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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Leadership Training - Apam and Winneba

JANUARY, 2017

THE UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF OCEANOGRAPHY

CRC COASTAL RESOURCES CENTER

DEVELOPMENT ACTION ASSOCIATION
"NOYAA KPEE"
Development Action Association

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Hen Mpoano: http://www.henmpoano.org
Resonance Global: https://resonanceglobal.com/
SNV: http://www.snvworld.org/en/countries/ghana

ACRONYMS

CCM	Centre for Coastal Management
CEWEFIA	Central and Western Region Fishmongers Improvement Association
CRC	Coastal Resource Center
CSLP	Coastal Sustainable Landscape Project
DAA	Development Action Association
DFAS	Department of Fisheries and Aquatic Science
DMFS	Department of Marine Fisheries Sciences
DQF	Daasgift Quality Foundation
FtF	Feed the Future
GIFA	Ghana Inshore Fishermen's Association
GIS	Geographic Information System
GNCFC	Ghana National Canoe Fishermen's Council
HM	Hen Mpoano
ICFG	Integrated Coastal and Fisheries Governance
MESTI	Ministry of Environment Science and Technology
MOFAD	Ministry of Fisheries and Aquaculture Development
NDPC	National Development Planning Commission
NGOs	Non-Governmental Organizations
SFMP	Sustainable Fisheries Management Project
SMEs	Small and Medium Enterprises
SNV	Netherlands Development Organization
SSG	SSG Advisors
STWG	Scientific and Technical Working Group
UCC	University of Cape Coast
URI	University of Rhode Island
USAID	United States Agency for International Development
WARFP	West Africa Regional Fisheries Development Program

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1.0 INTRODUCTION

The importance of fish as a food commodity in societies varies from continent to continent. In the early days of man, it was established to be an important food item. Ample evidence proves that preservation techniques for sea fish were developed as early as about 40,000 BC.

Fish contributes to millions of the world's poor caloric intake and is an important source of dietary protein, micronutrients and essential fatty acids. It is estimated that about 70% of the fish produced by this sub-sector is delivered by the artisanal or canoe category.

Fisheries in Ghana as an economic activity is still on a low-scale despite the wide coastal stretch. The low output could be attributed to high level of overfishing and total disregard to marine fisheries regulations. It is thus imperative to institute measures that will minimize post-harvest losses from the seemingly low fish output to meet the increasing population.

The high population growth of Ghana makes demand for fish that outstrips supply. Because the women dominate the fish post-harvest subsector, the situation has made the role of women in fish post-harvest activities (handling, processing and marketing) more important in ensuring that the population is not underfed, and do not suffer from malnutrition.

In Ghana, the fish post-harvest industry is marred with setbacks including poor handling, processing and weak market linkages resulting in fish of doubtful quality. Smoked fish which does not meet international acceptable standards cannot be exported.

The *"Hownam"* (*literally meaning fish smoking*) dialogue is a unique training program designed under the Sustainable Fisheries Management Project (SFMP) in year two as a way for women processors to have informal peer discussions on issues affecting them, including issues of child labour and trafficking, and to solicit support from each other. The program is to introduce especially women to an informal discussion structure on leadership, to encourage them take up leadership roles and to improve their involvement in fisheries co-management.

The *Hownam* is about learning from group experience, sharing rather than teaching and following a specified structure of teaching by an instructor. Therefore, it aims to provide a unique chance to participants to experience group dynamics and to understand how they as individuals operate within a group, experience leadership, authority, conflicts etc. The understanding and learning from the group process is supposed to lead to the understanding of leadership, power, and authority.

This training provides an opportunity for participants to experience unspoken attitudes, personalities, leadership, authority, conflicts and common ways of dealing with conflicts within a group.

1.1 Training Objective

As part of the capacity development intervention to strengthen the fishery groups and associations, the primary objective of this training is to enable build the capacity of fish processing groups on leadership and conflict management.

Therefore, this training aimed at supporting groups to identify common ways of dealing with group conflicts that hinder peer discussions and working together towards a common goal.

