BE AN EFFECTIVE LEADER:
A toolkit for community fishery leaders
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Tips and tools for community fishery leaders

FISHFOREVER
2020
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What is this leadership toolkit about?

It is a compilation of tips and tools which you can use in leadership development. The toolkit presents concepts, principles, and practices for improving your capacity as a fishery leader in your community. It is also meant to enable current and emerging fishery leaders to lead their groups using grounded, participatory, and empowering methods. The modules are based on the leadership competencies identified for the initial years of managing a Managed Access Area and Sanctuary (MAA+S) under the Fish Forever Program. Reference materials have been added should you wish to learn more about the topics in this toolkit. The tips and tools are stand-alone resources you can use on the go.

Who can use this toolkit?

The toolkit was developed primarily for current presiders and emerging leaders of fisherfolk associations or people’s organizations (POs) in communities implementing the Fish Forever Program. These leaders may be chairpersons or members of multi-sectoral committees in their MAA+S Management Boards or Municipal Coastal Resource Management (CRM) Boards. Members of Marine Protected Area (MPA) Management Committees (ManComs), municipal implementing teams, and secretariats for MAA+S governing bodies may also find it useful in enhancing their leadership capacity. The materials may also be used by development partners who are coaching community fishery management associations to achieve their milestones for specified phases of the Fish Forever Program.

The toolkit is most useful in the initial years of implementing Municipal CRM and MAA+S ordinances, particularly to enhance the leadership capacity and confidence of fishers to lead their organizations and committees and express the concerns and aspirations of their sector.

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1 Managed Access Area and Sanctuary (MAA+S) refers to zone/s in the municipal waters of municipalities or cities specially designated for regulated fishing which are paired with marine protected areas or fish sanctuaries as a strategy to promote sustainable fisheries. A MAA+S is declared by the local government unit through an ordinance. It is synonymous to Managed Access and Reserve (MA+R), a term used in other countries where Rare is also implementing Fish Forever.

2 Fish Forever is a multi-pronged program of Rare that aims to enable communities to effectively manage their coastal fisheries in an ecosystem context, balancing production and conservation while building the communities’ social, economic, and ecological resiliency by promoting sustainable fisheries management behaviors.

3 Also known as Special Fisheries Management Area (SFMA) Management Boards in some municipalities.
**How can you use this toolkit?**

The toolkit is organized into three main chapters. Chapter 1 contains basic leadership concepts. Chapter 2 focuses on qualities and skills to help you become effective in your role. Chapter 3 presents potential challenges and ideas on how to address them. The Worksheets in the Annex contain exercises to assess your understanding of concepts and practice the skills discussed in the preceding chapters.

You are free to use, re-use, edit, and re-create the materials in this toolkit to make them applicable to your context, local practices, and culture. This toolkit is also available in Filipino and Cebuano languages for use in the different regions where the Fish Forever Program is implemented by Rare together with local and national partners.

This toolkit includes activities and exercises for the user. Look out for the pencil icon throughout Chapters 1, 2, and 3 which point to worksheets in the Annex section.
List of Abbreviations

BFAR  Bureau of Fisheries and Aquatic Resources
BFARMC Barangay Fisheries and Aquatic Resources Management Council
CFRM Coastal and Fisheries Resources Management
COVID-19 Coronavirus Disease 2019
CRM Coastal Resource Management
LGU Local Government Unit (referring to a municipal or city government)
MAA+S Managed Access Area/s + Sanctuary
MFARMC Municipal Fisheries and Aquatic Resources Management Council
MHO Municipal Health Officer
MPA Marine Protected Area
NGA National Government Agency
NGO Non-Government Organization
PO People’s Organization (a fisherfolk association or organization)
PWD Person with Disability
SC Savings Club
SFMA Special Fisheries Management Area

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Chapter 1  What is a community leader?

A community leader is a person who is willing and able to take responsibility for the well-being and development of their community.

A community leader takes responsibility or guides a team or association towards a common good—oftentimes expressed as a vision. The leader does not need to know all information or skills to get work done all the time. Leadership may be exercised by different people at different times. Community leadership is a shared responsibility.

Are you a community leader?

Everyone can be a leader. You do not need to be elected nor occupy a position or a title to lead. Take a moment to answer the following questions to find out if you are a community leader. If your answer is yes to most or all of the following questions, you are most likely a community leader:

- Do you see a need and/or an opportunity to develop your community?
- Do you have the time, talent, capacity, and/or experience to contribute towards addressing the need and/or optimizing opportunities for community development?
- Are you willing to take responsibility for some part or a big chunk of the development of your community?
- Are you willing to work with other community members to improve your community?
- Do you value collective action?
Why be a community leader?

Community leadership is not an easy role. Taking responsibility for something in the community makes you accountable for its outcomes regardless of the situation. The process of guiding and leading people towards a common direction can demand much time, energy, and resources. Despite these challenges, many have taken on community leadership. In the process, they have evolved into becoming better persons—more skilled, more knowledgeable, and more mature in performing their functions as a community leader.

Here are some of what can be gained from being a community leader:

1. **You can make a difference in the development of your community.** You can be the voice representing fishers. Your position allows you to listen to and act on the sentiments, concerns, and aspirations of the community. People approach you because they believe you can help them change the situation for the better. You can initiate collective action.

2. **You have access to growth opportunities.** Leadership capacity is built one step at a time. Although at first you may have limited knowledge and skills in performing some parts of your role, over time you will gain more experience and become more effective. At the start of your leadership journey, remember the trust and confidence of the community in you. Build on your experience working with fisherfolk—learning about their needs, challenges, and aspirations.

