

ITrain - Mailing list facilitation



Mailing List Facilitation

How to Support People
Working Together Online

by The ITrain Group

Instructor Manual

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ABOUT THIS DOCUMENT

The Mailing List Facilitation - Instructor manual is part of a series of Internet training (ITrain) materials developed by the ITrain Group with the financial assistance of the International Development Research Centre (IDRC) and the United Nations Development Programme (UNDP). The ITrain Group consists of individuals and institutions from around the world with a wide range of technical and training expertise in information and communication technologies. The ITrain training materials are available for free and are under the OpenContent License (<http://www.opencontent.org/>) the full text of which can be found on page 50. The ITrain materials can be obtained from the ITrain web site at <http://unganisha.idrc.ca/itrain/>.

The training material methodology is a result of a needs analysis conducted in November and December of 1997 and subsequent consultations with experts and users, including field testing. The materials are developed for use by Internet trainers and users in developing countries. If you are an individual or an institution engaged in delivering basic or advanced Internet training course or a user who is seeking a simple, flexible and effective Internet training guide, these materials are for you.

The Mailing List Facilitation - Instructor manual will enable you to teach your students how to plan, manage, and facilitate an online mailing list. A key component of the ITrain package is the Instructor Notes, a separate 30 page document which provides useful guidelines on how to deliver effective training. It is important that you read this in conjunction with the Mailing List Facilitation - Instructor manual. This document can be downloaded in Zipped MSWord format from:

http://unganisha.idrc.ca/itrain/final/instructor_notes.zip

Or in PDF format from:

http://unganisha.idrc.ca/itrain/final/instructor_notes.pdf.

ABOUT COMMUNICATION AND LEARNING

The role of the facilitator

Mailing list facilitation is about supporting a group of people - working together online - to reach their common goals. The role of the facilitator is to provide leadership to the group of people by guiding them in their discussions and information sharing. The facilitator understands the topics under discussion and creates and strengthens a positive environment in which the group can reach its goals.

The role of the instructor in this training course in mailing list facilitation is quite similar to that of a mailing list facilitator: you facilitate communication between the members of a group in order to learn and work together and to reach common goals.

Verbal and non-verbal communication

Training in the facilitation of group communication such as a mailing list requires an understanding of the different ways people communicate. We need to look at how our gender and cultural background may influence the way we communicate with people from the other gender and other cultures. We also need to understand how communication is altered in an online setting.

When the group of people is meeting online – via the Internet – the facilitator will have additional responsibilities. Some of them are very obvious and practical, as we will discuss during the course. Other responsibilities are less concrete. They are the result of the fact that online communication lacks the non-verbal signals that accompany our face-to-face communications. Non-verbal communication, such as our gender, race, clothes, body decorations and facial expressions, gives clues about how our words – but also our silences - should be interpreted. The way we say things, our intonation, is another important factor that helps us to understand the intended meaning of spoken words.

Group communication

This training course in mailing list facilitation can be used as an example of a group communication process. During this course, you may come across of situations, which are good examples of circumstances that can occur during mailing list facilitation:

○ **Positive examples:**

- timely sharing of all relevant information
- an inviting atmosphere
- respect for different communication styles

○ **Negative examples:**

- miscommunication
- silences with unknown causes
- domination of discussion by a few participants
- information overload
- tension or discomfort between participants

If these or other examples occur during your training course, do not hesitate to point them out to your students as examples of situations they can also expect during the work as mailing list facilitators. Make sure you provide positive as well as negative examples.

Training notes

As the instructor of this session, you need to communicate the training topics in ways that appeal to the experience and learning style of all of your participants. It may seem easier to teach your students how to repair a broken computer than to teach them how to deal with tensions in a group working together online.

You will need to mobilise all your resources in order to address the different ways of learning of your students:

- Make sure your course include activities, presentations and information that address the learning experience of all your students. Present the information in different ways, for example:
 - as a game
 - as examples taken from the participants' experiences
 - as hard data such as statistics or diagrams
 - in a demonstration
 - in a lecture
 - in a hands-on exercise
- Engage all your students in the workshop's activities but be sensitive to the fact that some students may not be willing to participate in games or certain hands-on activities. Try to find different activities or responsibilities for them in order to keep them involved.
- Be sensitive to the different ways your students participate in the course, especially when your students form a group of mixed gender, different cultural backgrounds, or different social status. Repeat certain activities when you notice that some students are not able to fully participate in a satisfactory way.
- Read the Instructor Notes, a 30 page document which will help you to prepare and conduct this ITrain training module on mailing list facilitation.

PREPARATION

We have written the following checklist to help you to prepare and conduct ITrain sessions. Each item in the checklist is explained in a 30 page document called Instructor Notes. It is an integral part of the ITrain programme. Please use it.

Topic	Done	To be done
Preparing to conduct an ITrain course		
1. Learn about students		
2. Identify the training context		
3. Assess the information sharing culture		
4. Inform yourself about ITrain		
5. Address your students' learning styles		
6. Produce and select effective learning tools		
7. Develop 'what' and 'why' questions		
8. Plan ways to demystify technology		
9. Design a flexible schedule for the training programme		
10. Choose an appropriate training venue		
11. Practice making demonstrations		
12. Arrange supplies and materials		
13. Announce the training		
Conducting Itrain courses		
1. Get to know your students: before and during the course		
2. Use principles of adult education		
3. Ask questions effectively		
4. Handle questions effectively		
5. Link your material to what students know		
6. Show the benefits of what you are teaching		
7. Be prepared for last minute surprises		
8. Use appropriate language		
9. Use appropriate non-verbal behaviour		
10. Be aware of culture or gender signals you send		
11. Check your assumptions		
12. Address negative experiences and remarks		
13. Use reviews and repetition		
14. Make sure that all trainees have equal access to computers		
15. Deal positively with technical problems		
16. Conclude sections on a high point		

PLANNING TO DELIVER THE MAILING LIST FACILITATION WORKSHOP

Time to start planning our course. That is an important point — planning is an essential ingredient of solid training. Later in this manual we include a session plan. However, the plan is not cast in concrete. You will need to adapt it to the group you are instructing and also to your preferred way of instructing.

This is a broad course. Keeping to a schedule while teaching a course like this takes skill and planning. In the course outline that follows, we have placed the estimated time for each section in the heading for each section. This information, in a stopwatch, does not appear in the participant materials. While you are giving the course, you will need to monitor your time so you can see how you are doing compared to the planned use of time.

Timing of Sections

This course is designed to be conducted in one to two days. It is comprised of 14 sections. The Instructor Manual gives options to customise the sections to fit a one or two day course. The following table outlines the sections within the Mailing List Facilitation course and indicates the amount of time we have estimated for teaching them. There are leader-led components where the instructor speaks to the group. There are also self-study sections, with participants working on their own or as a group and the instructor acting as a coach or discussion facilitator. The outline for a one-day course is based on text in the manual. The one-day course does not include games or hands-on sessions but we strongly advise you to include, where possible, a game or some hands-on activity. The outline of a two-day course is based on the text in the manual plus a selection of games and hands-on exercises.

Planning summary

When instructors are planning to conduct training, it is important that they gain an overview of the course they are about to teach. That way you can remember how the pieces of the puzzle fit together. As a result, your delivery will be smoother. You will feel more confident. For example, when someone asks you a question about a topic that comes later you will be able to confidently say what is coming and ask him or her to be patient.

Planning table

The following table will help you gain an overview of the course. It is not however a substitute for a plan that you draw up yourself. It should help you in making your own plan. This planning table contains a proposal for a one-day and a two-day course. One way to make your personal plan would be to photocopy this plan and modify it to suit your personal needs. If you obtain the MS-Word file of this course plan, you will be able to make whatever modifications you wish to this plan — and the entire course.

	Topic	Key points	Minutes (1 day)	Minutes (2 days)
1.	Introduction of instructor(s) and aim of course	Agenda: Introduce yourself and present the day’s agenda	5	5
2.	Introductions and expectations of the students		30	45
a.	Questions	Interview and role play: Allows participants to introduce each other	30	30
b.	Game	Game: Games to help students get to know each other better # 1: Stand up if...this applies to you (15 min.) # 2: I am a bit nervous too (15 min.)		15
3.	Course objectives	Lecture: Explain the objectives of the course	5	5
4.	What is a mailing list	Discussion: Explain and discuss the different types of mailing lists and the advantages and disadvantages of mailing lists	15	15
5.	Understanding group communication		25	70
a.	Game	Game: Understanding communication through games: # 3: Who is the leader (10-15 min.) # 4: Pairing reactions with reasons (20 min.) # 5: GenderTalk: (40 min.)		45
b.	Text	Lecture: Presentation of some basic issues of group communication	5	5
c.	Questions	Discussion: Examples by participants and comparison of face-to-face and online group communication	10	10
d.	Questionnaire	Exercise: What are our experiences of, and assumptions about face-to-face and online group communication	15	10
6.	Roles and responsibilities of the mailing list facilitator	Brainstorming and discussion: What are the roles and tasks of the facilitator and how can we divide these tasks in categories of work	15	15
7.	Plan your mailing list		20	40
a.	Text	Discussion and exercise: What do you	20	20

	Topic	Key points	Minutes (1 day)	Minutes (2 days)
		need to do and to know before you start your mailing list		
b.	Checklist	Exercise: What type of group are you working with		40
8.	Manage your mailing list	Discussion and exercise: What contributes to efficient and effective mailing list use	15	15
	(two day course only)	Evaluation: Summary of the first day of the two-day course		10
	(two day course only)	Agenda: Introduce the agenda for the second day of the two-day course		10
9.	Facilitate your mailing list		25	85
a.	Game	Role play: Experience the facilitator's role Game # 6: Drawing a house together (15 min.) Game # 7: The facilitator game (30 min.)		30
b.	Text	Discussion and exercise: Four pillars of mailing list facilitation	25	25
c.	Checklist	Exercise: What is your group's profile		10
d.	Hands-on	Hands-on: Efficient message management		30
10.	Trouble-shooting your mailing list	Discussion and exercise: What to do when mailing list problems arise	20	20
11.	Specific list activities		30	150
a.	Questions	Exercise: How to plan, manage, facilitate, and trouble-shoot mailing lists dedicated to certain specific activities	30	
b.	Hands-on	Hands-on: Establish a simple mailing list on your own computer using email software; facilitate a mailing list		120
12.	Conclusions	Discussion: Assessment of understanding	10	10
13.	Resources	Presentation: Explain the Resource Section	5	5
14.	Evaluation by participants	Evaluation: Fill in the evaluation form	20	20
	Total estimated time in minutes		240	520

Preplanning for the course

Equipment Ensure that you have a big sheet of paper or a flip chart available. Make cards from thick paper or thin cardboard. An additional blackboard or whiteboard will be suitable for notes that can be erased during the course. Check that you have enough paper, chalk and correct pens, tape, and adhesive material that will stick the cards temporarily on a wall.

