
PI

program information.

key outcomes.

Women have achieved learning and motivational outcomes that form the foundation of the ultimate goal – a greater level of understanding about their own personal worth, strength and purpose.

These include:

- Developed holistic personal and problem-solving skills
- Improved confidence and understanding of value
- Enhanced social support networks
- Greater understanding in relation to gifts and talents
- Greater awareness of community contribution and participation

strengths-based approach.

ShineWOMEN focuses on addressing the strengths and skills the participants possess rather than their weaknesses or deficits. All people have strengths but many are unrecognised and unused by the individual. The strengths-based approach inspires participants to grow and change by using their strengths as a personal resource. As people become engaged through experiential and interactive activities, participants can begin to discover their inner strength, skills, personal identity and qualities.

ShineWOMEN encourages participants to become the expert within their own life. They are the ones who can tap into their own potential and discover their personal identity and worth. Ultimately, the process of discovering and understanding ‘the self’ always comes from within the participant’s own perspective. The facilitator is there to draw out the best from each participant and to be a guide in the process.

cognitive behaviour therapy (cbt).

Cognitive Behaviour Therapy helps a person to change unhealthy or unhelpful thoughts and behaviours into healthy and helpful thoughts and behaviours. It aims to change the way an individual thinks about an issue and teaches the individual skills to change their behaviour. CBT is used in ShineWOMEN to address some commonly held mindsets or views of areas such as bullying, respect, relationships and consequences of decision-making, and aims to solve problems concerning dysfunctional emotions and behaviours through group discussion, guest speakers and personal reflection activities.¹ It should be noted that although these approaches are employed, the ShineWOMEN program does not seek to adapt a therapeutic approach.

experiential learning.

ShineWOMEN applies experiential learning to purposefully engage participants through direct experience and focused reflection in order to increase knowledge, develop problem-solving skills and clarify concepts. Practical sessions are designed to create a non-confronting environment for women that helps remove communication barriers and assists in building rapport in the relationships between participants and facilitators.

The facilitators' role is to organise and facilitate experiences that lead to genuine learning. Our hope is that such learning will create long-lasting and meaningful memories for each participant. This often requires the group to partake in preparatory and reflective exercises.

METHODS TO FACILITATE LEARNING INCLUDE:

VISUAL – videos, charts, whiteboards, notes

AUDITORY – discussions, interviews, music, personal stories, short teaching sessions, audios

KINAESTHETIC – role plays, physical activity, small group work, whole group work

Interaction and contribution by participants promotes understanding and empowers people to move forward, using skills learnt within the group.

¹ The Better Health Channel (2011) *Cognitive Behaviour Therapy*. [Online] Available: www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Cognitive_behaviour_therapy [23/03/11]

emotional intelligence.

The ShineWOMEN program is focused on developing emotional intelligence. Daniel Goleman's Emotional Intelligence Quotient², or EQ, looks at a person's intelligence beyond exam results and in terms of what it takes to build a holistic and successful life. The two characteristics of emotional intelligence are to understand yourself (your behaviour, goals, intentions and responses) and to understand others, including their feelings.³

Studies reveal that emotional intelligence influences behaviour in an individual's academic achievement and work performance, the ability to build interpersonal relationships, communicate effectively, solve everyday problems, and make moral decisions.⁴

ShineWOMEN develops EQ principles by exploring the following areas:

- Self-awareness
- Communication skills
- Personal responsibility
- Personal decision-making
- Self-disclosure
- Conflict resolution.
- Managing feelings
- Self-acceptance

research and development.

Evaluation is considered vitally important to develop ShineWOMEN as a mentoring program. This tool can be used to measure effectiveness and illuminates where improvements can be made for the program to be at its fullest potential.

