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***COMMUNITY LEADERSHIP TRAINING WORKSHOP REPORT***

**Strengthening Community Leadership Capacity  
for Sustainable Resource Management**



***March 13 – 15, 2013, Boy Boison Elite Lodge, Sekondi***  
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**Hen Mpoano**

THE  
UNIVERSITY  
OF RHODE ISLAND  
GRADUATE SCHOOL  
OF OCEANOGRAPHY



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**Cover Photo:** Training participants

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## Background and Summary

Ghana fisheries have been steadily declining for the past decade. 2009 studies on fisheries data showed a near collapse of the sardinella fisheries which is the mainstay of the artisanal fishing industry (Mutimukuru-Maravanyika *et al.* 2013). The artisanal fishing sector is estimated to provide 80% of the fish consumed by Ghanaians (Mills *et al.*, 2012; Atta-Mills *et al.*, 2004; Finegold *et al.*, 2010). The fishing industry in Ghana not only provides cheap protein source for majority of the population but is a source of livelihood for 20% of the country's workforce (Aheto *et al.*, 2012; Mills *et al.*, 2012; Atta-Mills *et al.*, 2004). The industry is therefore important for food security in the country.

Many reasons account for this decline in the Ghanaian fisheries such as the use of unsustainable fishing methods such as light and chemical/dynamite fishing, use of illegal mesh size, increase in fishing effort (increase in number of fishing vessels and number and size of fishing gears, use of ice at sea resulting in prolonged fishing trips), weak enforcement of fisheries laws and ineffective management options, just to mention a few.

As a way forward for fisheries management in Ghana, global and regional experiences have shown adaptive co-management to be a better option for sustaining fisheries and livelihoods of fisher folks. Co-management occurs when fishers and managers work together to manage their fisheries resources. Effective co-management requires all stakeholders to play their part and capacity building is therefore crucial if this is to happen. Capacity building is not a once off event, but an ongoing process depending on the needs by stakeholders. The success of co-management hinges on good leadership at all levels from national, regional, district and community (Gutiérrez *et al.*, 2011), a reason why this workshop was organized. The Integrated Coastal and Fisheries Governance Initiative, locally known as Hen Mpoano, has worked at various levels (from national, regional, district and community) since inception in September 2009 to create a conducive environment for the emergency of adaptive co-management of fisheries in Ghana. At all levels, the initiative has focused on, among other things, building capacity for organizations to understand what adaptive co-management of fisheries is and what it requires to make it functional.

The workshop *Community Leadership Training: Strengthening Community Leadership Capacity for Sustainable Resource Management* was organized as part of the initiative's effort to strengthen capacity of stakeholders to participate in co-management of fisheries. The workshop aimed to equip community leaders with leadership skills for their effective participation in fisheries adaptive co-management, which has been identified by national fisheries stakeholders as the best way forward for reversing the downward trend in fisheries production in Ghana (Mills *et al.*, 2012; Mutimukuru-Maravanyika *et al.*, 2013).

The workshop took place from 13<sup>th</sup> to 15<sup>th</sup> of March 2013 at Boy Boison Elite lodge in the Western Region of Ghana and 22 community leaders (11 males and 11 women) from 7 communities namely Assanta, Axim, Dixcove, Akwidaa, Abuesi, New Takoradi and Anlo Beach attended (see Annex 1). It was organized in a participatory way with the facilitator, Emmanuel Papa Assan (Youth Development Practitioner), making extensive use of stories, role plays and group exercise. Topics covered during the workshop included: leadership skills; communication skills; organizing effective meetings; conflict management; and good governance.

## Way Forward

Participants developed action plans on what they wanted to do after the workshop. They all indicated that they wanted to share the knowledge they had acquired with their constituencies using various platforms such as church services and community meetings. In terms of future trainings, a suggestion was made for other topics such as human resource management, time management and financial management be included. Participants also recommended that more youths and more chief fishermen should be invited to future trainings to help them balance traditional and modern leadership approaches. Finally participants thought it was crucial for them to participate in refresher courses that will also provide them with opportunities to share experiences and learn from each other.