3. **You can develop more leaders like you.** There is enough room for additional community leaders. The model of one leader at the top and everyone else at the bottom does not work for most communities. One or two leaders in one community cannot possibly solve nor address the complex problems and opportunities facing fisherfolk. The more leaders you develop and engage, the more agile your PO will become in addressing issues and finding opportunities for development. Fisherfolk communities need more women, youth, persons with disabilities (PWDs), and people of different backgrounds to work together as leaders and effect positive change.
What type of a leader are you?

Leadership style refers to the pattern of behavior demonstrated by leaders to influence others as perceived by those being influenced. A leader’s self-perception of their leadership style is only an indication of their intentions and not necessarily how that leadership style is perceived by others.

The four most common leadership styles are as follows:

- **Directive** – the leader tells members what to do and how to do it

- **Participative or democratic** – the leader engages members in decision-making but maintains the final decision-making authority

- **Delegative or laissez faire (free rein)** – the leader allows members to make decisions themselves; however, the leader still takes responsibility for decisions made and outcomes

- **Transformational** – the leader inspires members to envision a better future and builds their capacity to achieve it

*Figure 2. Four most common leadership styles*
Good leaders normally use all four styles depending on the situation and capacity of the members being led; ineffective leaders tend to stick to only one style, oftentimes directive.

Figure 3. Leadership styles based on context and competency

As community leaders, you may have limited control over what happens in the environment, but you have a choice in how you lead your members or the people who work with you. Choose the leadership style that matches the capacity and commitment of the person to the task you ask them to perform.

Would you like to practice matching the leadership style with the capacity and commitment of an individual? Try Worksheet 1 in the Annex—Mix and Match Leadership Styles, page 30.
Unlike the first three leadership styles (directive, democratic and delegative), transformational leadership considers not only the current context, capacity, and commitment of the people but also the idea of building a better future for the community.

**What does a Transformational Leader do?**

**Creates an inspiring vision**
- Gives the community a sense of purpose

**Develops nurturing relationships**
- Acknowledges people’s needs, encourages pursuit of excellence among members

**Walks the talk**
- Models ethical behavior, and instills pride, respect, and trust

**Enables capabilities**
- Supports continuous learning, stimulating creativity and innovation

*Figure 4. Transformational leadership*
Chapter 2  How can you be a successful community leader?

Some leaders are born, others are made. Some demonstrate natural ability to lead at a young age. Among them are those who get the opportunity to develop this talent at home, in school, or in the community. Others assume leadership positions by force of circumstance and learn along the way. Leadership development is a process. Anyone can be an effective leader; all it takes is commitment and an openness to learning even as you gain more experience.

Based on roles identified for fisherfolk multi-sectoral committee leaders in the initial years of the Fish Forever Program, a fisherfolk leader needs specific knowledge, skills, experience, and attitudes known as competencies to be effective in their roles. Following are the expected competencies:

1. **Analyzing problems, goals and opportunities** refers to the ability to use experience, knowledge, and/or the involvement of others to help understand a situation better: defining problems and identifying opportunities, analyzing root causes of issues and problems, and identifying solutions as well as factors that influence the resolution of a problem or response to an opportunity.

2. **Advocating for change** means promoting the MAA+S and sustainable fishing behaviors at the community level. It involves gathering relevant information about coastal and fisheries management and using it to engage community stakeholders in the advocacy.

3. **Building trust** refers to the leader’s capacity to manage relationships. It involves communicating effectively, working with others, and demonstrating credibility in finance management.
4. **Communicating to influence** is the ability to understand
knowledge related to coastal fisheries management and
effectively communicate to their constituency or the wider
public the benefits of the MAA+S and sustainable fishing
behaviors in a language and form that is easy to understand
by the intended audience.

5. **Managing self** means understanding oneself—the awareness
of one’s own values, emotions, motivations, passions, and
aspirations. It also includes capacity for self-examination—
to identify strengths and weaknesses, as well as manage
emotions and behavior for the greater good.

6. **Situational Leadership** is developing people by providing
effective leadership that enables them to achieve the highest
level of performance\(^4\). It includes assessing the capacity of
members to perform specific tasks, and having the flexibility
to adjust expectations and use the most appropriate
leadership style to improve performance of the team.

These leadership competencies need not necessarily be possessed by one person.
Oftentimes, these are distributed among different members of your fisherfolk
association or your MAA+S Committee.

It is important though that the whole organization or committee works together to
develop the competencies that would help them improve performance in fisheries
management.

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Are you interested to find out which of these competencies you already have and those that you can further

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How can you build your competencies as a community leader?

The six competencies are useful in many ways. Here are four suggestions which are critical to your effectiveness: developing and communicating a vision, understanding people’s needs, influencing people, and making decisions.

Developing and communicating a vision

As a community leader, you must have a sense of where you would like to bring the community to—an aspiration for the future which also serves as your motivation to serve your fisherfolk association and/or your MAA+S Committee. Your big picture of the future for the community and for the fishery or the environment is your vision for the community. For the rest of your organization or PO, the vision answers why you are doing what you are doing.

The vision should embody the change that you want to happen in fishery, the coastal and marine environment, your organization, fishers’ livelihoods, social relationships, and overall well-being in your community. It is a picture or a description of the change you want to see in yourself, your family, your community, and the fishery sector.

How do you make a good vision statement?

