



Government of  
Northwest Territories

CAMPAIGN SCHOOL FOR WOMEN

# EMPOWERING WOMEN TO RUN FOR ELECTED LEADERSHIP

NWT PARTICIPANT WORKBOOK

ISSUE 1.0

**Campaign School for Women:  
Empowering Women to Run for Elected Leadership**

NWT Participant Workbook  
Issue 1.0

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# Introduction



The United Nations defines 30 percent female representation as the minimum required in a government body before the policy begins to reflect women's concerns adequately. From 1951 to 2015, there have been a total of 743 candidates listed on NWT ballot papers. 633 of those ballots represented male candidates, and 110 of those ballots represented female candidates – balancing out to 15 percent of women on the ballots. If we are to strive towards equal representation of women in the NWT, we need more women to put their names forward.

Running for political office does not need to occur only at the territorial level. There are many political arenas in the NWT for women to participate in including indigenous, community and municipal governments as well as within elected boards that govern important public services such as housing. Many women begin their political careers and gain experience by sitting on governance boards and serving within their communities to implement change in different ways.

In addition to an MLA and MP position, there are 33 recognized municipal governments in NWT and may include Municipal Councils, District Education Authorities, and other agencies established in the Northwest Territories that reference the Local Authorities Elections Act as the authority's election rule.

It is important that our NWT political body reflects the demographics of the population as accurately as possible. Governments that reflect the demographics of the community are best equipped to meet the needs of the community. With women at the table, their issues are directly represented and included in all political discussions and decisions. This leads to a more balanced approach to governance. These are just some of the reasons why it is important for women to be involved in our government.

# Course Description

Considering the fact that women make up half the population of the NWT, it is imperative that they get appropriate representation in elected positions available in the NWT.

This training program is designed to inform and encourage women to consider running for or supporting other women to run for elected positions. This course also helps women to recognize and manage direct and indirect barriers that they may face specific to them in the NWT.

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# Course Objectives

**By the end of this workshop, participants will be able to:**

- Recognize the historical and current composition of elected leadership positions in the NWT.
- Identify elected leadership opportunities to support.
- Identify the need for diverse representation in elected leadership roles.
- Examine the relationship between self-confidence and campaigning.
- Select appropriate communication and conflict management responses and apply them to a variety of situations relevant to elected leadership roles.
- Apply several best practice strategies when speaking to an audience.
- Identify the importance of fundraising when running for elected leaders.
- Recognize the importance of selecting and utilizing a team.
- Differentiate between the campaign methods required for various elected positions, and
- Identify how to register for any given campaign and how to locate the appropriate support resources.

# Main Categories



In speaking with women on the topic of political leadership, it has been identified that two major areas are required to best support their involvement:

This participant's workbook is broken down into two separate areas: leadership skills and election-specific skills. The first half of this manual is organized to reflect the leadership skills required by those considering running for an elected position. The second half of this manual is organized to provide more specific concepts and techniques that will assist those considering running for an elected position.

## Leadership Skills

The first part of this Participant Workbook focuses on the skills that are believed to serve women best as they consider running for an elected position in the NWT. This includes building confidence that they are the right candidate, strengthening their communication skills, enhancing conflict management skills and developing public speaking skills.

## Election-specific Skills

In this section, we present the essential skills required when considering running for an elected position. These areas include topics such as how to successfully fundraise for a campaign, how to organize a team to support a candidate, developing effective campaign strategies and what steps are required to become a candidate for an elected position.

# Leadership Skills

## MODULE 1: YOU GOT THIS!

### Activity 1: Leadership Qualities

1. Consider a positive role model or leader in your life. What important qualities did they possess? List them below:

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2. Share your list with another person and discuss the impact those qualities had on you. For example, if the quality was that your role model was punctual, that could impact you by feeling like you were important to them as they valued your time together.
3. When looking at the list of qualities of your role model or a leader, highlight any of those qualities that you believe you currently possess. Be prepared to share these.
4. With a partner, share the qualities that you highlighted and explain how these could be valuable during campaigning and while in office if elected.

Confidence is a key part of gaining support in an election. Voters look for someone who displays a sense of strength and confidence and as women already have added visibility as minorities in most campaign races, appearing confident is incredibly important. Women often start up their campaigns with their personal stories and biographies, which make them appear likable and in touch – both important traits – but often do not do much to establish their qualifications and credibility.

So what's the secret? To help women explain their qualifications, they must focus on sharing their experience and accomplishments before sharing their personal stories.

Women who are running for an elected position need to emphasize being confident, organized and knowledgeable.

## Activity 2: How Does Your Experience Make You Qualified?

1. Look back to the previous activity on page 7 and write the leadership qualities that you identify with yourself:

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2. For each of those words, list how you gained and demonstrated those qualities? For example, if you listed resilient, what experiences have you undergone that created a sense of resilience?
3. Next, link how those qualities that you gained through experience can be assets in running for an elected position. For example, if you listed experiences that connected you with the quality of being honest or genuine – how is the quality of honesty or genuineness going to serve your voters if you're elected?

We're about to watch a few short clips of women who have run for elected leadership positions in the NWT. Use the space on the following page to record what leadership qualities you observe from them and any major points that you would like to remember from these clips:

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Research on leadership shows that successful leaders in politics tend to have several common traits, although how these are displayed depends on the community and the situation. For example, strength (which takes the form of dominance and self-confidence) is present in all successful political leaders but is shown in different ways depending on what is culturally accepted.

