bureau over the years. She believes that she is particularly talented in public speaking and community education. When she completed the volunteer training, staff advised her that she could not work on the speaker's bureau because a new staff member had been hired to do community education and public speaking. Therefore, the only volunteer work available to her would be on the hotline. She was told that after she had worked on the hotline for a number of months, there might be a possibility that she could do public speaking on behalf of the organization. The volunteer does not want to do hotline work. She believes that she does not have the kind of empathy that is essential. Nor does she want to face the

emotional exhaustion that she has heard occurs for hotline workers. She has to decide whether she will comply with the requirement that she work the hotline under these circumstances. What should she do?

3. Battered woman in shelter:

The drug and alcohol counselor in the shelter approaches a battered woman and tells her that she appears to be very depressed. The battered woman responds that she is not feeling well. The worker comments that the battered woman seems to feel this way frequently. The worker reminds her that it is 9 a.m. and that she is not dressed, contrary to the shelter rule. The worker states that she is worried about the battered woman. The battered woman again says that she has not been feeling well but that given a little time, she will feel better. The worker responds that she believes the battered woman has been abusing drugs. The battered woman says that she has never used any drugs. She adds that she has had a beer or two occasionally but that drugs have nothing to do with her feeling poorly. The worker observes that when the battered woman first arrived in the shelter, she seemed to have plenty of energy but that this has dissipated. The worker further notes that the battered woman is hanging around with people who are known drug users in the shelter and on the street. The worker assures the battered woman that they want to help her and that drug use does not make her a bad person. She asks the battered woman to acknowledge that she has a drug problem. The battered woman denies any consumption of drugs and denies excessive consumption of alcohol. She asserts that the consumption of two beers the night before is not the cause of her illness. The worker responds that the other women with whom she was drinking do not seem to be depressed. Finally, the worker states that she must insist that the battered woman provide the shelter with a urine specimen so that it can be tested for drug and alcohol content. The battered woman is incredulous. The worker indicates that she knows it is difficult to acknowledge addiction but that it is necessary in order to be healthy. The battered woman looks at the worker, disbelieving what she hears. What should the battered woman do?

4. Staff person in Women's Resource Center:

A women's resource center director reports to a board member that a staff person wants to go to the National Women's Center Conference this summer. The board member is very excited. The director states that she thinks it is a good idea for someone to go to the conference but is hesitant to give permission because the worker wants the conference fees and costs, as well as transportation, to be paid and expects to get leave with pay for travel and conference time. The director is reluctant to pay all of the worker's expenses and wants support from the board. The board member asks why the worker shouldn't go. The director responds that there is money for staff training in the budget but that the conference will take a substantial portion of it and

might very well preclude the director from attending a training in the future. The board member reminds the director that the budget has money designated both for staff training and director development. In reviewing the budget and books, it appears there is adequate money for the worker to attend the conference. The director responds that the board member's proposal does not give her leverage and that the worker is so interested in going that she is likely to underwrite some of the costs of the conference herself. The director proposes that she tell her staff person that the program will pay $350 but that she must come up with the other $250. The board member again says that she feels there is adequate money in the budget but she will defer to the director.

The director meets with the worker and reports that she has spoken with the board and that a decision has been made, inferentially by the board member, that only $350 of the costs of the conference will be paid by the program. The director states that the board is concerned about the budget. The worker responds, apparently surprised that she does not have the money, that she was under the impression that the program would underwrite all of the costs associated with the conference. The director responds that this has put her in a very difficult position because she wants the worker to attend but she has to respect the feelings of the board. The director insists that she struggled with the board around the issue of full payment but lost. The worker gets angry and states that she feels the board is acting most unfairly. She points out that she usually works about 80 hours a week and only gets paid for 40 and that the compensatory time she earns can never be taken. She states that the board is being extremely unfair. The director agrees, but she says that the board is not willing to renegotiate. The worker then asks if the board would be willing to either pay for child care or take some responsibility for child care while she is at the conference. The director indicates she is certain that the board would not be willing to consider this type of child care responsibility but she is willing to talk to them about it. What should the worker do?

5. **Lesbian sexual assault victim:**

A victim of sexual assault calls the hotline and asks for on-going support because of the trauma she experienced. The hotline worker encourages her to go to the district magistrate to file criminal charges against the assailant. The victim is very reluctant to do so and asks to speak to a counselor, stating that she needs counseling before she could undertake the further trauma of criminal prosecution. The hotline worker tells her that unless she files criminal charges immediately, she will not be eligible for crime victim's compensation which will help to pay her substantial medical bills and out-of-pocket expenses related to the assault. The victim is very troubled because the hotline worker will not tell her how to make an appointment with a counselor. She hangs up. As soon as she sets down the phone,

the victim turns to the audience and asks, "How can I prosecute my assailant? She is my lover. I would have to tell the world that I am a lesbian. I cannot risk that." She asks the audience for advice in solving her dilemma.

The facilitator states that each of these women has experienced substantial barriers in seeking service or participation in women's crisis organizations.

Step II: Instructions

The facilitator asks participants to count off by five and to join small groups according to their number. She then instructs participants that group #1 will be children; #2 will be volunteers, etc. The facilitator asks each group to become their respective constituency, to act as if they were, in fact, children in shelter, etc.

For fifteen minutes, the small groups will list all of the barriers to full participation and/or services that are experienced by their constituency. The list should include examples beyond those demonstrated in the role-play. A recorder in each group should put this list on newsprint.

Possible responses from the participants:

1. **Children in shelter.**

   a. Children are not asked to participate in safety planning for themselves.

   b. There is no creative play space for children.

   c. Children receive no orientation and are not clearly apprised of the rules.

   d. Boys, 14 and older, have to be separated from their mothers and siblings in shelter.

2. **Volunteers in rape crisis center.**

   a. Volunteers are treated disrespectfully; they are asked to relieve paid staff in their duties without any adequate preparation.

   b. Volunteers work in isolation.

   c. Volunteers are not offered the opportunity to participate in program decision-making.

3. **Battered women in shelter.**

   a. Battered women are encouraged to see staff as rescuers rather than to develop problem-solving strategies with other residents.

b.   Battered women are required to do household chores even if physically unable to do so.

c.   Battered women are subjected to room searches without consent and notice.

d.   They are required to discipline children non-violently but they are not offered judgment-free assistance in learning non-violent corrective measures.

4.   **Staff persons**

a.   Staff are subjected to the arbitrary decision-making of directors and boards who often have no experience in providing service.

b.   Directors hoard critical information.

c.   Staff do not have representation on the board or on board committees.

d.   Staff have no chance to utilize compensatory time.

5.   **Lesbian victims of sexual assault.**

a.   Staff assumes that the victim's assailant is a male and is, therefore, blatantly homophobic.

b.   Staff implies that the assaulted lesbian should consider becoming heterosexual.

c.   Staff pushes the lesbian victim to give details about the sexual assault when she does not want to; there is voyeurism about lesbian sexual violence.

Step III: Instructions

The facilitator then asks small groups to brainstorm a list of strategies for eliminating barriers to empowerment. Again, a recorder in each group should make a list on newsprint.

Next, the trainer asks each group to develop a work plan to eliminate one barrier. This work plan should be realistic. It may either be a work plan for a local program or for the statewide coalition. It must include a task list, persons responsible for completing tasks, timelines and an accountability mechanism.

The whole group then reconvenes for a report-back on each group's work plan.

Step IV: Summary

Barriers preclude our achieving democratic, participatory and inclu-
sive organizations.   The barriers that we have identified in this
exercise are but a few. Unless we identify those organizational struc-
tures and belief systems that maintain the impediments, we cannot
eradicate barriers. We must plan to eliminate barriers and develop
ways for evaluating our strategies.

Concluding Comments

We have only begun to examine the barriers to participation of
children, volunteers, survivors, staff, and lesbians. We have not yet
addressed the barriers for non-English speaking persons, the differ-
ently-abled, working class persons, older women, non-traditionally
educated persons and women of color.   The challenge is that partici-
pants make a clear commitment to continue this hard work.   Facilita-
tors might suggest that participants meet again in six months to
examine this issue. Persons interested in follow-up could place their
names, addresses, etc. on a piece of newsprint and a volunteer could
agree to convene a meeting. The work plans developed in this exercise
might be collected, and the person taking minutes of the training for
the sponsoring organization could later disseminate the work plans to
participating organizations.

Handouts: None.

Readings, Resources, References:

Bibliography of resources for the children of battered women pro-
duced by the National Coalition Against Domestic Violence, Decem-
ber, 1985.

Browne, Susan E., Connors, Debra, and Stern, Nancy (eds.).   **WITH
THE POWER OF EACH BREATH: A Disabled Women's Anthology.**

Lobel, Kerry (ed).   **Naming the Violence: Speaking Out About
Lesbian Battering.**

Onley-Campbell, Diana.   "Empowering Children in Shelters."

See reading lists from workshop entitled **Celebrating Women's
Culture, Part II.**

See references in the workshops on homophobia and racism.

Szymanski, Sharon (ed).   **Violence Against Women: A Curriculum
for Empowerment.**

Time Frame: 2 hours

Resisting Rape

Goals

1. To explore the idea that resistance to a rapist is a viable option for women; it is one of many strategies for dealing with sexual violence.

2. To clarify that acts of resistance may be different for a woman confronting a rapist who is her partner than for one confronting a rapist who is a stranger or acquaintance.

3. To help participants understand that survival is a form of resistance to rape.

4. To validate the need for collective resistance to rape through direct action and systems change work.

5. To offer participants an opportunity to practice rape resistance strategies and to discuss the implications of the information presented.

6. To explore the idea that battered women who are raped by their partners may face unique issues.

Why We Include This in Leadership Training

This segment offers new and controversial information about resistance to sexual assault. To stimulate this discussion, we show the videotape, entitled **A Fighting Chance**. The tape challenges the idea that it is best to do nothing when confronted by a rapist; it serves to help women debate and consider resistance strategies. We believe that each woman confronted by a rapist is best able to decide upon the appropriate strategy for her survival. Because the videotape emphasizes other forms of resistance, it is imperative that the facilitator stress that survival, i.e., whether fighting back or not, is resistance. In this way, we affirm women's coping strategies and abilities when faced with sexual assault.

Description of Activities

Step I: Instructions

This workshop is often presented as an evening activity. The facilitator briefly introduces the videotape, **A Fighting Chance**. She should be familiar with the instructional materials provided with the videotape prior to its use. She notes that the videotape deals with stranger or acquaintance rape, and that it does not deal with rape by a partner or by a batterer.

The facilitator notes that women have been socialized to be passive in the face of sexual assault and to believe that the safest thing is to give in to a rapist. She informs the participants that this videotape

examines the myths about rape, the rapist and the victim. She also comments that the videotape will demonstrate that resistance to rape is an effective response strategy.

The facilitator should caution the group that the videotape may arouse feelings of vulnerability, rage, fear and anxiety, especially for survivors of sexual assault. Because survivors may find themselves reliving or remembering painful moments, the facilitator offers her support to anyone who needs it. The facilitator also should acknowledge that because the videotape is very powerful, the rape survivor in the audience who chose not to resist may feel invalidated by the message of resistance. As a training team and movement, we strongly validate her decision and recognize that her decision-making is not to be challenged by anyone. However, this exercise offers participants the opportunity to think about rape resistance as a strategy each woman might choose to employ in the future when confronted by a rapist.

Step II: Instructions

The facilitator shows the videotape. During its showing, the facilitator should take care to note distress on the part of any participant.

Step III: Instructions

When the videotape ends, each participant is asked to sit quietly for thirty seconds and think. The facilitator then raises the following questions: "What did you learn from the videotape? What emotional responses did you have to it?" The facilitator should ask participants to identify ways that the videotape made them feel comfortable and uncomfortable. The facilitator concludes by asking participants if they could use this as a resource for their programs.

Step IV: Summary

Whether we have been raped or not, all women fear rape. The fear of rape keeps us in line; keeps us dependent upon men for protection; keeps us locked up at night; or renders us fearful of every unexplained noise in our home. In fact, our fear is greatly exaggerated. Men benefit by our unrealistic fear.

Step V: Instructions

After several minutes of sharing, the facilitator should underscore the fact that the videotape did not deal with marital or partner rape. The presenters are not telling rape survivors or battered women that they should resist in the ways suggested by the film. For example, battered women, who are repeatedly disempowered by their abusers, may be more violently assaulted if they fight back during a sexual attack. The facilitator should repeat that the purpose of the videotape is to demonstrate that resistance is one viable response to a rape attack. Facilitators should emphasize that every choice by the victim in response to a rapist is valid. Only the victim can choose.

Her judgment is best. The purpose of showing this videotape is to increase consciousness about the choices that we have.

Step VI: Summary

The facilitator talks about rape resistance as a "mind set," a way of preparing oneself to deal with the possibility of sexual assault. She distributes the **Rape Avoidance Handout.** She notes that while rape resistance may result in physical injury, it is not likely to result in permanent or lethal injury.

Step VII: Comments

Again the facilitator should distinguish between women raped by their partners from women assaulted by strangers by making the following observations. We know that battered women have often found that when they resist the batterer during the course of the assault, he becomes further enraged and his attack can become more life-endangering. However, we also know that battered women do resist when they conclude that the circumstances warrant fighting back. The judgment of battered women about the best response to sexual assault by their partner must take into consideration the current circumstances and history of escalated violence in the face of resistance. In fact, we know that for many battered women, acquiescence in unwanted sex has been a strategy to avoid further brutal, physical assault. In our experience, it is much harder for the victim of marital rape to avoid sexual assault because of the legal and social approval of sexual violence within a marriage or a partnership. The facilitator also might want to point out that most battered women who come for shelter and advocacy services do not initially identify themselves as sexual assault victims. Only when the concept of sexual assault is defined as any "unwanted sexual conduct or language" do battered women recognize that they have been victimized sexually as well as physically.

The facilitator then helps the group to brainstorm acts of individual resistance by women who are raped by their husbands, partners, or boyfriends. Here, the facilitator wants to expand the participants' ideas about resistance. Most people think that only fighting back is resistance, but avoidance is also resistance. For example, if a batterer refuses to let his partner use contraception and the battered woman uses it secretly, knowing she will be assaulted if he finds out, she is resisting. Obtaining an order of protection is resistance. The facilitator asks the group to brainstorm the ways battered women avoid or resist sexual assault from their abusers.

Concluding Comments

The facilitator should point out that we collectively resist by helping each other, by intervening when a sexual assault is occurring, and by providing services for survivors. Resistance includes community education efforts and legal change that stops the rapist and assists the survivor. The facilitator encourages participants to remember social action strategies such as marches, demonstrations, and direct confrontation of the rapist in his community. The facilitator concludes by reminding participants that resistance is only one

response to rape. We are individually and collectively resisting rape in many ways and we must never blame the victim for the response strategy she chooses. Her judgment is best.

Handouts:

Rape Avoidance Handout

Readings, Resources, References:

A Fighting Chance and a guide for presenting it, available from the Rape Crisis Center, New Orleans YWCA.

Rape and Older Women: A Guide to Prevention. National Center for the Prevention and Control of Rape.

Time Frame: 2 hours

RAPE AVOIDANCE

AT HOME

1. When moving into a new home or apartment, change all locks on outside doors. This practice prevents former tenants from entering with old keys.

2. Have a chain lock installed inside your door. Be sure that the chain is short enough to prevent an intruder from removing it and that the screws are long enough to prevent a sudden violent push from pulling them out.

3. Have a peephole installed. A "peephole" device is easy to install and inexpensive.

4. Have a lock installed on every window a burglar or intruder can reach. There are also available a variety of devices that limit how far a window can be opened. Use your window locks!

5. Consider installing an electronic security system in your home. There are many types of burglar alarms listed in the yellow pages.

6. Consider asking the phone company not to list your street address in the phone book. This will enable your friends to find your number and prevent unwanted visitors.

7. Do not leave keys in a "secret" hiding place, i.e., under the mat, or on a windowsill, or in the mailbox. It is much safer to leave your keys with a trusted neighbor.

8. Keep house keys on a different ring than car keys. Many successful burglars conspire with parking lot attendants to have keys duplicated while a car is parked.

9. Keep your draperies and shades drawn at night, especially if your home is easily accessible from the street. If a potential assailant sees you alone, he's more likely to enter the house.

10. Keep lights on in at least two rooms.

11. Have doorways and driveways lighted at night.

12. If you return home to find doors or windows open or you suspect a burglary, don't go into the house - call the police from a neighbor's house.

Gulf Coast Women's Center
P. O. Box 333
Biloxi, MS 39533

TELEPHONE CALLS
1. Never give personal information to a caller you don't know.

2. If a phone call is becoming obscene or frightening, hang up immediately.

3. If the caller persists, blow a whistle loudly into the mouth-piece.

4. Never give a caller any reason to suspect you are alone in the house.

5. Advise the caller that this call is being monitored.

6. If threatening or obscene calls persist, report immediately to the phone company.

ON THE STREET.
1. Be aware that walking alone at night may be hazardous to your health.

2. If you are being followed or you see a man (men) further down the street who makes you feel uncomfortable, cross the street, or walk in another direction, or ask other people walking if you can walk a short distance with them.

3. It is safer to walk near the curb, in the middle of the street, and away from buildings, trees, shrubbery, etc. which can hide potential assailants.

4. When walking from your car to your home or apartment, carry your house keys in your hand, not in your purse. Don't stand in a doorway and fumble in your purse or pocket for keys. Have them ready to use.

5. If you have a weapon, carry it in your hand - not in your purse. Learn (in advance) how to use the weapon.

6. Be aware, at all times, of your surroundings. Look over your shoulder and behind you several times while walking. Better to look and/or feel foolish or suspicious than to be raped.

7. Don't give friendly answers to men who attempt to strike up con-versations on the street. Walk briskly and with purpose - keep walking.

8. Use a grocery cart when you have many packages. You make a good mark when your arms are full.

9. You should always dress so that movement is not restricted and you are not made more vulnerable by your clothing.

10. While waiting for public transportation, keep your back against a wall (or pole) so that you cannot be surprised from behind.