1. Reflect on the current situation. The following questions may help you in the process. What is the condition of marine resources in your community? How are people using marine resources? What are the productive activities of fisherfolk households? How do people meet their needs? What do people value most?

Examples:
- Rampant illegal fishing
- Fishing area used as dump site for garbage
- Low fish catch and low income for fishers
- People do not care about the environment

2. Define the change you want to see. Picture what the future should be like. Use the following questions as guide: How should the community look like in the next 10 to 20 years? What would be the condition of the people and the fishery then? What would people value then?

Examples:
- Clean community
- People work together to protect marine resources
- Marine conservation results in sustainable fishing
- Improved quality of life
3. Pick key words, ideas or thoughts from your reflections and capture them in a picture or a vision statement using the following formula:

Examples:

- **I see ...**
  clean oceans, abundant marine life, a progressive and peaceful community (Malinis at masaganang karagatan; matatag, maginhawa, at panatag na pamayanan)

- **I see ...**
  a clean and progressive community, united and committed to serving God, the people, and the environment (Isang pamayanang buo, malinis at masagana, at masayang naglilingkod sa Diyos, sa kapwa, at sa kalikasan)

*Figure 5. Samples of vision statements*
Here is an idea bank for descriptors of your vision:

**Strongly rooted (Matatag)**
- Family is together
- Time with friends
- Work-life balance
- Volunteering

**Secure (Panatag)**
- Enough resources for daily needs, emergency expenses, and savings
- Peace and security
- Long and healthy life
- Comfortable retirement

**Comfortable (Maginhawa)**
- Free from hunger and poverty
- Secure home ownership
- Good transport facilities
- Able to travel or go on vacation

**Waste-free (Malinis)**
- Clean coastline
- No plastics scattered around
- No garbage in the MPA
- Proper sewage disposal

**Abundant (Magana)**
- Well-managed MPA
- Biodiversity-friendly economic activities
- No incidents of illegal fishing
- Fisherfolk use marine resources sustainably

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A vision is usually accompanied by a mission which is a description of what you can do or commit to do using your capacity and experience to make the vision a reality. While the vision is something that may be shared by and with other people, the mission is your contribution to the vision.


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Communicating the vision

The visioning process for a leader takes time. It is important that you communicate your vision all the time. No one will decide to follow you unless they know where you are taking them with your leadership. By sharing your vision, you will attract more people to your cause.

Below are some suggestions on how to communicate your vision.

- **Why this vision?**
- **This is how we can get there.**
- **What does it mean for you?**
- **What’s in it for you/me?**
- **Promote buy-in from your members and network.**
- **With your support, we can build a better community.**
- **Are we now ready to start our journey to a better future?**
- **Let’s make it happen!**
- **Does it make sense?**
- **Do you have any questions?**
- **Would you like to be part of this?**
- **Talk about it and listen to feedback.**

*Figure 7. Ways of communicating your vision*
Understanding people’s needs

People follow leaders whom they trust, the ones who share their goals and aspirations for a better society and an improved quality of life for their family. These goals and aspirations are usually influenced by the needs and wants of your community.

Needs are goods and services that are necessary for people’s survival and well-being. These may be expressed or felt. Examples are food, shelter, clothing, good health, and education. While communities try to satisfy these needs using their own resources, they generally expect some support from leaders.

Community needs may be classified into three: personal, collective, and development needs.

Personal needs refer to basic physical, psychological and self-fulfillment needs. Examples include food, clothing, shelter, education, nurturing relationships, and self-fulfillment. These needs are usually addressed by individuals or families themselves. They are immediate in nature and have concrete representations such as a diploma for education or their own house and lot.

Collective needs are sector- or community-specific goods and services. They represent the goods and services needed by a group of people (sector, tribe, community). Examples may include a group of persons with disabilities (PWDs) requesting for access to public facilities or small-scale fishers asking for exclusive rights to fish in designated areas in the municipal waters (managed access areas or MAA) so they do not compete with commercial fishers. To address a need (or opportunity), leaders set up policies, systems, and structures for communities to develop and achieve quality of life. These could include ordinances that ensure safety and security, and provide for the establishment of educational, health, business, and financial institutions, as well as support services from government and civil society groups or networks. Collective needs are short- to medium-term in scope. They should be addressed by the community as a whole. Although leaders play a key role in ensuring the needs are identified and validated, all members are stakeholders and should work together to address the need. The challenge for the leader is how to motivate members to participate in addressing the needs.

Development needs refer to the combination of personal and collective needs which, when addressed, enable people to create a sustainable, inclusive, and resilient community. Examples may include technology to process and market fish products, communication materials and facilities to promote information on fishery management, and ordinances that establish marine protected areas (MPAs). These needs may also include capacity gaps expressed by the community or perceived by leaders or experts. Development needs are large-scope and impact the community in the long term. These are better addressed in partnership with other leaders and institutions.
How do you identify and prioritize community needs?

- Ask from and listen to community members and sector representatives.
- Validate source of data.
- Document.

- Combine similar ideas.
- Identify those that could impact people, progress, planet the most.
- Choose those that you can address within your means.

- Prioritize the needs with people and institutions that could support you in addressing them.
- Use a participatory prioritization tool to facilitate selection and buy-in from the community.
- Prepare an action plan to address the prioritized needs.
A **Needs Prioritization Matrix** is a tool that you can use to rank identified needs. The idea is to compare the shortlisted needs and rank them by importance based on agreed-upon criteria such as follows:

1. **Impact on the community** – How serious is the need? How many people are affected? Is it a regulatory requirement or a standard that has to be complied with?
2. **Urgency** – How much time do you have to decide and act on it? What happens if you do not address the need?
3. **Relevance** – Does it have an impact on the goals and vision of the PO or community?
4. **Probability of success** – Do you have the resources to address the need? Do you have the capacity to make it happen?

