



## Overview

Gender mainstreaming involves not only influencing people and procedures to change, but also the ability to manage that change. It is therefore important to have an understanding of change and the processes of change management.

The Change Management Briefing explains what is meant by change management. It provides a simple model of the change process and an overview of change perspectives in the GMS. It then focuses on four features of a change management approach that are important for gender mainstreaming:

- a planned change system;
- a focus on results;
- key dimensions of capacity; and
- process management and facilitation.

## What's in this module?

Finally it looks at types of resistance and how to counter them.

This is the fourth core module of the Trainers Guide, providing general activities on change that apply across sectors. There are seven activities. Together these form a programme, each session leading to the next. You can also adapt and use them separately. The activities follow the sequence and content of the Change Management Briefing. They cover an introduction to change management and its main features (4.1 'Why focus on change management?' and 4.2 'Main features of change management'), comparing experiences of change (4.3 'Applying change management features'), developing starting strategies for people's own work contexts (4.4 'Capacity development' and 4.5 'A starting strategy') and work on strategies and process management (4.6 'Selecting strategies' and 4.7 'Working with resistance').

## Checklist

- Make sure you are familiar with the contents of the Change Management Briefing before you start to deliver the training activities in this module.
- The Toolkit Action Guide Unit 7 'Change Management' takes you through the briefing and will help you apply the ideas to your own context and experience.
- Look through the 'To help you choose' table in the Introduction to this Trainer's Guide for activities, topics, methods and handouts from other modules and sectors that you can adapt to fit your purposes.
- Always start planning your training with an analysis of your learners and their needs.
- Use the 'How to' briefings in the Introduction to this Trainer's Guide to help you design your training.

## Background

Make sure too that you are familiar with the issues for your sector, by working through the Toolkit Action Guide Unit 4 'Using the sector manuals' and your relevant sector manual(s). The Trainers Guide Module 1 'Introducing the GMS' links closely to this module. Module B 'Public service' includes a session B6 'Dealing with resistance' that can be used as a follow-up activity to this 'Change management' module.

## ACTIVITY 4.1

### Why focus on change management?

**Aim** To evaluate the group's previous experiences of training and capacity development for gender mainstreaming

#### Outcome

- Draw on experiences to identify the results, impact and effectiveness of training on gender equality and equity

**Time** 45-60 mins

**Materials** Flipcharts and pens, Change Management Briefing

#### Steps

- 1 Review aim of session. (5 mins)
- 2 Divide participants into small groups (6-10 people). Ask each group to discuss the following questions:
  - What is your experience with training on gender equality and equity?
  - What is your experience with building capacity and gender mainstreaming?
  - How do you summarise the results of that experience? (10-15 mins)
- 3 Ask each group to draw up a group profile of the results from training on gender equality and equity, based on their pooled experience. (10 mins)
- 4 In plenary, ask the groups to report back. Sum up the main messages on a flipchart and draw conclusions linked to results, change and effectiveness. Reinforce from participants' experience. (10 mins)
- 5 Review the reasons for including change management in a programme supporting use of the GMS materials. (5-10 mins)

#### Notes

- Participants may list activities (such as workshops held, numbers of people trained) as results. You could introduce the logical results chain of outputs – outcomes – impact at this point, to help people see that:
  - activities are not outputs;
  - a results focus requires a deeper look at different types of results; and
  - examples given are legitimate outputs, but the point of a change management focus is to look at outcomes and the longer-term impact of managed change, not just outputs.
- You can refer back to participants' pooled experiences in later sessions.



## ACTIVITY 4.2

### Main features of change management

**Aim** To draw from participants' experience the main features of change management

**Outcome**

- Identify the four main features identified in the Change Management Briefing (a planned change system; a focus on results; key dimensions of capacity; and process management and facilitation)

**Time** 45-60 mins, or longer if you want to make further links at the end of the activity

**Materials** Flipcharts and pens, Change Management Briefing

**Steps**

- 1 Review aim of session. (5 mins)
- 2 Divide participants into buzz groups of three people sitting together. Clarify the steps and the task/output. (3 mins)
- 3 Drawing on experience, each person identifies what s/he considers to be an essential feature of a change management approach. The three people in the group do rapid rounds until they cannot think of any more features. They then group related points to give a starting framework of essential features. (15 mins)
- 4 Two buzz groups join together. They compare their frameworks and combine them into one, adding to the framework, but keeping it to what all agree are the essentials. They then join up with another combined set of buzz groups and do the same thing. (20 mins)
- 5 In plenary, ask the combined groups to report back on their combined frameworks. The group as a whole can consolidate the 'essential elements' of a change management approach. (10 mins)
- 6 Against this broad framework of change management essentials, highlight on a flipchart the four main features identified in the Change Management Briefing: a planned change system; a focus on results; key dimensions of capacity; and process management and facilitation. (10 mins)

**Notes**

- Try to draw on participants' own experiences and knowledge as much as possible for examples.
- Refer back to the overall aims and outcomes of this activity. This underscores the importance of becoming more effective at using change management methods, and taking on the role of change agent.