1.2 Training Outcomes

The main goal of this training is to enable individual women group executives to be equipped with the tools to understand current demands of leadership qualities required of them as grassroots leaders. It is also expected to strongly build in them the need for "shared vision" in group strengthening.

Participant will explore new and innovative ways of group dynamism and team building as leaders. The expected outcomes include:

- Participants experience "peer to peer" learning
- Participants understand leadership, and apply the dynamism of group conflict resolution in their own unique cases in minimizing group conflicts.
- Participants' leadership ability and conflict management capabilities are enhanced.

1.3 Training Structure, Content and Venue

This training course is a one-day intensive program for women leaders/executives in post-harvest processes in Apam and Winneba in the Central region of Ghana. This activity is a component of the Sustainable Fisheries Management Project (SFMP) under Applied Management: Improved management of marine resources to reduce over-exploitation, to conserve biodiversity and provide other benefits by USAID Ghana and the University of Rhode Island. The training focused on:

- Advocacy skills
- Development of shared vision
- Practicing empowerment and leadership skills
- Influencing policy and decision making
- Fisheries management system in Ghana
- Conflict resolution and facilitation skills

The training focused on leadership development and stressing on transformational behavioral change at the individual level through to groups as a whole. Team building will also be emphasized as key to solving most of the common problems encountered at the grass root level.

1.4 Trainers and Venue

The training which was held on 26th April 2017 was facilitated by Dickson Aderborna (SNV) and Abraham Asare (Development Action Association) with 17 participants of which 6 were males. The chosen venue (Smayak Hotel) near Apam Junction in the Gomoa West District of the Central Region of Ghana was conducive for the training; with its large and spacious conference rooms and outer spaces.

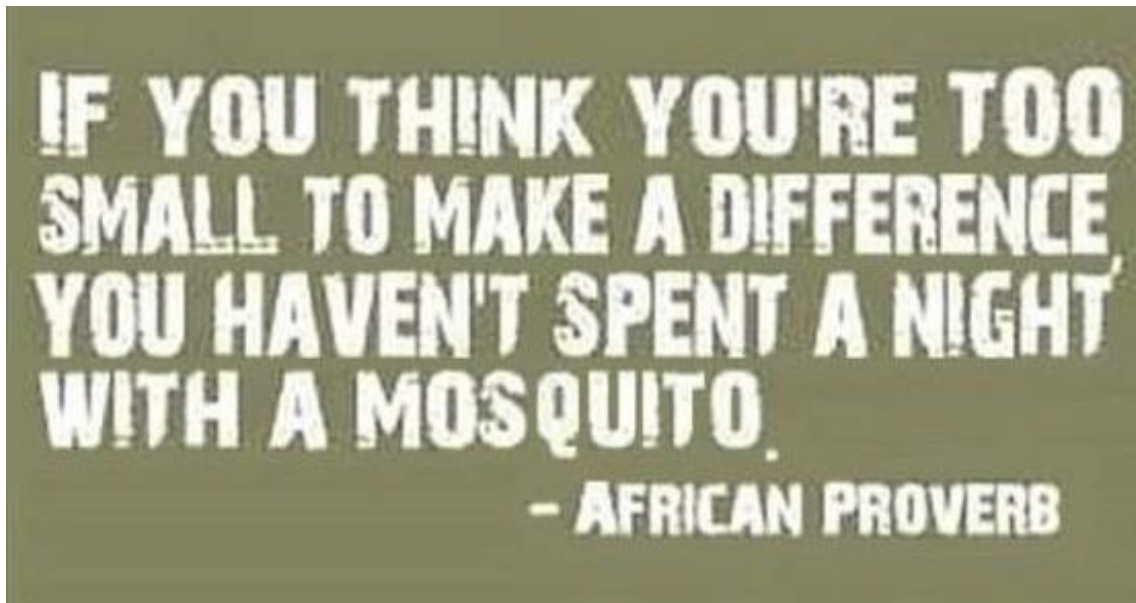## 2.0 INTRODUCTION TO LEADERSHIP

Figure 1. An African proverb that inspires the importance of every individual in a group