The final decision should be a group consensus or agreement after a discussion of issues and opportunities related to the problems being considered. *Figure 10, Needs Prioritization Matrix*, shows a sample prioritization process. The ranking is based on the context presented below. Your community’s priorities may be different based on context. The situation below is just an example to demonstrate how to use the prioritization matrix.

The island municipality of Pag-asa, a fourth-class municipality, has a population of about 15,700, majority of whom depend on fishing and farming for their food and livelihood. The mainland—where the provincial center is located—is about an hour’s travel by pumpboat and is usually inaccessible for about three months every year during the *amihan* season. The island used to be surrounded by rich coral reefs and seagrass beds with some patches of mangrove areas, all of which were home to numerous species of fish, crustaceans, and seashells. These marine products are either consumed by the islanders or sold in the mainland. The townsfolk are hardworking and deeply religious, believing that their deep faith protects them from calamities like typhoons, and other hardships.

Over the years, due to the abundant marine life, many fishers from neighboring municipalities in the mainland fish in the area, sometimes using illegal or destructive fishing methods which have depleted the fish stock. Because life has become harder on the island, many islanders have moved to the mainland in search of work or to pursue college education.

In 2010, the municipality passed a fisheries ordinance banning destructive fishing methods and creating a team of Bantay Dagat enforcers to patrol its municipal waters. Its list of fishers was last updated in 2009. In recent months, however, due to the pandemic, people have started coming back to the island and have started fishing again. Many of the returning islanders are not aware of the provisions of the ordinance so they are just using whatever gears they have, some of which have already been banned. Pag-asa will be celebrating their town fiesta next month but due to the quarantine, they are not certain if they can hold festivities like in previous years.
In the sample situation above, the community identified the activities that addressed their needs as follows: (1) Conduct a community mobilization activity during the fiesta season; (2) Deploy more enforcers to implement fishing regulations; (3) Update the Municipal Fisheries Ordinance; (4) Construct a fish landing center; and (5) Update the registry of fishers, boats, and gears. Since resources are limited, the community must decide which to prioritize. See the sample prioritization matrix below:

<table>
<thead>
<tr>
<th>Identified Needs or Proposed Activities</th>
<th>Impact on community</th>
<th>Urgency</th>
<th>Relevance</th>
<th>Probability of success</th>
<th>Total</th>
<th>Rank</th>
<th>Remarks/Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community mobilization during fiesta</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td>Possible to engage more people in less time; Will increase awareness of fishery issues and raise level of community support</td>
</tr>
<tr>
<td>Identification and training of Bantay Dagat enforcers</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>Increasing the number of trained enforcers will improve effectiveness of Bantay Dagat in protecting their municipal waters against illegal fishers from the island and other municipalities</td>
</tr>
<tr>
<td>Updated ordinance on Coastal and Fisheries Resources Management (CFRM)</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>A new ordinance will have updated provisions including delineation of zones, fisheries management regulations, requirements for registration and licensing, stiffer penalties for violations, creating a management board, allocating budget for CFRM, and adding more enforcers</td>
</tr>
<tr>
<td>Construction of a fish landing center</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>19</td>
<td>5</td>
<td>Not urgent but would in the medium-to long-term improve access to market</td>
</tr>
<tr>
<td>Updated registry of fishers, boats and gears</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>Data will determine the extent of fishing effort in the municipality and provide basis for fisheries management rules and regulations. The fishers’ registry may also be used to provide relief assistance to households in case of a calamity, emergency or a pandemic.</td>
</tr>
</tbody>
</table>

*Figure 10. Sample needs prioritization matrix*
The accomplished matrix in Figure 10 shows how it can be used as a tool for the prioritization of community needs. Column 1 lists the identified needs or proposed activities to address a need, columns 2 to 5 present the criteria and the ranking provided as example. The number in column 6 is the total of the points for the different criteria, while column 7 ranks the identified need (the lower the number, the higher the rank). Column 8 is allocated for comments and justification for the ranking.

Remember that understanding the needs of those around you is part of your responsibility as a leader. When you find time to gather information about the concerns and issues of the fisherfolk community, you take the first step to addressing them. When you engage community leaders and members in validating these needs as well as shortlisting and prioritizing them, you promote community buy-in or ownership of the decision. When you involve fellow fishery leaders in the process of identifying not only the needs but also the means of addressing them, you build morale and strengthen support for common goals.

Are you now ready to prioritize the identified needs of your community? Turn to the Annex and try answering Worksheet 5, Needs Prioritization Matrix, page 34. You can do it on your own or together with another leader.

Influencing people

Effective leaders get work done through other people. They inspire, mediate, decide, and direct through and with other people. In all these roles, influencing is critical.

Influence is the ability to affect, shape, or transform the opinions, behavior, or actions of other people without necessarily having authority over them. All of us have the capacity to influence people and circumstances, although we differ in scope or areas of influence. For example, you have direct influence in the lives of your family and friends. As a leader, you can directly or indirectly influence the sector through ordinances, projects, and practices that promote sustainable fishery.
What do you need to know about influencing people?

Let us begin with the key questions as outlined below:

As an influencer, it is important for you to be clear about the WHY, WHO, and WHAT elements before you decide on the HOW.