11. Try to vary your routine routes of travel. A majority of rapists have been found to study their victim's habitual patterns.

12. Know your routes. Notice lighting, alleys, abandoned buildings and street people.

13. Pick out places that you consider safer, places where you can either make a stand or reassure yourself that you are not being followed or watched, e.g. lighted porches, bus stops, stores, etc.

14. If you're going somewhere in a city you aren't familiar with, check a map, know where you're going. Looking lost increases your vulnerability.

VISITORS, REPAIRMEN, DELIVERYMEN
1. When alone and answering a door ring, call out, "I'll take it, Bill", or "I'll go, Tom." Make sure the call is loud and clear. Never reveal either in person or on the phone that you are alone.

2. Never let small children answer the door.

3. Repairmen who represent utility companies carry identification cards. If a man has none, get his name and phone the company he claims to represent before you admit him.

4. A large number of attacks occur because women allow unidentified strangers to enter their homes. Never say to a repairman, "Come in", and then check his identification card. Make him wait outside the door until you are satisfied it's safe to let him enter.

5. Many assailants gain entry into homes and apartments by pretending to be visitors, repairmen or deliverymen. You can avoid such deceptions by installing a peephole. If you don't have a peephole, make sure your safety chain is hooked before opening your door.

6. Ask deliverymen to leave packages outside the door. Wait until you're sure he's gone away, then go for the package.

IN A CAR
1. Picking up hitchhikers is never safe, but if you feel compelled to do so, pick up a woman alone. You may be saving a woman from a rapist.

2. When alone in a car, keep the doors and windows locked and rolled up. If you must keep a window open, make sure it is the one nearest to you so that you can roll it up quickly if necessary. Keep windows open only enough to admit breathing space--but not to admit a hand.

3. Do not travel on deserted roads, especially at night. Better to drive on a well-lit highway....even though it may take a little longer to reach your destination.

4. When driving, don't let your gas indicator fall past the 1/4 mark. If you feel you are being followed, head for the nearest police station, gas station, shopping center or home with lights, etc.

5. Do not enter a car without first checking to see if someone is hiding on the rear seat or on the rear floor. Do not enter a car on which a man (men) is leaning or loafing. Turn around immediately and go back to where you came from.

6. If you carry a small weapon on the front seat next to you, be sure you know how to use it and that it is easily accessible. Weapons carried in glove compartments or under seats may mean nothing if you must hastily search or struggle for them. Road flares are very good weapons to keep in the car.

7. If you run out of gas or have an accident, lock all doors and stay inside the car. Accept no rides from men--wait for police. If a man wants to help, ask him to send the repair truck or police from the next exit or nearest phone.

8. If you see an accident or stranded motorist, before stopping consider that it might be a trap set by a rapist. It is probably more helpful to hurry to report it from the nearest phone.

9. Parking lots and garages are particularly dangerous. When parking your car, note your position carefully, so that you can go directly to it. When returning to your car, look around. If you see anyone suspicious, alert the attendant.

HITCHHIKING
Hitchhiking is never safe. Try to arrange rides with friends, walk or take public transportation whenever possible. If you do hitchhike:

1. Avoid hitchhiking by yourself at night.

2. Accept rides only with other women.

3. If you do accept a ride with a man, do not get in if there is more than one man (boy) in the car.

4. Check the back seat of the car before entering to see if anyone is hiding or if there are any liquor bottles or beer cans lying around.

5. Refuse the ride if the man: was speeding, looks or acts drunk or drugged, is not fully clothed and/or has made a quick U-turn to pick you up.

Celebrating Women's Culture: Part I

Goals

1. To create a bond among the participants.

2. To celebrate the influence and importance of women upon each other.

Why We Include This In Leadership Training:

Historically, women's work in maintaining their families and communities has been frequently unacknowledged. Often women have been invisible even though they have created many important social welfare and social change organizations and have sustained their families. In this exercise, we want to name and acknowledge those women who have influenced our lives. We want to celebrate the bonds that exist among women.

Description of Activities

Step I: Instructions

Celebrating Women's Culture, Part I and II, are best used as an evening activity. The facilitator places chairs in a circle. She introduces the exercise with these words: "We want to reclaim and celebrate women's history because so much of it has disappeared. We want to reach out to women who are not here in person but whose work and love have made it possible for us to be here. In this way, we can reclaim their experiences and make their lives visible." The facilitator asks participants to think about a woman -- mother, friend, teacher, companion, resident in the shelter -- who has inspired them, given them strength and allowed them to be who they are or to participate in the movement or this training. The facilitator explains that the participants can simply call out the woman's name or they can say a few words about her.

Step II: Summary

A facilitator usually begins by offering a model of the kind of sharing and celebration of women's lives this activity intends. Then different women, one by one, call up names, memories, and stories. Although everyone does not participate, this exercise usually continues for about thirty minutes. When it concludes, the room has been filled with sadness, laughter, and pride and women have talked about the gifts that their mothers, relatives, friends, and battered women have given to them.

---

* We would like to acknowledge Suzanne Pharr of the Arkansas Women's Project who taught us this exercise.

Step III: Instructions

We conclude this session by sharing women's music and culture. (See next workshop, **Celebrating Women's Culture: Part II.**)

Concluding Comments:

Many participants describe this event as the most memorable one of their training. The facilitator should make sure that at least one evening of the training is set aside for personal and cultural sharing and that everyone has a chance to participate.

Handouts: None.

Resources, Readings, References: None.

Time Frame: 30 minutes

Celebrating Women's Culture: Part II

Goals

1. To acquaint participants with the literature, music and art which has sustained and heralded the work of women activists.

2. To encourage group members to share and celebrate women's culture with each other.

3. To inspire participants to create women's culture.

4. To build unity among group members.

Why We Include This In Leadership Training

Historically, the literature, music, drama, visual art and handicrafts created by women were often invisible.

In the last fifteen years, many activists have developed music, poetry, fiction, dance, and drama that richly honors women's struggles and victories. Much of this culture is not easily accessible nor is it praised by the media. Often we only hear of women's culture by sharing with each other.

Women's culture has inspired, nurtured and sustained many in the women's movement. It challenges us to seek new victories. It suggests to those of us who believe we are not creative, that we, too, can participate in building women's culture.

Description of Activities

Step I: Instructions

The facilitator shares the important role of women's culture in her own work. She might talk about how it sustained her through hard times or note that when struggles seem lonesome, women's culture recreates a feeling of solidarity with women everywhere. She might talk about how literature and music give her hope for her children. She could share the fact that women's literature helped her heal after experiencing violence or helped her make important life choices.

The facilitator then should suggest that if women's culture has been significant in her own life, it must be so for others in the room. She might also acknowledge those in the room who have created women's culture and thank them for their inspiration.

Step II: Instructions

The facilitator selects a song, poem or dramatic reading to share with the group. She can either perform it herself or use audio or video-

tapes. She should introduce the piece by explaining why it is important to her.

If there is more than one facilitator, each can offer something to the group. The facilitators will probably want to present at least three pieces of women's culture before moving on to the next segment.

In the registration materials for the conference, there should be a notation that there will be opportunity for participants to share music, poetry or dramatic readings. The facilitator now invites group members to talk about or perform pieces of women's culture that have been meaningful for them.

Step III: Instructions

The facilitator then might distribute reading lists that have been significant in the development of her own consciousness about her work, about feminism, about racism, about the lives of lesbians, and about cultural diversity. Publicity flyers for **AEGIS, Kitchen Table Press** and **off our backs** might be handed out. The facilitator notes that these three endeavors substantially contribute to women's multi-cultural consciousness.

Step IV: Summary

The celebration of women's culture will sustain women in this work. The group sharing during this exercise gives participants but a small flavor of how inspirational arts and literature can be.

Concluding Comments

Each of us can create women's culture. Sharing this "culture" is a wonderful gift we can give one another. As leaders, we need to pass along the celebratory aspects of our struggle to others in order to build and sustain a movement.

Handouts:

Lesbian Reading and Resource List

Reading List for Multi-Cultural, Anti-Racism Education

Readings, References, Resources:

The Journey. Videotape. Minnesota Program Development, 206 W. 4th St., Duluth, MN 55806.

Ladyslipper Music Catalog, c/o Ladyslipper, Inc., P. O. Box 3130, Durham, NC 27705.

One Fine Day. Istar Films, Box 51, Rt. 311, Patterson, NY 12563.

One Out of Four. An audiotape of poetry, music and inspiration. Minn. Program Development. See above.

Time Frame: 35 minutes

LESBIAN READING & RESOURCE LIST

The following is a list of books that may be helpful to you in learning more about lesbians and in serving battered lesbians in your program. Many of the authors listed below have written several books. Space constraints permit us to list only one title.

Abbott, Sidney, & Love, Barbara, **Sappho Was A Right-On Woman**. New York: Stein & Day, 1978   NF

Achtenberg, Roberta, editor, **Sexual Orientation and the Law**. New York: Clark Boardman Company, Ltd., 1985.   NF

Brady, Maureen, **Folly**. Trumansburg, New York: Crossing Press, 1982.   F

Brown, Rita Mae, **Rubyfruit Jungle**. New York: Bantam, 1977.   F

Bulkin, Elly & Larken, Joan, **Amazon Poetry: An Anthology**. Out and Out, 1975.   P

Forrest, Katherine V., **Amateur City**. Tallahassee: Naiad Press, 1984.   F

Gidlow, Elsa, **Sapphic Songs: Seventeen to Seventy**. Baltimore: Diana Press, 1976.   P

Jullion, Jeanne, **LONG WAY HOME: The Odyssey of a Lesbian Mother and Her Children**. Pittsburgh: Cleis Press, 1986.   NF

Lobel, Kerry, editor, **Naming the Violence: Speaking Out About Lesbian Battering**. Seattle: Seal Press, 1986.   F/NF

Lorde, Audre, **Zami: A New Spelling of My Name**. Trumansburg, New York: The Crossing Press, 1983.   F

Martin, Del, & Lyon, Phyllis, **Lesbian-Woman**. San Francisco: Volcano Press, 1972.   NF

Miner, Valerie, **Winter's Edge**. Trumansburg, New York: The Crossing Press, 1985.   F

off our backs, a monthly radical/feminist newspaper, 1841 Columbia Road, #212, Washington, DC 20009.   NF

F - Fiction
NF - Nonfiction
P - Poetry

Roberts, J.R., **Black Lesbians.** Tallahassee: Naiad   NF
Press, 1981.

Taylor, Sheila Ortiz, **Faultline,** Tallahassee: Naiad   F
Press, 1982.

Taylor, Valerie, **Prism.** Tallahassee: Naiad Press,   F
1981.

Walker, Alice, **The Color Purple.** San Diego: Harcourt   F
Brace and Jovanovich, 1982.

Vida, Ginny, **Our Right to Love: A Lesbian Resource**   NF
Book. New York: Harper & Rowe, 1978.

READING LIST FOR MULTI-CULTURAL, ANTI-RACISM EDUCATION

The following is a list of books that may be helpful for learning more about women of color, their cultures and the racism that pervades their lives. We trust that these readings will help our advocacy and service for women of color. Many of the authors listed below have written several books. Space constraints prohibit giving full credit to the work of the authors. Therefore, we have only chosen one work but encourage you to read all of their books.

Allen, Paula Gunn, **The Woman Who Owned the Shadows.**   F
    San Francisco: Spinsters Ink, 1983.

Andrews, Lynn, **Medicine Woman.**   New York: Harper &   F
    Rowe, 1981.

Anzaldua, Gloria, and Morraga, Cherrie, editors, **This**   F/P/NF
    Bridge Called My Back.   Watertown, Mass:
    Persephone Press, 1981.

Brant, Beth, **A Gathering of Spirit.** New York: Sinister   F/NF
    Wisdom, 1984.

Butler, Octavia, **Kindred.** New York: Pocketbooks, 1983.   F

Cameron, Ann, **Daughters of Copper Woman.**   Toronto: F
    Toronto Women's Press, 1980.

Davis, Angela Y., **Women, Race and Class.**   New York: NF
    Random, 1983.

Erdrich, Louise, **Love Medicine.**   New York: Holt,   F
    Rinehart & Winston, 1984.

Green, Rayna, **That's What She Said: Contemporary**   P/F
    Poetry and Fiction by Native American Women.
    Bloomington, Indiana: Indiana University Press,
    1984.

Guy, Rosa, **Ruby.** New York: Bantam, 1979.   CF

Hull, Gloria T., Scott, Patricia Bell and Smith,   NF
    Barbara, **All the Women Are White, All the Blacks**
    are Men, but Some of Us Are Brave. Westbury, New
    York: The Feminist Press, 1982.

F   - Fiction
CF - Children's Fiction
NF - Nonfiction
P   - Poetry

Kogawa, Joy, **Obasan.** Boston: Godine, 1982.   F

Lorde, Audre, **The Black Unicorn.** New York, Norton,   NF
        1978.

Manguel, Alberto, editor, **OTHER FIRES: Short Fiction by**   F
        Latin American Women. New York: Clarkson N.
        Potter, 1986.

Morraga, Cherrie, **Loving in the War Years: lo que nunca**   F/NF
        paso por sus labios. Boston: South End Press,
        1983.

Naylor, Gloria, **The Women of Brewster Place.** New York: F
        Penguin, 1983.

Partnoy, Alicia, **The Little School: Tales of Disap-**   NF
        pearance and Survival in Argentina. Pittsburgh:
        Cleis Press, 1986.

Smith, Barbara, **Home Girls: A Black Feminist Anthology.**   F/P/NF
        New York: Kitchen Table, Women of Color Press,
        1983.

Taylor, Mildred, **Roll of Thunder, Hear My Cry.** New   CF
        York: Bantam, 1978.

Walker, Alice, **In Search of Our Mother's Garden: Woman-**   F
        ist Prose. San Diego, Harcourt, Brace and
        Jovanovich, 1984.

Walker, Alice, **Meridian.** New York, WSP, 1983.   F

White, Evelyn C., **Chain, Chain, Change.** Seattle: The   NF/F
        Seal Press, 1985.

Zambrano, Myrna M., **Mejor Sola Que Mal Acompañada.**   NF/F
        Seattle: The Seal Press, 1985.

Part III

Building Effective Social Change Organizations:

The Tasks of Leaders

Building Coalitions: Working at the State Level[*]

Goals

1. To develop goals for statewide coalition building efforts.

2. To determine if the goals can be achieved through the current structure and activities of the statewide network.

3. To develop strategies to meet the deficits identified.

4. To formulate a one year work plan for the priorities and goals established.

Why We Include This In Leadership Training

As the issues of domestic violence and sexual assault are taken up by human service agencies and academics, it is critical that feminist programs, battered women and sexual assault survivors define the philosophy of service delivery and develop the appropriate strategies for prevention work and intervention with batterers and rapists. Advocates and survivors should be responsible for shaping social policy and legislation on sexual assault and domestic violence, especially since health and social service providers have historically disbelieved women's allegations of violence or have urged them to reconcile with abusers. Strong, visible statewide coalitions will give women's crisis services the clout, political experience and respect needed to assume this leadership.

Coalition building also enables women to share their work, to pass on valuable information, to forge new solutions, to participate in a powerful social change experience, and to gain personal support from others who validate their vision. This is vital if our organizations are to survive.

Description of Activities

Step I: Instructions

If a description of the current statewide coalition and its purposes and activities has not been provided earlier in the training, leaders in the statewide network should provide one now. (If the group is

---

* Facilitator's Note: This workshop should not be undertaken unless the decision-making body of the statewide coalition has approved this planning process and is willing to adopt the goals and work plans developed in the exercises.

convening to begin coalition building, those who organized the meeting should describe their vision of the proposed coalition and its work.)

Step II: Instructions

The facilitator should ask the audience to break into small groups of six.   The groups should then brainstorm the goals of the statewide network. Current goals and new goals should be listed. The facilitator should specify that goals are broad and generic.   She is not asking participants to list individual tasks such as working on victim's compensation legislation. Rather, she is asking them to set goals, such as legislative advocacy, for the constituency.

After ten minutes of brainstorming, the facilitator should ask each group to identify three priority goals for the statewide network. Five minutes should be allotted to this task.

The whole group then reconvenes. A reporter from each group should name the three goals selected, while the facilitator places these on newsprint.   The facilitator should note if goals are mentioned more than once and if they are, she should consolidate them. If more than five common goals emerge in this process, the facilitator should ask the group to prioritize the goals and agree, for the purposes of this exercise, that no more than five will be pursued.

Goals frequently identified by state coalitions are:

     a.   Quality services for all women in need.

     b.   Legislative advocacy for constituents and member programs.

     c.   Community education and public awareness about the issues and the work of local organizations and the statewide network.

     d.   Information-sharing and technical assistance among member programs.

     e.   Maintaining a stable funding base for member programs.

     f.   Social change of relevant community institutions.

Step III: Instructions

The facilitator should ask old leaders in the statewide network (or the organizers of the first coalition meeting) to identify the work currently being undertaken to achieve the goals prioritized by the large group.   Participants are then asked to identify any other work they feel would be important for achieving these five goals.   (When a coalition is new, probably no more than one piece of work can be undertaken the first year under each goal.   When a coalition has existed for several years and has broad participation, several activities may be feasible under each goal.)

Step IV: Instructions

The facilitator should ask leaders in the coalition to identify the process for completing old work. For example, if information-sharing primarily occurs through a newsletter and monthly regional meetings, a current leader should describe how emerging leaders can participate in the newsletter and regional meetings. It is important to offer new leaders some detail about the way work is done and how they may join in it.

Step V: Instructions

Next, the facilitator should ask whether the goals are being accomplished through the current activities of the coalition and if the current structure is functioning well. The facilitator might help participants in this evaluation process by asking some of the following questions:

a.   Does work get done in a timely fashion?

b.   Is work shared by a number of people or does it fall back on coalition staff or a few leaders from member programs?

c.   Are members satisfied with the quality of the work? What is good about it? What could be improved?

d.   Are people who implement the work plan involved in shaping it?

e.   Is the finished work product visible?

f.   Is there a method for orienting and incorporating new workers?