The introduction of what leadership is all about was demonstrated through group role play. Prior to the role play, the following were done:

- Participants placed in two groups
- Participants from individual groups put an undisclosed amount of money into a bowl
- All the money is put together by facilitators and shared amongst participants exactly as they contributed.
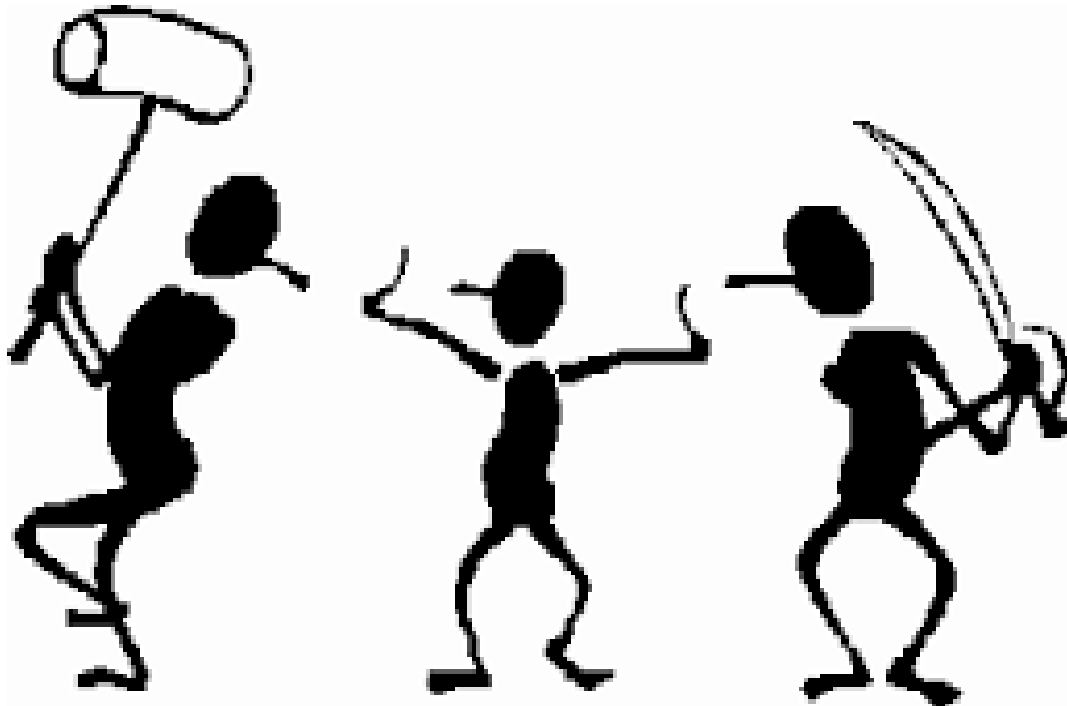

Figure 2. A depiction of the roles of leaders in a group in a community in conflict resolution.

By the end of the role play, participants in the various groups understood that leadership is their ability to inspire, assist, direct, guide, supervise and control members in a group to the benefit of the entire group, as well as the individuals.

2.1 Leadership Qualities

Participants agreed that a leader must possess certain qualities and such individuals must be seen to be exhibiting such qualities. Such individuals must;

- Motivate.
- Be a good communicator.
- Be accountable to the people.
- Delegate to others.
- Impact positively.
- Be trustworthy.
- Creative.
- Give feedback.
- Take responsibility.

At the end of the role play, beneficiaries appreciated the fact that in as much as all in a group can contribute to the up-building of the group and reduce conflicts, not all can assume the role of being a leader. Recognizing this can help strengthen the group since some must "lead" while others "follow."

The role play also refuted some long standing misconception about who can be a leader. One of such is the notion that leaders are "born" and not "made". The training impressed on the beneficiaries that though leadership skills can be nurtured, others can also learn of the qualities of a leader and become one.