The WHY defines your end result for influencing. Examples: to encourage compliance with fishery ordinances, to promote awareness of the benefits of MPAs, to encourage more fishers to save.

The WHO identifies your priority audience, the people or groups you need to engage to achieve your desired result. You also need to reflect on your relationship with them; it will be easier to convince them if they trust you.

The WHAT establishes the context of your influence. You will need to be clear about the issues, needs, gaps, and opportunities that prompted you to influence others to your cause.

All the three key questions (WHY, WHO, WHAT) will inform the HOW, which represents your approach or tactic for influencing.

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Figure 11 is adapted from the influence framework (https://westsidetoastmasters.com/resources/influence_people/chap3.html).
How can you be effective in influencing people?

Two ideas to keep in mind when answering this question are tactics and behavior. Tactics refer to actions or strategies used to achieve a specific result, which are demonstrated through behaviors. Your chosen tactic becomes the type of influence you use to achieve your result.

As indicated in Figure 11, Elements in Influencing People, you can choose from three tactics depending on your WHY, WHO, and WHAT.

1. **Expressive influence** lets others know what you need or want them to do. You share ideas to motivate action. Behaviors related to this are as follows: tell (suggest, express needs), sell (offer reasons, refer to shared values or goals), negotiate (offer incentives, describe consequences), and enlist (encourage, envision).

2. **Receptive influence** invites others to contribute ideas, information, and action. This type of influence is demonstrated in the following behaviors: inquire (ask open-ended questions, draw out), listen (check understanding, test implications), attune (identify with others, disclose), and facilitate (clarify issues, pose challenging questions).

When to use which tactic:

<table>
<thead>
<tr>
<th>Expressive Tactics and Behavior</th>
<th>Receptive Tactics and Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>You want people to know what you need.</td>
<td>You need information that is not self-evident.</td>
</tr>
<tr>
<td>You have a solution to the expressed need.</td>
<td>You seek commitment from your target audience.</td>
</tr>
<tr>
<td>The discussion does not seem to be getting anywhere.</td>
<td>You want to get to the bottom of a problem or issue.</td>
</tr>
<tr>
<td>You want to generate enthusiasm and energy.</td>
<td>You cannot take the action on your own; you need another person to do it with you.</td>
</tr>
<tr>
<td>You would like to move toward completing an agreement or generating commitment.</td>
<td>You acknowledge the added value of the person you would like to influence.</td>
</tr>
</tbody>
</table>

3. **Disengage when all else fails.** When responses to your use of expressive and/or receptive influences do not work, it may mean that either the person is not ready, or the circumstances are not conducive to the action or change you are advocating for. Behavioral indicators of this may include indifference (no response, passive resistance) or aggression (open defiance leading to conflict).
The illustrations below and in the next page will show you concrete examples of using these tactics and behaviors.

Figure 12. Using expressive influence
Receptive Influence
Excerpts from the General Assembly

WHAT ARE YOUR IDEAS ABOUT THE PROPOSED FISH LANDING CENTER?

I AM NOT SURE IT WILL HELP SMALL FISHERS LIKE US.

YOU MEAN SMALL FISHERS WILL NOT BENEFIT FROM IT?

WOULD YOU LIKE TO KNOW HOW IT CAN HELP US?

I AM CONCERNED ABOUT HOW THE OVERSPENDING WILL AFFECT OUR BUDGET.

WE HAVE OVERSPENT IN SOME SOCIAL ACTIVITIES.

LET US PRESENT THE FINANCIAL REPORT TO THE MEMBERS.

YOU MEAN WE DON’T HAVE MONEY ANYMORE?

HOW DO YOU PLAN TO ADDRESS THE PROBLEM?

YOU MEAN SMALL FISHERS WILL NOT BENEFIT FROM IT?

CHECK UNDERSTANDING

CHECK UNDERSTANDING

ASK CHALLENGING QUESTIONS

DISCLOSE

IDENTIFY WITH OTHER

ASK OPEN-ENDED QUESTIONS

CHECK UNDERSTANDING

Figure 13. Using receptive influence
Making decisions

Why is decision-making important for a community leader like you?

1. Your decisions affect people. As a leader, any decision you make will impact the lives (present and future) of stakeholders in your PO or community. It is important to weigh the costs and consequences of your decision on the lives of the people you lead.

2. Your decisions demonstrate your values. As the saying goes, actions speak louder than words. Your decisions tell people what your priorities are.

3. You are a role model in your PO or community. Your decisions set an example for your followers and colleagues.

4. Decision-making is critical to your role. When you make decisions, you hold yourself accountable; you show you are taking the lead. Not making decisions is a decision in itself.

All the processes discussed here are applicable not only to big decisions but also to day-to-day ones. Although leaders are expected to exhaust all efforts to make the most beneficial decision, there are times when the better option is a “no decision.” Provided such move is arrived at after serious, conscious deliberation, deciding not to decide could be a strategic option especially when emotions are high, and persons involved need to “cool off” first—which only time can provide.
How do you decide?

*****MARKED FOR HARD COPY TEXT ONLY*****

**STEP 1 – Decide who will decide**
- Is it you or the officers? A committee? The general assembly?
- How much time do you have to decide?
- Do you have the data needed to make an informed decision?

**STEP 2 – Look at the big picture**
- How will the decision affect the rest of the organization? The community? The health of your fisheries? Biodiversity? Fisheries management?