## ACTIVITY 4.3

### Applying change management features

**Aim** To explore and evaluate examples of change management in support of gender mainstreaming

#### Outcomes

- Assess own capacity on aspects of change management (optional activity)
- Identify examples to illustrate features of change management from own experience
- Work collaboratively to develop a profile of the group's change management experience

**Time** Up to 2 hrs, including optional self-assessment activity

**Materials** Flipchart and pens, index cards, Change Management Briefing, Handout 4.3 'Capacity self-assessment'

#### Steps

- 1 Go over the steps for this session. (5 mins)
- 2 Ask participants to read the section of the Change Management Briefing on the four main features of change management (a planned change system; a focus on results; key dimensions of capacity; and process management and facilitation). Those who have already read it can review it quickly and then move on to the optional self-assessment activity. (10 mins)
- 3 Optional self-assessment activity (see Notes). Give out Handout 4.3 'Capacity self-assessment'. Using the simple rating scale, ask each participant to carry out the individual capacity self-assessment. (Up to 45 mins, including instructions and debrief)
- 4 Write up the four main features of change management on a flipchart. Ask participants, working individually, to identify examples from their own experience and write them on index cards (one example per card). Examples: attempts to make changes through training, learning, workshops, strategic plans, upstream policy influence or grassroots access to assets. Examples can be positive or negative. For each example, ask participants to give one or two factors explaining why it worked or didn't work. (10-15 mins)
- 5 Divide participants into working groups of up to 12 people. Ask them to pool their cards as quickly as possible, combine related ones and build up a group profile. Members of the group work together, with a section of wall, moving cards around. (20 mins)
- 6 In plenary the working groups report back on their profile. Through discussion, draw up a change management experience profile. (20 mins)
- 7 The whole group can apply a rapid force-field or SWOT analysis (strengths/weaknesses/opportunities/threats) to emphasise the uses of a change management approach. (10 mins)

#### Notes

- The capacity self-assessment is an optional activity in this session. If used it needs a separate introduction and debriefing. If this is the first time people have done such an activity, introductions can take 10 minutes and feedback and debriefing 20-30 minutes. It may be useful to repeat the self-assessment at the end of the module or later in a training programme.
- Groups for the activity may need to be based on peer groups: Sharing experiences on change management often draws on knowledge about what has not worked. Having groups with mixed hierarchies may stifle open exchange.



## Capacity self-assessment

HANDOUT

4.3

This self-assessment is useful for assessing the readiness and commitment of the individual, for example, the gender focal points in ministries, departments and parastatal organisations. Fill in the questionnaire to assess your own capacity for facilitating the GMS change process.

### RATING SCALE:

- 1 Cannot or do not do this to standard consistently, regularly or independently; need help on it
- 2 Do this reasonably consistently and to standard but need occasional supervision and oversight
- 3 Am fully capable of doing this to standard and up to expectations, reliably; know job, do it well
- 4 Am so competent at this can guide and train others, lead and handle the unexpected
- 5 Don't know; have not been asked or had to consider capacity on this before, have no reference points from which to rate current capacity or identify a capacity gap

### A. General/overview facets

- A1 \_\_\_\_\_ Integrate a results management approach into facilitating and managing gender mainstreaming
- A2 \_\_\_\_\_ Apply principles of change management to daily professional delivery of services/ results
- A3 \_\_\_\_\_ Care about effectiveness, show it in practice – use a change and results focus, key indicators

### B. Planned and managed change cycles

- B1 \_\_\_\_\_ Systematically use a standard cycle of planned change to manage, facilitate processes for results
- B2 \_\_\_\_\_ Recognise parameters of change management systems, key roles in the reference context.
- B3 \_\_\_\_\_ Define and work with change agent systems as primary networks in over-all context.
- B4 \_\_\_\_\_ Reinforce organisational mandate and accountability, e.g. of managers and focal points.
- B5 \_\_\_\_\_ Reference a network and community of practice in implementing gender mainstreaming.
- B6 \_\_\_\_\_ Am familiar with, know when to intervene to guide main stages of a planned change cycle.
- B7 \_\_\_\_\_ Successfully set goals for each stage of a change cycle and manage to achieve them.