Figure 3. Participants in a group exercise outlining qualities of a leader

3.0 SOURCES OF CONFLICT AND CONFLICT RESOLUTION

Groups consist of people interrelating with one another and who are socially attracted to each other, most likely because they share mutual goals and identity. In any situation involving more than one person, conflict can arise.

Differences are inevitable in a local group having members with different experiences, attitudes and expectations. The causes of conflict range from philosophical differences and divergent goals to power imbalances.

3.1 Sources of Conflict

Participants became aware of the potential sources of conflict within their group. Participants mentioned the following as the main sources of conflict

- Misunderstanding because of accountability.
- Poor Communication.
- Changes and implementation of new ideas and ways of doing things.
- Interpersonal relationships.
- External changes.
- Unfulfilled expectation.
- Poor performance.
- Personal harassment.
- Unavailable resources.

Figure 4. Participants practically demonstrating potential sources of conflict - Divergent Opinion

3.2 Benefits of Conflicts

Some conflicts can support organizational goals. Indeed, too little conflict may lead to apathy, lack of creativity, indecision and missed-out deadlines. Clashes of ideas about tasks also help in choosing better tasks and projects.

Participants mentioned and agreed to the following as some benefits of conflicts in a group:

- A member of a group is able to free the mind and share his or her opinion.
- It lays to bare the thinking of the individual members in the group.
- It unites the group in its goal and objectives as members are able to understand the common goal of the group.
- It affords the leaders in a group to resolve and possibly eradicate any hidden potential conflicts in a group.

3.3 Challenges of Conflicts

For small businesses/groups where success often hinges on the cohesion of a few people, loss of trust and productivity can signal the death of the business/group.

Participants mentioned and agreed to the following challenges of conflicts in a group:

- Can lead to the break-up of the group or association.
- Weakens the groups unity and oneness.
- Brings potential divisions and clicks in the group.

Figure 5. A beneficiary sharing with other participants some potential benefits and challenges of conflicts in a group

3.4 Ways of Dealing with Conflicts in a Group

People have different viewpoints and under the right set of circumstances, those differences escalate to conflict. How you handle that conflict determines whether it works to the team's advantage, or contributes to its demise

You can choose to ignore it, complain about it, blame someone for it, or try to deal with it through hints and suggestions; or you can be direct, clarify what is going on, and attempt to reach a resolution through common techniques like negotiation or compromise. It's clear that conflict has to be dealt with, but the question is how.

To help trainees appreciate the various tools needed to resolve conflicts, participants were asked to reflect on Figure 6 below after which a group discussion ensued.
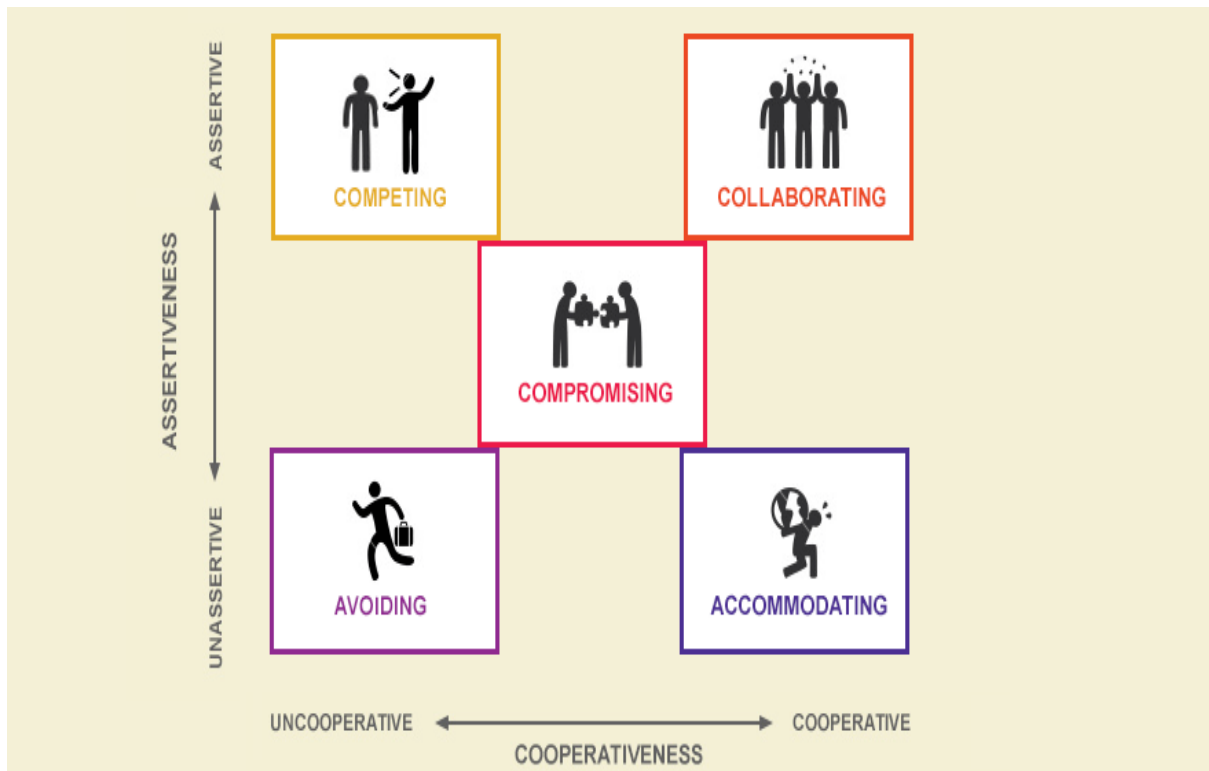