It was found that a 3-dimensional scale using Rosenberg's (1989)⁵ Self-Esteem Scale, Schutte, Malouf and Bhullar's (2009)⁶ Emotional Intelligence Scale, and Ryff's (1989)⁷ Psychological Well-Being Scale explored the concepts of Worth, Strength and Purpose, reflecting the measure of self-esteem, emotional intelligence and purpose in relation to this program. The participants would be measured prior to attending and after completing ShineWOMEN. By measuring both stages, we have an opportunity to ascertain whether the outcomes are fulfilled. Both forms for each participant should be sent to the Shine Head Office and kept anonymous and in a confidential place. Also, a 3 to 6 month follow-up phone interview is recommended to ascertain whether there has been improvement. This is important, as it is likely that the participants will leave the group on an elevated 'high'. As a result of a longitudinal study, there will be further evidence of the effectiveness of the program in terms of personal and professional growth. (See Appendix N for the survey and interview questions.)

2 Goleman, P. D (2005) *Emotional Intelligence*. Bantam Books 3 Businessballs. *Emotional Intelligence (EQ)* [Online] 2008 – Last updated. Available: www.businessballs.com/eq.htm [06/02/09] 4 Emmerling, R., J. Shanwal, V. K. Mandal, M. K. (Eds.) (2008) *Emotional Intelligence - Theoretical and Cultural Perspectives*. Nova Science Publishers, Inc. (March 25, 2008) [Online] 2009 – Last updated. Available: http://www.eiconsortium.org/Emotional_Intelligence_Theoretical_and_Cultural_Perspectives.htm [06.02.09] 5 Rosenberg, M., 1989 *Society and The Adolescent Self-Image*. Revised edition. Middletown, CT: Wesleyan University Press Rosenberg's Self-Esteem Scale [Online] Available: www.wwnorton.com/college/psych/psychsci/media/rosenberg.html 6 Schutte, N.S., Maloufi, J.M., & Bhullar, N. (2009). *The Assessing Emotions Scale*. Stough, Saklofske & Parker (Eds.), *The Assessment of Emotional Intelligence*. New York: Springer Publishing, 119-135. 7 Ryff, C. 1989. *Happiness is everything, or is it? Exploration on the meaning of psychological well-being* Journal of Personality and Social Psychology, 12:35-55.

team building.

There are many different roles and responsibilities in implementing the ShineWOMEN program, so we advise to build a team for maximum impact and success. For example, in a class of 15 participants, there could be one facilitator and one or two co-facilitators depending on what the session requires.

TEAM PHILOSOPHY

ShineWOMEN encourages facilitators to create a unique neutral environment which can reduce any feeling of an 'us and them' culture. In using the analogy of a train ride, all the participants join together to travel the journey. This is why the program is best facilitated with a strong team who are supportive, great listeners and skilled at facilitating. Ultimately, it's the team carrying the message within ShineWOMEN.

ESTABLISHING A TEAM

It's important to take the time to build a good team with people you have met personally, who you believe are reliable and have possibly built relationship with. You and the organisation you represent are accountable for the behaviour and actions of your team. It is important to properly screen the applicants even though you might know them well. Follow your organisation's procedures with regard to the recruitment and involvement of the team, volunteers and guest presenters.

If there is no procedure, establish one with an application form and consider the applicant in the following areas:

- Related qualifications and/or experience
- Suitability to work with participants and issues they face
- Length of time you have known them
- References: 2 referees (log the responses on the form)
- Duration of time the applicant can commit to involvement is a minimum of 12 months.

Your team members or co-facilitators are a valuable asset to the group. It is important to care for and build into each individual team member, becoming aware of their limitations and be able to nurture their particular gifts and skills. Building and investing into your team contributes to making ShineWOMEN more effective and promotes its success in the community.

TEAM ROLES

Outlined below are team roles that can be established within the program.

FACILITATOR: The facilitator is the one who leads each session and maintains the structure and fluidity of each session.

CO-FACILITATOR: The co-facilitator comes alongside the facilitator and can be trained to eventually run the sessions.