Common traits among successful political leaders include:

TRAIT	RESULT	HOW DO YOU SHOW IT?
Self-confidence	Strong belief in oneself.	
High energy	Capable of achieving a higher number of tasks and working longer hours than the average person.	
High level of task-relevant information	Knows and understands a lot about the areas she must manage.	
Intelligent and naturally curious	Always eager to know or learn something new. Political leaders are often particularly good at abstract thinking, which involves seeing multiple possibilities and options for any idea or concept, and have strong analytical abilities.	
Effective communicator	There are many ways to be a good communicator, but in politics, this frequently involves delivering messages in such a way that the target audience easily understands them.	
Comfortable in his or her own company	Many good political leaders are comfortable being alone, which gives them time to reflect and learn.	
Purpose or focus	Knows why she is in politics and has a sense of what she wants to achieve.	
Self-confidence	Self-confidence	

Source: Adapted from the Campaign Schools, National Demographic Institution

## Activity 3: Traits of Political Leaders

1. Consider the list of common traits of political leaders on the previous page. Do you think this is a list that accurately reflects what is required in the political environment in which you are involved? Are there changes you would make to this list?

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2. Consider the last trait on the previous page which is listed as, “purpose or focus.” Thinking about this, what calls you to serve as a political leader? What do you think are the most important values for political leaders to uphold?

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### Leadership Style

Anne-Marie Slaughter, an American Political Scientist discusses finding her leadership style that best represented who she was as a leader.

Consider the leadership qualities that you are identifying yourself with and find ways to continue to lead in a way that comes naturally to you.

No one leadership style will work for everyone. It’s important that you choose a leadership style that feels genuine and authentic to you. Not only is inauthenticity exhausting, but voters—specifically in communities of the NWT where there is little anonymity—will see right through it and not trust you with their confidence or their vote.

## Leadership and Politics



There are many types of leaders in society, including community leaders, educational leaders, and business leaders. Like political leaders, these individuals can exercise power and influence over large groups, and often do so for longer periods than political leaders.

However, in practice, political leadership is broader than many other fields. A political leader is expected to be able to manage a vast variety of issues such as public health, economic development, social well-being, culture, art, and sports to education and training. The demands and

expectations placed on political leaders are extensive and, therefore, frequently exceed those of leaders in any other domain of society.

Be clear on what you stand for as a leader and continue to stay curious with the public and your community to understand opposing views. Staying curious and being authentic will allow your leadership style to flex and develop according to the situation at hand.

### Summary

Taking some time to clearly identify who you are as a leader and what you have to offer to your community will help to validate your sense of confidence and competency to run for elected leadership positions. Once you're clear on these items, you can campaign with clear leadership that will help the voters better understand who you are and what makes you the most qualified candidate to represent their needs and interests.

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# Leadership Skills

## MODULE 2: COMMUNICATION

The ability to communicate effectively is a significant asset to a political leader, but this doesn't mean that you necessarily have to be a great speaker. There are many examples of good leaders who are not necessarily great speakers. Our communication style can be defined in several ways. Some styles may be defined according to a preference of introversion (think-speak-think) compared to extraversion (speak-think-speak). Some of our communication style may also be found on the spectrum between being passive or being aggressive, or somewhere in-between.

### Activity 1: Communication Style

Let's take a few moments to reflect on your communication style by answering the questions below. Be prepared to share your responses:

1. How would your friends and family describe your communication style?

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2. What are your strengths when it comes to communicating?

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3. When do you struggle to communicate effectively?

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4. As a potential candidate, what communication best practices are you aware of that you will work on to achieve?

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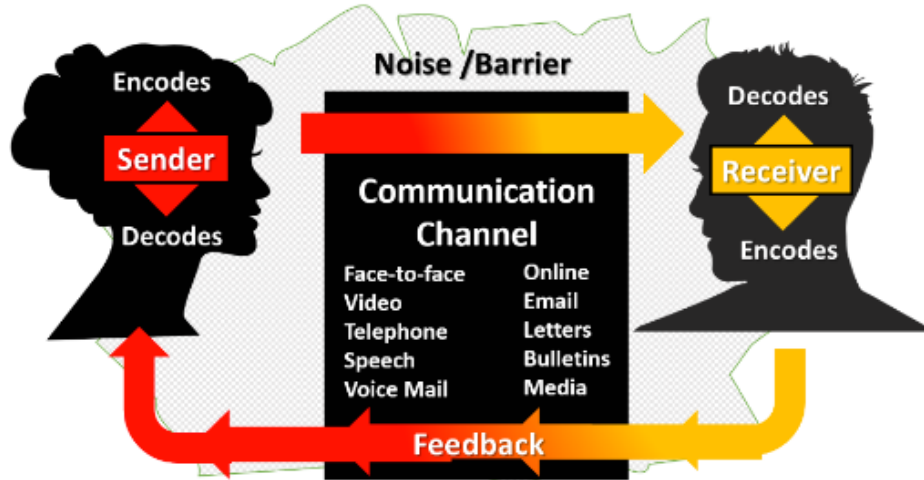
It is important to recognize how communication occurs. Let's use a conversation between two people as an illustrative model to demonstrate the communication cycle.

**Figure 1** illustrates the communication process. It shows that the sender is a person, department, or unit of an organization or system who originates the message.



A sender uses words and symbols to put forth information into a message for the receiver—the individual(s) receiving the message. Messages are then received and decoded or interpreted by the receiver.

**Figure 2** illustrates that decoding is affected by the receiver's prior experiences and frames of reference. Structural and personal barriers may influence how the receiver decodes the message.



To ensure that messages are received as intended, feedback is a necessary component of the communication process.

The receiver creates feedback to a message and encodes it before transmitting it back to the sender. The sender receives and decodes the feedback.

If your intended message is not being received as intended, it may be helpful to explore the possible barriers that may be obscuring your intent. Many communication barriers occur as either personal or environmental barriers. Personal barriers arise from the nature of individuals and their interaction with others. Environmental barriers are characteristic of an organization and its environmental setting.