**STEP 3 – Gather information about**
- Possible scenarios, outcomes and risks
- Benefits and costs
- Ideas from stakeholders and others in similar contexts or situations or with similar experiences

**STEP 4 – Consider all options**
- Use information gathered; create scenarios (what if...)
- If the decision is a matter of yes or no; go or no go, this step is optional

**STEP 5 – Evaluate possibilities**
- Is it aligned with the vision and strategic direction or goals of your MAA+S?
- Is it practical? Effective? Cost-effective?
- Do you have the capacity and resources to implement it?
- How can you get support from stakeholders?

**STEP 6 – Decide**
Making a choice is never easy when it comes to important matters, so be ready to stand by your decision.

**STEP 7 – Follow through**
Communicate the decision to all stakeholders; implement, monitor, and evaluate subsequent actions

Decision-making is integral to your role as a fishery leader. Although you follow these steps to ensure participation of stakeholders in the process, you will not have the guarantee that everyone will be happy with and supportive of the decision. There will be some who will disagree with you or challenge your decision. The steps are intended to help you make informed decisions—those that consider the greater good of your community.
Chapter 3  What if...

The preceding chapters focused on providing you with key concepts and skills to be effective as a fishery leader. Through learning application, you will enable fellow fishers to contribute towards achieving your shared vision for the community.

A leader needs the capacity not only to set a vision and a plan for achieving it but also to steer the organization through difficult times.

Communities around the world are facing difficulties in different forms—encroachment of commercial fishers on municipal fishing grounds, plastic pollution from ridge to reef, climate change, extortion or modern-day piracy, and pandemics such as COVID-19. Although leaders like you may not be able to resolve these challenges alone, you can strengthen community capacity to face them. You can develop resilience in you and your organization.

Resilience will strengthen you and the organization to face setbacks and adversities—the what ifs in your leadership journey.

Figure 15 on the right describes the qualities of a resilient organization.
A setback is a single event or specific series of events that hinders your organization from moving forward. It is like not being able to go fishing because of bad weather. You must stop temporarily and let the strong winds and rain pass. Once it does, you can again set out to fish. Another example is being invited to attend a meeting by the local government unit (LGU) to discuss fishery concerns. On the way, you had to stop because of a fallen tree across the road. You must stop temporarily and figure out a way to overcome the obstacle. Either you turn around to find another way to the municipal hall, drag or lift your motorcycle over the tree, or engage people to work with you in taking the fallen tree off the road so you can go through. The situation will probably delay your trip but once the obstacle has been addressed, you can move on.

Adversity is an ongoing unfavorable condition, something that makes it difficult for the organization or MAA+S committee to move forward. It is like being stuck at sea on a boat that has run out of fuel and in bad weather with no way of calling for help. You need to focus on staying alive through the storm and being able to steer the boat to shore or attract attention to get help. Another example is diminishing fish catch caused by rampant illegal fishing, destruction of fish habitats, and lack of political will of local leadership to implement the CFRM ordinance. Fishers know that although they may continue with their enforcement activities, destruction of fishing grounds would be difficult to control as other stakeholders are involved.

The main ideas from this section are adapted from The Community Toolbox, https://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/overcome-setbacks-adversity/main
Why is it important to face setbacks and adversity?

Setbacks and adversity are critical situations in life. They happen to individuals, families, and organizations. How you face these challenges will determine your success in life and as a leader.

On a personal level, setbacks and adversity strengthen your character. Your experience in facing day-to-day challenges (setbacks) as well as the severe shocks and stresses brought by situations which often are beyond one’s control (adversity) will help you manage emotions, so you do not drain personal energy nor compromise your health and well-being. You choose your battles to win the war as some would say.

At an organizational level, here are some of the benefits of facing organizational setbacks and adversities:

1. **To build organizational resiliency.** The development context is constantly changing. Community associations need to strengthen their capacity to adapt to changes so they can move forward. In managing setbacks and adversity, your association will learn to improve ways of working by setting up policies, systems, and structures to prevent the recurrence of problems and to manage resources so you can continue with your mission to serve the fisherfolk community.

2. **To maintain good standing in the community.** By overcoming setbacks and adversity, you build your reputation in the community. You gain credibility as an effective organization, so stakeholders will trust you and consequently be more willing to partner with you in development work.

3. **To strengthen the organization’s faith in its leadership.** Facing setbacks and adversity is a character-leadership building experience that all leaders go through. Each experience teaches you skills, knowledge, technology, and insights in leadership. Such on-the-job learning develops leadership potential. When people realize that you as a leader can stay focused and be effective in the most challenging times, they will support and follow you.

When should you work to overcome setbacks and adversity?

Setbacks and adversity require a different sense of time for the leader.

Setbacks require immediate action targeted at removing the obstacle or turning things around. For example, an association has been disqualified from availing of support from a non-government organization (NGO) because it was not registered with any government agency (no legal personality). The leader must quickly try to register in case it is still possible to avail of the support. If that is no longer possible, then the leader should still pursue registration and then look for other opportunities to avail of similar
support. Delay in acting on a setback might cause permanent damage to the association. When you act quickly enough, you can turn a setback into a victory or milestone for the organization.

Facing adversity may require longer-term and ongoing action. An adverse situation usually calls for various kinds of action that may require engagement of stakeholders at different levels. Although a quick action may sometimes be necessary to reduce damage, perseverance and commitment are needed to pursue changes or to enable the organization to cope with the difficult situation while exploring ways to turn things around. Sustained and more deliberate action is needed unless the situation is an emergency. Your focus should be on keeping the organization moving toward its long-term goals (the big picture).