## Workshop Process

The workshop took place over a period of 3 days from March 13<sup>th</sup> to 15<sup>th</sup>, 2013 and was officially opened by Godfred Ameyaw Asiedu, from WorldFish, (an implementing partner for the Integrated Coastal and Fisheries Governance<sup>1</sup> (ICFG) Initiative). Godfred highlighted the work of ICFG on fisheries management in Ghana's Western Region and the role that good leadership could play in ensuring effective fisheries co-management in the country. He highlighted that the Initiative was pilot testing fisheries co-management in Anlo Beach fishing community and this would generate important lessons for up scaling fisheries co-management to other coastal communities.

The facilitator later presented the workshop objectives, followed by the development of ground rules (see Annex 2) and the identification of participant's expectations. Participants' expectations included - gaining communication skills, learning how to organize effective meetings and learning how to lead effectively (see Annex 2). This was followed by a group exercise that served as an ice breaker and self-assessment of participants' leadership skills. Interestingly, although participants rated their leadership skills highly at the beginning of the workshop, (probably because of lack of understanding on what leadership meant), as the workshop progressed, they realized they had a lot to learn. Two presentations on *Leadership skills* and *Communication skills* were then delivered and these were followed by plenary discussions.

The second day of the workshop started with a reflection of the previous day's activities (see Annex 3) followed by two presentations on *Organizing effective meetings* and *Conflict management*. Participants were then divided into three groups to identify potential conflict issues in their communities. The group exercise was followed by presentations and plenary discussions (Box 1).

Day three began with reflections of day 2, followed by two exercises – participants were tasked to come up with; (1) what they valued most and (2) what they would want to change about themselves and in their community if they were given a second chance in life. The exercise allowed participants to access factors that limited them as leaders as well as identify issues facing their communities which they could tackle as leaders. This was followed by a presentation on *Good governance*.

The workshop ended with some concluding remarks by Cephas Asare and a vote of thanks by the workshop participants.

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<sup>1</sup> Locally known as Hen Mpoano

## Leadership & Communication Skills



Figure 1: Participants being addressed by the facilitator

### Presentation: Leadership Skills

The facilitator began by explaining leadership as the ability to enhance subordinates to accomplish their assignments with zeal and confidence (Koontz and O' Donnell, 1968). He highlighted three main leadership issues: **type of leaders**, **leadership styles** and **leadership traits**. The pros and cons of each leadership type were then discussed, and participants were encouraged to be democratic leaders who bring about sustainable changes.

Key Messages:

- Leadership is the ability to lead, influence, command, and guide people.
- Leadership is a continuous process of behavior and not a one-shot activity
- One can attain a leadership position by virtue of:
  - Position achieved
  - Personality
  - Moral example
  - Power held
  - Intellectual superiority
  - Ability to accomplish things
- Some of the common activities undertaken by leaders include: planning - devising a strategy, setting direction and creating vision; organizing - getting people on board on your strategy, communicating and networking; directing - empowering your subordinates and cheerleading; and controlling - motivating, inspiring and giving sense of accomplishment.
- Style refers to the leader's behavior and this is a result of philosophy, personality and experience of the leader.

- Types of leadership includes:
  - Autocratic leader: These leaders do not entertain suggestions or initiatives from subordinates and they make decisions alone for the whole group.
  - Democratic leader: This leader can win cooperation of his group and can motivate them effectively.
  - Free rein leader: This leader leaves the group entirely to itself allowing maximum freedom to subordinates.
  - Functional leader: Is a leader by virtue of expertise in a particular field of activity.
  - Institutional leader: this is a leader by virtue of official position in an organizational hierarchy.
  - Paternalistic leader: Is a leader who takes care of his followers the way the head of the family takes care of the family members
- New leaders can fail at their position by not learning quickly, isolating themselves, having a know-it-all attitude and taking on too much.

### **Presentation: Communication Skills**

The facilitator highlighted some of the prerequisites for effective communication, including: self-confidence, ability to understand what people want, enthusiasm, eye contact and showing interest to one's followers.