Here are some examples of personal and environmental barriers as well as some possible strategies to overcome the barriers, where possible:

Barriers to Communication	Overcoming Barriers to Communication
<b>ENVIRONMENTAL BARRIERS</b>	
1. Competition for time and attention	1. Devote adequate time and attention to listening
2. Multiple levels of hierarchy	2. Reduce the number of links or levels of hierarchy
3. Managerial philosophy	3. Change philosophy to encourage the free flow of communication
4. Power/status relationships	4. Consciously tailor words and symbols and reinforce words with actions so that messages are understandable
5. Organizational complexity	5. Use multiple channels of the community to reinforce the complex message
6. Specific terminology	6. Consciously define and tailor words and symbols and reinforce words with actions so that messages are understandable
<b>PERSONAL BARRIERS</b>	
1. Frame of reference	1. Consciously engage in efforts to be cognizant of other's frame of reference and beliefs
2. Beliefs	2. Recognize that others will engage in selective perception, jealousy, fear, prejudices to help diminish the barriers
3. Values	3. Engage in empathy
4. Prejudices	
5. Selective perception	
6. Jealousy	
7. Fear	
8. Evaluate the source (sender)	
9. Status quo	
10. Lack of empathy	

Source: Based on the Longest, B.B., Rakich, J.S., & Darr, K. (2000). *Managing health services organizations* (4th ed.). Baltimore, MD; Health Professions Press, Inc., pp. 808-810.

## Emotions

Emotions can help you communicate effectively, but they can also prevent you from communicating clearly. When trying to influence others, emotions can be helpful to persuade others in feeling empathy, passion or even anger, if provoking a sense of injustice towards taking restorative action. However, when emotions are not recognized or managed with control, they have the potential to derail your message and compromise your ability to communicate clearly and effectively. Make sure your message doesn't get lost in your delivery.

Anger tends to be an emotion that many leaders work on to develop strategies to recognize their triggers. When these triggers are intercepted or managed, leaders maximize the effectiveness of their intended message.

Take a moment to think about your emotional triggers. What type of behavior, situation or language may trigger you to begin to lose control of your emotions?

TRIGGER	ASSOCIATED EMOTION	THE RESPONSE IN YOUR BODY
Example: when people use derogatory language	Example: anger	Example: face becomes red, muscles tense, heart races

You also need to be aware of non-verbal communication. This is especially true in the NWT where communications is often influenced by language and culture. For example, among some Indigenous people, when a listener nods their head it does not necessarily mean agreement, it may simply be the listener acknowledging that the speaker is speaking to him or her.

Consider how people in your community may communicate the following both verbally and non-verbally:

- Appreciation
- Respect
- You choose one...
- Anger
- Frustration



# Listening

Listening to others effectively is a skill that many leaders continually work to master. Our brains are overloaded with a stimulus that can easily distract us. Distractions can come in the form of actual physical distractions such as background noise or an accent that makes understanding someone else difficult. Distractions can also come in the form of getting lost in our own thoughts or in preparation to respond so that we are no longer actively engaged in listening to the speaker.

It's important that we take time to pay attention to how we are listening to others. If we are actively listening, we are listening with the intent to understand, not to respond. Effective leaders are indeed leaders because their followers trust them and feel understood by them.

In a leadership position, you may feel pressure to respond to issues quickly. However, it's important to ensure that you have taken the time to adequately understand many sides of an issue by listening to various perspectives of others to appropriately respond with your understanding of what you have heard. Summarizing what you think you heard is a good way of clarifying your understanding of what has been said. By doing that, you are letting the person raising the concern know that they have been heard but also gives you the time to think about a possible response.

## Summary

As an elected official, it's important to have the confidence to think on your feet and in the moment. However, it's advisable to hold back your initial thoughts and ideas on issues that may appear to be controversial or divisive until you've done your homework on all sides of an issue. Having time to prepare your position so that you can clearly communicate your underlying interests is a beneficial approach to clear and effective communication.

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# Leadership Skills

## MODULE 3: CONFLICT MANAGEMENT

As a leader in your community, how you manage conflict plays a very important role in how successful you will be in gaining the respect of others.

Our experiences in life have shaped how we currently experience and interpret conflict. Does experiencing conflict invigorate you or do you 'shut down' and avoid situations of conflict?

To develop a healthy conflict management style, we must first acknowledge how we relate to conflict.

### Activity 1: Understanding Conflict

1. Write what conflict means to you, or how it happens to you. Think of your comparison to conflict and write it below. Be prepared to share your response.

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Interpersonal conflict can occur when the concerns of two or more people appear to be incompatible.

Many conflict management models can support you to better address and work through conflict. For this workshop, we will be focusing on distinguishing an 'interest' from a 'position.' To do this, you should have good listening skills and encourage yourself to stay curious and avoid becoming defensive to fully understand the opposing views expressed.

Before we begin, consider a potential conflict that may arise between community members that you may need to navigate as a political leader. Describe this scenario below:

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We are going to explore a method often used during meditation when the views of two opposing parties are willing to share their differing views or conflict with the intention of resolving the conflict peacefully and productively.

To do so, we will incorporate the following steps:



### Step 1: Position Statement Clarification WHAT EACH PERSON WANTS

To best understand the root cause of the issue, we need to tune our ears to the position expressed by each party involved in the conflict. A position often presents itself as a solution such as “I don’t want a highway built through that land.” Positions are often surface statements about where a person or organization stands, and rarely provide insight into underlying motivations, values or incentives. Once you feel that you fully understand what each conflicting party wants, you can move to the next step to explore interests.

## Step 2: Interest Clarification

### WHY EACH PERSON WANTS IT

Through some skillful active listening, the reason behind the position may be shared—which is known as the ‘interest’ behind the ‘position’ in a conflict situation. For example, an interest behind not wanting a highway built could be that the land where the highway is planned is sacred land to the surrounding community. Interest statements are a party’s underlying reasons, values or motivations. Interests explain why someone takes a certain position.

