LEADS

Curriculum Notebook

Leadership Excellence and Dynamic Solutions

K-STATE
Research and Extension

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

LEADS

Curriculum Notebook

Leadership Excellence and Dynamic Solutions

K-STATE
Research and Extension

Publications from Kansas State University are available at: ***www.ksre.ksu.edu***

S137 May 2014

Acknowledgements

Reviser:

Trudy Rice, Specialist, K-State Research and Extension Community Development

Reviewers:

Carla Nemecek, Director, K-State Research and Extension-Southwind District

Bev Dunning, Director, K-State Research and Extension Sedgwick County

Laurie Chandler, Director, K-State Research and Extension-Shawnee County

Debra Bolton, Specialist, K-State Research and Extension-Southwest District

David Key, Director, K-State Research and Extension-Meadowlark District

Jan Steen, Director, K-State Research and Extension-Reno County

Jennifer Wilson, Director, K-State Research and Extension-Riley County

Carl Garten, Director, K-State Research and Extension-Central Kansas District

Sheryl Carson, Agent, K-State Research and Extension-Kearney County

Kylie Ludwig, Agent, K-State Research and Extension-Wildcat District

Rick Miller, Agent, K-State Research and Extension-Johnson County

Leslie Manning, Agent, K-State Research and Extension-River Valley District

Table of Contents

Introduction

As a K-State Research and Extension agent or community citizen, you have many opportunities to promote leadership development as specific leadership programs, as parts of other educational programs, or in working with other professionals or volunteers.

This LEADS Resource book provides a variety of materials to assist you in your leadership development work. The acronym LEADS refers to "Leadership Excellence and Dynamic Solutions," expressing the K-State Research and Extension vision of action-oriented programming to address community issues. Background information, teaching methods, learning activities, and evaluation tools are provided for a wide range of topics. Materials can be tailored for beginning and experienced audiences, youth, adult, or combinations.

The purpose of this resource book is to help you become more aware of possibilities for initiating and conducting leadership programs in your community, to learn how to do this with a minimum of confusion, to feel comfortable about working in the leadership field, and to become excited and motivated to make use of it. Community may be a specific locality (such as a neighborhood, town, or county), a school, a work site … any place where there are some common needs, interests, or opportunities.

Leadership: A Definition and Philosophy

In these materials, leadership is defined as the process of people working together to achieve mutual purposes. This definition is based on the philosophy of shared or participative leadership (in contrast to positional or authoritarian leadership models) and on the concept that leadership abilities can be learned (rather than the belief that leaders are born, not made). Building leadership capacity involves development of human resources, such as knowledge and skills, time and energy, attitudes and enthusiasm, and appreciation of diversity.

A variety of words and phrases are used to describe leaders and leadership. Integrity, communication, vision, caring, decision-making, commitment, dedication, motivation, knowledge, and courage are among those words frequently chosen. Leaders are described as those who seek to understand, clarify expectations, respect others, and keep promises. They exhibit honesty, openness, kindness, courtesy, win-win thinking, and loyalty. They are willing to give and receive feedback and to admit their mistakes.

Leadership includes working with other people (as well as learning ourselves) in enhancing abilities, transferring skills, learning through reflection and action as well as in other ways, and recognizing that everyone has leadership potential.

Thus, leadership is a body of knowledge that can be taught and learned. It offers guidance to those who want to be involved in improving their communities and are unsure where to begin.

Many people, who may or may not have positions or titles that bring power, are eager to learn more and need to be encouraged to learn more about effective leadership and followership. This step-by-step process of learning how to lead is an invaluable tool to help people answer the question, "What can I do?"

Situation

Leadership and citizen involvement are key ingredients in addressing many problems communities face today. Community in this context may be a geographic area or "community of interest," such as an organization, workplace, or other institution.

No matter how competent a leader is, no one person can take the responsibility or provide all the resources and expertise for solving a community's problems. People move in and out of leadership roles based on their knowledge and skills at different points in the problem-solving process.

The complexity of issues facing communities requires people from various backgrounds, with different perspectives and skills, to come together to work on issues involving their common interests. Professionals and other experts alone cannot accomplish this task. Local leaders must generate the ability to bring people with diverse interests together, develop a shared vision and goals, and achieve results in an ethical way.