During exercises that followed, participants got opportunity to identify the type of kind of leaders they were and evaluate the effectiveness of their communication skills.

Key Messages:

- To become a good leader one requires good and effective communication skills, self-confidence, and understanding of what people want, and one must be able to make eye contact with the participants.
- The skill to effectively communicate develops over time through listening and practicing.
- Good listening skills are a crucial component of effective communications.

### **Discussions**

**Question:** You said that leaders must be knowledgeable, what can we do in situations where our subjects are more literate and knowledgeable than us?

**Response:** It is not possible for anyone to know everything. However, being knowledgeable means having a good grasp of your work. In a situation where your subject is more knowledgeable, work with them as your advisers.

**Question:** In a situation where a person becomes a leader by inheritance and lacks knowledge in a particular field e.g. a chief fisherman who does not fish but just inherited the position; how can he/she become an effective leader?

**Response:** Even if one becomes a leader by inheritance, he/she should be able to learn about the area he/she is leading. For instance the chief fisherman who inherit his position and is not a fisherman should endeavor to learn about fishing.

**Question:** What can be done in such a situation where political decisions are imposed on people by power holders? An example is a situation in our community - we decided to build a toilet with money that we collect yearly as dues. Some people wanted the old type of toilet system - where you seal when it is full but the majority wanted the new type of toilet; the

kind built by the District Assembly where you can empty the septic tank when it is full. The decision to build the old type was being pushed by the elders in charge of the money. In a situation like that, what do you do?

**Response:** There are different types of people in a community: those who want things to happen; those who are indifferent and those who always complain about things. You need to identify these different types of people to be able to manage them well.

**Question:** How do you deal with a handpicked leader who works against development – For instance, a leader who opposes resettlement of people living in a flood prone area?

**Response:** The best way to deal with such a leader is to replace him/her.

**Question:** What do you do when you delegate and your subordinate does not carry out the task?

**Response:** A leader can only make progress when there is support from his subordinates. If you have subordinates who are unwilling to work with you, then they need to be replaced.

**Question:** What do you do in a case where everyone else wants to work with you but not the ones you have delegated to do some work?

**Response:** You can reassign the task to people you feel are ready to work and can do the work.

**Question:** Can a leader who cannot speak or address his subjects still be referred to as leader?

**Response:** Yes, until he/ she is removed from the leadership position.

## Conducting an Effective Meeting & Conflict Management



Figure 2 Participants sharing ideas

### **Presentation: Conducting an Effective Meeting**

The presentation highlighted: how participants could prepare for effective meetings; basic procedures like minute taking and the need for an agenda to direct the course of the meeting; and how meeting time can be managed effectively. The facilitator advised participants to move away from the habit of organizing meetings just as a routine instead of it being a platform for brainstorming and decision making. Key messages include:

- An effective meeting is important for exchanging/conveying information; organizing/coordinating work; solving problems; making decisions; and brainstorming for new ideas.
- A meeting agenda is important as it serves as a road map for the meeting, prepares the mindset of participants, gives the meeting a clear focus and helps to manage time. Pre-meeting arrangements are also important in organizing effective meeting as they ensure that logistics issues are taken care of.
- The chairman's role in a meeting includes: maintaining order, facilitating the meeting and summarizing proceedings (including decisions made and identified actions).
- It is important for the facilitator/ chair to put in place ground rules at the beginning of the meeting to instill order. For example - majority rule must prevail; respect for all members.

- Repetition, wondering from the set agenda and lengthy discussions should be avoided as they lengthen the meeting time.
- When closing a meeting, make sure you highlight: the conclusions reached; action items identified, and the date of the next meeting.
- Minutes are a permanent and formal record of meetings and must contain: key points of discussions, actions to be taken, assignment given and deadlines. At the beginning of each meeting it is important to revisit the minutes of the last meeting and see if people implemented identified action items.