Figure 6. Tool in group conflict resolution

After a plenary discussion, participants agreed that in order to resolve conflict amicably in a group, one has to avoid the extreme stands of uncooperativeness and assertiveness but rather adopt the attitude of cooperative and unassertiveness. Leaders can be effective in resolving conflicts if they collaborate, compromise, accommodate and also avoid competing with other group members. These qualities they realize can assist them in management of conflicts in their groups and associations. All forms of conflicts whether perceived as minor or otherwise must be resolved in a group in order to avoid the potential apathy if not break-up.
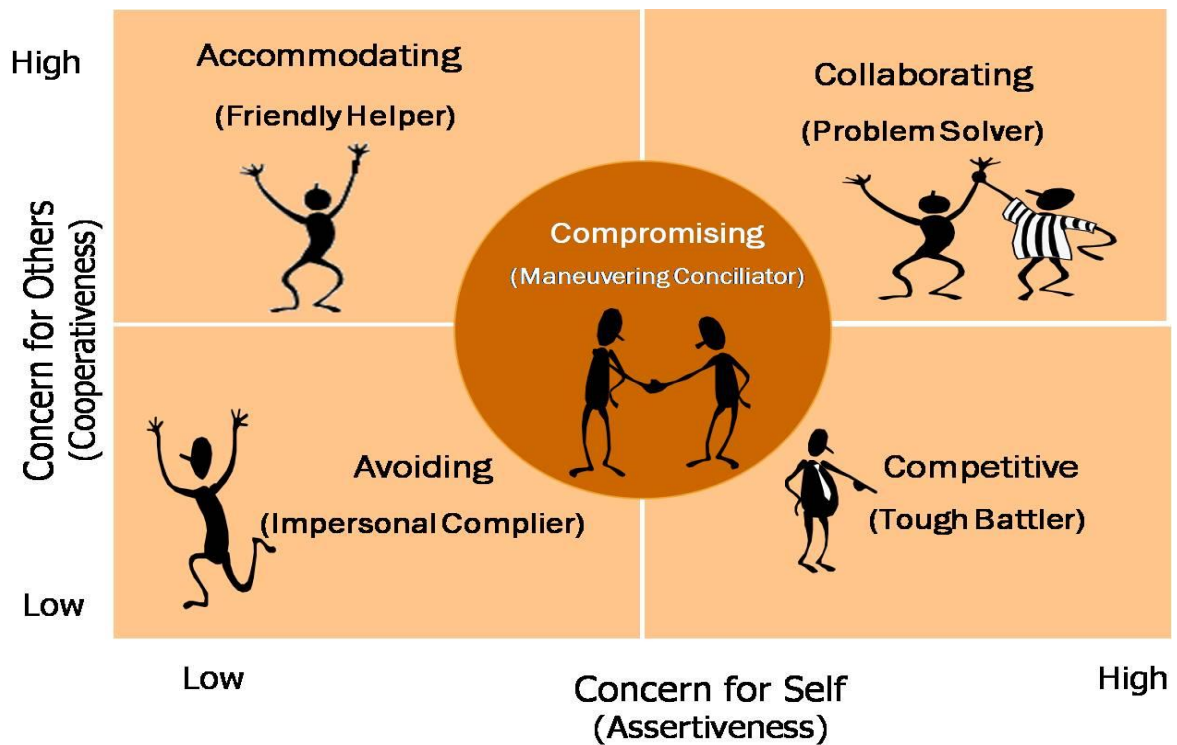
Figure 7. Showing conflict handling intentions and how group leaders should set their priorities in resolving conflicts in a group