Many counties lack a pool of potential leaders — citizens with the skills, abilities, and interests for organizational and local government activity. Difficulty is experienced by those who try to recruit new officers and committee chairs for a club or association, leaders for youth organizations, or volunteers to serve on boards or task forces. Many researchers and practitioners find that local leadership is fundamental to the future of each community.

The availability of citizen leaders (actual and potential) is reduced by:

- Changing demographics, particularly the aging of current leaders, the out migration of residents, the increase in women in the labor force, and the decrease in youth planning to stay in the community.
- Growing demands on an individual's time, resulting from needs of business, employment, family, and other responsibilities.
- Lack of leadership training or leadership development opportunities.

Leadership/Volunteerism Relationships

The National Extension Plan, *For the Common Good: a Strategic Leadership and Volunteer Development*, states, "Leadership and volunteer development are separate disciplines with unique purposes and methodologies."[1]

- Leadership development builds the capacities of individuals, groups, and organizations to address community issues.
- Volunteer development enhances the potential for community service.

The disciplines share a common focus: human capacity building for public well-being.

Leadership/Management Relationships

Leadership is different from management . . . not because leadership is mysterious or requires charisma or because leaders are born. Rather, leadership and management are two distinct and complementary systems of action. Each has its own functions and activities. Both are necessary for an organization to be successful.[2]

In some organizations, the same person has to be both leader and manager. Many of the skills are similar; the difference is in the context and application.

Leadership is about addressing change. Leadership involves setting a direction or vision, aligning people, motivating, and inspiring. Major changes are more and more necessary to survive in today's environment.

Management is about coping with complexity. Good management brings a degree of order and consistency. Activities include planning, budgeting, organizing, staffing, controlling, and problem solving.

Curriculum Foundation

The LEADS Curriculum is a good foundation for building leadership capacity in committees or task forces, organizations, or in the community. Both adults and youth can benefit from community leadership development programs. Leadership training can be helpful as you deal with other agencies and coalitions that may be working on a variety of issues.

Leadership involves a lifelong educational process of growth and development.

A leadership development framework includes both levels of competencies and stages of the curriculum for skill development.[3]

- Developmental phases of competencies:
    1. Awareness
    2. Understanding of concepts
    3. Ability to articulate principles
    4. Application of skills
    5. Integration into practice
- Developmental phases in leadership curriculum skills and issues:
    1. Personal (or individual) development
    2. Interpersonal development
    3. Group/organizational development
    4. Community/societal development (institutions/systems)

How to Use this Resource

The book is divided into 10 sections. After you have selected your topic and objectives to meet your group's needs and interests, plan which module or modules or combinations to include in your workshop.

Format

A condensed table of contents is provided here for quick reference.

There are 10 sections to this notebook. Following this introduction, there are four subject matter units, each containing three or four modules. The sixth section describes ways to organize either formal or informal leadership development programs. Many examples are provided. The seventh section provides a variety of evaluation tools. The last three sections (Resources, Other, and Appendix) provide space for your own notes or for supplementary materials.

Evaluation Tools

Other

Planning the Program

Leadership development is an educational process learned through both formal means (e.g., training programs) and informal means (e.g., experience). It is important to build the leadership capacity of people, regardless of age, occupation, education, or income level. A variety of methods for implementing a program are possible depending on time, audience, and resources.

Goals

Individuals enhance their leadership capacity through both structured educational programs and practical experience.

As a result of leadership programming, program participants will:

- improve their leadership and followership abilities,
- effectively address public issues, and
- take action to improve themselves, their families, and their communities.

Specific objectives of program participants might include:

- Work with extension agent(s) and partners to determine needs and methods for gaining leadership knowledge and skills.
- Identify individual and group goals for using leadership knowledge and skills.
- Increase their knowledge of leadership principles and techniques.
- Develop or improve their leadership skills.
- Become more actively involved in leadership roles and responsibilities.
- Use their leadership capability in organizations, community roles, and actions to address and resolve organizational and public issues.
- Share their knowledge of leadership concepts, techniques, teaching methods, and problem-solving skills with other individuals, groups, or organizations.
- Develop coalitions and partnerships that share resources to address complex problems and issues.

Outcomes

The choice of outcomes, of course, should be based on the needs and interests of the clientele. The difficulty, however, is satisfying the needs of everyone. In any group, there is a diversity of people with various levels of leadership skills and interests. What may be new, exciting, and rewarding to one person, may be repetitive and "old hat" to another. Nevertheless, attempting to clearly define the focus of a program and the intended outcomes beforehand, which are based on participants' interests and needs, can help reduce frustrations resulting from unmet expectations. Some leadership programs are often well suited to participative evaluations, where participants decide what they want to learn and how to demonstrate the learning.