### **Presentation: Conflict Management**

The facilitator started by giving a broad definition of conflict: a process in which one party perceives that its interests are being opposed or negatively affected by another party. He mentioned the types of conflict that could emerge in the community and fisheries governance and ended by highlighting that conflict are potentially beneficial if appropriate management strategies are used, and that a well-managed conflict brings about several benefits. In his presentation, the facilitator identified sources of conflicts including: incompatible goals, ambiguous rules, scarce resources, communication problems and different values and beliefs. The presentation ended with various conflict resolution mechanisms and an exercise by participants to identify sources of potential conflicts in their community in a group exercise (see Box 1). Key messages include:

- Conflicts arise when one party perceives that its interest are being opposed or negatively affected by another.
- Conflicts are inevitable and can be potentially beneficial if appropriate management strategies are used. Well-managed conflicts can lead to; better decisions, improved social cohesion, improved innovation, and increased morale.
- A leader must be aware of his/her strengths and limitations in conflict resolution and be willing to learn and change.
- Procedures for dispute resolution and appeal should be formalized to some extent. A crucial issue is for dispute resolution mechanisms to be fair and locally supported. For example, communities may establish ‘internal’ mechanisms such as a committee of elders, ethics committee to deal with conflicts when they arise. They however may also seek outside help if the issues they are dealing with are too big – e.g. they can make sure of the outside judiciary system.

### **Discussions**

**Question:** Sometimes when we ask people who are organizing meetings in our communities, they tell us that “there is no agenda”; should we attend such meetings?

**Response:** If there is no agenda, then meetings should not be called for.

**Question:** Can an emergency meeting be called for?

**Response:** If need arises, yes.

**Question:** Can the secretary organize a meeting in the absence of the chairman and the vice-chairman?

**Response:** Yes and they must also ensure that proper minutes of the meeting are documented.

**Question:** What happens to the members whose positions become obsolete as a result of an agreed restructuring of executives?

**Response:** This depends on the decision of the group.

**Question:** What is the function of an organizer, a coordinator and a porter?

**Response:** They are part of the executives who are directly involved in organizing the meeting.

**Question:** What happens when other matters prolong proceedings beyond scheduled time during a meeting? Is it wrong if I leave the meeting because it had exceeded the time agreed upon?

**Response:** The chairman needs to manage time properly. And yes you can leave but it is proper to seek permission first.

**Question:** If someone asks a question, and the response deviates from what was asked, can the chairman stop him/her from continuing?

**Response:** The chairman should have good facilitation skills and should indeed stop him/her.

**Question:** Does the chairman have a right to dismiss anyone disrupting the meeting proceedings?

**Response:** It depends on the group's constitution and what it says on discipline. Based on this, an action could be taken to maintain sanity within the meeting.

**Comment:** This kind training must continue as many people in the communities lack knowledge and do opposite things to what participants have learned about.

**Question:** How do groups develop group laws?

**Response:** Laws should be discussed and agreed upon by the group members.

**Comment:** I now understand that when writing minutes, the secretary should not write everything, but the key points and relevant decisions taken at the meeting. This is important as it helps to capture important decisions and saves times.

**Question:** Is it possible to live in a community without conflicts?

**Responses:** Because we are all different people with varying interests, conflicts will always arise. What is important is for us to deal with them as they arise.

## Box 1: Potential Sources of Conflict

### Group One

- Use of illegal fishing methods and gears (e.g. chemical fishing and use of small mesh size). This leads to conflicts between such users and law enforcement personnel
- Stopping the rampant cutting of mangrove may lead to conflicts between those who rely on mangroves for their livelihood and law enforcement agents.
- Although fishing on Tuesday has been prohibited in some communities, some fishers still go to sea and when caught by the chief fishermen, there is potential conflict between those who are caught and the whistle blowers. The frequent offenders might not be caught but someone else would be and this results in conflict between the whistle blower and the offender.
- An example of a conflict that arose when fishers failed to observe the fishing holiday in Axim is given below
  - Some fishers went fishing on a Tuesday and were prevented by other fishermen from landing but the paramount chief intervened. This led to dissatisfaction between fishermen on the beach and they all decided to start fishing on Tuesday. The chief fined them 5 pans of fish and the chief fisherman also took his share. It took arbitration by the council of elders for the Tuesday fishing to stop.