As the discussion proceeds, the facilitator should be making two lists on newsprint - one of problems and the other of successful mechanisms for finishing work.

This section and the previous four give all participants identical information about the coalition which will be critical for completing the workshop.

Step VI: Instructions

The facilitator then proposes that the large group break into smaller groups, with participants going to the work group of most interest to them. The facilitator should designate five groups which correspond to the priorities developed during Steps II and III and indicate the meeting space for each. The facilitator should give each group the handout. (See handout - Coalition Task Plan.) The work groups should carefully define the tasks which they are proposing to undertake in the next year. They should then break down the tasks into specific work components. Next, they should identify who will be charged with each piece of specific work and the resources which will be necessary.

Timelines for the work should be set. Current or proposed methods for including new women in the groups should be enumerated.

Then, the small groups should identify the current process used to approve work plans. If the approval process is unclear or cumbersome, the small group might also make suggestions for a clarified, expeditious approval process.

Next, the small groups should identify an accountability process by which they assure that their tasks are done well, in a timely fashion, and in keeping with the wishes of the constituency served by the statewide coalition. Current accountability mechanisms should be identified, and the small groups may make suggestions for improving the accountability process.

When all of this work has been accomplished, it should be placed on newsprint. Then, each group should report back to the whole body.

Each piece of work undertaken by a coalition must be tied to a budget. And each piece must be approved by the ultimate decision-making body of the coalition. Therefore, it is not appropriate for groups to move ahead until the coalition has been able to endorse the work-product of this session. Once work priorities have been confirmed, however, information about the next meeting of all work groups should be distributed both to participants of this conference and to the membership of the coalition.

Step VII: Summary

The facilitator should give a short talk about the relationship between work groups and the state coalition. No work group should move ahead before consulting with the decision-making body of the coalition. No one should speak on behalf of the coalition unless authorized to do so. No one should enter into an agreement on behalf of the coalition unless those agreements are approved by the decision-making body.

For the coalition to be a powerful force for its constituency, its members must be fully informed. Otherwise, we sabotage its power with other organizations, and we destroy trust and confidence among members.

Concluding Comments

This planning process for coalitions takes several hours. The success of these plans depends upon the participation of each woman involved. To build a strong coalition, we need to make sure that the process for accomplishing work is inclusive. Thus, we must do careful goal-setting and planning.

A coalition will fail if it relies solely on its formal leaders and staff to do its work. Staff from member programs need to feel that they are participating in the work of the coalition. Paid staff, volunteers, board members and recipients of services need to under-

stand the vital role of the coalition both in nurturing women and in doing work.

Handouts:

Coalition Task Plan

Readings, References, Resources:

The Massachusetts Coalition of Battered Women's Service Groups, **For Shelter and Beyond: An Educational Manual for Working With Women Who Are Battered.**

Time Frame: 3 hours

COALITION TASK PLAN

1. General description of task.

2. Task Plan -
    Work Components   Worker(s)   Resources   Time   Accountability
                                        Required   Line   Process

3. Plans for inclusion of new workers (current procedures and/or suggested procedures.)

    a. Notice of all meetings sent to the entire membership.

    b.

4. Coalition approval process (current and/or suggested processes) for approving recommendations of the task group.

    a.

    b.

5. Accountability process (current practices and/or suggested procedures).

    a. Minute taking and distribution to task members and decision-making body.

    b.

Developing a
Legislative Agenda*

Goals

1. To help statewide coalitions learn how to establish priorities for one legislative session.

2. To choose one legislative initiative and develop a work plan for drafting a bill, educating lawmakers and negotiating with them, informing constituency groups, building grassroot support, preparing testimony, and implementing the legislation.

3. To understand the importance of developing a visible, powerful, and articulate political constituency to affect major change for women.

Why We Include This In Leadership Training

Often women's programs support progressive legislation that has been put forward by other groups. In doing so, activists win legislative reform that advances the cause of women in a sexist society. Sometimes, however, this type of legislative action does not address and ameliorate critical concerns of the program's constituents. Furthermore, this kind of work does not necessarily build a sophisticated constituency that harnesses power for its own agenda or for the women it serves.

To affect statutory change on behalf of battered women and rape survivors, women's organizations must begin to carefully develop legislative priorities, and learn methods of moving legislation successfully through law making bodies. These efforts should build legislative clout for our constituency and cement alliances with supportive persons and organizations.

Description of Activities

Step I: Instructions

The facilitator asks the participants to identify pieces of legislation which the coalition has made a commitment to support or oppose in the coming legislative session. The group then labels each bill as **central, helpful, marginal, detrimental, or very dangerous**.

---

* **Facilitator's Note:** This workshop should only be offered at the request of the sponsoring organization. It is designed to help coalitions select new legislative initiatives in light of constituent needs, the current legislative climate, the coalition's resources and the amount of legislative work already pursued by the coalition.

The facilitator then calls for a status report on the legislation. The group assesses whether it can win the desired legislation, kill undesirable measures or afford to do nothing. The facilitator asks that each person currently working on legislation identify herself and the specific tasks she has undertaken. Tasks not yet completed should be listed and volunteers can be solicited for specific jobs.

The legislative tasks should be listed on newsprint with an estimated timeline for each, along with the names of the persons or groups responsible for the work.

To expedite this section, the facilitator might ask the legislative chair of the organization to prepare the above report and then answer participant's questions. This section is basically a review of the current state of legislative work by the coalition. New leaders need to know how to join in this work. The following sections will enable all participants to consider new legislative initiatives.

Step II: Instructions

The large group then brainstorms for five minutes about other state legislative changes that it would like to see in the coming year. These legislative initiatives should focus on the work of local women's programs, the state coalition and/or constituent empowerment.

No more than ten pieces of potential legislation should be identified. The facilitator might highlight those pieces of legislation that generate the most enthusiasm from all participants.

The facilitator asks each proponent of a piece of legislation to provide the group with two minutes of information on the following:

a. The purpose of the legislation; what change can we expect?

b. Its probability of success, considering the legislation's current momentum, media attractiveness, public support, and commitment of specific legislators;

c. The urgency of the legislation;

d. Any legislative history or precedents in this or other states;

e. Potential support from interested groups and constituents;

f. Resources that will be needed to assure satisfactory passage of and implementation of the legislation.

Step III: Instructions

The facilitator then requests that participants count off by sixes and divide into small groups. Proponents of the initiatives listed in the last section will be asked to end their advocacy for the legislation they described. The facilitator urges each participant to set

aside her current legislative preference in order to be an impartial evaluator in this priority-setting stage.

Small groups will be asked to evaluate the feasibility and desirability of the suggested pieces of legislation using the following questions:

a.   Is the problem best resolved at the state or federal level?

b.   Is legislation appropriate or is rule-making or policy adoption preferable?

c.   What is the price tag of this legislation?

d.   What is the urgency of human need associated with this legislation?

e.   What is the complexity versus simplicity of the legislation? (Simple is usually easier legislatively.)

f.   Does it represent a symbolic or actual victory for programs/constituents?

g.   Does this legislation represent a short-term or long-term victory for programs or constituents?

h.   Is there consensus among women in the group on the importance of this legislative proposal?

i.   Are there precedents in other states?

j.   Has the legislation been introduced before?

k.   Is there current momentum for the legislation?

l.   Is there public support for the legislation?

m.   Is the legislation attractive to the media?

n.   Where does the opposition come from and how strong is it?

o.   What resources exist within the group for drafting and lobbying for this legislation?

p.   What is the potential for networking with other groups?

q.   What is the probability of success?

r.   What efforts will be required to implement the legislation?

The facilitator distributes the above questions to each small group and asks each to move quickly through the questions. It should take no more than fifteen minutes to evaluate each legislative piece.

Step IV: Instructions

The facilitator then asks each small group to choose two pieces of legislation to recommend to the larger body for the coming year. In the process of choosing, groups should consider the information in the last section and ask themselves the following additional questions:

    a.   Will working on this legislation build unity and power in our organization?

    b.   Is this legislation consistent with the principles which guide our organization?

    c.   If we choose this legislation, do we have sufficient resources (or access to resources) to achieve passage and implementation?

After fifteen minutes, each small group should develop a short report in support of its recommendations. The report must be limited to five minutes and no group should repeat information provided by another in support of a priority.

Step V: Instructions

If the facilitator feels that the group can easily reach consensus about a legislative initiative, she should test for consensus and suggest that this exercise might be the beginning of a work plan on the legislation. However, should the group not be in consensus on a piece of legislation, the facilitator might select one and proceed with this section as a hypothetical exercise.

The facilitator next lists the tasks involved in designing a legislative work plan: drafting the legislation; reviewing, evaluating, and modifying the draft proposal; approving a final draft; coordinating the drafting phase; identifying supportive legislators; choosing the best prime sponsor(s); deciding which house is the best place to introduce the legislation; educating the prime sponsor about the purpose of the legislation and the organization's position on it; negotiating the language of the legislation with the prime sponsor; deciding the "bottom lines" for compromise if the prime sponsor does not adopt the organization's draft legislation; deciding if there should be co-sponsors; identifying experts on the issue who will lend support and testimony to the effort; coaching and coordinating those testifying; developing the appropriate media campaign; educating constituent organizations about the legislation; developing communication and education/lobbying plans for member organizations; soliciting support from other progressive organizations; coordinating the education/lobbying efforts; deciding if, when and how legislators should be polled; consulting the prime sponsor about amendments; developing an approval or rejection process for proposed amendments; identifying a person or process to determine when the organization should ask that the legislation be withdrawn; consulting with the prime sponsor on strategy for voting; helping the prime sponsor prepare for a floor debate by identifying supporters who will speak on specific key issues or will provide tactical support, and instituting an implementation

plan.

If the group is committed to developing a work plan, participants should identify the person or group charged with undertaking the various tasks. Next, they set a timeline for the tasks. The group also identifies the person who will see that each task is completed within the timelines set forth (or will modify the timelines if necessary).

The facilitator must make it clear that before contacting a potential prime sponsor, the organization should at least have completed a <u>tentative</u> work plan on <u>all</u> the tasks associated with passing legislation.

Step VI: Instructions

Before ending this exercise, the facilitator should ask the group to identify those tasks which have historically been difficult for the organization during prior legislative initiatives. It is important for the group to anticipate recurring problems and to identify specific solutions in advance. Minutes of this section on legislative problems and potential solutions should be given to the legislative committee.

Step VII: Summary

The facilitator points out that developing a legislative agenda is complex and requires thoughtful consideration and time. It is important to establish legislative priorities based on the needs of member programs and constituents. It is also important that legislative initiatives comport with the principles and vision of the organization. Legislative drives should not be undertaken unless there are adequate resources within the organization to ensure good results. A detailed work plan is a prerequisite for successful legislative advocacy.

Concluding Comments

In our work, we are not only attempting to pass legislation, but we are also trying to develop a powerful, articulate constituency, capable of effecting major social change on behalf of women. It is important that each legislative endeavor involve the greatest number of people. Our goal is to share leadership broadly.

Handout: None.

Readings, Resources, References: None

Time Frame: 2 hours

Designing Workplans for State Organizations

Goals

1. To teach participants a method for developing a work plan.

2. To build unity in the group through planning.

3. To conduct a state planning session, leaving participants with a work plan for their state coalition.

Why We Include This In Leadership Training

Working in women's services and social change organizations can be an overwhelming experience. Limited resources and a tremendous work load often present serious obstacles to accomplishing work at the state level. This exercise is offered as a concrete strategy to help groups overcome these difficulties. Developing a workplan is also a mechanism to involve many activists in a meaningful and lasting way.

Description of Activities

Step I: Instructions

The first part of this exercise identifies the work that the state coalition needs to do. To facilitate this, the trainer distributes the handout. (See handout - Developing a Workplan.) The participants brainstorm a list of current work and other concerns of the coalition and write them on newsprint.

Possible responses from the participants:

1. Expansion of coalition staff.

2. Lack of support and awareness in state for domestic violence and rape victims.

3. Few survivors in leadership in local programs.

Step II: Instructions

The facilitator asks the large group to select five issues for more careful attention during this workshop. The facilitator then writes each issue on a different piece of newsprint. Once this has been done, she asks participants to identify all possible solutions to these problems. Solutions are listed on the appropriate sheet of newsprint. For example, on the issues of lack of support and aware- ness for domestic violence and rape victims:

Possible responses from the participants:

1. Develop a media campaign.

2.   Begin a door-to-door educational outreach program.

3.   Organize battered women, survivors of child sexual assault and rape.

Step III: Instructions

The large group attempts to prioritize the solutions offered on all five issues. The facilitator asks the group to consider each solution in terms of the following:

1.   How many women will be affected by this piece of work?

2.   Will working on this solution build unity and the power of our organization?

3.   Is this priority consistent with the principles which guide our organization?

4.   If we choose this solution, do we have sufficient resources (or access to resources) to do the work?

Step IV: Instructions

The large group is then asked to choose one key solution to each of the five prioritized issues for its new work in the coming year. Once this is accomplished, small groups should be formed to complete page 2 of the handout, entitled **Developing a Workplan.**

The handout is self-explanatory, although the facilitator should emphasize that the information on tasks and timelines should be as specific as possible.

Possible responses from the participants:

<u>Solution prioritized</u>:   Conduct a statewide media campaign on sexual assault and domestic violence.

Tasks	Timeline	Responsible Person
1) Identify desired audience.	2 weeks	- name of member
2) Identify materials to be developed.	4 weeks	- name of member
3) Identify sources of support.	4 weeks	- finance committee
4) Plan campaign.	6 weeks	- committee
5) Report to state coalition and submit draft of materials to state coalition.	Next state coalition meeting	- chair of committee

Step V: Instructions

The small groups are next asked to identify problems anticipated in
implementing the solution and strategies to overcome these diffi-
culties.

Step VI: Instructions

The facilitator finally asks the small groups to describe how they
would evaluate the success of the work for member programs, on com-
munity institutions and in preventing violence against women.

Step VII: Instructions

The small groups then report back to the large group. The large group
discusses and then revises the plans offered and develops a formal
recommendation to the coalition.

Step VIII: Summary

Participants have completed a total planning process that included the
following steps: identifying current work and issues; prioritizing
issues; considering solutions to prioritized problems; evaluating
potential solutions in light of guidelines of broad participation,
unity building, philosophical consistency and adequate resources;
selecting the most promising solutions in light of these concerns;
developing a work plan for these solutions; identifying problems and
developing strategies to expedite the work; devising systems for
evaluating the effectiveness of the work to be undertaken; and pre-
paring a formal report to the decision-making body of the coalition.
This work was accomplished in a process that fostered imaginative
thinking, strategic planning and broad participation.

Concluding Comments

Again, the recommendations to the coalition must be taken to its ulti-
mate decision-making body where budget and feasibility will finally be
assessed and determined. Once a formal work plan has been embraced by
the state coalition, participants of this training, as well as the
membership of the coalition, should be advised of the work plan and
ways in which women can become involved in its implementation.

The facilitator should note that the group not only has developed a
detailed work plan for the state coalition, but has also been taught a
skill that is transferable to work on a local or regional level.

Handout:

Developing a Workplan

Reading, Resources, References: None.

Time Frame: 2 1/2 hours

DEVELOPING A WORK PLAN

List current problems or concerns

List possible solutions

Prioritize solutions

        Consider: How many women will be affected?
                Will unity and power of the group be strengthened?
                Is the solution in keeping with our principles of
                    unity, organizational goals and mission statement?
                Are there sufficient resources available or a plan to
                    develop them (money, time, people, support, etc.)?

Solution(s) selected

Workplan

Tasks	Timelines	Responsible person

Problems anticipated and strategies to deal with them:

Evaluation, monitoring, and accountability systems:

Considerations: Is the plan workable?
Is work shared and yet coordinated?
Are new women/programs involved?

Creating Organizational Change in our Programs

Goals

1. To emphasize the importance of planning and strategizing before we attempt organizational change.

2. To prevent problems for participants when they return to their programs and try to change them.

Why We Include This In Leadership Training

In our workshops, we are helping participants distinguish between two kinds of social change activities that they will engage in as leaders. One is social change in the community; the other is internal to their agency. This workshop focuses on internal change.

When new leaders return to their programs from leadership training, they frequently try to make internal organizational changes too abruptly and are surprised by the negative reactions they receive. In this exercise, we want new leaders to understand that they should expect resistance and carefully plan for internal change.

Description of Activities

Step I: Instructions

The facilitator breaks participants into three groups and reads them the problem below.

> "You would like to have more battered women involved in the shelter and on your board and its committees, in support groups, and in a speaker's bureau. The staff of the organization agrees with you in principle, but it has not acted to encourage more participation. No support group has ever been started. No plans for change have been initiated. Three of your board members will probably agree strongly with the idea; three probably have never thought much about it and three have more traditional ideas of how to provide professional help and administer a social service agency. Your principles of unity assert that you believe in the empowerment of battered women."

The facilitator points out that our goal is the empowerment of battered women. To do this, we need to create organizational change. The facilitator then asks group one to consider how to involve battered women in running the shelter; group two is to examine how to include battered women meaningfully on the board and its committees; group three looks at how to start or expand support groups facilitated by battered women; group four addresses how to include battered women in the speaker's bureau. Each group is to appoint a recorder who will report its plan to the large group.

The groups should use the list of questions in the handout at the end of this workshop as a guide for formulating a strategy to create organizational change.

Possible responses from the participants:

Group 1:   Involving Battered Women in Running the Shelter

    1.   Start a residents' council

        a.   Find current and former residents who will share their ideas about how the shelter might include them. Invite several supportive board members to this session.

        b.   Talk about the ideas with supportive staff, board and residents and get feedback.

        c.   Synthesize the ideas gleaned from battered women and other workers in the program. Draft a proposal for change incorporating these ideas. Solicit modifications and rewrite. Ask for the endorsement of all staff.

        d.   Write a proposal summarizing ideas and give it to the director and appropriate board committee(s) for consideration.