## Step 3: Option Exploration

Once the interests have been identified, it’s worthwhile to explore possible options that could meet the needs of each party’s interests. Such as, a highway may be built on another section of non-sacred land, or the highway is raised over the sacred land using a causeway, or possibly the items on the sacred land are relocated to an ideal location within the community. This is the stage where brainstorming occurs, and creative ideas and suggestions are offered. No value is placed on any of the options at this stage, and it’s helpful to have many options that could meet the needs of all parties.

## Step 4: Defined Scope

In this stage, criteria are listed that is required to consider when choosing a viable option. For example, time and money need to be considered in terms of what is available and reasonable.

## Step 5: Selection of Feasible Options

Using the scope outlined in Step 4, you can now review all of the possible options outlined in Step 3 and cross off the ones that don’t meet the scope requirements. This will leave options that could be implemented to the benefit of all the parties.

## Step 6: Agreement Strategy

If more than one option is available that meets the scope of requirements, there may need to be an agreement on how an option is selected. In most cases, this may result in a vote or having someone with authority making the decision.

## Activity 2: Managing Conflict

Now it's your turn to try out each of these steps. Using the Table below, work with a partner and decide on a conflict scenario to explore together. You may choose one of the conflict scenarios that you recorded earlier in this module. You will each represent an opposing position as you work through these steps. Fill in the table below:

	PARTY #1	PARTY #2
<b>Position</b> What they say they want.		
<b>Interest</b> Why they want it.		
<b>Options</b> Possible solutions that could meet the needs of both the party's interests.		
<b>Scope</b> Resources that will determine if an option is possible or not such as time or money.		
<b>Selection of Feasible Options</b> (what options remain after applying the scope?)		
<b>Agreement Strategy</b>		

By using this 6-step process to conflict management, you are demonstrating skills to work collaboratively with parties in conflict. If you follow these 6-steps, it should lead all parties to a solution that will ultimately meet their underlying needs.

Although this process has been proven to be highly successful with parties in conflict when the relationships are valuable, it will not fit all types of conflict. These 6-steps highlight a collaborative approach to conflict management; however, sometimes collaboration is not the appropriate approach. It's important to consider the most beneficial approach to the conflict based on the situation in itself and the outcome you are seeking.



### Summary

As a leader in the community, you must be prepared to deal with conflict on a regular basis and recognize that conflict itself is not necessarily a negative experience. Conflict can also lead to connection, mutual understanding and innovation. Consider what insights you gained about your relationship to conflict resolution.

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# Leadership Skills

## MODULE 4: PUBLIC SPEAKING

As a candidate, you need to win votes. Although campaigning door-to-door and having personal conversations with voters is an effective means to win votes, you cannot, and should not, avoid public speaking opportunities. Indeed, these may be the most beneficial forum to prove why you are the best candidate for an elected position.

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According to the Fearless Challenge survey funded by the Canadian Cancer Society in 2015, 1,500 Canadians over the age of 18 were asked what their greatest phobias were. The top five fears for both men and women include:

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WOMEN	MEN
Spiders (40%)	Snakes (33%)
Natural disasters (40%)	Heights (31%)
Heights (37%)	Public Speaking (28%)
Public speaking (37%)	Spiders (21%)
Snakes (35%)	Tight spaces (20%)
Mice/rats (35%)	Natural disasters (20%)

While the majority of Canadians admitted to having a fear they felt was irrational, another 62% have actively taken steps to confront their fears head-on with a 72% success rate. This is great news for those who can relate to a fear of public speaking in this workshop. If you work at managing your fear, you have a high likelihood of working towards overcoming your fear of public speaking.

The best way to hone your public speaking skills is to do public speaking. The more you speak in public to audiences, the more comfortable you will feel over time. There are many opportunities to address a group, including community meetings, community council meetings, conferences, candidate forums, radio, social media and at special events. As a candidate, you should be actively looking for opportunities to speak to groups—even if the thought of doing so is scary.

## Fear

Studies show that by focusing on the things that we're afraid of and using our rational minds to explore those fears, we can significantly reduce the way that we experience our fears. List all of the things about public speaking that you are afraid of - the 'what ifs'...

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## Activity 1: Public Speaking Skills

1. What type of public speaking events will you be speaking at if you are running in an election?

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2. What qualities do strong public speakers demonstrate in those types of events you listed above?

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## Activity 2: Developing Public Speaking Skills

You are invited to practice your public speaking skills and to speak about why you would make an ideal candidate for an elected position within your community. To help you craft your speech, answer the following questions:

1. Who are you?

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2. Why are you qualified to be an elected representative?

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3. Why are you running for the position?

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4. What are you proposing to do to improve the lives of citizens?

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5. What is at risk if people don't support your candidacy (things will remain the same, problems will not be addressed, etc.)?

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You may use notes to assist you with your speech but don't forget that connecting with the audience is an important element to speaking as a candidate who is looking to win votes.

Be prepared to evaluate yourself once you're done and to hear some feedback from your colleagues.

Things to keep in mind:

- Make eye contact while speaking
- Speed of speech, pacing, etc
- Pause when you need to instead of using a filler such as, “um’s” or “ah’s”
- Make your hands visible – and use them with your body language
- Make sure your voice can be heard from the person farthest away from you
- Use a conversational tone
- Avoid sarcasm as it’s often misinterpreted
- Be brief to hold the attention of others

Are there other tips that you can suggest of effective political speakers that you have observed? List them below:

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## Summary

When running for any elected position, public speaking can be one of your greatest assets. It helps people to connect with you and what you stand for. The most powerful and persuasive public speakers come across as passionate and genuine so if you’re clear on your campaign and why people should elect you, be sure that your message doesn’t get muted by your fear of public speaking. Take advantage of any opportunity to get in front of people and the more you do it, the easier and more natural it will become over time.