**C. Results-based logic and management of a strategy**

- C1 \_\_\_\_\_ Plan, implement strategies for change using a logical chain of results – output, outcome, impact.
- C2 \_\_\_\_\_ Define and use outputs as tangible results from specific processes and activities.
- C3 \_\_\_\_\_ Define and use outcomes as consequences of using outputs, in real life.
- C4 \_\_\_\_\_ Link outputs and outcomes consistently to contribution to longer-term impact and development goals and effectiveness.
- C5 \_\_\_\_\_ Use a gender mainstreaming strategy as main vehicle for achieving change on gender equality.
- C6 \_\_\_\_\_ Can identify a generic framework of elements for gender mainstreaming strategy - adapt, revise.

**D. Key dimensions of capacity**

- D1 \_\_\_\_\_ Explicitly identify work on gender mainstreaming as capacity development, make links.
- D2 \_\_\_\_\_ Can identify and use as leverage points of individual, transferable learning and benefit.
- D3 \_\_\_\_\_ Emphasise functional learning on gender mainstreaming for all functions (focal points).
- D4 \_\_\_\_\_ Identify/emphasise policies, procedures, organisational learning mechanisms/strategy.
- D5 \_\_\_\_\_ Link outputs/outcomes on individual/functional/organisational capacity to institutional.
- D6 \_\_\_\_\_ Link achievements, outputs and outcomes to wider development goals and impact, even if most tentatively and without attempt at attribution – some link is still made to keep purpose clear.
- D7 \_\_\_\_\_ Work with integrated frameworks of capacity dimensions useful for gender mainstreaming.
- D8 \_\_\_\_\_ Include in GMS strategy measures for action on all facets of capacity development.

**E. Key facilitation roles or facets**

- E1 \_\_\_\_\_ Recognise three main facilitation roles or facets – process, knowledge and change management.
- E2 \_\_\_\_\_ Can effectively do the process management role of a facilitator, manager of change process.
- E3 \_\_\_\_\_ Can effectively do the knowledge/learning management role of a facilitator/change agent.
- E4 \_\_\_\_\_ Can effectively do the change management role required of a facilitation/change agent in a GMS.



## F. Strategies for facilitation and change management

**HANDOUT**  
**4.3**

- F1 \_\_\_\_\_ Deliberately and systematically choose strategies from a checklist, matching to need/opportunity.
- F2 \_\_\_\_\_ Distinguish between five kinds of strategies available to change agents, select appropriately.
- F3 \_\_\_\_\_ Flexibly, constructively, innovatively and decisively apply 'problem resolution' strategies.
- F4 \_\_\_\_\_ Anticipate/directly work with resistance manifesting itself in gender mainstreaming processes.
- F5 \_\_\_\_\_ Confidently move between facilitation and change management roles, focusing on results.

**Add up your score at the end. Numbers of:**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## ACTIVITY 4.4

### Capacity development

**Aim** To identify the key dimensions of 'capacity' for gender mainstreaming capacity development

#### Outcomes

- Identify key elements for a capacity development strategy
- Develop these into a framework for action, prioritising initial activities

**Time** 1 1/2 - 2 hrs (longer if also introducing capacity development dimensions and complexity)

**Materials** Flipchart and pens, Change Management Briefing, Handout 4.4

#### Steps

- 1 Ask participants to scan the section 'Key dimensions of capacity' in the Change Management Briefing. (5-10 mins)
- 2 Open the session by referring back to anecdotes or experiences already shared in the group, about learning and results from training, and different facets of 'capacity development'. (5 mins)
- 3 In plenary, ask participants to brainstorm from their own experience elements they think are key for a strong capacity development strategy. Write these up on a flipchart. (5-10 mins)
- 4 Clarify a definition of capacity and the roles of key change agents in capacity development (linked to the planned change cycle discussed in the Change Management Briefing) for the next stage of the group's work. (5 mins)
- 5 Explain that the purpose of the next step is to develop a strategy framework for capacity development. Give out Handout 4.4 'Framework for capacity development'. Ask people to work in pairs to identify all of the other related elements they think belong in a strategy framework for capacity development. (5-10 mins)
- 6 Break participants into working groups, keeping the shared elements and framework in mind. For each dimension of the strategy framework, the task is to come up with a top priority for action for each participant's work context. These elements do not need to be final. They provide a starting point for the group to pool experience and come up with a composite strategy. This emphasises the benefits of working in teams. (45 mins total; 30 mins discussion, 15 mins to prepare report back).
- 7 In plenary, groups report back on priority actions against each dimension of capacity in the agreed framework. This is cumulative: Each group adds to what the other groups have reported, without repeating. Write up the agreed elements and actions on a flipchart. (10 mins)

#### Notes

- A capacity development strategy can be integrated within a gender mainstreaming strategy, at least in working form, for people to work on as follow up.
- It will take an estimated 2-3 months for the beginning framework of a consultative gender mainstreaming strategy to be developed.