The intended outcomes of a leadership development program are tied closely to teaching methods. For example:

- The presentation of data and information is helpful to develop awareness, to help people conceptualize and think critically about an issue.
- Modeling or demonstrating leadership skills is a teaching method that enables people to see how to behave in various situations.
- The opportunity to role-play and practice in simulated settings with time for feedback is also an effective teaching method.
- The opportunities to practice leadership skills with the opportunity to discuss one's actual experiences with others is helpful.
- Measuring accomplishments and progress toward goals in leadership requires careful planning and creative evaluation because of the variable objectives of participants and the intangible nature of the impacts.

End Results

Impact or end results commonly occur some time after a program has been completed. They may include:

- more confidence to participate in public affairs,
- opportunity for public dialogue and civic action,
- increased communication among all community members,
- stronger ability of community groups to identify priorities and take action, and
- development of effective partnerships and coalitions.

Teaching Methods

Many leadership skills are most effectively developed when participants take an active role in their learning. In its simplest form, the Experiential Learning Method has three parts: experience, reflection, and application. This method is often described as "learning by doing."

Experiential learning takes place when a person:

- **Experiences** — performs or is involved in an activity.
- **Reflects** — looks back on what took place by sharing and processing.
- **Applies** — uses the new information or ideas by generalizing about the results and using the new information in another activity.

Experiential learning allows individuals to select, modify, and take responsibility for their own educational activities. This serves two purposes: (1) it provides opportunities for active involvement; (2) it offers a variety of activities and techniques. Together, the quality of learning can be greatly enhanced. It also lets people learn from one another.

In a more comprehensive version of the Experiential Learning Model[4], the Reflection stage includes two phases, Sharing and Processing; and the Application stage includes Generalizing and Applying.

The facilitator's role is to guide participants through each step. Some key points facilitating the discussions are listed here.

Experience:

- Begin with concrete experience, either an active/doing one, or primarily reading, listening, or watching a videotape or demonstration.
- Can be an individual or group experience.
- May be unfamiliar to the learner.
- Often pushes learner beyond previous performance levels.
- May be uncomfortable for the learner.

Share:

- Gets participants to talk about experience.
- Share reactions and observations.
- Let the group (or individual) talk freely.
- Acknowledge ideas generated.
- Encourage answers to questions posed.
- Avoid having the leader answer questions.

Process:

- Discuss how themes, problems, and issues are brought out.
- Discuss specific problems or issues discovered by group.
- Discuss personal experiences members recalled.
- Look for recurring themes and list.
- Generate ideas by groups, panels, or individuals.

Generalize:

- Find general trends or common truths in the experience.
- Identify "real life" principles that are important.
- Keep focused on the key messages.
- List key terms that capture the lessons.
- Identify situations where the principles apply.

Apply:

- Discuss how new learning can be applied to everyday situations.
- Discuss how issues raised can be useful in the future.
- Discuss how more effective behaviors can develop from new learning.
- Write personal goals for behavior changes.

- Use role-playing to demonstrate new behaviors.
- Help each individual feel a sense of ownership for what is learned.

The Learning Process

Providing an experience alone does not create "experiential learning." The activity comes first. The learning comes from the thoughts and ideas created as a result of the experience. Addressing each step in the process assures a purposeful plan to obtain a specific goal. Using the experiential model comes easy for some people; for others, it stretches their comfort zone.

Each of the 14 content modules in this notebook contains a brief overview, learning objectives, subject matter section ("fact sheet"), and suggested learning activities. Discussion or processing questions are listed with each activity. Remember that learning comes from reflection, sharing, and generalizing. Otherwise, the activity falls into the fun or games category, rather than a learning experience.

Learning passes through the following four levels if it is to permanently change the way a person sees the situation:

1. The experience itself, which can come in many forms.
2. What the learner identifies as significant in that experience.
3. Analysis, based on reason, of why it is significant.
4. Generalization, which results from the learner's unique perceptions of the experience's future value.[5]

Everyone gives and receives messages through sensory channels. The main senses used in learning are the visual, auditory, tactile, and kinesthetic senses. Learning occurs as information is processed through all of these sensory channels; however, learning preferences or effectiveness of processing information through the various channels varies among individuals.