Computers and Software If you are using computers, make sure they are all working. Liaise with your ISP if plan to work with a live Internet connection.

 The computers will need the following software installed:

- an email application such as Pegasus or Eudora Mail
- a WWW browser such as Netscape or Internet Explorer

Examples Choose your examples according to the interests of the students and their organisations. Prepare email software with several examples of mailing list messages: welcome message plus a few messages per list

Prepare a locally accessible HTML file with URLs of mailing list sites (examples of archived mailing lists, free mailing list services, lists of mailing lists, and other resources for mailing list facilitators). Make sure these URLs are available locally if you have no live Internet access during the training course.

Conventions used in this manual

All text in Italics is for the instructor. It gives the instructor hints on how to conduct the session. Some of the italicised text also provides sample answer material to questions posed by the instructor. If an instructor follows the approach contained in Italics, this will help to produce an interactive session in which participants get involved and learn more.

Icons



The following icons appear in the instructor manual or in both the instructor manual and the students manual. We included icons to draw attention to the text beside the icon and to give an immediate visual clue about the meaning of the material contained in the section.

In the instructor manual, the stopwatch icon indicates the estimated time to deliver a section of the course. Some sections have two stopwatches: these sections can be expanded for a two-day course.

- (i) *This is a box with **information** for the instructor. You can use it to prepare yourself before you conduct a course.*
- (c) *When you see a box like this you are strongly encouraged to **customise** the current topic.*
- (r) *This is a box with references to additional **resources** for the instructor. The resources can be found in the Resource Section in the back of the Instructor Manual or at the ITrain web site.*
- (fyi) This **for your information** icon indicates additional information or resources for instructors and students
- (e) This icon means an **exercise** that participants are to complete

Evaluation Form for Instructors

Below you find an example of an evaluation form used by ITrain. It contains a general part and a more specific part that deals with the actual content of the course or manual.

Evaluation: to be completed by all instructors

Good training courses are constantly being revised and improved. The best way to review a course and develop new ideas for revisions is to get feedback from instructors and participants who use it. With that in mind we have created a questionnaire for your comments. Please treat this questionnaire as a guideline. Feel free to add comments in any areas you feel we have missed. You can send your evaluation to the address provided in the preface to this manual. Please ask your students to fill out their evaluation forms. Evaluation forms can also be filled out online at the ITrain web site:

<http://unganisha.idrc.ca/itrain/evaluation/>

Your name and email

address: _____

_____ Male /

Female

Course name: _____ -

Duration in hours: _____ Date: _____

Location: _____

Instructors and coaches,

number: _____ Male/Female: _____

Students, number: _____

Male/Female: _____

Describe in a few words your cultural background:

In the table below please indicate which sections you conducted in a leader-led format, which ones where self-study, please rate the material as indicated.

Please indicate your answers below with an x or a check.

	Session / Topic	Students' level of interest			Delivery method		Level of difficulty		
		high	medium	low	leader-led	self-study	high	medium	low
1.	Introduction of instructor(s) and aim of course								
2.	Introductions and expectations of the students								
a.	Questions								
b.	Game								
3.	Course objectives								
4.	What is a mailing list								
5.	Understanding group communication								
a.	Game								
b.	Text								
c.	Questions								
d.	Questionnaire								
6.	Roles and responsibilities of the mailing list facilitator								
7.	Plan your mailing list								
a.	Text								
b.	Checklist								
8.	Manage your mailing list								
9.	Facilitate your mailing list								
a.	Text								
b.	Game								
c.	Checklist								

	Session / Topic	Students' level of interest			Delivery method		Level of difficulty		
d.	Hands-on								
10.	Trouble-shooting your mailing list								
11.	Specific list activities								
a.	Questions								
b.	Hands-on								
12.	Conclusions								
13.	Resources								
14.	Evaluation by participants								

COURSE NOTES

The notes in the section that follows will help an instructor prepare to deliver a course about mailing list facilitation. These notes are very similar in both the instructor manual and the participant manual. The difference being that in the instructor manual there are some additional notes for instructors, including answer material for questions that instructors will be asking.

1. Introduction



OBJECTIVES: To introduce the instructor(s)
To outline the aim of the course and to review the agenda

(i) *Introduce yourself and welcome everyone to the course. Review the agenda of the course and hand out the student manuals. Introduce the aim of the course, and state the ground or house rules, e.g. "Mobile telephones to be kept switched off"; "No smoking" etc.*

This course can be implemented without the use of computers.

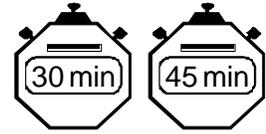
Welcome to the ITrain Mailing List Facilitation course. In this course you will learn about mailing list facilitation such as:

- what is group communication
- what are the characteristics of online communication
- how to plan and manage a mailing list
- how to facilitate group communication
- how to trouble-shoot your mailing list
- how to use a mailing list for specific activities such as writing a document together or convening an online meeting

In order to successfully complete the computer-based exercises in this course, you will need to be familiar with an email application such as Pegasus or Eudora Mail.

This manual is your personal copy. Feel free to make notes on it.

2. Introduction and expectations



OBJECTIVES: To get to know each other and our goals.

(i) *Introductions of students: Present the following way of introducing the group to one another. Ask each student to interview the person next to them using the questions suggested below. Next, ask each student to introduce the person they interviewed to the rest of the group. To optimise time, limit introductions to a few sentences (1-2 minutes).*

The instructor should take notes of what the students hope to learn so that this list can be reviewed at the end of the course. A flip chart or white board can be used for this purpose. The flip chart is best because the list can be taped to the wall. If using the white board, the list would most likely need to be erased to make room for other notes on the white board. In such cases, the list could be copied to a piece of paper, perhaps by a coach or fellow trainer and re-written on the board for the final review

(r) *The Instructor Resources Section gives examples of games – Icebreakers – which can also be used to get to know each other and to create a more relaxed learning environment..*

Questions

- 1) Please introduce to the group, the person you interviewed. In a sentence or two, indicate what type of work he or she does.

- 2) What experience with the Internet does the person you interviewed have?

- 3) What does the person you interviewed expect to learn from this course?

3. Course objectives



OBJECTIVES:

- 1) Summarise the components and nature of the ITrain Mailing List Facilitation Course
- 2) Understand online mailing lists
- 3) Define the role of a mailing list facilitator
- 4) Investigate the differences between face-to-face group communications and online group communications
- 5) Explore the differences between facilitation of a face-to-face work meeting and facilitation of an online mailing list
- 6) Understand how to plan and manage a mailing list
- 7) Examine how the facilitator can support the mailing list's participants to achieve their goal
- 8) Investigate how to use a mailing list for specific activities

(i) *Instructor states each objective, adding the information below as required. The objectives below are written in terms of what students will be able to do at the end of this course.*

1. So we can have reasonable expectations of what lies ahead and know what we will learn.

2. So we will better understand how we can use mailing lists and the different types of mailing lists.

3. So we will be better understand the different roles and responsibilities of a mailing list facilitator

4. So we will better understand the additional tasks of the mailing list facilitator

5. So we will be able to integrate our new or future experiences as online mailing facilitators with our existing experiences of participation in/facilitation of face-to-face group meetings.

6. So we will be able to understand the administrative and supportive tasks of the facilitator.

7. So we will be able to understand the organisational and moderating skills of the mailing list facilitator.

8. So participants will have basic understanding of how a mailing list can be used to implement specific activities.

4. What is a mailing list



- OBJECTIVES:** Understand what is a mailing list
 Understand different types of mailing lists
 Understand advantages and disadvantages of mailing lists

(i) *You may want to give relevant examples of different uses of mailing lists, especially when you are training a group of people with little or no experience with mailing lists.*

The questions are meant to provide the instructor the opportunity to assess what experience the students have in using or facilitating mailing lists. Address some of the negative experiences of the participants. Make sure you make notes of the answers and try to use some of the comments as examples during the course.

If necessary add some examples of existing mailing lists.

Explain private, public, and public with restricted access mailing lists, moderated and non-moderated mailing lists; read-only mailing lists; facilitated and non-facilitated mailing lists; archived mailing lists

(fyi) Free Mailing List Services

The Resource Section contains references to businesses and organisations which provide free services to establish a mailing list.