The fourth quadrant in Figure 7 above illustrates where leaders in a group should focus in resolving conflicts in the group. The fourth quadrant (top-right corner) shows that a leader who is a "problem solver" should possess the quality of being collaborative.

4.0 CONCLUSION AND REFLECTIONS

The participants expressed their satisfaction and how they have really benefited from the training. The following were mentioned by participants as key highlights of the training and "take home" practice points in their individual groups in resolving conflicts:

- Explore options by focusing on interests behind stated positions
- Explore the 'whys' behind the disputants' arguments/claims
- Help disputants see what is common among their goals, values, and principles.
- Use this to generate multiple alternatives
- Maintain a non judgemental disposition

4.1 Training Evaluation

Area of Evaluation	Level of Evaluation		
	🙂	😐	☹️
The training contents were suitable to my needs as a Business			
The number of days were suitable for the training			
The trainers/facilitators were effective and explained the modules well			
The venue was appropriate and conducive for the training			
I am confident of putting into practise the things I have learnt from this training			

5.0 ANNEX

5.1 Participant List

GHANA SUSTAINABLE FISHERIES PROJECT-DAA

PARTICIPANTS ROSTER INFORMATION

Required in English

Please Print

IR 4.5.56 Leadership Training for Fish Processors Winneba

Title of Course: 4.5.56 Leadership Training for Fish Processor Group leaders

Activity: Leadership and Conflict Resolution Training for Fish Processors

Date: 25th/26th April 2017

Length of Course: Less than three days ✓   Three days or longer ☐

First Name	Surname	Organization	Email if available	Phone number	Sex M	Sex F	Do you wish to receive messages on SFMP? Y	Do you wish to receive messages on SFMP? N	Signature/Tomb Print
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2 Stella	Quartey	Beafo Ye Ng Winneba							
3 Judith	Ayettey	Osimpam Winneba							
4 Grace	Dadzie	Nyeme Nti De xdasanyi Apam							
5 Ruth	Hamanya	chockomey							

11

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10	Plorence	Arthur	Mumford
11	Emmanuel	Ewusi	Apam
12	Mercy	Acquah ANOMANSA
13	Mercy	Frimpong OSakamy
14	Stephen F. Essel	Mumford

15 Grace	Bondzia	Apam fish Processor's
16 Florence	Nartey	Oskam Wumbes
17 Peter	Edzie	Edem Nnte Apam
* Abraham	Asare	DAA

5.2 Pre- and Post-Training Assessment

5.2.1 Pre-Training Assessment Questions

- What is your understanding of group conflict and conflict management?
- Have you had any experience of conflict within your group?
- What was the conflict about?
- How was it resolved?
- What role did you play in resolving or managing the conflict and WHY?

5.2.2 Post-Training Assessment Questions

- Has your understanding of group conflict management changed?
- How has the training influenced this change?
- Do you still think you are the kind of leader you thought you were before the training?
- What things are you going to do?