PRESENTERS: Presenters are guests who may be invited to speak or share their story on a particular session topic. This could be for 10 minutes or up to a maximum of 30 minutes but it is advised to not go for the length of the whole session.

SET-UP: This is a coordinator role, which ensures that the room and any props or materials required are ready for the session. Set-up includes: Room set-up, Preparation of refreshments, Resources for the day – pens, paper, items for activities, photocopies.

SUPPORT PERSON: ShineWOMEN is NOT a counselling session. The support person is there as a friend and to ‘come alongside’ participants during the sessions only. The scope of team roles is not limited to the above, as roles can expand and grow depending on your own organisational structure and local setting. Other suggestions can include: Advertising the program in your community, Seeking sponsorship and funding, Pathway options in your organisation, Partnering with other organisations and community development.

Note: The ShineWOMEN program values excellence; as a team, decide to place excellence on everything that is being carried out. This also demonstrates the value that is placed on the individual.

outworking a session.

BRIEF

Allow time to brief your team on the plan for the session. Communication is vital for the team to operate together, so make sure each team member knows what is required of them and that all tasks are delegated. People are empowered to contribute when given responsibility. Participants can tell if a team is not operating cohesively.

PREPARE

ShineWOMEN takes time, organisation and thought. The effort that is made for the participants signifies the value that is placed on them. Every aspect of group preparation creates an atmosphere of value.

It is a good idea to organise the items and resources needed for the session in advance and have a checklist so that the team is not running around moments before the program is due to start. Being organised and mentally prepared allows the facilitator to remain calm and 'present' with the group.

session facilitation and implementation.

When we are in the group, from start to finish, be 'present'. Give 100% attention and energy to the group and the participants. Decide on excellence, as everything we do speaks and demonstrates the value we place on each individual.

DEBRIEF

It is important for facilitators and the team to debrief with each other after each session. This allows the team to reflect back and evaluate the session and prepare for the following week. Debriefing encourages personal reflection, allowing the opportunity to identify any triggers that may be present within themselves that may create an issue in facilitating the course the following week.

FOLLOW UP

Allow time to follow up with the participants in the group, particularly if they are going through a difficult time. If possible, connect them into established pathways such as community services, counselling and/or support groups.

getting started.

ShineWOMEN is best implemented when it is well supported and under the leadership of your local organisation.

VENUE

Ensure the venue is ‘environmentally friendly’ and easy to access. This includes:

- Space for all the participants to sit comfortably
- Teaching aids available
- Low noise
- Safe – windows, doors, clean and uncluttered hazard-free room
- Accessibility after hours.

SET-UP

One of the keys to demonstrating value to the participants is doing everything with excellence. This may be emphasised through actions, speech and personal attitudes. During set-up, facilitators are encouraged to take time in preparing the room and to also be creative!

The presentation of the room can create a responsive, warm, friendly and open atmosphere. This is probably the first thing the participants will encounter. Setting up the room differently to regular classes can create anticipation. It also shows that you believe the students are worth the effort of arriving early and setting up the room nicely. It adds another layer that communicates value.

Changing the room for different sessions and concepts can increase learning capacity.

Invite intrigue by covering props and having hidden surprises. This stirs emotions and lifts expectations.

Practical tips for set-up:

- Keep the set-up design simple and modern.
- Make sure the room is safe, uncluttered and comfortable.
- Take into account lighting, sound and positioning of furniture.

ATMOSPHERE

A ShineWOMEN group could best be described as feeling like the women are sitting in their living room, talking about current concerns they need to talk about whilst relaxing and having fun. There are a number of elements that impact on atmosphere:

SEATING

If possible, move all the chairs and tables into a square or circle so that everyone can see each other. Have the facilitators spread out around the circle so they are part of the group. Stay seated when you are speaking or presenting. Being on the same level as the group can reduce intimidation and make it easier to relate to the participants.