Group 2:   Including Battered Women on the Board

    1.   Talk to current and former residents who might be interested in participating on the board.

    2.   Develop a plan to ensure battered women's participation in a way that does not tokenize or isolate them. Create a structure so that abused women on the board speak for the battered women's caucus of the organization and the residents' council. In other words, battered women on the board may want to represent a constituency and bring the power of that constituency with them to board meetings. This requires mechanisms for discussion, feedback and accountability.

    3.   Develop orientation materials so that new members of the board have information that allows them to participate equally and successfully.

    4.   Discuss battered women's exclusion from the board with those members who care about empowerment. Solicit their ideas for change. Share yours.

    5.   Suggest that a supportive board member discuss her ideas with other board members. Encourage her to present a proposal to the other board members and plan with her so that she has full support for the proposal.

6. Develop a plan to facilitate battered women's participation by offering child care supplements, transportation to meetings and safe and accessible meeting sites and surroundings.

Group 3: Starting Support Groups Facilitated by Battered Women

1. Talk to staff who are responsible for facilitating support groups. Find out their concerns. Are they already over-worked, for example? How could their concerns be satisfied? What advantages do they see in the inclusion of battered women?

2. Accumulate information from other organizations about their support groups. Share this with your staff or invite these organizations to make a presentation, if this will help you reach your goal.

3. Talk to the appropriate board members or supervisory staff. Ask them for advice about proceeding.

4. Convene a group of former and current residents and solicit their ideas.

5. Develop a proposal that incorporates everyone's solutions and which points out the benefits which will result from the increased participation of battered women. Include battered women in the proposal writing.

Group 4: Expanding the Speaker's Bureau to Include Battered Women

1. Invite staff and volunteers responsible for operating the Speaker's Bureau to discuss the advantages and disadvantages of increasing the participation of battered women in the Speaker's Bureau. They might want to also suggest a process for adding battered women to the Speaker's Bureau.

2. Meeting of the residents' council and any community-based group of battered women to seek their input.

3. Share these discussions with the appropriate board members and supervisory staff; asking for suggestions about the next steps to be taken.

4. Devise a training program for battered women joining the Speaker's Bureau.

5. Prepare a detailed proposal to be submitted to the board with a list of individuals or groups endorsing the proposal.

Step II: Summary

To make successful organizational change, we must design strategy carefully and build alliances with others. People feel more committed to change if they are consulted at the beginning and if their

concerns are addressed respectfully. Developing proposals with all the various actors in our programs builds enthusiasm and assures people that change can be productive rather than cumbersome.

We should have several change strategies in mind before we begin. We should assume there may be opposition. It is neither manipulative nor negative to plan strategies unless we try to discredit our opposition. If we want our organizational atmosphere to remain pleasant, we should avoid discrediting tactics. We do need, however, to realize that change frightens people, especially those who may lose power or be forced to share power in new ways.

When we develop proposals for change, we should include those people who may be most resistant when it is time to implement new ideas.

Concluding Comments

The attached handout, entitled **Creating Organizational Change**, is essential for this exercise. Participants do not have to answer the questions one by one, but they should use them as a guide. The facilitator should encourage the group members to review these questions before they attempt to make any changes in their own programs. She should also encourage them to call each other after the training and discuss strategies.

Handout:

Creating Organizational Change

Readings, Resources, References:

Brager, George and Holloway, Stephen. **Changing Human Service Organizations: Politics and Practices.**

Time Frame: 1 hour

Creating Organizational Change*

1. What is your change goal? What is your short-range goal and your long-range goal?

2. List the actors who are critical to the achievement of your chosen goal:

    a. Who has the power to deliver the change?

    b. Who has the power to influence the change even if she has no formal power to deliver it?

    c. What does the change mean to the relevant participants (positively and negatively)? What might be positive about the change for those who may lose autonomy, prestige or resources?

    d. What forces impinge on relevant actors to encourage change? (These can include funding sources, agency philosophy, political favors owed, etc.)

    e. What forces impinge on relevant actors to discourage change? List them.

    f. Weigh the forces that are encouraging change against those discouraging it.

    Forces for change   Forces against change

---

* This material is adopted from Brager and Holloway, **Changing Human Service Organizations: Politics and Practices.**

---

g.   Can the situation be changed or is it too unpredictable or unwinnable right now?

3.   Before you initiate change, how can you accrue influence and enhance your own position? (For example, you could accumulate personal resources through hard work and favors owed to you by having contacts, expertise, and a good reputation. Note that this must be done in advance and continually within an organization in order for you to be an effective change agent.)

4.   Before you initiate change, how might you heighten awareness and dissatisfaction about problems related to the change goal?

5.   Elicit information and opinions from other people. Who would you talk to first and what would you say?

     Usually you should explore the reactions to ideas for change in the following order:

     a.   Friends (get the reaction of your peers);
     b.   Neutrals (move carefully to those outside your peer network);
     c.   Unknowns with decision-making authority (try to influence those close to decision-makers).

6.   What tactics would you choose? (For internal organizational change, people tend to use collaborative techniques and if they fail, they move to campaign tactics.)

     Tactic definitions:

     a.   Collaborative (open communication, education, persuasion, problem solving);

     b.   Campaign (harder persuasion, bargaining, negotiating);

     c.   Contest (public pressure and conflict).

7. To which audience should proposals be addressed and in which sequence would you talk to people?

    a. What channels should the proposals go through?

8. Who might effectively introduce the ideas? (It does not have to be you; different people can help suggest and introduce ideas.)

9. What appeal would be most convincing? When you initiate ideas, how can you raise the problem, keeping in mind organizational values, commitments and loyalty? Can you make it seem as if you are not criticizing the organization?

10. How will you gain and hold support? How will you keep contact with your allies, both those who hold formal power and those who influence formal power?

11. How will the change be institutionalized?

12. Summarize the steps of your action. What are the consequences, positive and negative, of the plan? If there are too many negative consequences, develop an alternative action plan or a different, less difficult, change goal.

Chairing Meetings and Running Effective Organizations

Goals

1. To help participants run effective meetings and use good decision-making processes.

2. To develop chairing skills in many women so that power is shared.

3. To help participants understand that poorly run meetings and inadequate decision-making processes lead to organizational breakdown and low participation.

Why We Include This In Leadership Training

Many organizations pay little attention to how they run meetings and make decisions. As a result, morale is low, and staff and volunteer participation dwindles. Informal decision-making processes, with no accountability to the group, can emerge. Or conversely, groups come to a standstill and neither make decisions nor hold members accountable for the work they agreed to do. Meetings may drag on for hours or may be cancelled continually. These problems create serious organizational crises, but they can be solved. This workshop is designed to help participants run more effective meetings and develop good decision-making processes.

Description of Activities

Step I: Instructions

The facilitator asks the whole group to list their organizations' problems as they run meetings, make decisions and try to complete work.

Possible responses from the participants:

1. A few people consistently dominate the discussion.

2. We are always changing the subject and can never finish one topic. The meetings are endless.

3. No one remembers decisions from one meeting to the next and no work gets done.

4. When we disagree seriously with each other, we do not know how to proceed.

Step II: Instructions

Usually the group generates a lengthy list of problems. The facilita-

tor begins by making some general comments about structuring meetings. (See handout, **Chairing.**) She then utilizes the group's problem list to help participants set an agenda for this workshop. The group prioritizes the problems they want to solve; an agenda is quickly set; each item on it is given a set amount of time for discussion and writ-. ten on the blackboard for all to see. A timekeeper is appointed and the facilitator begins chairing the meeting.

The group then considers the first problem, "A few people consistently dominate the discussion." The facilitator elicits more information about the problem and then asks the group to brainstorm solutions. The facilitator adds her own.

Possible responses from the participants:

1. Go around the room and let everyone add an opinion.

2. The chair specifically asks for opinions from those who have not had a chance to speak yet.

3. The group appoints a "process person," an individual who pays attention to the emotional tone of the meeting. When the process person notices problems, she shares them and the group decides how it wants to deal with the issue.

Step III: Instructions

The facilitator then moves on to the second problem, "We are always changing the subject and can never finish one topic; the meetings are endless."

Possible responses from the participants:

1. The facilitator and group members need to hold the group accountable for discussing one issue at a time.

2. At the beginning of the meeting, set a time limit for each discussion and for the entire meeting. Appoint a timekeeper.

3. Ask people to not repeat comments others have already made in the meeting.

4. The facilitator needs to summarize, test the group for agreement and solicit proposals for problem resolution.

Step IV: Summary

Here, the workshop facilitator needs to offer a short didactic presentation on good decision-making processes. She needs to urge organizations to use committees. Committees should do most of the work before large meetings ever occur; they gather information and make recommendations.

The workshop facilitator should talk about the importance of good agenda-setting and strong chairing to keep the group on target. She

also can demonstrate how to make decisions and offer suggestions if the group changes the topic or fails to reach consensus. The facilitator should point out that when a decision is reached, it must be recorded and a work plan and timeline designed so that implementation can proceed.

Concluding Comments

We have found that many organizations do not set agendas nor do they facilitate meetings in a consistent manner. Often, there are no committees operating and very few people gain experience in running meetings and exercising leadership. This often produces frustration about the lack of productivity of group meetings and confusion about decisions made or implementation plans adopted. Therefore, we have offered this workshop as a critically important introduction to group facilitation. Participants should consider hiring a local trainer who will teach them chairing and organizational skills.

Handout:

Chairing

Readings, Resources, References:

Auvine, Brian, and Densmore, Betsy, et al. **A Manual for Group Facilitators.**

Avery, Michael, et. al. **Building United Judgment: A Handbook for Consensus Decision Making.**

Guthrie, Eileen, and Miller, Sam Warren. **Making Change: A Guide to Effectiveness in Groups.**

Time Frame: 1 hour

Facilitator note: For this workshop, the facilitator must have extensive experience in running effective meetings. She will want to refer to our handout, **Chairing,** and read the two manuals from which the handout was developed, **Making Change: A Guide for Effectiveness in Groups** and **Building United Judgment: A Handbook for Consensus Decision-Making.**

Because participants' problems vary from training to training, the facilitator must be flexible in this workshop.

CHAIRING[*]

A successful meeting is a meeting where:

1. People leave feeling satisfied.
2. People leave looking forward to the next meeting.
3. Everyone agrees that something got done.
4. Lots of people came on time.
5. People stayed until the end.
6. Decisions are understood.
7. There is discussion of both facts and feelings about issues.
8. People have an opportunity to use their skills and to develop new ones.
9. Conflicts are dealt with and not avoided.
10. Rewards are handed out during the meeting, as, for example, when a person is thanked for a job well done.

HINTS FOR CHAIRING/FACILITATING

1. Facilitation, leadership functions, decision-making responsibilities and skills can be spread throughout the organization. The chair moves the group forward in its defined tasks; the chair does not do all the work nor is she a lobbyist.

2. The chair ensures that the meeting progresses, that issues are presented fully, that discussion is facilitated, and that there is a common information base. The chair makes sure that issues are clarified and that people can ask questions. The chair summarizes, organizes ideas, and tests for consensus by delineating the agreements that appear to emerge from the group.

3. Facilitation functions can be shared and everyone can learn to facilitate. Chairs can assign group members to play many roles. For example, one assignment might be "process observer," the person who observes the group and tells it what she sees. For example, "I'm feeling tension. Is anyone else?" Another role is agenda timekeeper. Another is summarizing group discussion and decisions. Someone must accurately record the decisions made, the steps for implementing decisions, the assignment of tasks and the timeline for their completion.

4. People who are not chairing are responsible for helping the chair stay on track and follow the agenda. Non-chairs need to let other group members know if they are getting off the topic or talking too long. Group members are responsible for letting others know when they disagree with the group's decision or with the chair's handling of the meeting.

---

[*] Adapted from materials in **Making Change: A Guide to Effectiveness in Groups.**

5.   The chair is responsible, along with the executive committee or any other designated body, for drawing up a proposed agenda which includes committee reports, new and old business, and announcements. The agenda should be distributed in advance. Before the meeting starts, the chair should have an idea of how much time each committee needs and proposed time limits should be written next to each agenda item. However, the working group at the meeting should decide together how much time each item on the agenda should get for discussion.

6.   The chair can appoint, the group can select, or the group can rotate a timekeeper who lets the group know if time is up for a discussion. If the group wants to continue the discussion, the chair must ask the group to decide what items it wishes to defer or what items it wants to shorten.

7.   If a discussion seems to be going on too long, the chair or other group members may suggest sending the issue back to committee. Committees should be used to gather information, define issues and options, make recommendations and then report back to the whole group. Committees are the backbone of the organization. The whole group should not do the work of the committee.

8.   A chair or group member should call attention to decision-making options within a meeting:

     a.   Issue can be tabled;
     b.   Issue can be sent back to committee;
     c.   Whole group can break into small groups for a few minutes to brainstorm, delineate issues or conflicts or caucus about opinions;
     d.   The group then decides what it wants to do.

9.   Some hints for facilitating difficult discussions are:

     a.   Ask the group to list pros and cons of the issue with the goal of getting as much information as possible before the group.

     b.   Invite input by questions like, "Does anyone have a problem with that idea?" "Is anyone uncomfortable?" "Are there negative aspects to the direction we are moving in?"

     c.   Allow time for each person in the room to express a personal view, with a time limit for everyone and a right to pass without making a statement.

     d.   Ask the group to think through their opinions, prior to going around the room.

     e.   Record opinions on the chalkboard as they are stated, reminding people not to repeat an idea once it is stated.

f.   Go around the room with a sentence completion phrase such as, "I would vote no (or yes) on that proposal because..." and a suggested time limit.

10.   The chair must make sure that one person or one group does not dominate. The chair can ask for opinions of those who have not spoken or the chair can go around the room.

11.   The chair or other group members should watch for the group's "body language." If people are fidgeting or unhappy, the facilitator may need to point this out, stop and ask the group to process feelings before moving on to content.

12.   When the facilitator is confused or lost, she should ask the group to help or to clarify the issues. If the group is lost, it should focus back on the goal of the discussion and the problems the group is trying to solve.

13.   The group should introduce and welcome new members at the beginning of the meeting. A new member should be paired with an old member as a buddy system and make sure that the new member has an orientation before she comes to the first meeting. New members should know how decisions are made (e.g., by consensus, by Roberts Rules).

Negotiating for Resources

Goals

1. To develop participants' negotiating skills during conflic-
    tual situations.

2. To clarify participants' values about the funding they
    request. To help them evaluate their grant-seeking stra-
    tegies.

3. To help participants learn community organizing skills.

4. To identify the power that organizations can exercise as
    they negotiate with funders.

Why We Include This in Leadership Training

Frequently, grassroots women's organizations are intimidated by their
funding sources and fear that grants will be withheld if disagreement
erupts with the funders. As a result, programs sometimes unnecessari-
ly defer to a funder's agenda and later regret it. Organizations find
that they unwittingly change direction, goals or service strategies.
This exercise is designed to give women experience in negotiating and
disagreeing with funders. It helps participants face the fact that
they may have to make difficult and unpopular decisions and develop
"bottom-line" negotiating positions. It also helps them to acknow-
ledge their power and credibility in the community so that they are
better prepared to advocate for their programs.

Description of Activities

Step I: Instructions

The facilitator breaks the participants into groups of five or
six, reads the following problem, and gives each group a copy of it.
(See handout, entitled **Negotiating for Resources.**)

> "You, the Director of your local program, are at your first
> meeting with United Way. The Program Officer of United Way
> states that she believes that battered women provoke their
> abusers' violence. She feels that United Way should fund a man-
> datory counseling program for the women so that they can give up
> their "addiction" to violence while they are in the shelter. The
> Program Officer tells you that she is not interested in funding
> any of the other program components you have listed in your pro-
> posal (i.e., community education, support groups, or legal advo-
> cacy)."

> "You need to respond immediately and then you must figure out a
> longer range strategy for working with United Way. Make a list
> of the advantages and disadavantages of each short-term and
> long-term strategy you consider."

The facilitator clarifies that the group has two tasks. 1.) It must decide how to respond immediately to the United Way officer. 2.) It must develop a long-range plan to get what it wants. The group should discuss the advantages and disadvantages of each position it considers. Each group should appoint a recorder and discuss the problem for twenty minutes after which it will report to the whole group.

Possible responses from the participants:

TASK I - Short-term

1. Explain to the Program Officer that you see the issues differently. Give her facts and tell her about battered women's experiences, perhaps advising her that written documentation for your position can be supplied.

2. Disagree more boldly and challenge her assumptions.

3. Tell her that you cannot accept her decision and that you will have to report back to your organization.

4. Point out that most community organizations making requests for speakers from United Way ask for presentations from the shelter. The community supports the shelter.

TASK II - Long-Range

1. Report to the staff and board and design a plan to "go around" the Program Officer. Ask for a meeting with the United Way Director.

2. Find out if your staff and board know United Way board members and discuss the problem with these contacts, seeking their advice and help.

3. Discuss the problem with the press if, after negotiating, United Way will not change its position.

4. Ask United Way donors to designate that their contributions are to go to the battered women's program, perhaps even specifying the particular projects unacceptable to United Way.

Step II: Instructions

The small groups will offer many different responses to these two tasks. The trainer should facilitate a discussion of the pros and cons of each response offered, emphasizing some of the following points:

1. We should not automatically accept a funder's definition of the problem or of our needs.

2. If we surrender too early to funders' ideas or demands, we will not get what we want and others will set our program

direction.

3. We should not, however, unnecessarily antagonize our funders or escalate more than we have to. Many funders can be persuaded by our arguments and our credibility in the community.

4. We do have power to persuade and organize. We have a board of directors and volunteers and we serve hundreds of families. Numbers are power.

5. We must urge our organizations to develop step-by-step negotiating plans. We should not act by ourselves in these situations. A committee should plan strategy with us at each juncture of the negotiations.

6. We have to discuss carefully the possible consequences, positive and negative, of the actions that our organization is advocating. We should never escalate our tactics without first evaluating the possible outcomes.