Regardless of the challenges, it is important to understand the situation. You need to ensure that you are going in the right direction first before you act.

**How do you overcome setbacks and adversity?**

As a leader, the association, MPA Management Committee (ManCom), or community looks up to you to guide them through a challenging situation. Your response to a setback or adversity sets the mode for the association. If you panic and lose track of the direction, the whole team might lose hope and the organization might fall apart. You will most likely lose your reputation as a leader and find it hard to regain the trust of fellow leaders and members.

Figure 18 shows some tips shared by community leaders and development facilitators. Go through them yourself or better still, ask a friend to discuss the ideas with you.

Overall, the experience of facing setbacks and adversity develops in you a critical leadership skill: resilience. Resilience is grace under pressure. In the context of leadership, it is the capacity to manage and overcome challenges while contributing to improve community development. Resilient leaders thrive amidst setbacks and adversity because they persist, focus on strengthening their response to the challenges, and look for ways the situation can connect to their vision.
How to overcome setbacks and adversity

1. **Stay calm.** You may not be able to control the problem, but you should manage how you react to it. Maintain a positive outlook despite the challenges. Give and ask for emotional support when needed.

2. **Assess the situation.** Establish the facts; find out what went wrong. If the problem is within your control, fix it. If not, determine how you will address the situation.

3. **Plan how to cope with the situation.** Remember the big picture (your vision). Look for ways the adversity may connect to your larger purpose. Identify relevant strategies, interventions, and people to help address the challenging situation.

4. **Operationalize the plan.** Mobilize resources needed to implement the plan. Communicate it with stakeholders. Manage messages, emphasize moving the organization forward. Use the situation to build solidarity in the organization.

5. **Learn from the experience.** Set aside time to reflect and distill learning from the experience. Agree on how the organization can be better equipped to address—if not avoid—similar challenges in the future.
What’s next on your leadership journey

*Be an Effective Leader: A Toolkit for Community Fishery Leaders* was designed to help community fishery leaders like you to learn key concepts and practice basic skills in facilitating community development in your area.

We hope the toolkit helped start your journey in leadership development. Your effectiveness as a leader depends not only on being able to learn but also to practice using the concepts and skills outlined in this toolkit as you perform your duties. If you do not practice or apply learning, you will eventually forget them. In your practice, you discover new ways to lead your organization and continue to build on what you started using this toolkit.

The answer to the question, “what’s next?” is PRACTICE, PRACTICE, PRACTICE. A significant part of the practice is sharing the learning with others. Research has shown that you will retain 90 percent of what you learn if you share it with others. The experience will not always be smooth. There will be mistakes, but these can also be learning opportunities.

We are keen to learn from you as well regarding your experience with this toolkit. Your sharing will help us develop additional materials that can support leadership development of fishery leaders like you.

We look forward to your feedback on this toolkit. You can send it to: info@rare.org.

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References


Annex

Worksheet 1. Mix and Match Leadership Styles

Worksheet 2. Leadership Competency Assessment

Worksheet 3. Vision for Self, Family, Community, and Fishery

Worksheet 4. What are the Needs of My PO or Community?

Worksheet 5. Needs or Activities Prioritization Matrix
Worksheet 1. Mix and Match Leadership Styles

Instructions: This questionnaire describes typical situations involving a leader in a fishing community with one or more direct reports. Identify the leadership styles demonstrated by the leaders in the given situations. On the blank before each number write the letter corresponding to the leadership style demonstrated by the leader in the situation:

A. Directive Leadership
B. Participative or Democratic
C. Delegative or Laissez Faire
D. Transformational

1. As president of Sinagtala Fisherfolk Association (SFA), Dario was invited to attend a Municipal Fisheries and Aquatic Resources Management Council (MFARMC) meeting. The LGU wanted to solicit input from fisher-leaders in increasing compliance with registration and licensing requirements for fishers in the municipality. Dario called the SFA officers to a meeting and informed them of the opportunity presented by the MFARMC meeting. He asked officers for suggestions that could be presented to the meeting on how the registration of fishers and boats and licensing of gears could be made easier.

2. Susan was designated as representative of the Masinop Fisherfolk Association Savings Club (MFA-SC) to a training on conservation enterprises organized by Rare and the LGU. It was a two-day activity aimed at assisting POs who are managing MPAs in mobilizing savings to increase their socio-economic resiliency. Upon returning from the training, Susan organized an echo training which stimulated interest among officers and members. She linked up with the LGU and Rare to explore possible conservation enterprises. Susan believes that when fishers have an enterprise anchored on their community’s natural resources, they will be strong in their resolve to protect the environment. She is committed to seeing this change happen in her community.

3. Juan is the president of the Isla Puting Bato MPA Fishers Association. He was invited by BFAR to participate in a cross-visit to an MPA that has recently been awarded for its performance in combatting illegal fishing. Instead of participating in the cross-visit, he offered the opportunity to Berting, head of the Enforcement Committee and a fish warden of the MPA. Juan thought the experience would further strengthen Berting’s capacity and commitment in combatting illegal fishing in their MPA.

4. Lorena, the MFARMC chairperson, attended an emergency meeting called by the mayor to inform local leaders about the COVID-19 pandemic. At the meeting, the mayor asked all the sector representatives to prepare the communities and protect everyone from the disease. After the meeting, Lorena asked the Municipal Health Officer (MHO) for information about COVID-19 and what should be done by the community. She then called an emergency meeting of the leaders of all fisherfolk associations in the municipality informing them about COVID-19 and guidelines on community quarantine. She told fishery leaders that guidelines must be followed, no exceptions. She explained that these guidelines were prepared by national leaders and experts who based
Worksheet 2. Leadership Competency Assessment

Instructions: The worksheet will help you assess your competency level in the six areas that are critical to your success as a fishery leader in the initial years of your MAA+S, a crucial time in setting up sustainable implementation mechanisms for the MAA+S.