VISUAL

Basic items that can be used as props for a session can make a huge difference to the way the room looks. You can be as creative as you like, but it doesn't have to be too complicated. The session title on the board can stir up curiosity. Collages and posters with words or quotes on them are also excellent for participants who are visual learners.

MUSIC

During the first few weeks it is great to have music playing. The right music can create a fun atmosphere. It also takes away any awkward silences. Music with positive lyrics can also be a powerful message to help communicate the concepts you are trying to get across. You may choose to have music playing throughout the session or just during certain parts, such as the activities. Again, music can also be a distraction if it is too loud, so it is important to keep that in mind.

BUDGET

Be creative with the budget you have. Also see our tips on applying for funding.

shineWOMEN guidelines.

Establishing group guidelines is a way of setting boundaries within the group and reinforcing respect and value for one another. Guidelines are formed in partnership with the group as to what should be acceptable and not acceptable. It focuses on how to respect and value each other rather than establishing rules and regulations. Emphasise that the reason we use the agreement form is to build trust, and create safety in sharing their opinion or opening up to the group. This is also an opportunity to screen the women in case there are concerns of serious psychological problems, victims of trauma or abuse, mental health, learning difficulties and so forth. However, it is up to the organisation that has already identified the women to determine who is not suitable for group work. In this case, seeking a professional psychologist or counsellor might be an option. See Appendix O as an example.

CONFIDENTIALITY

The information discussed during the groups is usually of a personal nature and may not have been told to anyone else. It could be information about their fears, relationships, or the difficulties they encounter in their life. They are allowing themselves to become vulnerable to us on the basis that the information remains confidential. We endeavour to establish a professional relationship with participants, while at the same time partnering alongside them as they discover their unique identity and self-worth. However, the duty of confidentiality is not an absolute. There are certain times when we are required to override confidentiality.

For example:

- When required to by law – for example, court order, a major crime, mandatory reporting
- When it's in the 'public interest' – for example, a public health issue
- When the person is harming themselves or others, or at risk of doing so
- When it is a part of a 'treatment'/'support' team, and then only what the participant consents to being revealed.

To maintain a professional code of ethics, group members need to be assured that generally, information they share within the group will be kept confidential amongst the group members and facilitators. This needs to be reinforced prior to participants and facilitators signing the group agreement, and filling out the pre-program survey.

SUPPORT FOR PARTICIPANTS AND FACILITATORS

There are some sessions which can cause challenging personal issues to surface for the group participants. Counsellors or social workers should be available on site when the group is implemented in the case of matters arising for the participants, or for facilitators to debrief after a session when required.

pathways.

Pathways are simply about the next step after ShineWOMEN. Your pathway approach will be unique to your organisation. This gives you the opportunity to facilitate initiatives within your organisation relevant to the participants that you have connected with. Connection and relationship with the participants are formed throughout.

Whilst ShineWOMEN is complete in itself, follow-up steps through pathway ideas can be very beneficial. Some ideas may include social outings, justice projects helping others, activities, social groups and so forth. Pathway options can also include connecting women to community services such as:

- Counselling
- Nutrition/exercise programs
- Education
- Volunteer work
- Employment
- Women's centres
- Financial budgeting
- Health care
- Mentoring between women in business and women in charity and the non-profit sector.⁸

⁸ <http://theaspirefoundation.org/>, <http://bigbrothersbigsisters.org/>

getting started SUMMARY

MAKE SURE YOUR VENUE IS 'ENVIRONMENTALLY FRIENDLY'.

ENSURE THAT EVERYTHING YOU DO, INCLUDING ROOM SET-UP, PRESENTATION, ADVERTISING AND PROMOTION IS DONE WITH EXCELLENCE AND COMMUNICATES VALUE.

BUILD A STRONG TEAM AND ALLOCATE ROLES AND RESPONSIBILITIES TO EACH TEAM MEMBER.