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# Election-specific Skills

## MODULE 5: TEAMS

Not all elected positions will require a team to support you; for example, running for a seat with your local education board may not require a team. However, the more competitive or higher profile elected positions can require quite a bit of work while campaigning. A strong team to support you in your campaign can make a huge difference in your election success. If applicable, you should be getting your team organized between 6-12 months before the election.

### Activity 1: Planning a Campaign Team

Let's see what you already know about putting together a team to support you in your campaign. Your facilitator may assign you an elected position or may ask you to choose an elected position that you are (or may in the future) considering running for. Write down the name of the type of position that you will focus on for this activity:

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Next, list the general responsibilities required to support your campaign in the position you identified above.


Refer to your General Responsibilities list above. Can you identify various roles that you could allocate to your team to support you in these responsibilities? If so, write the name of the role beside each line. For example, if the general responsibility is to help you manage your raised funds, you may title that role, “Finance Coordinator.”

Once you’re done assigning roles to each responsibility on your list, be prepared to share back with others. Please refer to the appendix for a comprehensive list of roles that may be required to support your team, depending on the type of election you are running in.



## Summary

The composition of your campaign team will depend on what works for you in your area and in your circumstances. It's possible to combine some of the roles where needed to streamline efforts. If you've done a good job fundraising for your campaign, it may be possible to pay your team members a stipend or a salary for their contribution to your campaign, if that is allowed in the rules governing that election.

If you do put together a team to help with your campaign, be sure to take the opportunity at the end of the elections to thank your team for their help.

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# Election-specific Skills

## MODULE 6: FUNDRAISING

No matter what level of elected position you are running for, fundraising can play a significant role in supporting your campaign so that you can maximize your efforts in reaching out to voters.

This may be your first-time raising money, and it may feel uncomfortable. Careful planning can help you get more donations. Women typically raise more money from small contributions of less than \$200 and therefore need to build bigger networks to raise as much as men do from larger corporations.

### Activity 1: Planning for Fundraising

You and a partner will be assigned an elected position role. Use the space below to identify the funding needs for that position and identify the potential sources of funding. Be prepared to share back with the group.

The elected position assigned:	Funding Needs for This Position	Possible Sources of Funding

If you need to raise funds, develop a budget that identifies what you need funds for and how much. Campaign funds can be allocated for signs, brochures, advertisement placements, social media advertisements, gatherings where room rentals or catering is required, website, office supplies, campaign team payments, etc.

## Summary

Fundraising serves an important function in any type of election as it offsets the burden of needing to personally fund your campaign. Although fundraising for elections taking place at the municipal level may not be necessary, it becomes increasingly important to fundraise when the needs of your campaign are greater, such as in territorial elections where campaigns can require significantly larger investments.

It’s also important to note that it may be worthwhile to plan and budget for any applicable financial burdens a candidate will have to take into consideration when choosing to run for office due to the possibility of taking time off work for the election period.

Be sure to set up an estimated budget in consultation with those who have gone through a similar election in the past to guide you through your campaign and reduce any avoidable financial stress associated with running in an election.

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# Election-specific Skills

## MODULE 7: CAMPAIGNING

Campaigning is about getting your message out. Communications is a critical component of your campaign and political life overall. Developing a clear message and familiarity with communications and social media tools and platforms is a fundamental part of becoming a political leader.

To campaign effectively you need to have a clear campaign message that speaks to the issues most important to your constituents.

### Activity 1: Creating Your Campaign Message

Identify 3-5 key issues and create a brief message addressing each one based on your values and your perspective on the issue:

1. Key Issue:

Message:

2. Key Issue:

Message:



3. Key Issue:

Message:

4. Key Issue:

Message:

5. Key Issue:

Message:

Canvassing (or going door-to-door) is an effective means of communicating your campaign. Here are some quick tips about how to canvass effectively:

- Canvassing intends to connect you personally with voters so that they know who you are and what you stand for and for you to learn what their concerns and interests may be.
- Choose your canvas times strategically to maximize when people may be home, without disrupting their family routines.
- Determine if you will require an interpreter to accompany you.
- Take pamphlets/posters with you to leave behind, or in case no one is home.
- Keep a written record of the homes visited and the issues/concerns raised and note any follow up committed to.
- Decide on what to do about dogs – many canvassers carry dog treats.
- Consider your safety and the safety of your volunteers and do not go alone.
- It may be worthwhile to go back over the canvass route before Election Day.

## Voters List

One of the most important things you will get for your campaign is the voter's list. This list will keep you organized in terms of who is living in which district as a registered voter.

## Getting Out There

Although doing door-to-door (canvassing) during a campaign is still regarded as an essential part of winning the confidence of the public, opportunities to share your campaign on social media are worth exploring as well.



Social media has become the primary source of information for citizens and a quick and effective way to connect with elected leaders. Social media has changed how people discover, read, and share news, information, and content, and puts powerful publishing tools into the hands of individuals.

Social media also allows for information, whether true or false to spread quickly and easily. It has proven to be a powerful tool but has also lead to some political blunders. Learning how to use social media, and other media strategies effectively will strengthen your message and confidence as a candidate. However, recognize that not everyone is on social media.

## You Will Be News



As soon as you announce your candidacy, the media, and the public will want to know what you have to say about the issues central to the campaign. Make sure you are comfortable responding to the issues before you announce your candidacy. Be prepared to respond to any manner of questions concerning local issues as well as broader issues facing the community, territory or country.

As you prepare to announce your candidacy, have a standard resume and biography outlining your background, career history, general goals, and any personal information

you wish to share on hand. These are items that you can give to the media or members of the public looking to learn more about you and your views.

For incumbents, be prepared to share and, at times, defend your record as a public official. For new candidates, be prepared to highlight why you are the winning choice and what you will bring to the table as an elected official.