### Group Two

- Premix supply- when supplies are limited, this leads to conflict among fishers
- Lack of markings to show the 500 meter exclusive zone – leads to conflicts between fleets
- Lack of trust among fishers leads to conflicts during fishing expeditions
- Blame game and use of illegal fishing methods such as light
- Unavailability of fish causes a lot of conflict at the landing site results in conflicts among fishmongers.
- Cheating of crew members by boat owners leads to conflict.
- Many canoes chasing few fishes. This leads to fights between fishers at sea.

### Group Three

- Conflict between beach seiners on where to cast the next net.
- Conflict between Watsa fishermen – They cast net on already cast nets
- Unfair distribution of premix with fishermen being forced to buy from middlemen. The landing beach committees also sell to whom they know depriving others access to the premix.
- Flouting of fisheries laws and regulation creates another form of conflict between fishermen and law enforcement officers.
- Overfishing and increased number of boats is also another factor. It is difficult for some boat owners to berth their canoe whilst others with so many boats take up the available space at the landing beach.
- Conflicts between crew members and net owners regarding issues of monetary unfaithfulness
- Conflicts between inter-gear users when they flout the law and are reported
- No uniform resting day from fishing activities – varies from landing beach to landing beach and could result in conflict at landing beaches with different resting/non-fishing days

## Principles of Good Governance



Figure 3 Participants engaged in a group exercise

### **Presentation: Principles of Good Governance**

The presentation focused on the principles of good governance and what is expected of a good leader. The facilitator highlighted universally accepted guiding principles for good governance. Such principles included: the need for transparency, certainty of resources and authority, equity and fairness, flexibility and choice, internal and external accountability, procedures for appeal and redress, efficiency and effectiveness, legitimacy and mandate, participation, leadership, strategic vision and capacity (Dodson and Smith, 2003). The facilitator later highlighted that financial management (financial responsibility and financial accountability) was an important aspect of good governance.

Participants later took part in an exercise to list things they would change about themselves and their communities if given a second chance in life. This helped participants to assess what they considered their limitation as leaders and identify priority issues that needed to be addressed in their communities.

### Key Messages:

- For good governance there must be a rule of law, openness and accountability. Leadership principles should be drawn from best practices.

- Organizational structures for governance can take many different forms and still be effective. They however need to support local objectives and must broadly represent the rights and interests of the community.
- Good governance involves stewardship – that is, being able to manage the affairs of all community members and providing them with opportunities to effectively exercise their rights.
- Good governance entails: being fair in dispute resolution and ensuring sound financial management and administrative systems. Governance is not only about structures, processes and power; it is also about resources. Sound governance requires access to, and control over, financial, social, economic and natural resources and technology.

### **Discussions**

**Question:** What do we do with groups that are not accountable in their dealings, especially when it comes to financial issues?

**Responses:** If you are not part of the group, this should not be your concern. However, if the affairs of that group bring development to the community, you must advise them to be accountable.

**Question:** Does one have a right to ask for financial accountability?

**Response:** Yes. However, leaders should not wait for people to ask for financial accounts – they must ensure that financial accounts are given regularly i.e. on monthly basis.

## **Workshop evaluation and lessons learned**

Participants were asked to provide answers to specific evaluation questions (see below). Overall, they said they now had a better understanding of leadership and what it entailed: what is expected of a good leader, how to effectively communicate, how to organize meeting successfully, how to be accommodating as a leader (see Annex 3 and 4 for full responses to these questions). General responses to the question are presented below.

1. Do you think the workshop has helped improve your leadership skills?
  - Yes:
    - Leaders must be accommodating and firm in their decisions.
    - Effective meetings are guided by an agenda and meetings are platforms to discuss and take important decisions.
2. What could be done to improve future workshops?
  - More chief fishermen must be invited and other topics such as time management, human and resource management must be included in subsequent workshops.
3. How would you rate the facilitator?
  - The facilitator was good; the use of local language in facilitation encouraged the active participation.
4. How would you rate the workshop – good, average or bad?
  - 19 participants rated the workshop as good whilst three rated it as being average.
5. What you liked most about the workshop?
  - Responses given by participants included: everything; the patience of the facilitator and the respect given to everyone's view as things they liked most.
6. What you didn't like about the workshop?
  - The quick movement of the slides and the interruption of the facilitator by participants were listed as things they did not like.