You personal email programme such as Pegasus or Eudora Mail offers the possibility to create your own simple mailing list.

A mailing list allows a group of people to work together online and to discuss, share, and produce information.

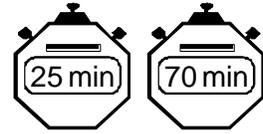
On a more technical level, a mailing list consists of a list of email addresses of a group of people who are “members or subscribers” of that mailing list. This list with addresses is based at a host computer connected to the Internet. The mailing list distributes each message sent to it, to all members of the mailing list. The mailing list software offers several functions to manage the mailing list. Your Internet provider or the network administrator of your organisation can usually take care of the technical set-up of a mailing list.

1) Are you subscribed to a mailing list? What is the mailing used for? Can you give a positive and negative experience of your mailing list participation?

2) Do you have experience in facilitating a mailing list? Can you give a positive and negative experience of your mailing list facilitation?

3) There are several types of mailing list. Can you give some examples?

5. Understanding group communication



- OBJECTIVES:** Understand the role of a facilitator
 Understand the variety of possible attitudes of participants in a team or group
 Understand the differences in how people communicate

(i) *This section is meant to provide an opportunity for the instructors and students to assess what students already know about group communication and a facilitator's role in a group. Read the text aloud and ask the participants if they have questions about the text, if they agree or disagree with the text, or if they want to add something. The questions will help to generate interactivity between the participants. Choose what is relevant and appropriate for the group of people you are training. Don't hesitate to replace or add some questions, to adapt the games, to skip the games all together, or to introduce your own game. This section can be extended when the course is given over two days.*

(c) *You can start this section with a game which refer to the ways people communicate and the different roles and attitudes people may have in a group communication process. The games are also intended to be playful in order to generate a more relaxed learning situation.*

(r) *The Instructor Resource Section contains several 'communication' games which can be used in this section. The approximate duration of each game is given in order to facilitate planning of the course.*

(fyi) 'You speak with your voice, you communicate with your whole body'

Did you know that only about 7 per cent of our understanding comes from words; more than half of our understanding comes from non-verbal elements such as our gestures, facial expressions; and a third of our understanding comes from intonation.¹

What do we know about communication?

When people come together to discuss, share, or produce information, they participate in a communication process.

People can occupy different roles and attitudes in a group. We may talk too much or not enough; we may lead the way or hinder the way to our common goal; we may be – or be perceived to be – aggressive, insulting, encouraging, shy, or stimulating.

What we are doing today, as students and instructor(s) of this training course, is a group communication process. The success of this course is dependent on our ability to communicate together: to share our experiences and knowledge and to create a positive learning environment.

A group of people working toward a common goal may use the skills of a facilitator. A good facilitator combines the roles of a conciliator, leader, mediator, chairperson, and resource person. A facilitator does not judge or arbitrate; a facilitator strengthens communication between the people in the group in order to help them achieve their common goal

We know that people with different gender and social and cultural backgrounds may have different ways of communicating. We may differ in how we choose our words, in our body language, in how we dress, in how often we speak or don't speak in a group, in how we behave towards our fellow group members. We may also differ in our understanding of these differences. A participant's silence may be understood by one as shyness and by someone else as a sign of disapproval. A facilitator is attentive to the different ways people communicate, especially when differences may lead to miscommunication or even conflict.

Building blocks for learning how to facilitate a group meeting

Successful facilitation of a group meeting is based on the understanding that:

- people of different gender, race, culture, and social status may communicate in different ways
- formulating objectives and basic rules together will help build common ground
- a facilitator is a member of the group and not an external expert

Facilitation of a group meeting can become a negative experience for the facilitator as well as the participants when the facilitator is not able to:

- create an atmosphere of mutual respect and understanding
- create a positive and effective work environment
- create a relationship based on trust with the participants

Questions

(i) Question 1: After you received some examples, ask the participants about the reactions of the other members of the mailing list. Did they get involved or become silence, and why. If applicable, ask the participants how the miscommunication could have been prevented by a more skilful facilitator.

Question 2: If applicable, ask the participants how the miscommunication could have been prevented by a more skilful facilitator.

Question 3: After you received some answers, introduce the questionnaire on the next page. Ask each of the participants to answer each question based on their own experiences or assumptions.

Prepare some of your own experiences in the event that participants are unable to suggest examples.

1) Can you give an example, based on your own experiences, of how miscommunication in a **face-to-face group meeting** has led to a funny or painful or complicated misunderstanding?

2) Can you give an example, based on your own experiences, of how miscommunication on an **online mailing list** has led to a funny or painful or complicated misunderstanding?

3) What do you think or what have you experienced as important differences between people communicating in a face-to-face meeting and on a mailing list?

Comparing a face-to-face group meeting with an online group meeting

(e) In comparison with a face-to-face meeting, are the following activities **easier**, the **same** or **more difficult** in an online group meeting? Please use your own experiences or assumptions and indicate your answers below with a **x** or a **✓**.

In comparison with a face-to-face meeting, in an online group meeting it is:	<i>easier</i>	<i>the same</i>	<i>more difficult</i>
1. to apologise in front of everyone	X		
2. to stick to time lines			X
3. to give your opinion when you are a shy person	X		
4. to make sure that everyone has access to the same information		X	
5. to involve more people and/or people from other countries when you have a tight budget	X		
6. to keep everyone focussed on the issue under discussion			X
7. to insult someone	X		
8. to join at a later stage or to leave whenever you want	X		
9. to use an aggressive tone	X		
10. to overwhelm everyone with lots of information	X		
11. to participate because no-one knows how you look	X		
12. to keep silent	X		
13. to participate at times suitable for you	X		
14. to meet new people with the same interests	X		
15. to get a general impression of all participants			X
16. to make sure everyone sticks to the same ground rules			X
17. to decide quickly on urgent issues			X
18. to share information	X		
19. to keep information confidential			X
20. to involve people speaking different languages			X

(i) Make sure you have the questionnaire on a big piece of paper on the wall. Ask the students to share their answers with you. Show them your answers and explain them.

Before you go to the next section, summarise what has been discussed until now. Explain that mailing list facilitation is a combination of communication skills and practical activities and that we will now look at some of these practical activities.

Note: X's in the above questionnaire are only in the Instructor copy

6. Roles and responsibilities of the mailing list facilitator



OBJECTIVES: Understand the tasks of a mailing list facilitator

(i) *The purpose of this section is to produce a list with the roles and tasks of a facilitator. Make sure that all participants understand each of the items on the list.*

Question 1 - Possible answers:

- establish the mailing list (at an Internet provider);
- decide if the list is moderated or not;
- check if all participants have access to the necessary knowledge and equipment to participate in the list;
- announce the list;
- set up the list archive (if necessary);
- decide if the list is public or private (by invitation only);
- define the purpose of the list;
- set time schedules (if necessary);
- make online work plan;
- invite (new) participants to introduce themselves;
- make sure everyone has access to the information under discussion;
- summarise discussions;
- distribute welcome message;
- handle vacation messages and bouncing messages;
- mediate conflicts;
- set ground rules for working together;
- set rules for format and lengths of messages;
- try to involve all participants in the discussion;
- use co-facilitators;
- build rapport between the members
- check subscribe and unsubscribe messages;
- track silent participants;
- discuss obstacles;
- discuss strategy

Question 2:

- a) *planning the mailing list: preparations to start the list*
- b) *managing the mailing list: administrative tasks while the list is active*
- c) *facilitating the mailing list: guide the work, discussions, information sharing on the list*
- d) *trouble-shooting the mailing list: overcome problems on the mailing list*

Get students to sort these activities in the four categories.

Write the answers on a big piece of paper and use the four lists as guidelines for discussing each of the four categories.

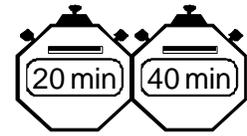
Questions

1) Based on our discussions and your own experiences, what are the specific tasks of a mailing list facilitator?

2) The work of the facilitator can be divided in four main categories. Can you group the tasks in four categories and name these categories.

(c) *The same result can be achieved in a more interactive way: give each participant 4 cards and let them write down an activity of the mailing list facilitator on each of the cards. Ask each participant to give you two cards. Attach all cards on a wall or board and ask the students to sort the cards in categories. Then ask each of the students to add their other two cards to each of these categories. Discuss the categories and their activities and introduce the four categories which will be used in this course to discuss the different tasks and responsibilities of the mailing list facilitator.*

7. Plan your mailing list



OBJECTIVES: Understand mailing list planning

(i) *This section will explain and discuss the importance of good mailing list planning. Tell your participants that they should apply the information they receive during this chapter and the following chapters in the exercises.*

Give an introduction to mailing list planning. Mention that all this information can be found in the form of a check list which will be made available to them.

After you have discussed the different points, ask the participants to write down the information they deem necessary for the purpose of planning of their proposed or existing mailing list. They can do this in a checklist format of things to do or they can write down the information if they already know the answers.

(e) *Write down relevant information on the lines, using the example of your own mailing list or proposed mailing list. You can work on the exercises alone or in a small group, for example with other students involved in the same mailing list.*

(c) *Use the checklist on Type of Group in the Resource Section (checklist # 1) to investigate the type of group of participants in this course. Imagine your group of students as participants on a proposed mailing list on mailing list facilitation training. Discuss what the group's complexity might mean for the type of list and the tasks of the facilitator. (Time: 20 minutes)*

(fyi) Know Your Group of Participants
The Resource section contains two checklists that will help you investigate and understand the group of people you are working with. Checklist # 1 is about the Type of Group you are working with, Checklist # 2 helps you to create a Group Profile.