## Know the Other Candidates

It is important to know the strengths and weaknesses of the other candidates. Although other candidates are indeed opponents, some of them may become your colleagues at the end of an election, so it's important to maintain a respectful relationship with the other candidates throughout an election. Be aware of the other candidates' positions on the concerns of voters, particularly where they differ and agree with your beliefs and values. This will help you to align with some of the candidates as well as to differentiate your campaign from others.

**Useful Information**

- Who are the other candidates?
- What are their backgrounds?
- Describe their education.
- Describe their previous jobs.
- Describe their previous elected, appointed, or public positions.
- What are their voting records?
- What previous public statements or important votes have they made?
- Why are they running for office?
- What do they hope to accomplish in office?
- What issues are personally important to them?

Gather information about other candidates from media reports, public meetings, and materials published by those other candidates, and their social media accounts.

If you are unable to attend a public event that would help you gain votes, network with other candidates or better understand community concerns, make sure a member of your campaign team or a supporter attends that public event, asks questions, and reports back to you or your campaign manager about what the other candidates had to say.

Do not go to any public meetings or debates without as many supporters as you can gather. The supporter's role is two-fold: to ask difficult and challenging questions of your competition, and to ask you questions that give you an opportunity to outline your views and share your message as the winning candidate.

It is highly recommended not to personally attack another candidate as it may damage your reputation by doing so. It is possible that you, or your family, may be the target of a personal attack from another candidate or candidate's team. Be prepared for your 'dirty laundry' to be aired and manage it with as much dignity as possible.

## Interacting with the Media



Handling the media is a skill you need to develop, both as a candidate and a politician. The relationship between the media and the candidate is interdependent: the media cannot do a story without a candidate, and the candidate needs the media to get her message out to a wider audience. A respectful relationship with the media will help ensure that your position on issues is articulated fairly and accurately.

### Media Do's

- Be polite and clear about your limits, and always bring the subject back to your key messages. If the media asks you to answer a question you find objectionable or too personal, do not feel obligated to answer.
- Try to be on good terms with reporters, commentators and columnists, along with their editors, as they determine what/how much to write about you and your local campaign.
- Maintain a media list that includes reporters, columnists, and commentators specific to your constituency so that you can be sure that press releases and other notices get to your contacts and are not overlooked or forgotten.
- Always respond to a media request even if you don't intend to grant an interview. It is not only professional but could be helpful later when you want coverage on an issue.
- Try to know what issue the reporter is asking about in advance. Either you or your research officer should gather as much information as possible before you speak to the reporter, including what your opponents may be saying about the same issue.

## Media Don'ts

- Don't believe that anything is ever "off the record." Everything you say may be reported. If you don't want to read it on the front page of tomorrow's newspaper, don't say it.
- Don't pretend you know the facts when you don't. If you are asked questions about an issue you don't have an answer to, say so. Most reporters and voters will respect a candidate who is honest and upfront about what they know and what they don't know. Commit to getting back to them later, do the research, and get back to them as soon as promised.
- Don't overreact to bad press. The purpose of an interview is to communicate your message.
- Don't make promises to the media or the public that you are not prepared to keep.

## Social Media



Social media allows people to create and share information and make connections. It is a powerful publishing and communications tool that has changed how people discover, read, and share content. People increasingly rely on social media for up-to-date political news and information. It can also spread political information quickly, whether it is true or not.

Social media activity can taint a political figure's reputation with information that may or may not be true. Before a candidate or a politician can confirm, deny, or explain, the public may have already formed an opinion based on that information. When done well, the spread of information on social media for political means can help campaigns immensely.

Campaigning online can be difficult, especially for campaigns with limited resources. Focusing your efforts and cultivating followers on specific platforms can pay off come to Election Day. A strong social media presence is vital to any campaign. (Note that a lot of people are on Facebook in the communities. Is it recommended to set up a separate Facebook account for election purposes? What about a webpage?)



## Activity 2: Use of Social Media

Consider some social media Do's and Don'ts that Candidates need to be aware of to have a successful social media presence. Write your thoughts in the table below and be prepared to share:

Social Media Best Practices	Things to Avoid in Social Media

No matter what social media platforms you choose, remember:

- **Be Smart**  
Each network has its language – learn it and use it to ensure you are reaching as broad an audience as possible.
- **Be Active**  
If you are on social media, then use it. Post at least once a day.
- **Be Consistent**  
Each platform may need you to tailor how you get your message out, but be consistent in always echoing the same message via different platforms.
- **Be a Great Listener**  
Get clues from your audience as to what they want further details on and what issues are important to them. Give them the information they are seeking to get their votes!
- **Be Resilient**  
Grow a tough skin and don't let negative comments get you down. Bullying and offensive remarks dominate social media, but don't let them dominate your campaign.

## Summary

Running a successful campaign is your best bet at getting elected. Creating a clear message about who you are and why voters should have confidence in you is only part of the task – getting your message out there to as many people as possible is the other part.



# Election-specific Skills

## MODULE 8: PUTTING YOUR NAME FORWARD



Depending on the type of position you plan to run for, it is important to recognize the steps required to get your name on the ballot before you officially begin campaigning. For example, it is always a good idea to talk to a few people to try to assess what kind of support you have. Also, it is culturally acceptable to talk to a few Elders, especially if you are considering running for a position with an indigenous government/organization.

### Why Run?

There is a lot to think about when entering any political arena. Hopefully, this course has provided you with some skills that will help you run a successful campaign, but just getting into the running is something to celebrate – win or lose. It's important to recognize that challenging ourselves to do something new and different is going to feel scary and possibly uncomfortable. You may notice your inner critique telling you that you're not good enough or not ready enough. Be careful not to listen to that critique too closely. That's the self-doubt that is trying to hold you back from taking a risk.