## Next steps and Recommendations

Next steps – Taking workshop lessons home

- Participants identified community meetings and church gatherings as effective places to share their workshop knowledge
- Community Chiefs, Chief fishermen and *Konkohemaas*<sup>2</sup> who participated in the workshop promised to share their workshop experience with their council of elders whilst Unit Committee Chairmen would share with their members as well.

Recommendations – By facilitator and participants

- Need to include of the following topics in future trainings: Human Resource Management, Time Management and Financial Management.
- Need to increase youth involvement in training workshops
- Need to target more Chief Fishermen in future trainings to help them balance traditional and modern leadership approaches.
- Need for platforms for participants to share their experiences in applying the lessons learned.

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<sup>2</sup> Konkohemaa are the leaders of the fish mummies a traditional role dating back to the early 20th century', sets or influences the prices at which fish are sold from the boats each day.

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## Annexes

### Annex 1: List of participants

| No. | Name                   | Sex    | Community    | Position in community       |
|-----|------------------------|--------|--------------|-----------------------------|
| 1.  | Johnson K.Awumi        | Male   | Anlo beach   | Fisherman                   |
| 2.  | Joseph F. Ebambey      | Male   | Asanta       | Chief Fisherman             |
| 3.  | Emelia Abaka-Edu       | Female | Axim         | Fishmonger                  |
| 4.  | Adjoa Amissah          | Female | Ngyeriasia   | Fishmonger                  |
| 5.  | Esi Abornye            | Female | Aboasi       | Fishmonger                  |
| 6.  | Cecilia Amoah          | Female | New Takoradi | Fishmonger                  |
| 7.  | William Agbavitor      | Male   | Anlo beach   | Fisherman                   |
| 8.  | Torgbui Tordzro        | Male   | Anlo beach   | Fisherman                   |
| 9.  | Mary Dzisegbor         | Female | Anlo beach   | Fishmonger                  |
| 10. | Emmanuel Bentum        | Male   | Dixcove      | Opinion leader              |
| 11. | Vicky Apenuvor         | Female | Anlo beach   | Fishmonger                  |
| 12. | Comfort Nyavorwoyi     | Female | Anlo beach   | Firewood cutter             |
| 13. | Jonas Agbaglo          | Female | Anlo beach   | Fisherman                   |
| 14. | Margaret Adzimah       | Female | Anlo beach   | Fishmonger                  |
| 15. | Galorvi Atoklo         | Female | Anlo beach   | Fishmonger                  |
| 16. | Naana Safohen          | Male   | Dixcove      | Fishmonger                  |
| 17. | Torgbui Tekple-Garikor | Male   | Anlo beach   | Chief                       |
| 18. | John Kennedy Attipoe   | Male   | Anlo beach   | Fisherman                   |
| 19. | Nana Adam Eduafo       | Male   | Aboadze      | Chief Fisherman             |
| 20. | Nana Krah Panyin       | Male   | Akwidaa      | Chief Fisherman             |
| 21. | John Ransford Arthur   | Male   | Akwidaa      | Chief Fisherman's secretary |
| 22. | Aba Akuro              | Female | Akwidaa      | Fishmonger                  |
| 23. | Josephine Laryea       | Female | Takoradi     | Service person              |
| 24. | Cephas Asare           | Male   | WorldFish    | Research Analyst            |
| 25. | Godfred Ameyaw Asiedu  | Male   | WorldFish    | Fisheries Advisor           |
| 26. | Emmanuel Papa Assan    | Male   | Takoradi     | Facilitator                 |

## Annex 2: Ground rules and Expectations

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### Ground rules

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- No sleeping during sessions
  - Phones should be either switched off or put on silent
  - There should be minimal movement in the conference room
  - Respect one another's views
  - Maximum concentration should be given during the sessions
- 

### Expectations

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- How to rule my community with the law
  - To help my community by communicating our issues well
  - How to engage my community
  - How to organize/mobilize meetings
  - To acquire knowledge and skills
  - How to get market for my work (fishing)
  - To build confidence to communicate to my community members
  - To help create a unity of purpose among fishing communities
  - To in turn teach what I have learnt to my community (implement action)
-

## Annex 3: Daily reflections

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### DAY 2

→ What main lesson did you learnt from the workshop?