(r) *The IDRC publication "From Workplace to Workspace" describes many aspects of mailing list planning. See the Resource Section for information on how to access the text via the Web.*

Good planning of a mailing list will ensure the successful launch of the list

Mailing list planning consists of activities that need to be addressed before you start the list:

○ **Define group of participants or audience of the list:**

- Who do you want to involve or reach?
- What does the group share in common?
- Are the participants committed to use email to work together online?
- Do the participants know each other well or have they been working together before?

○ **Define purpose of the list:**

- What will the list be used for?
- Is a mailing list the most appropriate technology to achieve the purpose?

○ **Define what type of list is needed:**

- public, public with restricted access, or private
- moderated or non-moderated
- read-only, archived

○ **Make sure the list is accessible:**

- Do the participants or the list's audience have access to the equipment and knowledge necessary to participate in the list?
- Do the participants have unrestricted access to their computers and is their privacy ensured?

(fyi) Notes on list accessibility

“Across much of Africa, millions have never made a telephone call let alone use the internet. Statistics from the Technology Centre for Africa say that only two countries (Seychelles and South Africa) have more than one percent of its population using the internet. Even for Seychelles, the figure is hardly impressive, with 1.272 percent of the Indian Ocean Island using the Internet. In North America, an average of 31 percent of total population uses the Internet. Western Europe has 17.93 while Central America has 0.872 and East Asian 7.661percent.”²

Also within an organisation big differences may exist between people's access to and understanding of the Internet. The people most knowledgeable about the issue under discussion on your mailing list may not use the Internet regularly or may not have unrestricted access to a computer with an Internet connection. Women are still a minority on the Internet as limited access to computers, training and support, as well as the costs involved in using the Internet are still barriers for women all over the world.

8. Manage your mailing list



OBJECTIVES: Explain the importance of mailing list management
 Discuss the main activities involved in mailing list management

(i) This section will explain and discuss how to manage a mailing list.

Discuss the text. Make sure all participants understand each of the topics.

After you have discussed the four points, ask the participants to write down the information they deem necessary for the purpose of managing their proposed or existing mailing list. They can do this in a checklist format of things to do or they can write down the information if they already know the answers.

(fyi) Welcome, bienvenu, bienvenido, ahlan wa sahlan

A good welcome message contains all necessary information which your mailing list subscribers need to know to become full members. The message should clearly state the purpose of the list, some of the most important rules, the proposed audience of the list, and administrative information such as how to unsubscribe, where to find the list's archive and how to contact the facilitator. An example of a welcome message can be found in the Resource Section.

(e) Write down relevant information on the lines, using the example of your own mailing list or proposed mailing list. You can work on the exercises alone or in a small group, for example with other students involved in the same mailing list.

Good mailing list management will contribute to efficient and effective mailing list use

Mailing list management consists of administrative activities that are implemented when the list is active. These activities are part of an ongoing process of aiding new and experienced subscribers to the list to abide by the guidelines and ground rules for working together online:

○ **Announcement and subscriptions:**

- Announce the mailing list in the appropriate formats

to relevant forums and explain how to subscribe to the list (never subscribe people to your mailing list without their approval)

- Distribute welcome message for new subscribers and re-send this welcome message once in a while to remind your members of the list's approach, rules, and resources
- Check subscribe and unsubscribe messages

○ **Netiquette:**

- Establish basic set of ground rules for working together via the mailing list and add new ground rules when necessary (language, tone, privacy)
- Explain what possible steps will be taken when certain ground rules are not observed

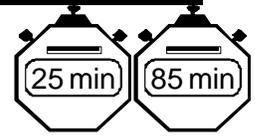
○ **Online decision-making:**

- Make sure all subscribers understand how decision-making takes place on the list and how to participate in a decision-making process

○ **Message management:**

- set rules for length and format of messages
 - explain how to respond to a message
 - check bouncing messages
 - deal with vacation messages
-
-

9. Facilitate your mailing list



- Objectives:
- Understand the importance of building trust among participants
 - Understand how to support the information-sharing capacity of the participants
 - Understand efficient and effective communication and information exchange between the participants

(i) *This section will explain and discuss how to facilitate a mailing list. Give an introduction to mailing list facilitation using the information below. If applicable, refer to examples given by the participants.*

(C) *You can start this section with a facilitation game, see the Resource Section.*

(fyi) Group profile

People from different cultures and nationalities may have different work cultures. Summarise these differences in a group profile message. Ask your participants to add information they would like to share with the other participants. See the Group Profile Checklist in the Resource Section (checklist # 2).

(e) Write down relevant information on the lines, using the example of your own mailing list or proposed mailing list. You can work on the exercises alone or in a small group, for example with other students involved in the same mailing list.

(fyi) Trust is a foundation for a successful online meeting³

Trust is one of the foundations for a successful online meeting. In face-to-face meetings we receive many clues for judging people's trustworthiness. We observe their interaction with other people, over time we experience their reliability, but most of all, we get our clues from their non-verbal communication such as their gestures and facial expressions. Building trust among a group of people meeting online requires much effort on the part of the facilitator. See checklist # 3 in the Resource Section for a checklist on building trust and rapport online.

Mailing list facilitation consists of activities that will help to create a positive and effective work environment

The basis for a successful mailing list lies in the facilitator's ability to create a work environment based on mutual respect, trust, and understanding:

Positive participation

- Get to know each other:
 - provide appropriate introductions of each other (facilitator and subscribers) and of new members who

join the list at a later stage

- support new list members or assign an experienced member
- describe the cultural make-up of the group and what this may mean for working together; re-send this message to the list on a regular basis

- Create a rapport between yourself and the group and help to create rapport between the members of the list:
 - provide enthusiasm in your role as facilitator of the list
 - be consistent and reliable
 - create understanding by using appropriate language: keep it short and simple and avoid jargon
 - involve people: design opportunities for people to take up specific responsibilities on the list
 - highlight common ground between yourself and the group and between members of the group
 - create a safe environment: participants should know what the ground rules are, what is expected of them, who they are dealing with

(i) *Mailing list members can only contribute to the work on the mailing list – discussion, document writing, online meeting – when they have access to all the information discussed and exchanged via the mailing list. The members need to be equally informed about new information resources but they also need to be able to understand the information, to integrate new information into the existing discussion.*

Information overload can seriously hinder people’s ability to participate in a mailing list. Discuss how to manage the messages and documents exchange in such a way that the members are able to follow discussions on several topics (threads).

(r) *Part of the ITrain training materials is a course in the use of email. This course contains examples and exercises in mailbox management and working with file attachments. All the ITrain materials are available at the ITrain web site:
<http://unganisha.idrc.ca/itrain/>*

(c) *At this point in the course you can insert a short hands-on session, if needed, on mailbox management and file attachment. Make sure you have prepared the email software installed on the computers with some examples of mailing list messages which can be stored or - automatically be sorted - in a new folder.*

Information sharing

The basis for a successful mailing list lies in the facilitator’s ability to strengthen the information sharing capacity of all members of the list:

- Ensure that all members of the list are properly informed about the purpose of the list and the ground rules for using the list:
 - send each member a welcome message which outlines the purpose of the list and the ground rules and re-send this message to the list on a regular basis
 - set and maintain clear rules about the level of privacy of the information exchanged via the list

- Help members with organising and processing the information that is being shared on the list:
 - introduce a system of titles which cover the topics under discussion (messages addressing a certain topic should be posted using the appropriate title)
 - post information on mailbox management (mail filtering into folder, organising messages according to date or title) in order to help members deal with information overload
 - post information on how to attach a file to a message and how to open an attachment when you are working with file attachments
 - introduce new information to the list in context so that all list members understand
 - refer members to appropriate information resources
 - make sure that all members have access to relevant background materials
 - develop new topics for discussion
 - summarise and synthesise discussions
 - facilitator messages should be short and simple

Facilitating communication

The basis for a successful mailing list lies in the facilitator’s ability to facilitate communication between the members of the list:

- encourage people to respond
- help people listen to each other

(fyi) Positive vibrations

The success of a list can be measured by the number of members actively involved in the discussion on the list. People’s willingness to share information can stop abruptly when they feel intimidated. One or two negative messages can destroy the trust that is being created among the participants. Deal with these situations as soon as they start to develop. Respond with positive feedback: if appropriate, acknowledge problems but stress problem solving, progress, continuity, sharing, and learning.

- focus on common ground between the members of the list
- support members – approach them in a private email message - who need help in formulating or posting their messages
- investigate and interpret silence - silence by one or more members can have different meanings - it can be a sign of approval, disapproval, shyness, intimidation, do not interpret silence automatically as consent

(i) *Effective management of information exchange is easier when the group has been working together before in face-to-face meetings. Most structures can be adapted for use in an online setting. Provide intensive guidance when the group of people you are working with has not met face-to-face before. Never assume that you have informed them well enough. Explain plans and procedures in different ways and ask the members to advise you in the feasibility of your plans and protocols and let them approve the agenda, decision-making process, and timelines.*

Effective management The basis for a successful mailing list lies in the facilitator’s ability to structure the information exchange via the mailing list:

- set timelines for certain activities
- formulate an agenda for the online meeting
- design a protocol for the decision-making process
- choose an appropriate list format (moderated list, approved membership, private list)

10. Troubleshoot your mailing list



OBJECTIVES: Understand support strategies for solving problems that may hinder the realisation of the mailing list’s goals

(i) Give an introduction to the special support strategies for achieving mailing list goals using the information below. Discuss the text and make sure all participants understand each of the topics.