7. We should roleplay and practice all negotiating sessions before the actual meetings occur.

Concluding Comments

The goal of this exercise is to encourage women's organizations to assert their needs and to negotiate assertively for funding that is consistent with the mission and objectives of their program. Some participants, however, will argue that we should take money with whatever strings the funder demands. The facilitator should allow the group members to discuss this position fully. It will provoke an important dialogue about strategy.

The facilitator should emphasize that, although our organizations have little money, they do have sources of power, such as the number of people they can mobilize in the community, contacts with the media, the positive image of the shelter and the credibility that the programs bring to the United Way during its Funding Campaign. Organizations must mobilize these resources to get what they need, and this entails planning.

Handout:

Negotiating for Resources: The Situation

Readings, Resources, References:

Grambs, Marya, and Miller, Pam. **Dollars and Sense: A Community Fundraising Manual for Shelters and Other Nonprofit Organizations.**

Time Frame: 1 hour

NEGOTIATING FOR RESOURCES: THE SITUATION

You, the director of your local program, are at your first meeting
with United Way. The Program Officer of United Way states that she
believes that battered women provoke their abusers' violence. She
feels that United Way should fund a mandatory counseling program for
the women so that they can give up their "addiction" to violence while
they are in the shelter. The Program Officer tells you that she is
not interested in funding any of the other program components you have
listed in your proposal (i.e., community education, support groups,
legal advocacy).

You need to respond immediately and then you must figure out a longer
range strategy for working with United Way. Make a list of the
advantages and disadvantages of each short-term and long-term strategy
you consider.

Starting A Speaker's Bureau: The Development of Volunteer Leadership

Goals

1. To involve many women in managing program activities.

2. To enhance skills of non-paid staff so that they can articulate issues of importance to battered women and sexual assault survivors.

3. To develop a group of trained women whose primary work is to educate the community about violence against women.

Why We Include This in Leadership Training

In many programs, only paid staff are allowed to do public speaking and community outreach. This creates two major problems.

1. Battered women, rape survivors and volunteers cannot share their experiences and expertise with the community and are denied access to new leadership skills and sources of self-confidence.

2. Our programs are deprived of the energy that is necessary to change consciousness about violence against women. If only a few people speak publicly and do outreach, the community experiences no pressure to change. Very few people are reached and battered women lose the support that they need.

This workshop is designed to teach participants to start speaker's bureaus, but it is also geared to expand their ideas about how to build leadership among women in the community.

Description of Activities

Step I: Instructions

The facilitator asks the whole group to brainstorm the goals for a new speaker's bureau. The facilitator adds some of her own.

Possible responses from the participants:

1. To educate the community.

2. To win support and funding from diverse community groups.

3. To empower battered women and sexual assault survivors.

Step II: Instructions

The facilitator breaks the participants into small groups and distri-
butes the handout, entitled **Starting a Speaker's Bureau: A Personal
Account**.   She asks each group to consider the following questions, one
by one:

 1.   What do you think of this model?   What would you add to it
       or how would you change it to make it feasible for your
       community?

 2.   Is it adaptable to your program?

 3.   What help would you need to start a Speaker's Bureau, to
       train people to speak, and then to coordinate it?   Make a
       list of tasks that must be done and resources you need.

Step III: Instructions

The facilitator asks each group to give a <u>brief</u> summary of the answers
to all these questions.   Then she asks the whole group to offer help
and suggestions to each other.   For example, one program may have
developed materials for training members of a Speaker's Bureau and
could offer these to another.   An experienced trainer may agree to
visit a shelter that has no volunteer program in place and help set
one up.

Concluding Comments:

A Speaker's Bureau is but one of many program activities through
which women can involve themselves and gain new skills. The facilita-
tor should generalize from the exercises in this workshop and recom-
mend that participants scrutinize every aspect of their work -
services, legislative change, fundraising - for ways to include others
in meaningful ways.

Handout:

     Starting a Speaker's Bureau: A Personal Account

Readings, Resources, References: None.

Time Frame: 1 Hour

Starting a Speaker's Bureau: A Personal Account*

In the Park Slope Safe Homes Project, we asked a group of battered women and volunteers to become a Speaker's Bureau. Each participant committed herself to 12 weeks of training and reading and then became a working member of the Speaker's Bureau Committee, sending out letters to community agencies, calling them to solicit speaking engagements and actually speaking at community events.

As the trainer, one of my goals was to encourage the participants to bond so that they would become an ongoing, effective work group. We did this in several ways. At the second training meeting, we went around the room and everyone talked about what violence against women meant to her and why she was personally doing this work. It was very moving and it affirmed the importance of our task. We also began meeting about a half hour early and eating dinner together. After the seventh week of training, each woman chose a partner with whom to do a presentation. Each person, working with a partner, had to speak to the whole group for 15 minutes as if she were at an actual community speaking event. In this way, everyone had practice speaking and the whole group learned to give supportive, constructive criticism. Finally, we encouraged bonding by telling the group that it was responsible for running the Speaker's Bureau. I, as a staff person, designed information sheets (e.g., which agency was called, request for speaker, date, time, etc.) but the speakers actually solicited engagements. I worked cooperatively with them to find the best speaker for each engagement, but I did not do the bulk of the work; nor, however, did I give up control totally. Also, participants determined the priorities of the Speaker's Bureau; for the first year, they targeted day care centers, parents' groups and tenants' organizations for Speaker's Bureau outreach.

Training was informal and participatory, whenever possible. The facilitator's goal was to teach participants what she knew about violence against women in a way that would allow them to incorporate the information and teach it to others.

Content of the training included:

1.   Overview of the program and its purposes/goals/visions.

2.   Victimization - what it does to women.

3.   Abuse: an analysis of power and control.

4.   An overview of violence against women (statistics, etc.).

5.   Myths and facts about abuse.

6.   Why women stay with their abusers.

7.   Why men get away with violence (e.g., discuss various institutions and how they sanction abuse).

8.   Racism and outreach to women of color.

9.   Women's options for help in the community.

10. What the community can do to help.

11. Common problems/fears/pitfalls in public speaking.

12. Typical questions audiences ask; helpful hints for speaking.

13. Roleplay of a problematic speaking event.

14. Pairing up to make a presentation to the group.

The Speaker's Bureau Committee met monthly and each member chose three community agencies to call to schedule speaking events. We also used monthly meetings to discuss problems and speaking strategies.

---

*   Materials taken from Susan Schechter for the Park Slope Safe Homes Project, Brooklyn, N.Y.

Resolving Conflict

Goals

    1.   To heighten participants' awareness about their responses to conflict.

    2.   To illustrate the similarities and differences among participants in response to conflict.

    3.   To demonstrate that we each bring different needs, values and experiences to conflict situations.

    4.   To offer participants the opportunity to practice a conflict resolution strategy.

Why We Include This In Leadership Training

Conflict often tears organizations apart, especially those that work with women in crisis. The ability to resolve conflict successfully is a critical leadership skill, one which can be learned. Successful conflict resolution depends on self-awareness, a willingness to settle differences ethically and a model for resolution.

This exercise teaches a framework for handling conflicts with the hope of strengthening organizations. It is not offered as a method for resolving conflict between adversarial organizations nor, for example, between a battered woman and her abuser. This method works for those seeking mutually empowering solutions.

Description of Activities

Step I: Instructions

The facilitator explains the goal of the exercise, emphasizing that each participant has experiences which influence her perception of conflict. To illustrate this concept, the facilitator reads the following open-ended statements to the group, asking participants to write down their response to each one.

One of the hardest things for me in handling a conflict is....

Possible responses from the participants:

    1.   Recognizing that a conflict exists.

    2.   Confronting people I am angry at.

    3.   Fear that I will lose friends.

* Much of this workshop was developed by Lonnie Weiss for the Illinois Coalition Against Domestic Violence. See **Conflict Resolution Skills.**

I function best in a conflict when ...

Possible responses from the participants:

1. I have little to lose.

2. I know people well.

3. I don't get emotional.

I am sure to lose control in a confict if ....

Possible responses from the participants:

1. I am being ignored.

2. It's an old conflict.

3. I am tired.

I was taught that conflict is ...

Possible responses from the participants:

1. Healthy.

2. To be avoided.

3. The end of a relationship.

What scares me about conflict is ...

Possible responses from the participants:

1. I don't know how to resolve it.

2. It reminds me of fighting.

3. It has ruined relationships for me in the past.

I'll respond differently in conflict if ...

Possible responses from the participants:

1. I trust others.

2. I feel respected.

3. I have an investment in the relationship.

The facilitator then elicits responses from group members, encouraging many people to share.

Step II: Summary

The facilitator summarizes this part of the exercise by noting the diversity of responses. She emphasizes that responses to conflict are based on experience and that people's experiences differ vastly. The facilitator should encourage the group to recognize and respect these differences. She will then distribute the handout, entitled **Schema of Conflict Behaviors**, which illustrates the diversity of feelings we may experience during conflict.

Step III: Instructions

The facilitator will then offer the following ideas. (These may be written on newsprint in advance.)

1. Conflict is a part of reality. We will fail in conflict resolution if our goal is to eliminate conflict. Instead, we must learn to deal with it.

2. Conflict is not good nor is conflict bad. It becomes bad when it is handled destructively. We can learn to handle it well and conflict thereby becomes the means for growth and change.

3. Conflict and violence are different things. It is important for women working against violence not to confuse conflict and violence. If we do, we risk avoiding conflict instead of dealing with it directly.

4. Conflict occurs within relationships. Participants should be reminded that the type of conflict we are addressing in this exercise occurs within relationships which we want to preserve. The strategy presented here can be used with either individuals or groups in conflict.

Step IV: Instructions

The facilitator reads the attached **Conflict Resolution Example,** and distributes it along with copies of the **First Person Account Sheet.** (See handouts.) She then asks participants to break down into small groups of four. The task of each small group is to write a first person account from the board vice president's perspective.

Possible responses from the participants:

1. As a board vice president, I do not support the idea of second stage housing.

2. My friend, the shelter director, has not supported my new role. She knows how difficult my personal life is right now.

3. The task was a set up; no one has the information, time or skills to help me. Attempts to reach out for help have gone unanswered.

4.   I believe that staff should do this type of work; I under-
     stood the director was working on this task.

Then the small groups should complete a first person account from the perspective of the shelter director.

Step V: Summary

The small groups summarize their "first person accounts" for the whole group. The facilitator's role is to encourage the group to con-sider, what might be true from both the perspective of the board vice president and the shelter director.   The large group may discuss how difficult this process has been.   The facilitator should emphasize that we have been taught to believe that if we understand the other's perspective, our own is weakened.   The facilitator should point out that a clear understanding of the other person's perspective may aid us in conflict resolution.

Step VI: Instructions

The facilitator asks the small groups to resolve the conflict.   She will note that there are two tasks at hand: 1.) To figure out what to do for the meeting tonight.   2.) To resolve the conflict in an effort to prevent similar difficulties in the future. To do this, each small group member will play one of four roles: the board vice president, the shelter director, the vice president's advocate or the director's advocate.   The advocates' jobs are to help the board vice-president and director, respectively, stay focused, respectful and clear.   The advocates are encouraged to give feedback and to help the primary participants remember their first person accounts.

Step VII: Instructions

After the small groups role-play the short-term and long-term conflict resolution strategies, they should report back to the large group.

Possible responses from the participants:

1.   Short-term
     a.   Have one person do the work.
     b.   Both approach board and apologize for not having the work done.
     c.   Ask others for assistance.
     d.   Postpone board meeting.

2.   Long-term
     a.   Agree to document discussions.
     b.   Recreate events and assess breakdown in process.
     c.   Reassess roles.
     d.   Strategize about future work.

Step VIII: Instructions

The facilitator distributes the **Conflict Analysis Worksheet.** (See handout.) She explains that its purpose is to help understand and evaluate the complexities inherent in conflict and to break conflict down into manageable dimensions in an effort to resolve problems.

The facilitator explains that the worksheet is a mechanism for evaluating those forces which affect conflict resolution. Small groups will complete the **Conflict Analysis Worksheet** using the problem they just resolved as their example.

The facilitator reconvenes the large group and discusses the exercise. She focuses on what was difficult about the exercise, what participants learned from it and what they can apply to current situations. The facilitator must be encouraging and suggest that conflicts can be resolved successfully.

Step IX: Instructions

The facilitator then describes the organizational conflict resolution process set forth in **Complaint/Grievance Form.** (See handout.) Participants are encouraged to ask questions and consider ways that this process and structure might be adopted in their own programs.

Step X: Summary

The following points are to be emphasized at the conclusion of the workshop:

1. Conflict is complex and resolution of it must be broken down into manageable parts.

2. There are at least two perspectives to each conflict. Understanding the other perspective does not invalidate one's own position. Rather, it helps one enter into conflict resolution without a win-lose mentality.

3. Power differentials, the history of a relationship, personal attitudes, and group dynamics influence conflict resolution. You can learn to successfully resolve conflicts. Resolving conflicts is more useful than avoiding them.

Concluding Comments:

If we have an agreed-upon strategy to resolve differences, our organizations will suffer less from conflict. We need to consider conflict as an opportunity to enhance relationships rather than destroy them. Conflict resolution is a learnable skill, one which is critical for effective leadership.

Each participating organization should develop a clear process for conflict resolution.

Handouts:

      The Schema of Conflict Behaviors

      Conflict Resolution Example

      First Person Account Sheet

      Conflict Analysis Worksheet

      Complaint/Grievance Form

Readings, Resources, References:

      Weiss, Lonnie. **Conflict Resolution Skills.**

Time Frame: 2 hours

SCHEMA OF CONFLICT BEHAVIORS

What do you do in conflicts?

Avoid it altogether
Speak directly to person
Hint at the problem
Hit someone
Arrange for a meeting
Apologize
Get visibly angry
Take it out on someone else
Go to an authority
Use a go-between
Write a note
Ignore the problem
Complaint to a third person
Sulk
Try to be reasonable and rational
Think of changing yourself
Punch a pillow
Leave, walk out
Use your position of authority
Make excuses
Cry
Get indignant
Just give in
Suggest a compromise
Change the subject
Use put-downs and labels
Smile no matter what
Use the silent treatment
Have a tantrum
Agree on how to talk about the problem
(e.g., no yelling)
Bring up other conflicts form past
Hate yourself
Take a deep breath
Refuse to engage
Pretend nothing's wrong
Sigh a lot
Make jokes, kid around
Aim for her vulnerabilities
Guilt-trip the person
Deny that you really meant it
Expect this to go nowhere
Don't listen
Try to understand her side of it
Gently touch her

From:
Conflict Resolution Skills
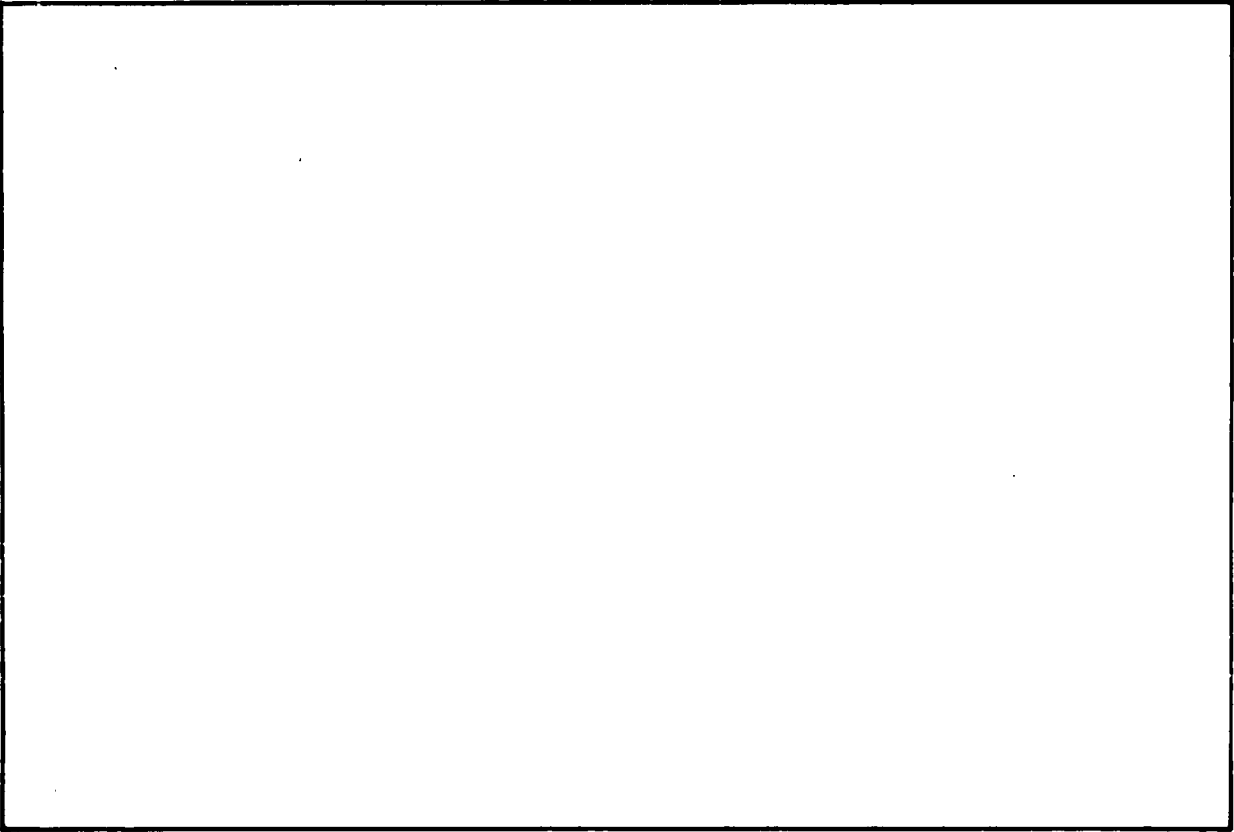ICADV

Conflict Resolution Example

You are the shelter director. Your board vice-president, a member of the Program Committee, promises to meet with the local coalition of UCC Churches which is interested in developing a second stage housing program for shelter residents. The UCC group requests a needs assessment and description of second stage housing for their meeting. They must spend their money soon.