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- The presentation on manager versus leader
  - The presentation on organization skills
  - The importance of feedback
  - Developing better communication skills
  - We are not all equal – lesson from the age continuum exercise
  - To go back and teach my people what I have learnt
  - It is necessary to be authoritative and firm sometimes
  - Leaders are those that make things happen
  - As a leader we should try as much as possible to avoid leadership traps
  - The leader must interact a lot with his followers
  - We should consider everyone's views, both young and old
  - We should respect ourselves
  - We should be attentive in listening and particular to every instruction
  - We should maintain eye contact when talking to people
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→ What you liked the most about the workshop?

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- The patience everyone had for the translations to be made for the Ewes
  - The unity amongst us though we are a diverse group
  - Everyone is important
  - The pictorial representation of leadership with some past leaders
  - Everyone was given the opportunity to speak regardless their ages
  - The types of leadership, their merits and demerits
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→ What you didn't like about the workshop?

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- There were no handouts given for the presentations and we couldn't write down everything
  - The intermittent interruption of the presenter whilst he was talking
  - The bed is too big for one person only, we should be paired up
  - The slides moved too fast so I couldn't keep up writing
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### DAY 3

→ What main lesson I learnt from the workshop?

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- I learned to also to give room for failure and success; understand that failure is allowed.
  - I learned to think outside the box as a leader from the exercise to come up with possible conflict issue in my community. I thought of myself and my immediate concerns but not about how I also affect the nation as a whole.
  - I learned to compromise and not to always think that whatever I do is right.
  - I learned that as a leader in the community we should learn to accommodate everyone; think of everyone and not only yourself.
  - We thought of only ourselves during the conflict exercise instead of thinking of the bigger picture.
  - From the presentation I got to know my style of leadership which is paternalistic.
  - I learned to compromise as a leader and not always be like a lion.
  - I learned to compromise as a leader.
  - I need to make sure my children get educated.
  - Compromise and forgiveness is a good attribute of leadership.
  - I have learned how to organize effective meetings and that time management is an essential part of a meeting; and also how to remain neutral as a leader. I learned that some leadership positions (both financial secretary and treasurer) are not necessary - one can do the work. Minutes are a record of the key decision reached in a meeting. I learned to accommodate people as a leader and not react to everything said.
  - I have learned how to control my subjects as a chief by adopting all the leadership styles.
  - I learned to compromise as a leader.
  - I appreciated conflict is a part of human existence and when well managed yields positive outcome. I liked how animal characters were used to explain the different types of leadership style.
  - I learned patience from the one of the participants.
  - I've learned that compromise is also part of leadership; a leader does not impose his will on his subject.

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→ What I liked the most about the workshop?

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- Everything went well.
  - I liked the fact that we agreed that the increase in canoes is a potential source of conflict but we failed to point out the reason for the increase in canoes. The facilitator pointed out that increase in population as a result of large family size by fishermen was also a cause.
  - I'm also happy to have been given the opportunity of participate in this program.
  - I liked the handout from the training. It helped give a better understanding of office procedure.
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→ What I didn't like about the workshop?