## Framework for capacity development

HANDOUT

4.4

Dimension	Elements	Priority action
Individual		
Functional		
Organisational		
Institutional		
Societal		
Regional		
International		

## ACTIVITY 4.5

### A starting strategy

**Aim** Work collaboratively to produce a working version of a strategic plan for gender mainstreaming capacity development, which can be applied in participants' work contexts

#### Outcomes

- Identify own change agent system
- Identify role of change agents or change initiative in which involved
- Define outputs, outcomes and impact for the strategy

**Time** 2 hrs

**Materials** Flipchart and plans, Change Management Briefing, Handouts 4.5a, b and c (planning sheets).

#### Steps

- 1 Review the aim of the activity and the three features of a change management approach to be discussed in this activity (planned change system; focus on results; key dimensions of capacity). Remind people to keep in mind points from earlier learning activities and discussions. For this activity people from the same context/place/function should work together. Others should work independently and serve as resource people to each other. (10 mins)
- 2 Give out Handout 4.5a. Ask participants to go through each stage of the planned change system, naming the individuals and units in their own gender mainstreaming strategy. This enables them to identify their change agent system. (20 mins)
- 3 Give out Handout 4.5b. The next step is to start work on a capacity development strategy framework. In the Change Management Briefing section 'A planned change system' review the list of seven outputs. For each named unit and individual in the 'change system', participants identify the specific role and change initiative in which all will be involved. For participants working alone, this can be a 'road-map' with clear directions. For participants working with others, the process of negotiating the different elements of the strategy is part of the learning activity's purpose. Identify key decision makers within the planned change system. Where a champion or set of individuals are particularly significant, identify ways to engage with them regularly, at all stages of the cycle. (30 mins)
- 4 Give out Handout 4.5c. Work through the three main types of results – outputs, outcomes and impact. Set objectives along the priority dimensions of capacity. Identify results for specific target groups on all dimensions of capacity, sequencing them over time where certain things have to occur before others. Integrate quarterly reporting into the strategy. (30 mins)
- 5 Discuss the working version of the starting strategy with other participants. Revise, begin to refine and set top priorities for action on return to the workplace. (15 mins)
- 6 In plenary, ask participants to feedback briefly on their experience of this planning activity – what they found easy, what hard and what action points they have identified. (15 mins)

#### Notes

- It is important for participants to name individuals and units involved in their strategy. They should be specific about relationships between them, even if they are informal. Identifying all the key players establishes the sphere of influence.



## Planned change cycle

**HANDOUT**  
**4.5a**

<b>Stages</b>	<b>Change system</b> <i>Individuals or unit involved</i>
<b>1 Contact point</b>	
<b>2 Needs assessment</b>	
<b>3 Goals and strategy setting</b>	
<b>4 Tasks and resources</b>	
<b>5 Implementation</b>	
<b>6 Monitoring and evaluation</b>	

**HANDOUT**  
**4.5b**

## Planned change system

<b>Outputs</b>	<b>Who is involved in this</b>	<b>Their role/change initiative in which involved</b>
<b>Strategy</b>		
<b>Shared values</b>		
<b>Skills</b>		
<b>System</b>		
<b>Structure</b>		
<b>Staff</b>		
<b>Style</b>		



## Outputs, outcomes, impacts

**HANDOUT**  
**4.5c**

Mark key decision-makers with a \*

Dimensions of capacity	Outputs	Outcomes	Impacts	Timing?
Individual				
Functional				
Organisational				

**Focus on the individual, functional and organisational dimensions, but keep in mind the institutional, societal, regional and international dimensions too.**

## ACTIVITY 4.6

### Selecting strategies

**Aim** To enable participants to select from a range of strategies available to change agents, using case study material and role-play

#### Outcomes

- Identify strategies and relate to dimension of capacity
- Define targets for change and specific changes