Use the following rating scale to assess your competency level. Remember that there are no wrong answers. The rating represents where you are now in your capacity, identifying your strengths and growth areas. Put a dot inside the cell under the column corresponding to your rating then connect all the columns.

Level 1 Basic level - I can perform simple tasks related to the competency. I have common knowledge about it. I have not attended formal training on the topic.

Level 2 Intermediate level - I have some formal training and I have skills and knowledge, and can perform tasks that require several steps or processes. I can take a lead role in an activity or task related to this competency even without supervision.

Level 3 Advanced level - I have extensive knowledge, skills, and experience in this field or topic. I can perform the tasks related to it exceedingly well. I am also able to teach or coach others on it. I can perform all the other tasks expected at the lower levels (basic and intermediate).

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1 Basic</th>
<th>Level 2 Intermediate</th>
<th>Level 3 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyzing problems, goals, and opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Advocating for change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Building trust</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Communicating to influence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Managing self</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Situational leadership</td>
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<td></td>
</tr>
</tbody>
</table>
Worksheet 3. Vision for Self, Family, Community, and Fishery

Instructions: Write your vision in the circle. Alternatively, you may also draw it. Be prepared to share and explain it to a family, friend, or fellow fisher.
Worksheet 4. Needs of My PO or Community

Instructions: Outlined below are examples of needs (personal, collective, and development) common to fishery leaders during the initial years of MAA+S implementation. They have been clustered with sample indicators included. Indicate with a check [✓] in the 3rd column those applicable to you. Some space is left for you to add other needs.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Indicators</th>
<th>Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food security</td>
<td>Limited access to food sources (e.g., farms, fishing areas, and markets)</td>
<td>Incidence of malnutrition among families</td>
</tr>
<tr>
<td></td>
<td>Prices of preferred food items are beyond the affordability of fishers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incidence of malnutrition among families</td>
<td></td>
</tr>
<tr>
<td>2. Sustainable income</td>
<td>Dwindling catch due to destruction of fish habitats (coral reefs, mangrove areas, seagrass beds)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice of illegal fishing to supplement income</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tendency of fishers to borrow money from loan sharks</td>
<td></td>
</tr>
<tr>
<td>3. Access to basic services (education, transportation, health clinics/professionals)</td>
<td>Limited educational institutions in the community</td>
<td></td>
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<tr>
<td></td>
<td>Limited transportation system operating in the area—no road network connecting farm or fish port to market and business center</td>
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<tr>
<td></td>
<td>Limited access to health center or no barangay health workers in the community</td>
<td></td>
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<tr>
<td>4. Leadership and governance capacity</td>
<td>Unclear responsibilities and functions among officers and members</td>
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<tr>
<td></td>
<td>Concentration of power among a few officers with clear conflict of interest (e.g., no regular election; officers are mostly relatives or friends)</td>
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<td></td>
<td>No formal documentation of activities and use of resources</td>
<td></td>
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<tr>
<td>5. Strategic direction</td>
<td>No updated vision, mission, goals</td>
<td></td>
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<tr>
<td></td>
<td>Dependence on donors or supporters (e.g., LGU and NGOs) for plans, resources, and activities</td>
<td></td>
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<tr>
<td></td>
<td>No updated policies and systems to guide operation</td>
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<tr>
<td>6. Engagement of association members</td>
<td>Limited participation of members in activities and organizational processes (planning, implementation, progress monitoring, and evaluation)</td>
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<tr>
<td></td>
<td>Lack of awareness of the strategic directions of the association</td>
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<tr>
<td></td>
<td>Lack of interest in working with leaders to achieve common goals</td>
<td></td>
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<tr>
<td>7. Strengthened enforcement activities in the MAA+S</td>
<td>Bantay Dagat enforcers are unfamiliar with the protocol for apprehension of violators</td>
<td></td>
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<tr>
<td></td>
<td>No regular patrolling of the MPA and managed access areas</td>
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</tr>
<tr>
<td></td>
<td>Commercial fishing operations within municipal waters</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 5. Needs or Activities Prioritization Matrix

Instructions: Filling out the Needs or Activities Prioritization Matrix is better done in consultation with other leaders so there can be a rich discussion of the criteria. Identify the indicators which you have checked under each of the needs in Worksheet 4. List 5 indicators which could bring the most significant change when addressed. Then brainstorm with fellow fishers for activities that would address the identified indicators. Prioritize them using the matrix. Rate the importance of each need according to the four criteria listed under columns 2-5 with 1 as the highest priority, 2 and the next highest and so on. Get the total score and write it in column 6. Based on the scores, rank the needs or proposed activities in column 7; the lower the number the higher the rank. If you wish, you can add key words to explain your justification of the ranking results in the last column. (See also Figure 10, sample Needs Prioritization Matrix in Chapter 2, page 15.)

<table>
<thead>
<tr>
<th>Identified Needs or Proposed Activities</th>
<th>Impact on community</th>
<th>Urgency</th>
<th>Relevance</th>
<th>Probability of success</th>
<th>Total</th>
<th>Rank</th>
<th>Remarks/Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Update vision, mission and goals</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>