ENSURE CONFIDENTIALITY AND TRUST IS DEVELOPED AND MAINTAINED WITHIN THE GROUP AND YOUR TEAM.

THINK ABOUT WHAT PATHWAYS YOU CAN CONNECT THE WOMEN TO AFTER COMPLETING SHINEWOMEN. WHAT ARE THEIR NEEDS AND WHAT IS OUT IN THE COMMUNITY FOR THEM?

facilitator information.

An important skill in running ShineWOMEN is facilitation. Facilitation is about leading a group toward a desired outcome and encouraging active participation from all members in the group. So unless the facilitators of this program are teachers, it is strongly encouraged that each group has at least one accredited facilitator and a facilitator-in-training. The accredited facilitator should have (or is working towards) accredited membership with the Institute of Group Leaders (www.igl.org.au). To be eligible for accredited membership you must:

- Complete a 30-hour group work training course (acceptable to the Institute)
- Facilitate at least 80 hours within the past three years
- Receive regular supervision for the group work facilitation
- Attend regular continuing education workshops.

Facilitation is about them, not you. Be yourself and don't be afraid to be genuine. Remember to be a positive role model. Some participants rarely have opportunities to connect with positive role models. The following summary is helpful to read before each session.

KEY CHARACTERISTICS OF GOOD FACILITATION

- Empathy
- Listening skills
- Confidence
- Maintaining a level of control so the outcome of the session is achieved
- Being able to create an environment that is harmonious
- Knowing your session content
- Achieving set outcomes
- Meeting the needs of both the facilitator and participant throughout each session
- Creating a safe environment

ESSENCE OF FACILITATION:

- Draw out ideas and input from the group
- Exude a friendly attitude
- Give clear direction
- Work in a team environment
- Make things easier so that the group achieves together
- Be diplomatic and non-judgmental
- Analyse situations and assess needs
- Have the ability to handle conflict and hostility
- Involve yourself, yet remain objective
- Have the ability to remember names and session processes
- Encourage contributions from participants
- Be empathetic and actively listen to each participant and team member.

CHARACTERISTICS THAT HINDER GOOD FACILITATION:

- Poor preparation
- Imposing personal values or views
- Being too directive or passive
- Assumptions about session knowledge
- Not being clear about the purpose of the group
- Low expectation of participants
- Talking all the time
- Spotlighting a shy participant
- Giving 'answers' vs the group learning from each other.

KNOW YOURSELF

- Understand yourself and others
- Recognise your strengths and the areas where you can improve
- Keep a sense of humour.

THE PROCESS AND ACTIVITIES FACILITATORS USE NEED TO:

- Be consistent with the core concepts
- Create opportunities for people to hear each other's experiences i.e. seat people in a circle
- Achieve session outcomes
- Build relationship with participants.

FACILITATORS ARE:

- Relational
- Analysers
- Supporters
- Purposeful

FACILITATORS DO NOT:

- Counsel or fix people
- Fulfil the role of friends, family or partners
- Become the experts.

effective communication.

Effective communication is essential for a balanced lifestyle. Participants and facilitators are simultaneously sending and receiving a variety of messages. A skilled facilitator will take advantage of body language as well as verbal communication in order to receive messages that the participants are expressing. Body language includes eye movements, facial expressions, head nods, posture, gestures, arm movements, leg positioning and physical positioning.

When communicating within the group be aware not to use 'jargon', as it may cause separation or barriers for those who don't understand the words. There may be times when it is appropriate but only if you are sure it fits within the discussion.

There are several positive ways to enhance communication between the facilitator and participant. The following briefly highlights some techniques to improve our ability to communicate with participants.

BODY LANGUAGE:

Non-verbal cues or body language play a key role in the communication process. Observing how people are saying what they are saying can tell you much more about the content of the message, than the words themselves. Our facial expressions, body movements, posture, position and gestures all play a critical role when we communicate with others.