Learners need the opportunity to see, hear, and do each time new material is presented. In general, learners remember:

10 percent of what they read
30 percent of what they see
80 percent of what they say
20 percent of what they hear
50 percent of what they see and hear
90 percent of what they say as they act

Dialogue and collaboration form the foundations of many leadership functions.

Cooperative learning requires participants to work in groups and depend on each other to accomplish a goal. Cooperative learning encourages development of social interaction skills but takes the most time of any of the ways of learning (individualistic and/or competitive). Cooperative learning is more than working in groups. It requires these components:

- Positive interdependence
- Face-to-face interaction
- Individual accountability
- Teaching social skills
- Processing

Experiential learning provides the opportunity to develop skills such as cooperation, teamwork, communication, trust, decision-making, and creative problem-solving. In the leadership field, working together to address issues is a key goal for learning. Participants whose preferred learning style involves observation and reading may need special assistance to feel comfortable with some of these activities.

Strategies for Teaching

Learning that provides alternatives to current problems confronting adults is effective. Adult learners have limited time and numerous experiences that offer a challenge to the facilitator/teacher.

About 85 percent of learning occurs through vision. This includes reading, seeing, demonstrations, seeing pictures and drawings, and observing daily life. About 10 percent of learning occurs through hearing. This includes lectures and public speaking, hearing instructions on how to do something, and listening to everyday happenings. The other senses account for the remainder.

When deciding on an appropriate teaching method, keep in mind that adults remember more when they actively participate in the learning process. When teaching adults, the responsibility for learning is shared. The adult teacher should facilitate learning, inspire and encourage learners, and assist learners in achieving the goals they have set for themselves.

To best facilitate adult learning, consider the following strategies for how adults learn[6, 7]. Adults usually:

- Want to explore what they have identified as important rather than what the teacher views as important.
- Want to learn information relevant to their needs.
- Are busy. Their time is limited. Design lessons so they can learn at their own pace.
- Like to share experiences and knowledge in a supportive, people-centered climate.
- Prefer a variety of teaching methods.
- Will decide whether or not they will participate or not participate in a learning experience.

It is often helpful to remember that, in general;

- Adults are independent, and may resist change.
- Adults have a greater fear of failure.
- Adults are more likely to have problems with seeing or hearing.

Some adult learners have been away from structured learning experiences for many years and may doubt their ability to learn. A facilitator should keep these characteristics in mind when preparing and conducting a learning experience.

Youth generally prefer active learning, although individual learning styles vary. Teenagers are busy. They are thinking and planning for their future and want to be treated as individuals moving into adulthood, capable of assuming responsibility and able to do many tasks without adult supervision. They are interested in being with their peers.

Differences in learning styles and past experiences, as well as age, affect the ways people prefer to learn.

During learning activities, the facilitator allows the group to develop its own abilities, with guidance when appropriate. The facilitator takes people out of their standard frame of reference and helps them engage in things new and different.

Evaluation Methods

Changes in knowledge, attitudes, skills, and aspirations result in practice changes, which in turn contribute to the achievement of the measurable objectives. A program evaluation system that documents activities and accomplishments at all levels of the Bennett Hierarchy will be conducted.

In addition to the measures of self-perception by participants, observation checklists, interviews, and other sources of data may be used. Specific questions to be asked, persons to be contacted, and times and methods for observation of activities can be determined jointly by the project team, planning committees, and program participants themselves.

- Program evaluation in leadership development can benefit from participative evaluation as well as pre-determined objectives and measures of accomplishment. Long-range evaluations are useful whenever practical.
- Written evaluations of program activities and group interactions and individuals' assessment of changes in their behavior or attitude.
- Audio evaluations such as a telephone interview between agents and/or facilitators and a team member, or face-to-face discussion, such as focus groups.
- Visual evaluations such as observing group members interacting or documentation through slides or videos.
- Opinions of representatives of the stake holders.
- Success stories or case studies.

Examples of tools and data collection methods are provided in the evaluation tools section. Program results will be aggregated so that the state-wide impact of leadership programming can be assessed.

Designing Leadership Programs

There is sometimes a distinction made between "formal" programs (such as those having an organized structure, usually with by-laws, alumni groups, and some system of governance), and informal programs (which may have the same or somewhat a different educational focus, but which do not have the same sort of organizational structure). Informal does not mean that the program is less carefully planned or conducted. The curriculum will be chosen carefully, with careful attention to specific needs, interests, and experience levels of the target audience.