However, it's those feelings of discomfort that could mean that we're pushing ourselves to grow, to do something bigger than we have done before -to make a difference. Our communities in the NWT need more balanced representation to guide the decisions that are made. You may even choose to support the involvement of political participation by supporting another candidate as you become more comfortable with the process yourself.

Women in the NWT have much to offer public life. Whether it is skill, ability, education, life experience, or commitment; women are needed to balance public discourse decisions made by our elected leaders. Substantive representation of all northerners is not only good for democracy but is also good for public policy and governance.



# APPENDICES

APPENDIX 1: TEAM ROLES

APPENDIX 2: LEVELS OF GOVERNMENT

APPENDIX 3: TERRITORIAL ELECTIONS

APPENDIX 4: LOCAL AUTHORITIES

APPENDIX 5: LOCAL AUTHORITIES ELECTIONS ACT AND LEGISLATION

APPENDIX 6: GOVERNMENT RESOURCES

# Appendix

## APPENDIX 1: TEAM ROLES

Let's see how your ideal compares to the list of team roles in the attached. Here are some typical roles that your team should fill:

### **Official Agent** (required by law for certain elections)

- At the territorial and federal levels, you must name an official agent when you register your name as a candidate. This person is responsible for keeping track of expenses and contributions, and for submitting the records to the Chief Electoral Leader at the appropriate time.
- Qualifications for this role include someone who is well-organized with a bookkeeping or accounting background.
- It also helps if this person is well known throughout the community, as their name must appear on all of your signage and advertising.
- Keep in mind that an official agent cannot be a candidate, a returning officer, a poll clerk, or an employee of the GNWT.

### **Campaign Manager**

- This person will oversee all of the other individuals on the campaign team as well as advise the candidate of their daily campaign schedule.
- Qualifications for this role include someone with strong political experience and someone that is trusted and respected with strong organizational and people skills.

### **Finance Coordinator**

- This person is responsible for the bookkeeping and fundraising and will work closely with the Official Agent.
- Qualifications include experience managing bookkeeping records, is highly organized, and has an awareness of all rules associated with campaign expenses.

## Volunteer Coordinator

- This person is responsible for recruiting and managing the volunteers in your campaign.
- This person assigns volunteers to different tasks in the campaign and often assists with the scheduling.
- In most cases, this person also recruits drivers with vehicles that can volunteer during Election Day.
- In campaigns without a separate Canvassing Coordinator, this person also assigns volunteers as canvassers who either canvass the public by phone or door-to-door.

## Canvassing Coordinator

- This person works closely to recruit and manage the campaign volunteers for canvassing opportunities.
- They strategically set the canvassing schedule to maximize the efforts of those canvassing.
- Canvassers may be able to share where they feel voting support is focused and will inform the Canvassing Coordinator to allow for a sense of support leading up to the election.
- Canvassing Coordinators also amalgamate all of the questions and concerns that canvassers hear while they are canvassing and make sure that all information is passed on to the Campaign Manager to action as needed.

## Campaign Headquarters and Office Manager (where applicable)

- This person looks after the campaign headquarters, including replenishing office supplies.
- This person welcomes guests and volunteers, answers the main phone line, and retrieves messages.
- Depending on the structure of your campaign, they may maintain the database or voter lists for your campaign, which is important in identifying your supporters.

## Communications Coordinator

- This person arranges for media interviews and prepares news releases in conjunction with the candidate, campaign managers, and researcher.
- This person also schedules and designs all advertising and articles submissions and handles all digital advertising, such as the campaign's website, and monitors and supports the candidate's social media accounts.

## Signs Coordinator

- This person supervises the ordering and installation of posters, lawn signs, billboards, etc.
- They monitor current signs for vandalism, theft or if they have fallen and replace them quickly.
- They also organize a clean-up crew to remove campaign material following the election.

## Researcher/Information Officer

- This person locates the necessary information to inform the candidate about issues and may help to write background material for speeches, public forums and debates, news releases, and pamphlets.
- This person may also monitor community stories in newspapers and online which are relative to campaign issues.

## Election Day Coordinator

- This person organizes schedules on Election Day and may organize drivers and childcare for voters who need them.
- They will manage volunteers to phone potential voters to get them to the polls and identify how to offer voter support.
- They will also post polling results in the campaign headquarters as they become available and organize the post-election party for the evening of polling day.

## Community Liaison

- If you are in a riding that has several communities that you need to access, it helps to have a point person or mini team in each of those communities working on your team.
- This person(s) can help with canvassing and identifying the key issues unique to that community.

# Appendix

## APPENDIX 2: LEVELS OF GOVERNMENT

In Canada, we have various levels of government including:

- Federal
- Provincial and Territorial
- Municipal
- First Nation Self-Government – formed by a self-government agreement and Act

# Appendix

## APPENDIX 3: TERRITORIAL ELECTIONS

An MLA (Member of Legislative Assembly) is a person elected by the people of the NWT to serve as their representative in the Legislative Assembly. Here is a list of Eligible versus Ineligible Candidates:

Eligible MLA Candidate	Ineligible MLA Candidate
At least 18 years old	You are an Election Leader.
Canadian Citizen	You are someone's Official Agent.
A resident of the NWT for at least 12 consecutive months	You are a member of Parliament or Legislative Assembly in another province or territory.
	You are imprisoned in a correctional institution as the result of a conviction for an offense.
	You have been convicted of a major election offense within the past five years.

*\* You do not need to live in an electoral district to be a candidate there\**

There are 19 districts within the NWT where an MLA is elected to represent and serve a 4-year term. An MLA's job is to make laws that govern the people in the NWT and to keep track and advice on how public money is spent on government programs and services.