**Time** 1 – 1 1/2 hours

**Materials** Flipchart and pens, Change Management Briefing, Handout 4.6

#### Steps

- 1 Explain the aim of the session. Give out Handout 4.6 and a case study (see Notes). The group's task is to select strategies and identify which dimensions of capacity they involve. They should also identify targets for change, and the specific changes that are to be achieved through the managed change process. Five members of the group are asked to develop a role-play for the case study and the rest of the group draw the elements of a strategy from discussion of the role-play. (10 mins)
- 2 Five members of the group prepare the role-play. Meanwhile the rest of the participants go over key elements of a GMS strategy and the range of strategy interventions available to a change agent. (15-20 mins)
- 3 Using a 'fish-bowl' technique, the group watches the role-play (15-20 mins).
- 4 The group then discuss what they saw, and their reactions to the suggested strategies. They use Handout 4.6 (or a flipchart sheet based on it) to record the strategies. (15-20 mins)
- 5 In the final plenary, debrief participants about what they have learned during the session. Which aspects of the activity were most difficult? What patterns emerged? (10 mins)

#### Notes

- Depending on the size of the group, you may want to use more than one case study example. If so you will need to allow extra time for the additional role-plays and discussion.
- Before the session choose a case study example (or more than one, if that is what you have decided) from people's experiences described in earlier sessions of this module. Or ask small groups to come up with a scenario. If using more than one example, aim to choose a range covering different target groups, circumstances and work background and examples that can draw on each of the main strategies.
- Case study and role-play example: There is a newly appointed Minister of Gender Equality in country X. The Minister is new to the job and knows little or nothing about the subject, but is a successful and rising politician. Two consultants with very different approaches are presenting their recommendations for future directions to the Minister, the Permanent Secretary and the Head of the National Commission on Women's Equality. Each person taking on a role has to communicate the strongest strategy possible to the Minister. They should draw on the change management approach outlined in the Change Management Briefing, and particularly the strategies for planning and managing change.
- The Change Management Briefing section 'Process management and facilitation' provides material for this activity.



## Identifying and selecting strategies

HANDOUT

4.6

Capacity dimension	Strategy for change	Target for change	Specific change
Individual			
Functional			
Organisational			

### Examples of strategies

- Re-education
- Advocacy – persuasion
- Power
- Constraint
- Problem resolution
- Creating and sustaining relationships
- Consulting and communicating
- Informal systems – networks and communities of practice
- Exchanging information
- Providing material resources
- Finding and developing formal resources
- Policy and implementation programmes
- Liaising with key contacts and partners

## ACTIVITY 4.7

### Working with resistance

**Aim** To identify the forms of resistance that can be anticipated in gender mainstreaming

**Outcomes**

- Describe own experiences of resistance
- Compare with other recognised forms of resistance
- Recommend actions to counter resistance

**Time** 2 hrs

**Materials** Flipchart and pens, Change Management Briefing

**Steps**

- 1 Review the aim of the session. (5 mins)
- 2 Divide participants into small groups. Ask people to reflect on their best and worst experiences of training, building capacity or trying to get progress on gender mainstreaming. Each person shares one 'best' and one 'worst' experience. (15-20 mins)
- 3 The group then analyses the shared stories, and identifies the factors at work in each – the influences working for and against the situation as it unfolded. On a flipchart sheet, they should list the supporting factors in a column headed 'best' and the factors that worked against success in a column headed 'worst'. (10 mins)
- 4 They then group together the factors that share a common aspect of resistance. These could be: individual aspects (personal opinion and attitude); functional aspects (managers did not implement existing policy); organisational aspects (no policy existed, no accountability mechanisms could be brought to bear as leverage); institutional or society aspects (relating to norms and behaviour). (15 mins)
- 5 Ask participants to scan the section 'Countering resistance' in the Change Management Briefing, which looks at patterns of resistance and counter measures. They can then compare the experiences of the group and the patterns described in the briefing, noting points of difference as well as common ground. Finally they draw up a list of actions the group recommends taking in the situations described, based on experience. (15-20 mins, up to 30 mins if participants have much to share)
- 6 Back in plenary, ask the groups to report on:
  - points of common ground and difference between their experience and the types of resistance described in the Change Management Briefing.
  - the actions recommended by this group to counter and work with different forms of resistance. People are asked not to repeat points, except to say they agree with them, and to add only new points to the recommended actions.

**Notes**

- Drawing on these experiences can be painful. Be prepared to weather out the emotions that can arise. Allow 2 hours or longer to allow the process to take its own shape.
- The small groups should not be random, but should bring together people who work together or who are in similar functions and levels in similar organisations.
- Make sure someone keeps a record of shared knowledge (for example, in reporting back on forms of resistance). This is an important aspect of facilitating a change management process.