(e) Write down relevant information on the lines, using the example of your own mailing list or proposed mailing list. You can work on the exercises alone or in a small group, for example with other students involved in the same mailing list.

Backup support strategies will help you to achieve the mailing list goals
Support for the facilitator

Having backup strategies available, may provide the extra support needed to help the facilitator and members of the list to achieve their mailing list goals:

Facilitating an online workspace can be a challenging and intense job. If you feel you need extra support to do your work well, consider the following options:

- Seek online support:
 - involve co-facilitators who will share with you the work load or who will become responsible for a certain part of the work
 - ask some list members to help you in implementing certain tasks

- Seek personal support:
 - from other mailing list facilitators
 - from a mentor who reads the list but who is not involved in the list
 - from a colleague who is not subscribed to the list

Strict timelines If you are using the list in order to work towards a specific outcome – a document, a decision on a certain topic – you need to be especially determined in your facilitating work:

- make sure all members understand and accept the online work plan or agenda
- develop strategies for achieving intermediate goals
- set milestones and regularly evaluate progress against them
- set reasonable but strict time lines
- be creative but firm in your attempts to involve all list members in the decision-making process

Problem-solving

The ability to solve problems and to prevent or mediate conflict between members of the list is a key element of successful facilitation:

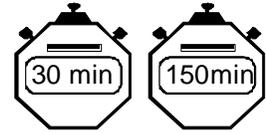
- Re-send important information when members appear not to be using information already shared on the list
 - Let the member(s) with the slower and simpler connectivity be your guide when you establish the ground rules for format and length of messages and certain time schedules.
 - Stick to decisions on time schedules unless changes in the list's time schedules will lead to better participation and / or a more successful outcome.
 - Prevent or mediate conflict:
 - Consult the members about the purpose of the list and the ground rules for communication via the list
 - When it becomes clear that some list participants seem to give in to the larger group, the higher-status group, or the more aggressive group, start a discussion on gender, cultural or organisational differences in decision-making or in assessing the issue under discussion. Be especially aware of this problem when the list participants form homogeneous groups based on their gender, race, cultural identity, nationality, i.e. women versus men; members from the South versus members from the North; grassroots versus established organisations.
 - Remind list members on a regular basis of the ground rules for communication via the list
 - If a problem arises, allow the other members of the list some time and space to deal with the problem themselves before you intervene.
 - Deal with the individuals involved in a conflict in private email messages first. Stay focussed on their online behaviour, do not engage in the debate that caused the problem
 - Act immediately to restrict intolerable behaviour such as racist, sexist or impolite remarks or other rude behaviour
-

Strong, opposing opinions

Prevent situations from developing into conflicts when your mailing list includes members with strong, opposing opinions:

- Use a more regulated mailing list:
 - moderated list: each message needs to be approved before it can be posted to the list
 - restricted membership: people can only become member of the list after they have acknowledge the list's ground rules or after they have been approved by a membership committee
 - Use private email exchanges: ask the members involved in the brewing conflict to join you in a private email exchange in order to prevent the conflict from developing in front of all other list members
-

11. Specific list activities



OBJECTIVES: Apply new understanding about mailing list facilitation in discussion on specific list activities
 Understand the basic facilitator tasks for specific list activities

(i) *In this section we will evaluate the students' new understanding of mailing list facilitation. They will need to apply their new knowledge for the questions below. Each student should write down the answers. Ask the students to explain their answers to each other. Go to the next page and discuss the text.*

(i) Questions:

1. *Types of lists: moderated, non-moderated, public, private, public with restricted access, archive, read-only.*
2. *Facilitation: Discuss or propose possible solutions*
3. *Main tasks of the facilitator: Possible answers can be found on the next page.*

(c) *Instead of writing the answers on a large piece of paper or on a board, ask each participant to write down the tasks on cards. Give each participant 12 cards, 2 cards per special activity. Write each of the special activities on a separate piece of paper on a wall or on the board and order the cards per activity. Within each activity, try to order the cards in the four categories: planning, managing, facilitating, and troubleshooting your mailing list.*

Two-day course: *This section can be expanded when this course is given over two days. It can be used as a hands-on exercise in mailing list facilitation. Send all questions to a local mailing list (or let the students establish simple mailing list using email software) to which all students are subscribed. Invite three students to be the facilitators and make each of them responsible for facilitating the discussion on one of the three questions. As the trainer/facilitator you play a more observing role.*

Specific activities

Until now we have discussed mailing lists in a general way: as lists for producing, sharing, discussing information. Mailing

lists can also be dedicated to specific activities. These lists can be established for a certain period of time. It is also possible that an already existing list will be assigned to a specific activity for a certain period of time. Examples of list activities are:

- Writing a document together
- Convening an online meeting
- Planning a face-to-face conference
- Starting a campaign
- Creating a forum for thematic experts
- Disseminating your publication

1. What type of list(s) would best suit each of the above?

2. Which special activity do you perceive as the most difficult to facilitate, and why?

3. What would be the main tasks of the facilitator of a list dedicated to each of the above?

Write a document together

A mailing list is a perfect tool for people in different locations who want to write a document together. As the facilitator of the list, your main task is to keep the members of the list committed to timelines and responsibilities. You do not need to establish a new list if document writing is part of the tasks of the same group of people already working together online. Just make sure that the titles of the messages – the subject line – dealing with the document writing are clearly defined.

Convene an online meeting

Facilitation of an online meeting is a challenging job. Your work is critical to the success of the meeting as you are responsible for all ‘traditional’ facilitation work as well as for chairing the meeting. You can use a new private mailing list for the online meeting or dedicate an already existing private list for a specific amount of time to convening the online meeting. Your main tasks are to set the agenda and its time lines, to synthesise discussions, and to guide the decision-making process.

Plan a face-to-face meeting

A mailing list is an effective tool for planning a face-to-face meeting such as a conference or training workshop. You can use a private list for internal communication by the people involved in organising the meeting. You can use second private list for informing the meeting’s participants about the logistics of the meeting and their stay. A third list can be public if your meeting is publicly accessible or when you want to encourage a public debate on the meeting.

Start a campaign

A mailing list can be an effective tool for your lobby or campaign work. The list can be used for disseminating fact sheets, information kits, press releases, as well as publishing reports on local initiatives and other campaign activities. Make the list a moderated list if you want to make sure that opponents of your campaign will not be able to post freely on your list. Announce the list as widely as possible and support people who want to become actively involved in the campaign.

Create an online forum for thematic experts

A mailing list is a perfect tool for bringing together experts on a certain theme. They can use the list to disseminate research materials and other resources as well as for discussions on new developments in their field. A thematic list is often a public list with restricted access or a private list that is only accessible by invitation. As the facilitator your main challenge is to create an environment in which the members are willing to share their information. This is especially important when the members of the list do not know each other well. Establish a second – moderated - list when a lot of documents are being exchanged in the group. Check each admission for format before you post them to the list. Establish a list archiving tool or a web-based archive if the list members decide which document they would like to receive or not. Post information on how to retrieve documents from the web-based archive for participants without access to the World Wide Web.

Disseminate your publication

A moderated mailing list can be used as a forum for the dissemination of your publications such as newsletters, research reports or press releases. As the facilitator you are mainly involved with managing the mailing list and announcing the availability of the mailing list - or announcement of certain new publications on your list - in other forums.

12. Conclusions



OBJECTIVES: Assessment of how understanding of mailing list facilitation can help them in their work
 Assessment of what participants will still have to acquire in order to be a successful mailing list facilitator

(i) First take another look at the participants expectations as expressed at the beginning of this course (Section 2). Ask the participants if the course has met their expectations.

Respond to participants' concerns and goals:

- encourage first-time facilitators
- mention the resources and checklists in the next chapter of the manual
- mention the ITrain mailing list where they can ask for support or share their experiences as facilitators

1) Now that you have had this one-day course in mailing list facilitation, how will you use this information for your work?

What more do you think you need to learn or to experience in order to become a successful mailing list facilitator?

13. Resources



Examples

Example # 1 - Welcome Message⁴

(Note: Addresses in this sample are fictitious.)

Welcome to the gender-dev mailing list!

=> To Catch up on what's been going on...

Archives of this mailing list are available at:

<http://www.idrc.ca/archives/gender-dev/>

If you don't have WWW access, you can send an email message with no subject to:

www4mail@unganisha.idrc.ca

with the following text in the body of the message:

get <http://www.idrc.ca/archives/genderdev/>

=> The Purpose of this Discussion is to share information and resources among people working on gender and development issues, particularly as they relate to technological development. Be sure to sign in and tell us about yourself, your work, your interests and experiences!

=> To Post Messages

To post a new message to the discussion, address it to:
gender-dev@listproc.idrc.ca

If you are responding to someone else's posting, please make sure the Subject heading is the same as the one you're replying to, so discussion stays relatively coherent.

=> To Unsubscribe from this list

Do not send a message to the list but directly to the list facilitator:
stthomas@idrc.ca

=> Collaborating Effectively

To keep this a productive workspace, we ask you to observe three rules:

1. Messages must be relevant to gender, development and technology.
2. Please treat each other with respect.
3. When you would like to have a personal discussion, or if you feel offended by a particular message, please send a message to the individual involved only.

=> General Usage Guidelines

Please introduce yourself in your first posting. Try to keep postings concise and short, ideally two screens worth or less.