Candidates who are elected to the Legislative Assembly serve several important roles including:

- Cabinet Minister
- Premier
- Speaker
- Committee Member

The Legislation that governs the Territorial Elections for candidates competing for the role of MLA is the Elections and Plebiscites Act of the NWT.

In the NWT there are no political parties, as we use a system called a consensus-style government. This means that anyone who is eligible can run as a territorial candidate.

MLA nomination papers must include a copy of any code of conduct established by the Legislative Assembly for its members, and information respecting the conflict of interest requirements. You become an official candidate once the Returning Officer has accepted your nomination papers for the electoral district. There is a 29-day campaign period where candidates may formally campaign for office.



# Appendix

## APPENDIX 4: LOCAL AUTHORITIES

The Canadian Constitution delegates responsibilities for municipalities to the provinces and territories. Municipal governments receive their authority from one of the following GNWT Legislations:

- Cities, Towns and Village Act
- Hamlets Act
- Tłjchq Community Government Act
- Charter Community Act
- Déljne Final Self-Government Agreement Act

In the NWT there are 33 recognized municipal governments. Municipal governments are:

- authorized by the above Acts;
- governed by a council elected by residents;
- accountable to the electorate (voters); and
- accountable to the Minister for requirements in the Acts and policies.

It is the elected official's responsibility to establish policy for their elected authority. It is the responsibility of the administration to implement the policy that the council has established.

A "local authority" is defined in the Local Authorities Elections Act as Municipal Councils, District Education Authorities, and other agencies established in the Northwest Territories that reference the Local Authorities Elections Act as the authority's election rule.

Local authorities must hold elections on the day(s) specified in the Local Authorities Elections Act (see chart on next page), in the Tłjchq Community Government Act or the community charter. Local authorities run and pay for local elections. The local authority can conduct an election on its behalf, or on behalf of another local authority—to help share costs. For example, a community government may agree to share or cover the cost of any election held jointly or on behalf of the District Education Authority. The two authorities should make financial arrangements before the appointment of the Returning Officer.

The term of office for council members in cities, towns, villages, and hamlets may vary from a municipal act if a bylaw is made. The municipalities may also decide to stagger terms of office by bylaw.

A local authority is responsible for notifying the Chief Municipal Electoral Leader whenever they have a by-election or plebiscite. District Education Authorities should notify the Chief Municipal Electoral Leader when they are holding their elections.

Community Governments	Election Date	Term of Office
Cities, Towns, and Villages	3rd Monday in October	Three-year terms*
Hamlets	2nd Monday in December	Two-year terms*
Charter Communities Set out in Establishment Order under Regulations	1st Wednesday after Easter 3rd Monday in July 3rd Monday in June	Déljne – every 2nd year Ft. Good Hope – every 2nd year Tsiigehtchic – every year
Tłjchq Community Government	2nd Monday in June	Every four years
District Education Authorities École Scolaire Francophone	Same as a municipal corporation or may set out own date or as set by Ministerial Order.	Same terms as a municipal corporation in the community or as set by Ministerial Order.

\* Councils may set a different term of office, by bylaw, from two years to four years.

# Appendix

## APPENDIX 5: LOCAL AUTHORITIES ELECTIONS ACT AND LEGISLATION

### Local Election Act

The Local Authorities Elections Act governs community government elections. This legislation sets out the eligibility criteria for voters and candidates, establishes the election calendar, sets out the election process, provides for recounts and judicial reviews, describes unlawful election activities, and describes the procedure for disposing of used ballots and other election materials.

### Local Authorities Legislation

Every municipal corporation is established under the authority of territorial legislation. The legislation includes the Cities, Towns and Villages Act, the Hamlets Act, the Charter Communities Act, and the Tłjchq Community Government Act. You may have to refer to these Acts, their regulations and your bylaws to find information on the number of elected officials, the terms of office, election dates, voting alternatives, vote counting and staggered terms of elected officials.

Tłjchq communities should take special care to note the differences between provisions in the Local Authorities Elections Act and sections 12 to 18 of the Tłjchq Community Government Act.

Communities established under the Charter Communities Act have their election dates, eligibility criteria for members of Council, and length of term as set out in their charter. These details are set by Orders that are found under Regulations of the NWT.

Regarding elections for a specific District Education Authority refer to the regulations established under the Education Act.

# Appendix

## APPENDIX 6: GOVERNMENT RESOURCES

### Federal Election Government Resources

- **The Green Party**  
[www.greenparty.ca](http://www.greenparty.ca)
- **The Liberal Party**  
[nwt.liberal.ca](http://nwt.liberal.ca)
- **The New Democratic Party**  
[www.ndp.ca](http://www.ndp.ca)
- **The Progressive Conservative Party**  
[nwtconservativeparty.ca](http://nwtconservativeparty.ca)

### NWT Election Resources

- **Elections NWT**  
[www.electionsnwt.ca](http://www.electionsnwt.ca)
- **NWT Legislative Assembly**  
[www.assembly.gov.nt.ca](http://www.assembly.gov.nt.ca)

### School Board Election Resources

- **NWT Teachers' Association**  
[nwta.nt.ca](http://nwta.nt.ca)

### Municipal Government Election Resources

- **GNWT Municipal and Community Affairs**  
[www.maca.gov.nt.ca/en/services/municipal-elections](http://www.maca.gov.nt.ca/en/services/municipal-elections)
- **NWT Association of Communities**  
“The Community Councilor Handbook”  
[www.nwtac.com](http://www.nwtac.com)

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- “Election Accomplishments”, Elections NWT
- “Keys to Elected Office, the essential guide for women”, Barbara Lee Family Foundation, Governors Guidebook Series
- “Getting Your Message Out”, Campaign School for Women. Nova Scotia Advisory
- Council on the Status of Women, [www.women.gov.ns.ca](http://www.women.gov.ns.ca)
- “Campaign Skills Handbook”, Campaign Schools, National Democratic Institute