Five hours before this meeting, the vice-president calls and says she ·cannot come and has not done any work on the needs assessment or description. She asks you to do it for her.
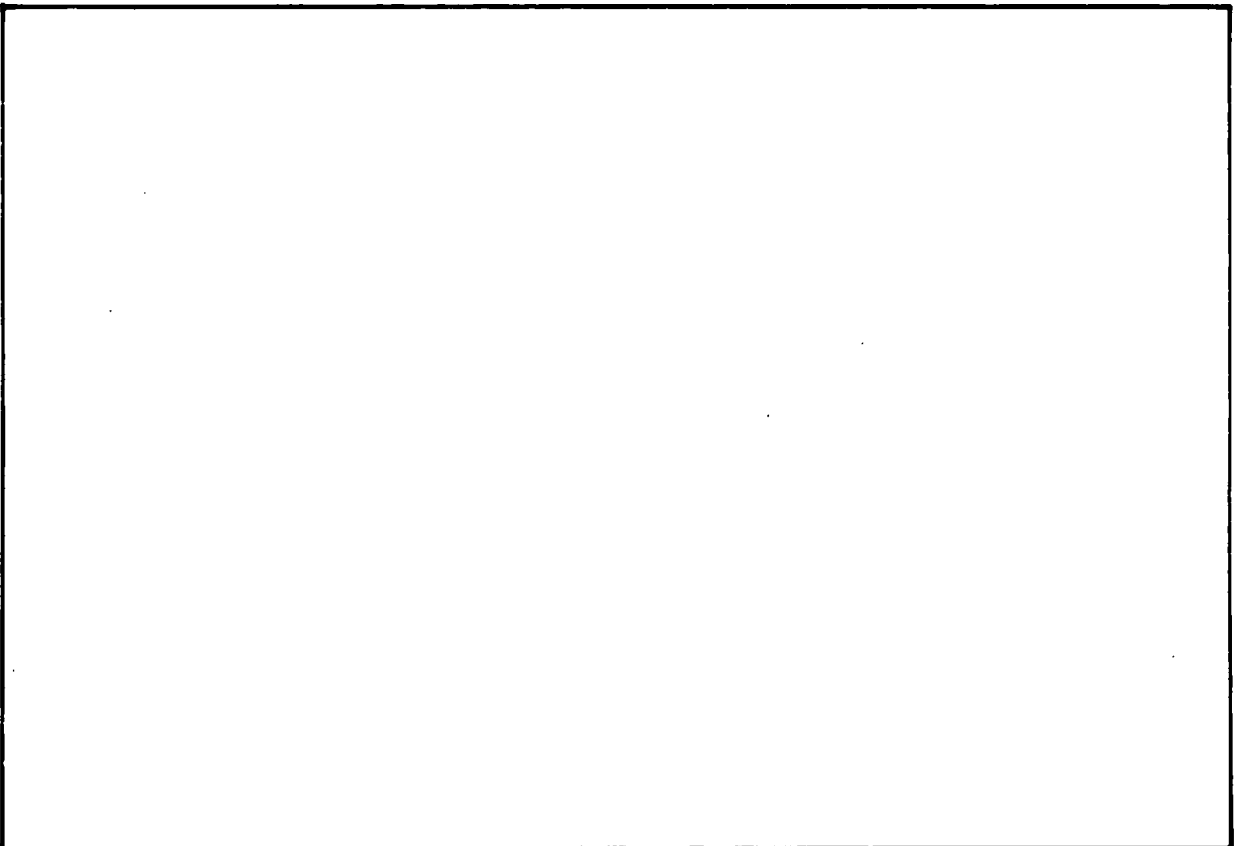
There have been other times recently when she has not followed through on work she agreed to do, and she always turns to you.   You recently learned that she blames you whenever the work is not completed, and she has discredited you in staff meetings.

You care about this woman personally and professionally.   She is   the first formerly battered woman in a leadership position within your organization, and you were instrumental in getting her on the board. You have tried to discuss this with her and have not succeeded.

A First-Person Account of the Conflict by _____

A First-Person Account of the Conflict by _____

Conflict Analysis Worksheet

Issues

What were the issues as you saw them?
How did the other party define the issues?
Did both parties understand, and agree on what the issues were?
How did they develop? Did the issue change? Multiply?

Principal Parties

Did the principals try to involve others?
What happened? What roles did others play (mediator, consultant, ally, etc.)?

Other Parties

Did the principles try to involve others? What happened?
What roles did others play (mediator, consultant, ally, etc.)?

Power and Equality

What power resources are available to the parties?
How was power used?
How did each person perceive her/his own power in relation to the other party?
Were any perceived inequalities present, based on such things as gender, race, class, age, credentials, role?

Conflict Interaction

How did the parties handle the conflict? Did their approaches change over time?

How did parties perceive each other? As cooperative? competitive?

How open was communication? What barriers existed?

How much did the parties trust each other? How was trust, or lack of it, shown?

Did parties distort information or lose their ability to think clearly through the stress of the conflict?

Did the conflict come out in the open? What was the triggering incident?

Did parties change their stands as conflict progressed?
How flexible were they? How committed to their positions were they?

Did parties have a win-lose orientation? Try to beat each
other rather than resolve the conflict? Escalate little problems into bigger ones?

Were there power plays (intimidation, use of force, personal attacks, coercion)?
Were conciliatory moves made?

Complaint/Grievance Form

Step I

Statement of complaint or grievance. (Describe the issue briefly but thoroughly so as to give the other party a clear understanding of the problem involved. Identify the person(s) against whom the complaint or grievance if being brought):

Resolution(s) desired. (Identify all resolutions you desire. Prioritize them. Be clear about which is/are most essential. Include a suggested resolution that will prevent reoccurrence in the future. If change in practice is required both of the organization and the person against whom the grievance was brought, please differentiate.):

Dated:_____   _____
                                        Signature of Complainant

Resolution

Conclusion of complaint. (If the complainant and the complainee are able to reach a resolution, they should specify it below).

_____   _____
Complainant   Complainee

Dated:_____

Complaint/Grievance Form

Step II

If, however, the parties cannot resolve the complaint together, Step II of the process is invoked. The Supervisor(s) of the complainant and the complainee are charged with arbitrating the conflict and issuing a decision . This decision should be entered below. Both of the parties and the Supervisor(s) should sign the arbitrated decision. The signature of the parties indicates only that they have been advised of the arbitrated decision of the Supervisor(s).

_____   _____
Complainant   Complainee

_____   _____
Supervisor   Supervisor

Dated:_____

Step III

Determination of Director. (Should either party request review of the determination of the Supervisor(s), the Director will consider the entire matter. She may interview any persons deemed to have critical information related to the complaint or its resolution. The Director's determination will be given in writing to the parties and the Supervisor(s), each of whom will be asked to acknowledge the Director's resolution by signing below, as shall the Supervisor(s).)

_____   _____
Complainant   Complainee

_____   _____
Supervisor   Director

                                         Dated:_____
_____
Supervisor

Complaint/Grievance Form

Step IV

Should either of the parties be dissatisfied with the determination of
the Director, she may seek a review by the Personnel Committee. The
Personnel Committee shall determine if the grievance or complaint
relates to a matter of broad, profound program importance. If the
Personnel Committee concludes that the resolution of the complaint
will have a substantial impact on the program, it may review the
matter. If they conclude to the contrary, they will reject review,
thereby affirming the determination of the Director, which determina-
tion shall stand and be final. Where the Personnel Committee elects
to review and reaches a determination, it shall be placed in writing
below and the parties shall acknowledge the decision by placing their
respective signatures on this document.

_____   _____
Complainant   Complainee

_____   _____
Personnel Committee   Director

Dated:_____

(Step I is a voluntary mediation process between the complainant and
the complainee. The parties together may choose a mediator who will
be a fair facilitator of their conversations to resolve the grievance.
Step I is a private event. No disclosure of the complaint or any
resolution should be made without the explicit agreement of both
parties. Steps II-IV are arbitration. However, the parties are
entitled to bring an advocate to any meeting of program personnel
charged with arbitrating the complaint. There is no right to a
hearing at any phase of the arbitration process. Nor shall there be
any right to discovery or confrontation of the adverse party. Should
the parties not be able to resolve the conflict at Step I and take the
matter to Step II, it is no longer a private matter, and supervisory
staff, the director, or the personnel committee may disclose the com-
plaint and its resolution to other staff of the organization and to
third parties, where appropriate.)

Using Consensus Decision-Making*

Goals

1. To advocate for the use of consensus as a decision-making model.

2. To examine and teach one model of consensus decision-making.

3. To highlight the necessity of careful team work in order to make knowledgeable and expeditious decisions.

Why We Include This In Leadership Training

Leadership is enhanced by a process that allows all participants to examine problems, propose solutions and then make choices. In fact, the best decisions are produced by the collective thinking of those charged with implementing them. If we are to share power in women's crisis services, each worker and constituent needs to understand that she has a role in making organizational decisions. She needs to be trained so that she can fully participate. This workshop gives participants tools to make responsible decisions in an inclusive and timely way.

Description of Activities

Step I: Instructions

The facilitator gives a short talk on consensus decision-making which might include the following:

ADVANTAGES OF CONSENSUS DECISION-MAKING

1. Participants have access to information and generate many ideas.

2. It involves many actors in designing and implementing the decision.

3. Conflict is seen as productive.

4. Leadership is developed in the process of decision-making.

5. It increases communication and problem-solving skills of members of the group.

---

* Note to Reader: Much of the material in this exercise was adapted from **Building United Judgment: A Manual for Consensus Decision Making.**

6. It fosters cooperative values.

7. It enhances group ownership, as opposed to individual ownership, of ideas and solutions.

8. It encourages creativity.

9. It produces decisions that are workable and that accurately reflect the group's wishes.

10. It results in the greatest commitment to and satisfaction with the decision.

REQUIREMENTS FOR CONSENSUS DECISION-MAKING

1. Time for information-sharing, reflection, and the development of alternatives.

2. Complete information. Participants share information and elicit it from others.

3. A cooperative, not competitive, group philosophy.

4. Conflict/disagreement viewed as productive. Critical examination of group product and process are seen as essential.

5. Trust.

6. Listening.

7. Risk-taking.

8. Prompt naming and confronting of power and personal issues.

9. Responsibility to the group for facilitating consensus decision-making.

10. Agreement that decisions will change as new information comes forth.

The facilitator should also note that consensus decision-making does not mean that every decision is made by everyone within the organization. We strongly encourage autonomous decision-making among those charged with specialized pieces of work. Consensus decision-making does not preclude delegation of decision-making authority. Only policy and other major decisions must be made with input from everyone in the organization.

Step II: Instructions

The facilitator then describes the process for utilizing the consensus decision-making model.

PROCESS OF CONSENSUS DECISION-MAKING

1. A committee thoroughly considers an issue and develops alternatives to resolving it prior to the organizational meeting.

2. One committee member carefully frames the questions or issue for the organization's decision-making group.

3. A committee member also provides the larger group with historical information and a description of the issues.

4. A committee member describes the possible solutions and offers a recommendation(s).

5. Group discussion commences.

6. Each speaker responds specifically to prior statements and adds comments. She does not repeat prior statements and talks only to clarify, disagree, provide new information or offer other alternatives.

7. A group member or the facilitator tests for group agreement by offering a specifically worded proposal.

8. Group members comment on the apparent agreement.

9. The group speaks its concerns and offers modifications.

10. The facilitator attempts to synthesize the discussion into a proposal which incorporates the feedback. She then tests for agreement again.

11. When there is apparent agreement, the agreement is written down for everyone to see.

12. A call for group agreement/consensus, is made.

13. If consensus is found, the group outlines steps for implementing the decision and holding the group accountable for it.

14. Minutes are recorded.

15. If consensus is not found, the group must decide to continue to seek consensus, to postpone decision-making or to move to another method of decision-making, such as voting, upon which the group has previously agreed.*

* (The trainer should also review the suggestions offered in Workshop III-E, **Chairing Meetings and Running Effective Organizations**.)

Step III: Instructions

The facilitator should next address the question of how to handle dis-
agreement. She might suggest the following:

When a group member is in disagreement, she should be given every
opportunity to explain the reasons for her position and provide new
information and offer alternatives. When the group is not persuaded
and the person still disagrees, she may:

   a.   Ask that the group continue discussion.

   b.   Let the decision be made.

   c.   Ask that her objections be noted.

   d.   Not participate in implementation.

   e.   Ask that the decision be postponed.

   f.   Develop alternatives before the next meeting and educate
        others about them.

   g.   Ask that this decision not serve as a precedent for future
        ones.

   h.   Ask that the back-up decision-making process be invoked.

   i.   Leave the group.

This model of consensus decision-making does not allow one person to
indefinitely block a decision. However, when a person cannot join in
consensus, her input should be sought and considered in framing the
decision. Her input during the implementation process may also make
it a more workable decision, will minimize conflict within the organi-
zation, and will demonstrate an on-going commitment to inclusiveness
in the face of disagreement.

If we do not convey to those in dissent that we value their thinking
and participation , important persons will leave our organizations,
or our organizations will become fraught with conflicts. Those in
consensus about a decision should not be thought of as winners while
the dissenter, a loser.

It is also critical to remember that a decision made by consensus is
one which is most universally acceptable to the group. This does not
mean that everyone is delighted. It does mean that everyone can live
with the decision and that no one will work to sabatoge it.

Step IV: Instructions

The facilitator solicits questions and either offers answers herself
or asks the group to respond. If the group does not have questions,
the facilitator might want to suggest some and then offer answers.

1. Question:
    Is it easier to remember decisions made by consensus than those made by voting?

    Answer:
    Not necessarily. Whatever decision-making process is followed, it is critical that there be minutes which:

    a. State the question or problem.

    b. Outline major discussions, including concerns.

    c. State the decision in clear and concise language.

    d. Indicate issues to be reviewed or completed at future meetings.

    e. Outline the implementation phase, including assignments, due dates, process of accountability.

    f. Provide an assignment list which is distributed promptly with the notes from the meeting.

2. Question:
    What do you mean when you say that conflict is productive?

    Answer:
    Conflict or disagreement facilitates our critical thinking. Although a proposal may initially seem satisfactory, serious concerns often arise. Addressing all those concerns will help the group to formulate a better decision.

    If people are supported for publicly stating their disagreements, these will surface during the decision-making process rather than in small groups afterwards. When conflict can be accommodated in a decision-making process, group members are more likely to enthusiastically work toward implementation of the decision.

3. Question:
    Do you think that it is necessary to have a formalized chair to facilitate decision-making processes for them to work?

    Answer:
    Yes.

4. Question:
    Is consensus decision-making more time-consuming than other decision-making processes?

    Answer:
    Possibly. The chair should be firm and urge the group to move forward quickly. Consensus does not mean moving slowly or thinking sloppily. It does not mean constantly nurturing members of the group. Consensus may take more time, but decisions made by this process are more likely to be followed. They will not

require as much reconsideration and modification as those made in competitive or coercive ways.

Step V: Instructions

The facilitator then asks the group to identify an issue that might be resolved during the group's training time together.   The facilitator then acts as chair and leads the group through a consensus decision-making process on that issue.   Minutes of the decision, as described in Step IV - 1, should be developed and posted.

Concluding Comments

This is but one model of consensus decision-making.   For it to work, each participant must be carefully trained in its use.   It must be safe for people to disagree and to take risks in constructing alternatives.   No decision-making process is self-implementing.   Women's crisis organizations often spend much more time making decisions than planning for their implementation.   Our model highlights the importance of spending sufficient time on implementation.

Handouts: None

Readings, Resources, References:

Avery,   Michael;   Auvine,   Brian;   Streibel,   Barbara;   and Weiss, Lonnie.   **Building United Judgment: A Handbook for Consensus Decision-Making.**

Time Frame: 2 hours

Part IV
Sustaining Our Work

Institutionalizing Leadership Development

Goals

1. To create a program or a statewide structure which encourages ongoing leadership development.

2. To institutionalize the work initiated during leadership training.

Why We Include This In Leadership Training

Retreats and workshops which are facilitated by outside trainers provide an important beginning for leadership development within a state coalition. Most participants are inspired by these three day trainings, only to return home to find little support for new ideas, few resources to implement them and isolation from newly discovered associates and friends. Because leaders need ongoing support, the following exercise attempts to institutionalize the work begun at the Leadership Development Training.

Description of Activities

Step I: Instructions

The facilitator suggests that the group form a leadership-development/resource-sharing committee. She presents the purpose of the committee as follows:

1. To plan for future training, including follow-up on this leadership development curriculum.

2. To provide an information and referral network or a technical assistance bank within each state whereby women with particular needs can be directed to other women in the state who have the skills, resources, and time to provide assistance to other activists.

3. To initiate further discussion about issues raised during the leadership development training and to plan and implement new programs.

4. To create a mechanism by which women in the state can solve problems or strategize together to make social change.

5. To develop ways to identify potential leaders, transfer skills to them and support new and established leaders.

The facilitator asks the group to discuss the possibility of forming a leadership-development/resource-sharing committee.

Possible responses from the participants:

1. That's great, let's do it.

2. It sounds hard; it's too much work.

3. We choose not to do this.

Step II: Instructions

The facilitator helps the group come to consensus. Because some states do not want to start a leadership-development/resource-sharing committee, the facilitator needs to offer other suggestions for sustaining the contact and developing the skills among participants. Some suggestions are:

1. Establishing a buddy system - a simple commitment between two people who will reflect with and support each other.

2. Setting up one more meeting, perhaps regionally, to share with one another and decide upon the next statewide organizing steps.

3. Starting a time-limited task group that develops a plan for this work to continue.

Step III: Instructions

If the group decides to set up a leadership-development/resource-sharing committee, the facilitator helps it formulate a workplan. She presents the following format to the group.

GOAL:

Task	Resources Needed	Responsible Person	Timeline

The facilitator illustrates the use of this chart by sharing some examples and then assists the whole group in filling out a work plan.