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- I didn't like the fact that we tried to out speak the facilitator.
  - I didn't like the delay in lunch.
  - I didn't like the water because it was hard.
  - I didn't like how we were embarrassed at the bar yesterday.
  - I didn't like the delay in our meals and the insult from the kitchen staff.
  - I didn't like the part where people tend to sleep during sessions after meal.
  - I didn't like how people's concentration waned easily; if not for the facilitator's skill some people would not have learned anything.
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## Annex 4: Full responses to workshop evaluation

| Questions   | Response   |
|---|--|
| 1. Do you think the workshop has helped improve your leadership skills?   | <ol style="list-style-type: none"> <li>1. Yes, it has given me understanding of the roles leaders should play in their communities.</li> <li>2. Yes, I now know that keeping community organization's money in my house as a leader is wrong.</li> <li>3. Yes, I now know that anybody can be a leader.</li> <li>4. As a leader I have learned to be accommodating and also be firm in my decisions.</li> <li>5. I now have an understanding that most of the meetings are just personal discussions and not real meetings because most of the talking is done by the executive and the attendees are left to listen and not participate in decision making. I'm grateful to the Initiative for the opportunity and I know when I get back to my community I would make sure meetings are steered in the right direction.</li> </ol> |
| 2. What could be done to improve this workshop for the training of others | <ol style="list-style-type: none"> <li>1. Workshop should include how to manage human beings.</li> <li>2. Time management</li> <li>3. Workshop should be extended to other chief fishermen and traditional leaders because they also need the skills to help with their work in the various communities and also reduce conflicts that arise as a result of leadership. This is because in the space of the days we have been here we have learnt a lot.</li> <li>4. Training should include the recalcitrant in the community instead of the law abiding ones.</li> </ol>   |
| 3. How would you rate the facilitator                                     | <ol style="list-style-type: none"> <li>1. Use of Fante and Ewe by the facilitator encouraged active participation from participants though it slowed down the process.</li> <li>2. The facilitator employed the use of interactions in his presentations which resulted in the participation of participants.</li> <li>3. The facilitator was patient with us, he really took his time to teach and made sure we understood it well</li> <li>4. The facilitator is a very good.</li> </ol>   |
| 4. How would you rate the workshop – good, average or bad?                | <ol style="list-style-type: none"> <li>1. 19 participants: Good</li> <li>2. 3 participants: Average</li> </ol>   |

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5. Other suggestions

1. Our pictures taken during the workshop should be shown to us as slide shows.
  2. We should not focus on the per diems from the workshop (but) rather on the knowledge gained.
  3. Participants could be given the option to pair in rooms to save cost.
  4. Meals should be promptly served to avoid wasting scheduled time for the workshop.
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## Annex 5: Workshop program

### Day 1 : Wednesday 13th March 2013

|                 |   |
|-----------------|---|
| 08:30           | Registration  |
| Opening session |   |
| 09: 00          | Opening by WorldFish Fisheries Advisor              |
| 09: 10          | Background, objective and workshop guidelines       |
| 09: 25          | Ice-breaker - Workshop expectation and ground rules |
| 09: 45          | Exercises   |
| 10: 45          | Coffee break  |
| 11: 15          | Leadership Skills                                   |
| 12: 15          | Discussions: Leadership Skills                      |
| 13: 00          | Lunch   |
| 14: 00          | Exercises   |
| 15: 00          | Communication Skills                                |
| 16: 00          | Discussions: Communication Skills                   |
| 17: 00          | Adjournment   |

### Day 2: Thursday 14th March 2013

|        |  |
|--------|--|
| 09: 00 | Reflections                                  |
| 09: 20 | Organizing an Effective Meeting              |
| 10: 20 | Discussions: Organizing an Effective Meeting |
| 11: 05 | Coffee break                                 |
| 12: 05 | Exercises                                    |
| 13: 00 | Lunch  |
| 14: 00 | Conflict Management                          |
| 15: 00 | Discussions: Conflict Management             |
| 16: 00 | Breakout Group session                       |
| 16: 30 | Plenary                                      |
| 17: 00 | Adjournment                                  |

### Day 3: Friday 15th March 2013

|        |                                     |
|--------|-------------------------------------|
| 09: 00 | Reflections                         |
| 09: 20 | Exercises                           |
| 10: 20 | Good Governance                     |
| 10: 45 | Coffee break                        |
| 11: 05 | Discussions: Good Governance        |
| 12: 05 | Lunch & Group Photo                 |
| 13: 05 | Workshop Evaluation and adjournment |