Please do **not** keep the body of the original text in your replies, except as absolutely necessary. Access and downloading charges are particularly expensive in the South.

Use a descriptive Subject header to identify message content. That way, people can more easily decide which messages they want to read.

When you respond to a message, keep the original subject heading intact unless it is no longer relevant to your message content.

=> Text-Only Access

Many of the people participating in this discussion do not have full Internet access. To ensure equitable access to the discussion and information, we ask you to do the following:

If you are referencing resources that are available via WWW, please also let us know how we can receive them via email, so that those without WWW access can access them.

For accented text (i.e., non-English messages), please strip the accents and replace them with unaccented letters, e.g., espanol, francais etc.

If you have questions, concerns or suggestions about the operation of this list, please direct them to the list facilitator: stthomas@idrc.ca

Internet resources

- **Free mailing lists (commercial, available for everyone)**
 - <http://www.topica.com>
 - <http://www.egroups.com/>
 - <http://www.listbot.com/>
 - <http://www.delphi.com>

- **Free mailing lists (non-profit, only available for non-profit groups)**
 - <http://www.icomm.ca>
 - <http://www.scn.org> (Pacific Northwest)

- **Web sites with overview of existing mailing lists**
 - [CataList, the official catalog of LISTSERV lists: http://www.lsoft.com/lists/listref.html](http://www.lsoft.com/lists/listref.html)
 - [Liszt, the mailing list directory: http://www.liszt.com/](http://www.liszt.com/)
 - [Mailing Lists, Publicly Accessible: http://www.neosoft.com/internet/paml/](http://www.neosoft.com/internet/paml/)
 - [Tile.net/Lists search: http://tile.net/lists/](http://tile.net/lists/)

- **Mailing list facilitation training materials**
 - “From Workplace to Workspace: Using Email Lists to Work Together” by Maureen James and Liz Rykert. IDRC, 1998:

<http://www.idrc.ca/books/848.html> (English)
<http://www.idrc.ca/books/863.html> (French)
<http://www.idrc.ca/books/871.html> (Spanish)

Check lists

Checklist # 1 – Type of Group

The Type of Group Checklist will help you understand the kind of group you are working with on your mailing list. A group with a clearly defined agenda or a very specific goal needs more determined facilitation than a general discussion group. A group with a high level of complexity needs a facilitator with strong communication and facilitation skills.

Type of Group	Check
<p style="text-align: center;">Check the description that best matches your group of mailing list participants</p>	
<p>1. Group Description</p>	
<p>Networked group Group participation is unlimited and fluctuating, mailing list subscribers can subscribe and unsubscribe to the list as they please. Group consists of individuals and/or organisations working together on an ongoing project without a clearly defined agenda (discussion group, forum for thematic experts)</p> <p>Working group Group participation is restricted, participation is by invitation only. Group consists of people working together on a project with a clearly defined agenda (e.g. document writing, online meeting, planning a face-to-face meeting).</p> <p>Action group Group membership is or unlimited and fluctuating or restricted, i.e. by invitation. Group consists of individuals and/or organisations working together on an action-oriented project with no defined agenda but with a specified goal (e.g. campaign).</p>	
<p>2. Group Complexity</p>	
<p>The group of people on my mailing list ...</p>	
<p>1. has representatives from more than two organisations</p>	
<p>2. has participants with different kinds of functions in their organisation, and / or with different professions, and / or with different expertise</p>	
<p>3. has members who subscribe and unsubscribe as they please</p>	

4. is geographically dispersed so that some members are more than 8 hours apart (i.e. when some members start their work day other members just finish their work day)	
5. has members from more than two clearly distinct cultures	
6. has members whose native language is different from the majority of the other group members	
7. has many more male than female members	
8. has members who do not have unrestricted access to a computer or to the Internet	

Count the number of checkmarks:

1-2 = average group; 3-5 = moderate complex group; 6-8= highly complex group

Checklist # 2 - Group Profile

People with different cultural and gender background may have different ways of working. A Group Profile will help you understand the cultural and gender make-up of the group you are working with on your mailing list. Knowing the group’s profile may also be important to the group of participants themselves, especially when they are working on a specific project in which decision-making and time lines are important. It will also help to build trust among a group of people who don’t know each other well. Some of the items below require some action in the form of a consensus on holidays, work hours, work load, or decision-making process.

Our group has mailing list participants ...	Description	Action
1. with different nationalities or with different cultural identities		
2. from both sexes		
3. who live in different time zones		
4. who celebrate different holidays		
5. with different work hours		
6. with different status in their communities or organisations		
7. who have the care of family members		
8. with different ways of expressing consent, disagreement, or opinion		
<p>Ask your mailing list participants to provide you with the detailed information and make proposals for the areas where consensus is needed. For example, decide on which holidays there will be no decision-making, deadlines, or urgent messaging.</p> <p>Update this checklist and re-send the text to the mailing list on a regular basis.</p>		

Checklist # 3 – Building Trust and Rapport

Trust among the participants is one of the foundation for a successful mailing list, especially when this mailing list is dedicated to a project that involves, for example, the exchange of sensitive information or the participation of people with conflicting interests. As the facilitator you can use this list to do regular checks on your trust and rapport building efforts with the group of participants.

Keywords	Description	Action
Competence	Be knowledgeable and professional in your facilitating role, keep up-to-date about the issues under discussion, and be open to new or different methods, ideas, knowledge	
Commitment	Keep promises even if circumstances have changed and ask the participants for advise if new circumstances may make your promise become impossible or undesirable	
Consistency	Keep your actions consistent with your words and explain the reasons when an action is not consistent with your words	
Integrity	Do whatever is in the best interest of the list and its participants, even in a crisis, and always investigate problems with the list participants themselves before commenting about the problems to others or involving others in solutions	
Inclusion	Keep everyone posted about new developments, plans, and involve all participants in decisions-making	
Respect	Have an open mind about other people’s opinions, show all sides of an issue under discussion	
Involvement	Show enthusiasm in your role as facilitator, praise the achievements of the participants	
Concern	Track down list participants who have become silent and show your consideration about reøevant cultural and personal needs and responsibilities (see checklist # 2) of each participant	

Check list # 4 - Plan your mailing list

Formulate answers to the questions below before you start up your mailing list.

Topic	Done	To be done
What type of list is needed:		
1. Who will use the list		
2. What does the group share in common		
3. Is it a complex group (see checklist # 1)		
4. Are the members committed to working together by email		
5. Do the members know each other		
6. Have the members worked together before, if so, how		
7. What is the purpose of the list		
8. Can the list's goals be achieved in more appropriate ways		
9. What type of list is needed		
What type of training or technical support is needed:		
10. Do the members have access to a computer with Internet access		
11. Do the members know how to use email		
12. How often are they able to check their email		
13. Do the members have unrestricted access to their computer		
14. Is the security of the messages exchange via the list ensured (can all members send and receive mailing list messages in privacy)		

Check list # 5 - Manage your mailing list

This list will help you implement the administrative tasks involving mailing list facilitation. Do your check-ups on a regular base. Some of the tasks below need to be implemented almost immediately after they occur. Most of these urgent tasks can be automated via the mailing list software programme (bouncing messages, subscribe and unsubscribe messages, welcome messages). Ask the person responsible for the technical set-up of your mailing list to help you with this.

Topic	Done	To be done
Managerial tasks:		
1. Announce the list to relevant forums		
2. Re-send the welcome message to the list regularly as a reminder		
3. Establish basic set of ground rules		
4. Formulate possible steps when ground rules are not observed		
5. Develop in co-operation with members protocol for decision-making		
6. Set rules for length format of messages		
7. Explain how to respond to a message		
Urgent administrative tasks:		
7. Answer subscribe and unsubscribe messages		
8. Check bouncing messages		
9. Deal with vacation messages		
10. Distribute welcome messages to new members		

Check list # 6 - Facilitate your mailing list

The four pillars of successful mailing list facilitation are (1) a positive and effective work environment, (2) strong information sharing capacity of list members, (3) communication facilitation, and (4) structured information exchange. Use this checklist regularly.

Topic	Done	To be done
Positive and effective work environment:		
1. Provide appropriate introductions		
2. Support new members who join the list at a later stage		
3. Describe the cultural and gender make-up of the group, update and re-send this message to the list on a regular basis (see checklist # 2)		
4. Create rapport between yourself and the group		
5. Help to create trust among all participants (see checklist # 3)		
6. Provide enthusiasm in your role as facilitator		
7. Be consistent and reliable		
8. Create understanding by using appropriate language		
9. Involve members in some of the facilitating tasks		
10. Highlight common ground		
11. Create a secure work environment		
Strengthen the information sharing capacity:		
12. Ensure that members are properly informed about the ground rules of the list		
13. Set and maintain clear rules about the level of privacy of the information exchanged via the list		
14. Help members organising and processing the information being shared via the list		
15. Use system of titles which cover the topics under discussion		
16. Post information on mailbox management/mail filtering		
17. Post information about file attachment		
18. Make sure all members have access to the information under discussion		
21. Develop new topics for discussion		
22. Keep the facilitator messages short and simple		
Facilitate communication:		
23. Encourage people to respond		
24. Help people listen to each other		
25. Focus on common ground between the members		
26. Support members who need help in formulating or posting their messages		
27. Investigate and interpret silence of list members		
Structure information exchange:		
29. Set timelines for certain activities		
30. Formulate agenda		
31. Design protocol for decision-making		

32. Choose appropriate list format (type of list)		

Check list # 7 - Trouble-shoot your mailing list

Every mailing list has its problems. Some of these problems can be prevented, others you can only deal with when they arise. Use this checklist when you feel that you as the facilitator, or the group of mailing list participants, need some extra support strategies for difficult or brewing situations.