Possible responses from the participants:

GOAL: To plan the first meeting of the Leadership-Development/Resource-Sharing Committee.

Task	Resources Needed	Responsible Person	Timeline
1. Choosing a date, time and place.	a. Access to coalition calendar and awareness of competing statewide functions.	Barbara - Temporary Committee Chair	Immediately
	b. Free space of adequate size.		Immediately

Task	Resources Needed	Responsible Person	Timeline
	c. Postage, photo-copying.		One week
	d. Announcement pre-paration.		Two weeks
2. Developing an agenda	a. Input from other members of committee. b. Ideas from training participants.	All parti-cipants and member programs	Immediately
3. Obtaining coalition endorsement.	a. Attendance of board members and endorse-ment by program directors.	Nan - Coalition Executive Director	Two weeks
4. Notice to others potentially interested.	a. Coalition mailing list and partici-pant sign-up sheet.	Beth - Temporary Committee Secretary	Immediately

Step IV: Instructions

In some states, groups have begun a resource-sharing process during this workshop. The facilitator can encourage this sharing by asking the following questions:

1.   Who has a work-related problem that she would like to talk out with other women here?

2.   Who is looking for new program ideas?   Be specific - what help do you need?

One participant calls out an issue or problem. The facilitator then asks that others whc are interested in the issue raise their hands and identify themselves. Then, the facilitator calls on another parti-cipant with a new issue. At the end of this process, the facilitator tapes newsprint around the room with titles on each sheet reflecting the topics raised. The facilitator asks that everyone interested place her name, address and phcne number on as many sheets as she wants. Then the facilitator requests that one woman from each group volunteer to plan a meeting or initiate the first phone call to others on the list. Each group agrees to keep the state coalition informed of its activities and to set up a coordinating mechanism with the state coalition before it plans any in-service trainings or public events.

Step V: Summary

This segment of the curriculum serves to solidify the impact of the training and should not be neglected due to lack of time cr energy. It creates a way for participants to continue to work together and to stay connected to others across the state. It offers each participant

one more concrete product from the training to share with others in her program who were not able to attend.

Concluding Comments

Groups may choose to form committees, buddy systems, study groups, and/or regional meetings to facilitate leadership development.* Any and all of these systems for exchanging information and building leadership are important. Whichever approach is taken, the group must ensure that workers have a supported structure to turn to for help, that many new women are participating, and that the committee's activities help build state networks.

Handout: None.

Readings, Resources, References: None

Time Frame: 1 hour

* In this workshop, the facilitator needs to be flexible. Her goal is to leave a mechanism in place for leadership development.

Sustaining Ourselves: Closure

Goals

1. To reinforce the learning that has occurred over the last several days.

2. To remind participants of the importance of getting their personal needs met.

3. To build a community of support among participants so that they continue as leaders in the women's movement.

Why We Include This In Leadership Training

Often leaders in local programs are isolated from other leaders in their state and across the country. This isolation leads to burn-out and to a sense of personal failure when organizations experience difficulties. One of the ways that leaders overcome these problems is through contact with others; another is by planning for their personal and political growth. This exercise is designed so that women leaders will feel less guilty about addressing their needs for political and personal development.

Description of Activities

Step I: Instructions

The facilitator raises some of the following questions for the whole group and leads a discussion about them.

1. How can you keep yourself involved in this work?

2. How can you reward yourself for this work?

3. What are the ways you can stay connected to each other and to this movement?

Step II: Summary

The facilitator should point out that the participants must meet some of their friendship and personal needs through this work; they must also feel that they are growing, learning and developing as people through this movement.

If leaders do not have a political and moral vision, personal support and growth, recognition, and a sense of community, they burn-out and leave the movement. A task of leaders is to see that their needs are met.

Concluding Comments

Facilitators should share ways in which they are sustained in their work. It also helps to point out that many leaders see the women's movement and the battered women's movement as a lifelong commitment and that because change is slow, leaders need to find many forms of sustenance.

The facilitators should thank the group for their participation, as well as for the risk-taking and other acts of leadership continually demonstrated throughout the training. Each facilitator might want to share what the training has meant to her; what each has learned and how the time together has contributed to her own leadership development.

Handout: None.

Readings, Resources, References: None.

Time Frame: 30 minutes

Evaluation

Goals

1. To provide a structure for participants to evaluate their learning experience.

2. To offer participants an opportunity to give feedback to the facilitators.

Why We Include This in Leadership Training

Evaluation serves several purposes. It helps participants review their training experiences, solidify their knowledge and skills, and critically reflect on their needs and learning styles. Evaluation also helps the facilitators to revise the curriculum for future trainings and to respond more adequately to participants' needs.

Description of Activities

Part I - Written Evaluation Forms

Step I: Instructions

The facilitator distributes the evaluation forms (see attached handout) and allows participants fifteen minutes to complete them. Participants should be assured that the facilitators will consider their comments seriously and will respond in future trainings to the concerns raised. These forms will be collected in a manner which assures anonymity.

Part II - Oral Evaluation

Step I: Instructions

The facilitator uses the following questions to solicit verbal feedback from the group:

1. What was the most helpful portion of the training?

2. What could have been done differently to make the training better for you?

3. Did the training meet your expectations? (Negative or positive.)

4. In what ways were your expectations not met? (Negative or positive.)

5. Was there some portion of the training which you feel could have been omitted?

6. Do you feel more prepared to address leadership issues in your organization? If so, in what specific area(s)?

7. Which leadership issues need further attention for you?

8. Which of the training modules were the most meaningful for you?

9. Which training methods do you feel were most effective?

10. If you could give us one thing to improve our project, what would it be?

Concluding Comments

It is important to receive written and verbal feedback from the participants; some of the most meaningful changes in the training curriculum have come from participant feedback. It has been our experience that the oral evaluation leads well into the final exercise, closure.

Handouts:

Written Evaluation Form.

Reading, Resources, References: - None

Time Frame: Part I - 15 minutes

Part II - 20-30 minutes

EVALUATION FORM

1.   What did you like <u>most</u> about this training?

2.   What did you like <u>least</u> about this training?

3.   What suggestions for change can you offer?

4.   What questions were not answered for you?

5.   What issues would you have liked to explore more?

6.   If the Leadership Institute for Women obtained funding to provide technical assistance to your state coalition or its member pro-grams, what kind of technical assistance, if any, would you find most helpful? Please list and briefly describe your technical assistance needs.

Part V
Appendix

LEADERSHIP DEVELOPMENT TRAINING

TIME	EXERCISE	FACILITATOR

Day 1

| 1 hr.
9-10 a.m. | **Introduction & Agenda Review** | Beth |

ASPECTS OF LEADERSHIP DEVELOPMENT

30 min. 10-10:30 a.m.	**a. Defining Leadership** Handout - Preliminary Assessment & Workplan	Beth
15 min. 10:30-10:45 a.m.	Break	
1 hr. 15 min. 10:45-Noon	**b. Building Other People's Leadership** Mailing - Safespace for Battered Women	Barbara
1 hr. Noon-1 p.m.	Lunch During lunch there will be a gathering of survivors of intimate violence	Barbara
15 min.	**Announcements & Check-in**	Beth

1 hr. 15 min.
1:15-2:30 p.m.
	c. Challenging the Myths About Battering
	
	Mailing -
	    Toward An Analysis
	
	Handout -
	    Myths About Abuse
		Susan

1 hr. 15 min. 2:30-3:45 p.m.	**d. Selecting Leaders** Handout - Selecting Leaders: Candidates' Descriptions	Susan
15 min. 3:45 -4 p.m.	Break	
1 hr. 45 min. 4-5:45 p.m.	**e. Resolving Conflict**	Beth

Mailing -
    Organizational Ethics

Handouts -
    The Schema of Conflict Behaviors
    First Person Account Sheet
    Conflict Resolution Example
    Complaint/Grievance Form
    Conflict Analysis Worksheet

1 hr. 15 min.   Dinner
5:45-7 p.m.

During dinner there will be a   Beth
gathering of Women of Color

Mailing -
    International Working Group on Women

1 hr.   **Celebrating Women's Culture**   Susan
7-8 p.m.   **Parts I & II**

Handouts -
    Lesbian Reading & Resource List
    Reading List for Multi-Cultural,
        Anti-Racism Education

End at 8 p.m.   SOCIALIZE OR SNOOZE

Day 2

15 min.   **Announcements & Check-In**   Beth
8-8:15 a.m.

1 hr. 30 min.   **Facilitating the Growth of Current**   Barbara
8:15-9:45 a.m.   **and Emerging Leaders, Survivors**
              of Violence & Women of Color

Mailing - Burn-Out, A Political View

Handout -
    Preliminary Assessment and Workplan

15 min.   Break
9:45-10 a.m.

2 hrs. 15 min.   **Exploring the Analysis of Violence**   Susan
10-12:15 p.m.   **Against Women in the Family:**   Beth
              Leadership as Vision: Parts I & II

Handout -
    Violence Against Women: A Curriculum
    For Empowerment

1 hr.   Lunch
12:15-1:15 p.m.

	During lunch there will be a gathering of lesbians	Barbara
	Mailing - Lesbians in the Movement	
15 min. 1:15-1:30 p.m.	**Announcements & Check-In**	Beth
2 hrs. 30 min. 1:30-5 p.m.	**Identifying and Stopping Racism in Our Organizations**	Susan, Beth and Barbara

	Mailing -
	    Racism,
	    Racism in the English Language,
	    Still... Small Change	

	Handout - Racism Definition Sheet	
15 min. 4-4:15 p.m.	Break	
1 hr. 4:15-5:15 p.m.	**Building Coalitions: Working at the State Level**	Barbara
	Handout - Coalition Task Plan	
1 hr. 15 min. 5:15-6:30 p.m.	Dinner	
	During dinner there will be a gathering of new leaders	Susan
30 min. 6:30-7 p.m.	Break - Personal Time	
3 hrs. 7-10 p.m.	**Movie & Dance**	

Day 3

15 min. 8-8:15 a.m.	**Announcements & Check-In**	Beth
2 hrs. 8:15-10:15 a.m.	**Challenging Homophobia Within Our Organizations**	Beth, Susan and Barbara

	Mailing -
	    Homophobia,
	    Lesbians in the Battered Women's
	        Movement	

	Handout - Homophobia Definition Sheet	

15 min.	Break
10:15-10:30 a.m.	

Two simultaneous workshops (choose one)

1 hr.	**Creating Organizational Change**	Beth
10:30-11:30 a.m.	**Chairing Meetings**	Susan

Handouts -
Creating Organizational Change,
Chairing

45 min.	**Monitoring Men's Programs**	Barbara
11:30-12:15 p.m.		

Mailing -
Accountability for Batterers,
Assessing Men's Programs

1 hr.	Lunch
12:15-1:15 p.m.	

During lunch, there will be a facilitated
discussion on sharing power with new
leaders and validating the leadership
of old leaders.

15 min.	**Announcements & Check-In**	Beth
1:15-1:30 p.m.		

1 hr.	**Negotiating for Resources**	Beth

Handout -
Negotiating for Resources:
The Situation

1 hr.	**Developing a Legislative Agenda**	Barbara
2:30-3:30 p.m.		

15 min.	Break
3:30-3:45 p.m.	

1 hr.	**Institutionalizing Leadership**	Barbara
3:45-4:45 p.m.	**Development**	

30 min.	**Evaluation & Feedback**	Susan
4:45-5:15 p.m.		

Handout -
Written Evaluation Form

15 min.	**Closure**	Beth, Susan
5:15-5:30 p.m.		and Barbara

WORKSHOP APPLICATION

The following is an example of materials that trainers should develop in order for participants to extend their learning experience.

Participants are asked to spend five minutes at the end of each workshop considering how to apply the information in their programs and/or in the state coalition.

Participants should also note ideas for passing information on to others who were not able to attend this meeting.

Participants will retain these 'Application' sheets for follow-up after the training.

Application of Training Workshops

1. **Introduction & Agenda Review -**
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

2. **Defining Leadership -**
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

3. **Building Other Peoples' Leadership -**
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

4. **Challenging the Myths About Battering & Exploring the Analysis of Violence Against Women in the Family.** -
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

5. **Selecting Leaders** -
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

6. **Resolving Conflict** -
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

7. **Celebrating Women's Culture, Parts I & II** -
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

8. **Facilitating the Growth of Current & Emerging Leaders, Survivors of Violence & Women of Color** -
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

9. **Identifying & Stopping Racism in Our Organization** -
   a)   How can this workshop be used by my program/coalition?

   b)   How can I share this information with others?

10. **Building Coalitions: Working at the State Level -**
    a)   How can this workshop be used by my program/coalition?

    b)   How can I share this information with others?

11. **Challenging Homophobia Within Our Organizations -**
    a)   How can this workshop be used by my program/coalition?

    b)   How can I share this information with others?

12. **Creating Organizational Change -**
    a)   How can this workshop be used by my program/coalition?

    b)   How can I share this information with others?

13. **Chairing Meetings -**
    a)   How can this workshop be used by my program/coalition?

    b)   How can I share this information with others?

14. **Developing a Legislative Agenda: Working At the State Level -**
    a)   How can this workshop be used by my program/coalition?

    b)   How can I share this information with others?

15. **Institutionalizing Leadership Development -**
    a)   How can this workshop be used by my program/coalition?

    b)   How can I share this information with others?

16. **Evaluation & Feedback** -
    a)   How can this workshop be used by my program/coalition?

    b)   How can I share this information with others?

BIBLIOGRAPHY

Ahrens, Lois. "Battered Women's Refuges: Feminist Cooperatives vs. Social Service Institutions." **Radical America**, 14, No. 3: 41-47, 1980.

Alliance Against Sexual Coercion. **Fighting Sexual Harrassment.** Boston, Mass: Alyson Publications, 1981.

Auvine, Brian, and Densmore, Betsy, et al. **A Manual for Group Facilitators.** Madison, WI: Center for Conflict Resolution, 1979.

Avery, Michael, Auvine, Brian, Streibel, Barbara, and Weiss, Lonnie. **Building United Judgment: A Handbook for Consensus Decision Making.** Madison, WI: Center for Conflict Resolution, 1981.

Bannon, James. "Law Enforcement Problems with Intra-Family Violence." Paper read at the American Bar Association Convention, August 12, 1975.

Barry, Kathleen. **Female Sexual Slavery.** Englewood Cliffs, NJ: Prentice Hall, 1979.

Battered Women: An Effective Response. St. Paul, MN: Department of Corrections, Programs and Services for Battered Women, 1979.

Binney, Val, Harkell, Gina and Nixon, Judy. **Leaving Violent Men: A Study of Refuges and Housing for Battered Women.** Leeds: Women's Aid Federation, England, 1981.

Boylan, Ann Marie, and Taub, Nadine. **Adult Domestic Violence: Constitutional, Legislative and Equitable Issues.** Washington, D.C.: Legal Services Corporation Research Institute, 1981.

Brager, George and Holloway, Stephen. **Changing Human Service Organizations: Politics and Practices,** New York: Free Press, 1978.

Browne, Susan E., Connors, Debra, and Stern, Nanci (eds.). **WITH THE POWER OF EACH BREATH: A Disabled Women's Anthology.** Pittsburgh and San Francisco: Cleis Press, 1985.

Brownmiller, Susan. **Against Our Will: Men, Women and Rape.** New York: Simon and Schuster, 1975.

Boujouen, Norma, Landerman, Donna, and Salisbury, Kathy M. "Evaluation of Outreach to Puerto Rican and Black Women in the Area of Sexual Assault." Hartford, CT: Conducted for Sexual Assault Crisis Service of Hartford, 1981.

Burgess, Ann Wolbert, and Holmstrom, Lynda Lytle. **Rape: Victims of Crisis.** Bowie, MD: Robert J. Brady, Prentice-Hall, 1974.

Burgess, Ann Wolbert, Groth, Nicholas A., and Sgroi, Suzanne M. **Sexual Assault of Children and Adolescents.** Lexington, MA: Lexington Books, D.C. Heath, 1978.

Butler, Sandra. **Conspiracy of Silence: The Trauma of Incest.** San Francisco: New Glide Publications, 1978.

CAAP. **Strategies for Free Children: A Guide To Child Assault Prevention.** Columbus, Ohio: 1983.

Clark, Lorenne M.P., and Lewis, Debra J. **The Price of Coercive Sexuality.** Berkeley, CA: The Women's Press, 1978.

Cooper, Barbara. **Wife Beating: Counselor Training Manual #2.** Ann Arbor, Michigan: NOW Domestic Violence Project, undated.

Davidson, Terry. **Conjugal Crime: Understanding and Changing the Battered Wife Pattern.** New York: Hawthorne Books, 1978.

Davis, Angela Y. **Women, Race and Class.** New York: Random House, 1981.

Delacoste, Frederique, and Newman, Felice, eds. **Fight Back! Feminist Resistance to Male Violence.** San Francisco and Pittsburgh: Cleis Press, 1981.

Derman-Sparks, Louise and Phillips, Carol. "Becoming Anti-Racist: Patterns and Progressions of Change for Whites and People of Color." Paper presented at the annual meeting of the American Orthopsychiatric Association. April, 1981.

Dobash, Rebecca E., and Dobash, Russell P. "Wives: The Appropriate Victims of Marital Violence." **Victimology: An International Journal,** 2, Nos. 3/4: 426-442, 1977-1978.

-----"The Myth of the Wives Who Ask For It: A Response to Pizzey, Gayford and McKeith." **Community Care,** April, 1979.

-----**Violence Against Wives: A Case Against the Patriarchy.** New York: The Free Press, 1979.

Domestic Abuse Intervention Project. "Research Report." Duluth, MN: 1981.

Eisenberg, Sue E., and Micklow, Patricia L. "The Assaulted Wife: 'Catch 22' Revisited." **Women's Rights Law Reporter,** Spring/Summer, 1977.

EMERGE. **Organizing and Implementing Services for Men Who Batter.** Boston: EMERGE, 1980.