EYE CONTACT:

AVOID EXTREMES – don't zero in and lock eyes with any one person for an extended period of time; on the other hand, don't sweep your eyes too fast over the group.

BE NATURAL – don't establish a set pattern of eye contact (for example, the 'windshield wiper' approach to eye contact).

VOICE AND LANGUAGE:

- Know what you are going to say before you say it
- Be positive, friendly and straightforward
- Refrain from reading your notes or written materials as much as possible
- When presenting or facilitating discussions, remain enthusiastic
- Make sure you can be heard comfortably by listeners
- Watch your pace and articulation
- Rehearse your presentation beforehand, read it aloud, and get feedback if possible
- Choose your words carefully (say what you mean!)
- Have a glass of water (or a sour lemon drop) handy to counter a dry throat or a persistent 'tickle'.

tips on group dynamics.

BE A ROLE MODEL

Our behaviour is a model to participants at all times. Model a sensitive, patient and tolerant approach to the issues that are presented in the group. Listen attentively when participants share experiences, or when emotions are being expressed. Never make light of people's experiences or discount their feelings. However, balance the needs of individuals with the needs of the group as a whole. Also try to explain issues and to respond in ways that maintain participants' intrinsic worth, without appearing strongly biased concerning the subject matter.

DON'T KNOW EVERYTHING

Although you may possess extensive knowledge pertaining to the subject matter, periodically you may get a question that you are unable to answer. Don't hesitate to admit that you don't know the answer but advise the group that you will find out and follow up with them.

ENCOURAGE PARTICIPANTS

Encourage participation and the sharing of ideas, while maintaining the focus of the discussion. Some participants will have never discussed the subject material in a formal context before. Sharing experiences can help the whole group to gain a better understanding. Differences in opinion and approach are normal. Allow differences of opinion to be expressed. Create an atmosphere in which participants do not feel judged because of their beliefs.

Don't get into debates or try to 'win' arguments with participants. We all have the right to our own opinion. At the same time, be aware of those participants who are quieter than others and encourage them to join the discussions.

KNOW YOUR PARTICIPANTS

This course has specific learning or performance objectives. Knowing your group can help you:

- Stay focused and on track
- Create opportunities for participants to resolve issues that are important for them
- Anticipate discomfort or particular problems
- Be prepared for strong feelings on certain issues
- Obtain as much information as possible about the group prior to implementing the message.
- Background on their familiarity with the subject material, experience, and current related issues can be helpful.

AWKWARD SITUATIONS

Periodically, challenging situations will arise when facilitating the course. Experienced facilitators will have developed 'tried and proven' techniques for handling and responding to many of these; however, for the new facilitator, challenges can be somewhat intimidating. What if the group won't respond? What if one participant adamantly disagrees with the rest of the group? What if everyone is talking at once? These situations periodically occur throughout any group. Some suggested techniques for handling them are covered in the following paragraphs.

TOO QUIET

Tactfully draw the participant out, but don't force them too early in the course. Some participants need more time to relax and feel comfortable. Don't assume that they don't have anything to contribute; it may mean that they just need to be encouraged. It may help if this participant is not seated next to a talkative individual. If they appear receptive, ask for their thoughts on the topic under discussion – especially when you know she has experience or ideas on the topic. Another suggestion could be to ask the young person to help pack up chairs with you and your team at the end of the session. You can use this opportunity to build rapport and encourage them.

PRIVATE CONVERSATIONS IN THE GROUP

Private conversations may be an indication of keen interest in the subject or of participants becoming distracted on other matters. Give gentle reminders of what was covered in the group guidelines. This will usually draw their attention back to the group without 'turning-off' participants.

TALKATIVE

It helps to distinguish between a very knowledgeable participant who is making a relevant contribution and the participant who is dominating and distracting the group. However, both need to be validated and encouraged to feel valued. We should not 'close down' a person but rather redirect their comments at perhaps a breathing space or thought interval – jump in and validate them by saying 'That's right, thank you' or 'That's where we were going' and then continue with your plan.