Topic	Done	To be done
Support for the facilitator:		
1. Involve co-facilitators		
2. Enlist the help of some list members		
3. Seek support from other mailing list facilitators		
4. Seek help from a mentor who is not involved in the list		
5. Seek help from a colleague who is not subscribed to the list		
You need to adhere to strict timelines:		
7. Be consistent and determined in your facilitating work		
8. Make sure all members understand and accept the online work plan or agenda		
9. Develop strategies for achieving intermediate goals		
10. Set reasonable but strict timelines		
11. Involve all members in the decision-making process		
Prevent problems:		
13. Re-send important information when some members seem not to be using the information shared on the list		
14. Let the members with the slower and simpler connectivity be your guide when you establish the ground rules for message exchange and when you set timelines		
15. Stick to decisions on time schedules		
16. Consult the members about the purpose of the list and the ground rules for communication via the list		
17. Address gender, cultural or organisational differences in decision-making or in assessing an issue under discussion if these differences seem to lead to unequal participation in the discussions and decision-making process		
18. Allow other members to help prevent or solve problems		
19. Stay focussed on behaviour, do not engage in the debate that caused the problem		
20. Deal immediately with intolerable behaviour		
Strong, opposing opinions:		
21. Switch to a moderated list		
22. Switch to restricted membership		
23. Use private email exchanges with participants involved in a brewing conflict		

Check list # 8 - Write a document together

Topic	Done	To be done
Write a document together		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Check list # 9 - Convene an online meeting

Topic	Done	To be done
Convene an online meeting		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Check list # 10 - Plan a face-to-face meeting

Topic	Done	To be done
Plan a face-to-face meeting		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Check list # 11 - Start a campaign

Topic	Done	To be done
Start a campaign		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Check list # 12 - Create a forum for thematic experts

Topic	Done	To be done
Start a campaign		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Check list # 13 - Disseminate your publication

Topic	Done	To be done
Disseminate your publication		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Games (Instructor Manual only)

1. Icebreakers

Game # 1 - Stand up if ... this applies to you⁵

This icebreaker is adapted to fit the Mailing List facilitation Course and is especially useful for a group of people who do not know each other (well). An easy way get to know more about each other and about our experiences is to prepare a list of questions relating to relevant types of experience that other participants might like to know about. The instructor asks all those to whom each question applies, to stand up for a few moments, so that others can see who they are. The participants soon get a sense of the rich variety of experience present among the members of the group. This encourages them to see one another, as well as the instructor, as resource people.

If you work with a co-instructor, alternate in asking the different questions. Each instructor should always answer the questions themselves too.

Be careful about the kind of questions you ask. You do not want to embarrass or intimidate participants, especially not in the introductory phase of your course. Customise the list of questions below. Intersperse some questions which will raise a laugh to lighten the atmosphere in the group.

Group size: unlimited

Time: 15 minutes

Materials: list with questions

Procedure:

- a. Introduce the game as a way of getting to know each other better and to build trust (see text above)
- b. Ask the participants to stand if the statement applies to them, giving them enough time to see the others who are standing
- c. A sample list might begin with the following questions:

Stand up if ...

1. you are born or live in this country
2. you live in (name some applicable countries)
3. you live in a big city ... town ... small village
4. you work for (name some applicable organisations)
5. far away from home and you miss your children
6. your home language is (name some applicable languages)
7. you speak a second ... third ... fourth ... fifth language
8. you are or have been a teacher ... trainer ... social worker ... researcher ... engineer ... community organiser ... journalist ...
9. you have a lot ... a bit ... no ... experience as a mailing list facilitator
10. you type with only two fingers
11. you like surfing the Internet
12. you like it even more to help other people use the Internet
13. you are subscribed to one .. two .. three .. four ... five ... mailing lists
14. you have you own home page
15. you do not like to read more than 10 ... 20 ... 30 ... 40 ... 50 ... new email messages a day
16. you feel depressed if a day goes by without new email messages
17. you are worried that you are the only one who has no experience with mailing lists

18. you know 1 other person in the group ... 2 ... 3 ... 4 ... 5 ... persons in the group
19. you know the instructor
20. you are ready to start the course !

Game # 2 – I Am a Bit Nervous Too⁶

This icebreaker will help each participant to share some of his or her apprehension about being or becoming a mailing list facilitator. This icebreaker gives the participants a sense of the different experiences present among the members of the group. This encourages them to support one another as well as perceive each other as resource people. The cards with the messages of encouragement will motivate them during the whole course.

Group size: unlimited

Time: 15 minutes

Materials: cards

Procedure:

Divide the group in pairs. Give each participant a card and ask him or her to discuss the following questions:

question # 1 – what are you looking forward to in the implementation of your task as mailing list facilitator

question # 2 – what are you nervous about as you think of yourself as a mailing list facilitator

question # 3 – ask each other what he or she can give you as advice to deal with this feeling of apprehension

question # 4 - what message would you write down on your card to encourage yourself during your task as mailing list facilitator

Bring all the participants back together and attach all the cards to a wall. Ask some or all of your participants to share with the group their answers and their message of encouragement. Ask participants, “What did you talk about?”, “What surprised you in your conversations?”, “What did you learn during your conversations?”.

2. Communication and facilitation

Game # 3 – Who is the leader⁷

This game can be used to make the students become more relaxed working with each other during this training course. This game can also be inserted at any stage in the course especially when a playful break and physical exercise is needed after an intense work period. This game can be repeated several times.

Group size: unlimited

Time: 10 – 15 minutes

Materials: none

Procedure:

Let the participants stand or sit in a circle. Ask for a volunteer who will leave the room and return only when called. Upon returning the volunteer must guess who is the leader of the group.

While the volunteer is out, invite one group member to be the leader and ask two others at opposite parts of the circle to act as the ‘mirrors’. The leader’s job is to start some action (such as clapping hands) and keep it going for a few moments, then change to another action (such as stamping feet) and again, after a few moments, to another movement. The ‘mirrors’ should discreetly watch the leader and copy the movements without letting the volunteer notice that they are ‘copying’ and not ‘initiating’. The rest of the group should get their cues by looking at the ‘mirrors’ rather than the leader so as to confuse the volunteer.

After the group has done a few movement, the volunteer should try to guess which person has acted as the leader.

Game # 4 - Pairing reactions with reasons

Think of the times you were participating in a group discussion, a work meeting, or a conference. Remember how you reacted when the debate became heated, when someone walked away in anger, when you had to give a presentation in front of the whole meeting for the first time, when your boss praised you in public, when your expertise was in doubt because you were a woman? But did everyone else react the same way? This game helps participants understand that we may have different reactions to certain situations because of our experiences, our gender, our social and cultural background.

Group size: 3 – 5 small groups (or individuals) You may want to decide to form homogeneous groups which highlight the differences between the participants (by gender, by status in the organisation, by country, by language).

Time: 20 minutes

Materials: sets of cards

Reaction cards	Reasons cards
I will feel a bit embarrassed	when someone publicly compliments me
I will start stumbling over my words	when I see someone shakes his/her head in a disapproving way
I start biting my fingers	when I feel the tension rising in the meeting
I am more comfortable participating	when the meeting respects differences in opinions
I will ask each of the participants to speak out	when nobody reacts to my proposal
I will be extremely insulted	when someone addresses my race in a derogatory way
I don’t want to be responsible for providing refreshments	when I am the only woman participant in the meeting
I find it difficult to continue working together	when someone doubts my expertise
I am hesitant to give my opinion	when my boss can hear me
I will interrupt	when someone is rude or insulting to another person

Procedure:

Give each group a set of cards. Each set of cards consists of 10 cards with reactions and 10 cards with reasons. Ask the groups to pair each reaction with a reason. Stress the fact that their answers should as much as possible be based on their own personal experiences.

The result will be that different groups come up with different reasons for different reactions. Ask each group if there was much discussion within then group about pairing the cards and why they think they had different reasons for their reactions. Discuss why there are differences between each of the groups.

Conclude the game with the remark when people have the same reaction to a situation we often think that we react that way for the same reason. What if we were motivated by different, even conflicting, reasons? This kind of miscommunication may hinder our working together. It is the role of the facilitator to do regular checks to make sure that there are no misunderstandings between the people in the group.

Game # 5 – GenderTalk⁸

This game explores the different communication styles of men and women when performing game #3.

Group size: for 2 – 5 groups of 4 – 7 people plus 2 to 5 observers (the instructor can be one of the observers)

Time: 40 minutes.

Materials: - sets of cards as in game # 3 and 5 Language Cards:

Language Card #1

Number of times men speak:

Number of times women speak:

Language Card #2

Number of interruptions by men:

Number of interruptions by women:

Language Card #3

Number of times a man changed the topic:

Number of times a woman changed the topic:

Language Card #4

How many questions were asked?

By men:

By women:

How many questions were answered?

By men:

By women:

Language Card #5

How many times were qualifiers or hedgers used?

(Examples: kinda, maybe, perhaps, etc.)

By men:

By women:

Procedure:

1. Prior to beginning the exercise, select five participants to act as observers, lead them out of the room, and give them the following instructions:

I am giving each of you one (two) Language Card (s) that describes ways men and women use language. Your job is to read the card and keep track of the number of times that men and women in your group react as your card describes. Keep track during the entire exercise. Near the end of the exercise you will report what you recorded. Do not tell anyone else in the group about your task.