Fortune, Marie, and Hormann, Denise. **Family Violence: A Workshop Manual for Rural Communities.** Seattle: Center for the Prevention of Sexual and Domestic Violence, 1980.

Freeman, Jo. **The Politics of Women's Liberation: A Case Study of an Emerging Social Movement.** New York: David McKay Co., 1975.

Fritz, Leah. **Dreamers and Dealers.** Boston: Beacon Press, 1979.

Ganley, Anne L. **Court Mandated Counseling for Men Who Batter.** Washington, D.C.: Center for Women Policy Studies, 1981.

-----**Court Mandated Counseling for Men Who Batter: A Three Day Workshop for Mental Health Professionals.** Washington, D.C.: Center for Women Policy Studies, 1981.

Gelles, Richard J. **The Violent Home: A Study of Physical Aggression Between Husbands and Wives.** Beverly Hills, CA: Sage Publication, 1972.

-----"Abused Wives: Why Do They Stay?" **Journal of Marriage and the Family,** 38, No. 4: 659-668, 1976.

Gil, David. **Violence Against Children.** Cambridge, MA: Harvard University Press, 1973.

Grambs, Marya, and Miller, Pam. **Dollars and Sense: A Community Fundraising Manual for Shelters and other Nonprofit Organizations.** San Francisco: Western States Shelter Network, 1981.

Griffin, Susan. **Rape: The Power of Consciousness.** New York: Harper and Row, 1979.

Groth, Nicholas A. **Men Who Rape: The Psychology of the Offender.** New York: Plenum Press, 1979.

Gulf Coast Women's Center, "Rape Avoidance." Biloxi, Mississippi: Gulf Coast Women's Center, 1984.

Guthrie, Eileen, and Miller, Warren Sam. **Making Change: A Guide to Effectiveness in Groups.** Minneapolis, MN: Interpersonal Communication Program, undated.

Hamos, Julie E. **State Domestic Violence Laws and How to Pass Them: A Manual for Lobbyists.** Rockville, MD: National Clearinghouse on Domestic Violence, June, 1980.

Hanmer, Jalna. "Community Action, Women's Aid and the Women's Libera-
tion Movement." **Women in the Community**, edited by Marjorie Mayo.
London: Routledge and Kegan Paul, 1977.
-----"Violence and the Social Control of Women," **Power and the
State**, edited by G. Littlejohn et. al. London: Croom Helm, 1978.
Hart, Barbara J. **Advocacy for Battered Women: Monitoring Batterers'
Programs**, Harrisburg: Pennsylvania Coalition Against Domestic
Violence, 1987.
-----"Assessing the Lethality of Men Who Batter." Harrisburg:
Pennsylvania Coalition Against Domestic Violence, 1985.
-----"Burn-Out, A Political View." **AEGIS: Magazine on Ending
Violence Against Women**, No. 32: 35-40, Autumn, 1981.
-----"Empowerment." **AEGIS: Magazine on Ending Violence Against
Women**, No. 38: 40-41, 1984.
-----"Ethics of Family Violence Research & Clinical Services." A
paper delivered at the Family Violence Research Conference at the
University of New Hampshire, August 7-10, 1984.
-----"Mediation for Battered Women: Same Song, Second Verse, A Little
Bit Louder, A Little Bit Worse." New York: National Center for
Women and Family Law, 1984.
-----"Safespace for Battered Women" and "Safespace for Sexual Assault
Survivors." Harrisburg: Pennsylvania Coalition Against Domestic
Violence, 1985.
Hart, Barbara J., Hegarty, Marie E., and Weiss, Jane S. **Changing
Police Practice: A Manual for Battered Women's Programs**.
Harrisburg: Pennsylvania Coalition Against Domestic Violence,
1985.
Herman, Judith Lewis, with Hirschman, Lisa. **Father-Daughter Incest**.
Cambridge, MA: Harvard University Press, 1981.
Hilberman, Elaine. "Overview: The 'Wife-Beater's Wife' Reconsid-
ered." **American Journal of Psychiatry**, 137:11: 1336-1347, 1980.
hooks, bell. **Ain't I A Woman: Black Women and Feminism**. Boston:
South End Press, 1981.
Jones, Ann. **Women Who Kill**. New York: Holt, Rinehart and Winston,
1980.
Joseph, Gloria S., and Lewis, Jill. **Common Differences: Conflicts in
Black and White Feminist Perspectives**. Garden City, NY: Anchor
Press, Doubleday, 1981.
Katz, Judith H. **White Awareness: Handbook for Anti-Racism Training**.
Norman: University of Oklahoma Press, 1978.
Keibert, Irene, and Schechter, Susan, eds. **The Park Slope Safe Homes
Project Manual: How to Set up a Community Based Program for
Battered Women and Their Families**. Brooklyn, NY: Park Slope Safe
Homes Project, 1980.
Koedt, Anne, Levine, Ellen, and Rapone, Anita. **Radical Feminism**. New
York: Quadrangle Books, 1973.
Lacy, Bobby. **Domestic Violence Services in Rural Communities: First
Steps of Organization**. Lincoln: Nebraska Task Force on Domestic
Violence, undated.
-----**Domestic Violence Services in Rural Communities: Direct Services
and Funding**. Lincoln: Nebraska Task Force on Domestic Violence,
undated.
Leghorn, Lisa. "Social Responses to Battered Women." Washington,
D.C.: Feminist Alliance Against Rape. March/April 1977 and
May/June 1977.

Lerman, Lisa. **Prosecution of Spouse Abuse: Innovations in Criminal Justice Response.** Washington, D.C.: Center for Women Policy Studies, 1981.

Lerner, Gerda, ed. **Black Women in White America: A Documentary History.** New York: Random House, Vintage, 1973.

Levy, Barrie. **Skills for Violence-Free Relationships: Curriculum for Young People Ages 13-18.** Santa Monica: Southern California Coalition on Battered Women, 1984.

Lindsey, Karen. "Anti-Semitism and the Women's Movement." **Sojourner,** Vol. 3, No. 12, August, 1978.

Lobel, Kerry (ed.). **Naming the Violence: Speaking Out About Lesbian Battering.** Seattle: Seal Press, 1986.

Loving, Nancy. **Responding to Spouse Abuse & Wife Beating, A Guide for Police.** Washington, D.C.: Police Executive Research Forum, 1980.

-----**Spouse Abuse: A Curriculum Guide for Police Trainers.** Washington, D.C.: Police Executive Research Forum, 1981.

-----**Working With Police: A Practical Guide for Battered Women's Advocates.** Washington, D.C.: Police Executive Research Forum, 1982.

McAnally, Mary. **FAMILY VIOLENCE: Poems on the Pathology.** LaJolla, California: Moonlight Publications, 1982.

McCrath, Patricia E. with Schultz, Phyllis Stine, and Culhane, P. O'Dea, assisted by Franklin, Diana B. **The Development and Implementation of a Hospital Protocol for the Identification and Treatment of Battered Women.** Monograph Series number 5. Rockville, MD: National Clearinghouse on Domestic Violence, November, 1980.

McNaron, Toni A. H., and Morgan, Yarrow. **Voices in the Night: Women Speak About Incest.** San Francisco and Pittsburgh: Cleis Press, 1982.

McShane, Claudette. **Annotated Bibliography on Woman Battering.** Milwaukee: The University of Wisconsin-Milwaukee, School of Social Welfare, 1977.

Maracek, Mary. **Say No To Violence!** Boston, MA: Red Sun Press, 1983.

Martin, Del. **Battered Wives.** San Francisco: Glide Publications, 1976.

The Massachusetts Coalition of Battered Women's Service Groups, **For Shelter and Beyond: An Educational Manual for Working With Women Who Are Battered.** Boston: 1981.

Moraga, Cherrie, and Anzaldua, Gloria. **This Bridge Called My Back: Writings by Radical Women of Color.** Watertown, MA: Persephone Press, 1981.

Morgan, Robin, ed. **Sisterhood Is Powerful: An Anthology of Writings from the Women's Liberation Movement.** New York: Vintage Books, 1970.

National Coalition Against Domestic Violence: First National Meeting Handbook. Washington, D.C.: National Coalition Against Domestic Violence, 1980.

NiCarthy, Ginny. **Getting Free: A Handbook for Women in Abusive Relationships.** Seattle: Seal Press, 1980.

NiCarthy, Ginny, Merriam, Karen, and Coffman, Sandra. **Talking It Out: A Guide to Groups for Abused Women.** Seattle: Seal Press, 1984.

Nicholas, Beverly. "The Abused Wife Problem." **Social Casework,** 27-32, January 1976.

CARD 3

PAGE 192

off our backs: **A Women's News Journal.** "Special Issue on Racism and Sexism," 9, No. 10, 1979.

Onley-Campbell, Diana. "Empowering Children in Shelters." **AEGIS: Magazine on Ending Violence Against Women,** No. 34, Spring, 1982.

O'Sullivan, Elizabethann. "What Happened to Rape Crisis Centers? A Look at Their Structures, Members, and Funding." **Victimology** 3, Nos. 1-2: 45-62, 1978.

Pagelow, Mildred Daley. **Woman Battering: Victims and Their Experiences.** Beverly Hills: Sage Publications, 1981.

Pence, Ellen, and Paymar, Michael. **Power and Control: Tactics of Men Who Batter.** Duluth, MN: Domestic Abuse Intervention Project, 1986.

Petchesky, Rosalind Pollack. "Antiabortion, Antifeminism, and the Rise of the New Right." **Feminist Studies** 7, No. 2: 206-246, 1981.

Pharr, Suzanne. "Two Workshops on Homophobia." **Naming the Violence: Speaking Out About Lesbian Battering.** Seattle: Seal Press, 202-224, 1986.

Ptacek, Jim. "The Clinical Literature on Men Who Batter: A Review and Critique." Paper presented at Second National Conference for Family Violence Researchers. University of New Hampshire. August, 1984.

Rape and Older Women: A Guide to Prevention, ADM 78-734. Washington, D.C.: National Center for the Prevention and Control of Rape, National Institute of Mental Health, Department of Health, Education and Welfare, 1979.

Resnik, Mindy. **Wife Beating: Counselor Training Manual.** Ann Arbor: NOW Domestic Violence Project, undated.

Richie, Beth. "Facing Contradictions: Challenge for Black Feminists." **AEGIS: Magazine on Ending Violence Against Women.** No. 37: 14-20, 1983.

Roberts, Albert R., with the assistance of Roberts, Beverly J. **Sheltering Battered Women: A National Study and Service Guide.** New York: Springer Publishing Co., 1981.

Rowbotham, Sheila. **Women's Consciousness, Man's World.** Baltimore, MD: Penguin Books, 1973.

Roy, Maria, ed. **Battered Women: A Psychosociological Study of Domestic Violence.** New York: Van Nostrand Reinhold, 1977.

Rush, Florence. **The Best Kept Secret: Sexual Abuse of Children.** New York: McGraw-Hill, 1980.

Russell, Diana. **Rape in Marriage.** New York: MacMillan, 1982.

-----**The Politics of Rape: The Victim's Perspective.** New York: Stein and Day, 1975.

Ryan, William. **Blaming the Victim.** New York: Pantheon, 1971.

Schechter, Susan. "Towards an Analysis of the Persistence of Violence Against Women in the Home." **AEGIS: Magazine on Ending Violence Against Women,** Winter/Spring: 9-19, 1981.

-----**Women and Male Violence: The Visions and Struggles of the Battered Women's Movement.** Boston: South End Press, 1982.

Scott, Renae. **Doing Community Outreach to Third World Women.** Boston: Domestic Violence Technical Assistance Project of Casa Myrna Vazquez, 1980.

Schulman, Mark A. **A Survey of Spousal Violence Against Women in Kentucky.** Washington, D.C.: U.S. Department of Justice, Law Enforcement Assistance Administration, Study No. 792701, July,

1979.

Seifer, Nancy. **Nobody Speaks for Me: Self-Portraits of American Working Class Women**. New York: Simon and Schuster, 1976.

Shaw, Linda. **Counseling the Abuse Victim**. Harrisburg: Pennsylvania Coalition Against Domestic Violence, 1979.

Simon, Barbara Levy. "Social Movements and Institutionalization: Rape as a Case Study." Bryn Mawr Pa.: Ph.D. dissertation, 1981.

Stack, Carol. **All Our Kin: Strategies for Survival in a Black Community**. New York: Harper Colophon, 1974.

Stark, Evan, Flitcraft, Ann, and Frazier, William. "Medicine and Patriarchal Violence: The Social Construction of a 'Private Event.'" **International Journal of Health Services** 9, No. 3: 461-494, 1979.

Steinmetz, Suzanne, and Straus, Murray, eds. **Violence in the Family**. New York: Dodd, Mead, 1974.

Straus, Murray A., Gelles, Richard J., and Steinmetz, Suzanne K. **Behind Closed Doors: Violence in the American Family**. Garden City, NY: Anchor Press, Doubleday, 1980.

Szymanski, Sharon, ed. **Violence Against Women: A Curriculum for Empowerment**. New York: Women's Education Institute, 1985.

Tanner, Leslie, ed. **Voices from Women's Liberation**. New York: Signet Books, New American Library, 1970.

United States Commission on Civil Rights. **Battered Women: Issues of Public Policy**. Washington, D.C.: January, 1978.

Walker, Lenore E. **The Battered Woman**. New York: Harper Colophon, Harper & Row Books, 1979.

-----**The Battered Woman's Syndrome**. New York: Springer Publishing, 1984.

Warrior, Betsy, **Wifebeating**. Somerville, MA: New England Free Press, 1976.

Weiss, Lonnie. **Conflict Resolution Skills**. Springfield: Illinois Coalition Against Domestic Violence, 1983.

The Western States Shelter Network. **Starting and Operating a Shelter: A How-To Manual**. San Francisco: The Western States Shelter Network, 1981.

White, Evelyn. **Chain, Chain, Change: For Black Women Dealing With Physical and Emotional Abuse and Exploring Responses to It**. Seattle: Seal Press, 1985.

Women's Advocates. **Women's Advocates: The Story of a Shelter**. St. Paul, MN: Women's Advocates, 1980.

Woods, Laurie. "Litigation on Behalf of Battered Women." **Women's Rights Law Reporter**, Fall, 1978.

Zambrano, Myrna A. **Mejor Sola Que Mal Accompañada: Para La Mujer Golpeada. (For the Latina in an Abusive Relationship)**. Seattle: Seal Press, 1985.

Directories of Services

National Shelter Directory. National Coalition Against Domestic Violence, P. O. Box 15127, Washington, D.C. 20003-0127.

Warrior, Betsy. **Working on Wife Abuse**. 8th supplemental edition. December, 1982. Available from 46 Pleasant St., Cambridge, MA 02137.

Selected Media

A Fighting Chance, a video and guide on rape resistance strategies. Produced by the YWCA Rape Crisis Service, 601 S. Jefferson Davis Parkway, New Orleans, LA 70119.

Battered Women, A Hidden Crime, a slideshow available from the Department of Corrections, Battered Women's Program, 430 Metro Square Building, 7th & Roberts Streets, St. Paul, MN 55101.

One Fine Day, a videotape for training and celebration of the American Woman from the 18th century to the present - a montage to Kay Weaver's anthem, "One Fine Day." Istar Films, Box 51, Rt. 311, Patterson, NY 12563.

Shelter Song, a videotape depicting the empowerment practices of the Biloxi, Mississippi shelter. Produced by Mary Capps, Ph.D., 320 S. Alexander St., New Orleans, LA 70119.

The Journey, a videotape on the experiences of violence in the lives of Indian women. Produced by the Minnesota Program Development Corporation, 206 W. Fourth St., Duluth, MN 55806.

The Rites of Violence, a film about the Domestic Abuse Intervention Project in Duluth which works through the criminal justice system to hold men accountable for their violence. Available from Domestic Abuse Intervention Project, 206 W. Fourth St., Duluth, MN 558056.

To Love, Honor and Obey, a film about battered women. Available from Third World Newsreel, 160 Fifth Avenue, Suite 911, NY, NY 10010.

We Will Not Be Beaten, a film about battered women. Available from Transition House Films, 120 Boylston St., Room 708, Boston, MA 02116.

When the Good Times Go Bad: Teenage Dating Violence, a videotape on the violence that occurs in relationships of high school students. Available from Turning Point, P. O. Box 103, Columbus, IN 47202.

Journals

AEGIS: The Magazine on Ending Violence Against Women. The Feminist Alliance Against Rape, P. O. Box 21033, Washington, D.C. 20009.

Journal of Interpersonal Violence. Sage Publications, Beverly Hills, CA 90212.

Response: To The Victimization of Women and Children. A publication of the Center for Women Policy Studies, 2000 P Street, N.W., Suite 508, Washington, D.C. 20036.

Victimology: An International Journal. Published by Visage Press, 3409 Wisconsin Ave., N.W., Washington, D.C. 20016.

Violence and Victims. Sponsored by the Family Research Laboratory of New Hampshire, published by Springer Publishing Company, New York, NY 10012.

Organizations

Council on Interracial Books for Children, 1841 Broadway, NY, NY 10023.

Leadership Institute for Women, Inc., 524 McKnight St., Reading PA 19601.

National Association of Women Centers, a national network of women's resource centers. Membership information available from Judith Stevenson, Houston Area Women's Center, #4 Chelsea Place, Houston, TX 77006.

National Clearinghouse on Battered Women's Self-Defense, a national network of defense counsel, expert witnesses, advocates, and battered women defendants seeking justice for battered women who have killed or assaulted their abusers. Information available from 524 McKnight St., Reading, PA 19601.

National Clearinghouse on Marital Rape, 2325 Oaks Street, Berkeley, CA 94708.

National Coalition Against Domestic Violence, a national network of battered women's programs. Membership information available from NCADV, P. O. Box 15127, Washington, D.C., 20003-0127.

National Coalition Against Sexual Assault, a national network of rape crisis centers. Membership information available from Judy Condo, Albany Rape Crisis Center, 112 State St., Room 640, Albany, NY 12207.