GROUP CONFLICT

It is never permissible for group members to be disrespectful or abusive toward one another. If you witness participants treating others in ways that may be harmful or hurtful, you must step in to help redirect the atmosphere. One way of addressing the issue is to reiterate the group guidelines established at the beginning of the course – for example, when one person is talking everyone should listen, even if they do not agree on what is being said. Allow every person to have an opportunity to present their opinion.

LACK OF GROUP ENERGY

When a group loses dynamics, becomes predictable or stale, there are no limits to the creative actions you can take to breathe some life into a group – using humour, spontaneous actions, exercise, role-playing – almost anything to get energy flowing.

EMOTIONALLY DISTRESSED PARTICIPANT

If you are noticing a participant who is visibly withdrawn, upset or emotional, approach them quietly and ask them if they are ok. Use discernment and don't make it obvious to the whole group. If a participant is displaying behaviour that is separate to the group behaviour or was different to previous sessions, ask them a few questions to see if everything is ok for them and encourage them to take deep breaths, slow their breathing down, drink some water and ask if they would like to see a social/welfare worker or counsellor.

SCAPEGOATING

Facilitators are to be conscious that scapegoating at this age is quite common. The word scapegoat has multiple meanings but primarily is when an individual knowingly allows oneself to be blamed in order to maintain the group's homogeneity. However, that individual may be an unwilling participant as it is common for the group to put down a participant in order to maintain the group's cohesion. Scapegoating can be addressed through team building activities, guest speakers and group discussions.

PARTICIPANT BEHAVIOUR

As a facilitator, be aware of inappropriate behaviour. This could include late arrivals, negativity, not participating or being argumentative. Participants need to be informed that it is inappropriate to attend the group if they are under the influence of drugs or alcohol. This should not be seen as a failure in having a successful group, but a solution in ensuring that the remainder of the group succeeds in achieving their goal. If a situation was to arise, do not undertake this on your own; rather, it's best to discuss with the supervisor or co-facilitator and then speak with the participant involved.

CLOSURE

When bringing the group towards closure, advice on other groups or support groups can be suggested if participants feel that they would like to continue to focus on their goals.

At the time of closure, recognition of people's achievement in completing the program can be made by presenting them with a Certificate of Achievement. This acknowledges the work and contribution of each person, gives a sense of completion and can be used as a tool, which may be included in resumes. See Appendix I for a sample of the certificate.

Thank each participant for their co-operation and willingness in working together as a team and encourage them in their future endeavours and successes.

shineWOMEN facilitator requirements and expectations.

MINIMUM REQUIREMENTS

- Commitment to facilitating ShineWOMEN as per the organisation's request.
- Ensure an appropriate amount of time for preparation before a session.
- Work in collaboration with co-facilitators.
- Represent your organisation and the ShineWOMEN message in a professional manner. This includes both appropriate behaviour and clothing.
- Commit to every group with excellence being of the highest quality possible.

LIMITATIONS

NEVER FORCE A PARTICIPANT TO DO SOMETHING THEY ARE NOT COMFORTABLE DOING.

For example, if you make a shy person answer a question in front of the group, chances are they will shut down for the rest of the program.

facilitator
**INFORMATION
SUMMARY**

BE YOURSELF.

WE ARE NOT HERE TO BE THE EXPERT OR PROFESSIONAL. WE ARE HERE TO CREATE AN ENVIRONMENT WHERE THE WOMEN CAN ENCOUNTER THE TRUTH OF WHO THEY ARE.

BE CREATIVE.

USE EVERYTHING TO REINFORCE THE CONCEPTS AND EACH PARTICIPANT'S VALUE.

BE PURPOSEFUL IN EVERYTHING YOU DO.