2. Reconvene the entire group, distribute the ‘Reaction and Reasons’ cards and read them aloud. Tell the group that there is no one right answer. They should discuss the options and find consensus about the best ways to match the ‘reaction’ with the ‘reasons’. Divide the group in smaller groups of people representing both genders and make sure that each group has one or more observers.

3. Reconvene the entire group and ask them to report on the ‘Reactions and Reasons’ card game. The result will be that different groups come up with different reasons for different reactions. Ask each group if there was much discussion within then group about pairing the cards and discuss briefly the reasons for these discussions.

Conclude the game with the remark when people have the same reaction to a situation we often think that we react that way for the same reason. What if we were motivated by different, even conflicting, reasons? This kind of miscommunication may hinder our working together. It is the role of the facilitator to do regular checks to make sure that there are no misunderstandings between the people in the group.

4. Then explain that observers have been keeping track of how people in the groups interact. Have the observers share their observations one at a time and make the appropriate comments below after each gives her or his report:

Comments following Language Card #1 observer’s report:

[Repeat the number of times the observer recorded men speaking and women speaking.]

In all female groups, female leaders often assume a low profile, include others, and encourage others to talk. Men as leaders tend to resist the contribution of others.

Comments following Language Card #2 observer’s report:

[Repeat the number of times the observer recorded interruptions by each gender.]

In cross-gender conversations in public places males accounted for ninety-six percent of the interruptions. In same-gender conversations, males cut off males and females cut off females, but interruptions were equally distributed.

Comments following Language Card #3 observer’s report:

[Repeat the number of times the observer recorded men and women changing the topic.]

In a study of mixed-gender conversations in public places, men tried twenty-nine times to start a discussion about new topic and were successful twenty-eight times. Women tried forty-seven times and succeeded only seventeen times. Men are more successful and talk longer.

Comments following Language Card #4 observer’s report:

[Repeat the number of times the observer recorded men and women asking questions.]

In fifty-two hours of mixed-gender conversations, women asked seventy percent of the questions. Women often opened the conversation with questions such as “Do you know what?” that call for an answer like “What?” or “No, tell me.” They are asking for a “go ahead” signal. In conversations between male and female professional couples, women asked three times as many questions as men. Women often make statements in a questioning tone, with rising inflection at the end of the sentence (“I was walking near that, um, new construction site?”). The rising inflection suggests that the speaker is seeking confirmation even though she may be the only one who has the necessary information. Women tend to use more tag questions, adding a brief question at the end of a sentence (“... don’t you think?”). This suggests doubt or encourages the listener to respond.

Comments following Language Card #5 observer’s report:

[Repeat the number of times the observer recorded men and women using qualifiers or hedgers.]

Women rely more on qualifiers like “kinda” or “maybe.” Qualifiers indicate a politeness, not a “take charge” attitude. It also leads to women not being taken as seriously or listened to as frequently.

5. You can close the game with a discussion using the following questions:

- Do you perceive any problems with your use of language when you are facilitating a mailing list?
- What ways can you change your use of language to be more effective in communicating with others?

Important note:

The comments following each language card are based on the books written for an American audience. Although they are true for other audiences, you may want to customise the text in order to make the comments more applicable to the group of people you are working with.

Game # 6 – Drawing a House Together

This game helps your participants experience the fine line between working together in a situation and controlling a situation. Allow the participants to choose a partner for this game.

Group size: unlimited

Time: 15 minutes

Materials: Pen and paper for each pair of participants

Procedure:

Let participants form pairs. They should hold one pen or pencil together in such a way that both are able to write and draw with it. Ask each pair to draw a house and to write down a title for the drawing. All keep silent during the drawing and writing. Ask all participants to sit in a circle and to discuss what they experienced during this exercise.

Game # 7 – The Facilitation Game⁹

This game helps a group see how the behaviour of the leader (mailing list facilitator) affects the group he or she is working with.

Group size: 6 players plus unlimited number of observers

Time: 30 minutes

Materials: 7 cards with role descriptions (2 facilitator roles and 5 committee member roles); **4 large sheets of paper with tape and felt pens** (or a large white board with special felt pens or black board with chalk)

Procedure:

Introduce the game as a role play and ask 6 volunteers to come forward. The other participants will act as audience of the play. The volunteers are asked to play a meeting of a group of people who have to make a plan of action for the three course diner they are going to prepare for the whole group tonight. Each of the volunteers will be given a specific role:

volunteer # 1 – the role of the **very dictatorial** chairperson

volunteer # 2 – the role of the committee member who agrees with everything the chairperson proposes

volunteer # 3 – the role of the committee member who disagrees with everything the chairperson proposes and interrupts the chairperson but does not come up with different proposals

volunteer # 4 – the role of the committee member who suggests several different possibilities

volunteer # 5 – the role of the committee member who supports the committee member who presents several different possibilities

volunteer # 6 – the role of the committee member who does not contribute to the discussion unless specifically asked for his or her opinion by the chairperson

Give each volunteer a role card. The dictatorial chairperson role card should give some suggestions such as: call for ideas but do not listen to people, be negative about other or new suggestions, impose your point of view on the committee, etc.

Arrange 6 chairs in a half circle in front of the audience. Ask the volunteers to speak clearly and to make all their gestures quite visible.

The chairperson starts the play and each volunteer participates in the role he or she has been given. You stop the role-play when the situation has become clear to the audience. Ask the second group of 6 volunteers to come forward and sit on the chairs. let them play the same role play but this time you use the second leadership card. This time the chairperson will be asked to be **very passive**. This person shows no interest or initiative, makes no suggestions, does not respond to suggestions, and does not help to reach decisions. Again stop the role-play when the situation has become clear to the audience.

Bring all the participants together and put up the 4 sheets of paper (or use a board). The titles of the sheets are:

- a. What did the 1st leader do in the group
- b. How did the group react
- c. What the 2nd leader do in the group
- d. How did the group react

Note down the reactions of the participants. Discuss what a good leader should do.



14. Evaluation by participants

One important part of training is to receive specific feedback from people who use the materials. With that in mind we have created a questionnaire for your comments. Please treat this questionnaire as a guideline. Feel free to add comments about any areas you feel we have missed. Please send your evaluation to the address provided in the introduction to this manual. Evaluation forms can also be filled out online at the ITrain web site: <http://unganisha.idrc.ca/itrain/evaluation/>

Your name and email address: _____

_____ Sex: male / female

Course name: _____

Duration in hours: _____ Date: _____

Location: _____

Number and sex of instructors and coaches: _____

Number and sex of students: _____

Describe in a few words your cultural background:

Please indicate you answers below with an x or a check.

	Session / Topic	Your level of interest			Level of difficulty		
		high	medium	low	high	medium	low
1.	Introduction of instructor(s) and aim of course						
2.	Introductions and expectations of the students						
a.	Questions						
b.	Game						
3.	Course objectives						
4.	What is a mailing list						

	Session / Topic	Your level of interest			Level of difficulty		
5.	Understanding group communication						
a.	Game						
b.	Text						
c.	Questions						
d.	Questionnaire						
6.	Roles and responsibilities of the mailing list facilitator						
7.	Plan your mailing list						
a.	Text						
b.	Checklist						
8.	Manage your mailing list						
9.	Facilitate your mailing list						
a.	Text						
b.	Game						
c.	Checklist						
d.	Hands-on						
10.	Trouble-shooting your mailing list						
11.	Specific list activities						
a.	Questions						
b.	Hands-on						
12.	Conclusions						
13.	Resources						

Please indicate the extent to which you agree with the following statements.

Questions	Ranking				
	1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 agree strongly				
	1	2	3	4	5
14. The introductory exercise was helpful.					
15. The notes for participants were easy to read					
16. The layout of the manual made it easy to follow.					
17. The words used in the manual were easy to understand.					
18. The explanations in the manual were easy to understand.					
19. The manual was the right length.					
20. This course will help me facilitate my mailing list					
21. The training was what I thought it would be.					

22. Topics that should be added.

23. Topics that should be removed.

24. Other comments.

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Endnotes

¹ Designing and Delivering Training for Groups” by David Leigh. London, UK: Kogan page, 1996: p. 93.

² “Technology-Africa: Lagging Behind In The Information Superhighway” by Lewis Machipisa. Inter Press Service (IPS) 27 October 1999

³ Based on “Mastering Virtual Teams: Strategies, Tools, and Techniques that Succeed” by Deborah L. Duarte and Nancy Tennant Snyder. San Francisco: Jossey-Bass Publishers, 1999, p. 83-85.

⁴ Based on “From Workplace To Workspace: Using Email Lists To Work Together” by Maureen James and Liz Rykert. Ottawa, CA: IDRC 1998: 16.

⁵ Based on “Training for Transformation: A Handbook for Community Workers – Book II” by Anne Hope and Sally Timmel. Zimbabwe: Mambo Press, 1995, p. 19.

⁶ Based on “More Than 50 Ways To Build Team Consensus” by R. Bruce Williams. Palatine IL, USA: IRI/Skylight Training and Publishing Inc. 1993 p. 159.

⁷ “Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques” by Lyra Srinivasan. New York NY, USA: PROWWESS/UNDP, 1990 p. 80.

⁸ Based on “Celebrating Diversity: Working with Groups in the Workplace” by Cheryl Hetherington: <http://www.wholeperson.com/wpa/ghb/cdv/cdv.htm>

⁹ “Training for Transformation: A Handbook for Community Workers – Book II” by Anne Hope and Sally Timmel. Zimbabwe: Mambo Press, 1995, p. 56-57