BE EXCELLENT. BE THE BEST YOU CAN BE. THE STANDARD WE DO THINGS DIRECTLY REFLECTS THE VALUE OF THE PARTICIPANT.

BE UNCONDITIONAL IN LOVE AND ACCEPTANCE OF THE PARTICIPANTS.

BUILD AN AWESOME TEAM.

KEEP THE ELEMENT OF SURPRISE.

have fun and enjoy the experience!

fundraising.

In the current fundraising environment of fewer dollars and more not-for-profit (NFP) organisations, we can't afford to waste our time and resources. Here are some suggestions of the type of information to provide for more successful fundraising:

BE CLEAR ABOUT:

- Who you are and what you do
- Who will benefit from these activities or services
- The community need you are addressing
- Your expected outcomes
- How your mission addresses that need
- Your measures of success
- The precise activities or services for which you are seeking support
- The type and amount of resources you need to achieve your desired result.

INVEST IN PROSPECT RESEARCH

Once you are clear about your needs, shift your focus to the needs of your potential donors. Learn their history and their unique interests. Learn their guidelines, policies and grant-making procedures. Learn their funding patterns, including the specific types of grants and the dollar amounts. The more information you gather the more likely it is that you will be able to find a realistic match.

CREATE VALUE

Not-for-profit organisations exist to make a difference. But in order to attract funding, you must be able to answer two key questions:

- How will your request help the donor meet their philanthropic goals?
- In what specific ways will the donor benefit from contributing to your organisation?
- If you can develop a compelling statement describing how they will benefit from your outcomes, you have probably found a good match.

In addition, demonstrate that you are a mission-focused and a results-oriented organisation by:

- Presenting a well-developed plan for implementing and evaluating your activities
- Providing evidence of your competence and capacity to deliver, documenting that you will be able to sustain your proposed activities.

PLEASE NOTE: As previously detailed, you will need to seek independent legal advice to ensure you are legally compliant for fundraising in your jurisdiction.

BUILD COMMUNITY PARTNERSHIPS

Foundation and corporate funders receive many more requests than they are able to fund. They are keenly aware of the duplication that is prevalent in the non-profit sector and the large number of non-profits requesting funds to address related issues.

- Corporations and foundations are more likely to fund requests (and to give higher amounts) if the work plan demonstrates a true partnership among several organisations. Working through territory and other issues is difficult, but it is worth the effort.
- All of us spend a great deal of time raising money from corporations and foundations. Investing time and resources in researching the most likely prospects increases the chances for success. Focusing on the benefits that organisations will gain from supporting you will increase your chances even more.

FUNDING AND SPONSORSHIP

Internet – search websites such as *communitybuilders.nsw.gov.au* and *philanthropy.org.au* as well as the classified section of major newspapers. Requests for tenders may also be included in the business section or in other areas of the paper.

- Local government bodies
- Local council
- Professionals in your community
- In-kind donations
- Sponsorship on items used for supplies
- An organisation may want to ‘sponsor-a-woman’ for the duration of the message.

PREPARE YOUR PROPOSAL

- **BACKGROUND** – Who are you? What does your organisation do? Be brief and to the point.
- **NEED** – What is the need? Provide statistics – demonstrate that you know your community and that you have done your homework.
- **GOAL OR PURPOSE** – State your desired outcomes, what do you want to achieve? Structure and Management: How would the message be structured and managed?
- **TIMEFRAME** – When would it start/finish?
- **SUMMARY BUDGET** – Ballpark figures – capital needed, overheads, income. This can be done in a simple table.

Promotion may be achieved through networking. Often there are people in your network who could support your work in Shine. Source people who have fundraising or submission writing experience.

NOTE: This Facilitator Guide and accompanying Journals are provided to help facilitate the running of the Shine program. Although the content of the program is copyright protected it does NOT constitute, or contain legal, medical or other advice. Use of this handbook and running the program, is entirely at your own risk.

SHINEWOMEN