We encourage the inclusion of some subject matter and skill-building experiences, as well as getting acquainted with the community businesses and institutions and with government personnel and agencies.

The information and materials in this resource also apply to the informal program. While the emphasis is generally on adult participants, the materials are readily adaptable to programs for adults and youth in shared programs.

Programs that include both youth and adults should help participants regard one another as partners and resources. This develops positive attitudes about working together. It is important for adults to accept young people as capable colleagues, not just in the role of recipients of adult directions.

References

1. Michael, John A., ed., and National Extension Task Force for Leadership and Volunteer Development. *For the Common Good: A Strategic Plan for Leadership and Volunteer Development.* USDA, October 1994.

2. Kotter, John P. "What Leaders Really Do." In *The Leader's Companion: Insights on Leadership Through the Ages*, ed., J. Thomas Wren, 114–123. New York: The Free Press, 1995.

3. The developmental stages and curriculum topics were adapted from a model initially developed by Janet Ayres, "The Leadership Continuum," Department of Agricultural Economics. Purdue Cooperative Extension Service, West Lafayette, Indiana, 1990.

4. McFarland, Marcia. "Session IV, Experiential Learning Model." In *Moving Ahead Together/Lesson Plans*. Army School Age and Teen Project. Kansas State University Cooperative Extension Service, Manhattan, Kansas, 1995.

5. Fultz, Pat. Unpublished material prepared for L*I*F*E (Leadership Initiatives for Educators Training) Conference. Kansas State University Research and Extension, 4-H and Youth Programs. Manhattan, Kansas, May 1998.

6. Price, M. Gayle. "Teaching as a Volunteer Leader," (MF-971). Manhattan: K-State Research and Extension Service, October 1990.

7. Young, Carol. "Teaching Guide: Teaching as a Volunteer Leader," (GT-307). Manhattan: K-State Research and Extension Service, October 1990.

Unit 1: Personal Leadership Skills

Module 1: The Leader Within You

Overview

There are many ideas about definitions, characteristics and approaches to leadership. When discussing leaders and leadership, talk about both individuals and groups, attitudes and actions, processes and results. The word "leader" has many definitions, and the books on leadership would fill many bookshelves. Yet, groups continue to wrestle with the question while they seek to conduct their affairs in the best possible manner.

The citizen leadership definition that fits many community and volunteer organizations is that leadership is a shared process. In this view, everyone can learn leadership skills and everyone has expertise to contribute. In other words, "all people have leadership potential. Adults and youth often simply need the opportunity to learn how to participate and how to lead in order to become good leaders."

Objectives

Participants will:

- Become more aware of different approaches to leadership.
- Begin to develop their own definitions of leaders and leadership.
- Explore the concepts of citizen leadership as a method to use themselves.
- Reflect on their own personal philosophies of leadership.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing" model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

The Leader Within You

When exploring leadership qualities, think about personal abilities — mental and physical. Think about knowledge, skills, time and energy, even attitude and enthusiasm. Think of building leadership capacity, which involves enhancing abilities, learning to transfer skills from one situation to another, and devoting time to reflection and development of a personal leadership philosophy.

There are varied definitions of leadership. Examples include:

1. The process of using influence to help a group achieve its goals.
2. The beliefs individuals have about what makes effective leaders.
3. The qualities, behaviors, skills, and knowledge of people regarded as effective leaders.
4. An influence relationship to help a group achieve mutual goals.

The Challenge of Leadership

Society is experiencing a time of rapid change. There have always been changes taking place, but the rate of change seems to have increased to the point it's hard to keep up.

This rapid change also leads to feelings of uncertainty. Traditions and customary ways of doing things are threatened. Fear of the unknown sometimes creates a resistance to change. You may not know how to proceed.

Apathy or doing nothing is one way this resistance to change is illustrated. Individuals and families are so busy trying to manage their own personal activities that they don't make time for the broader community. They do not realize that group or community action is often the best way to address these new issues.

As you begin to explore "the leader within you," think about ways it may be appropriate for you to revise elements of your style, your priorities, your beliefs, and your habits. In particular, ask yourself:

- Am I paying enough attention to the subjective aspects of leadership — including the values, culture, and tone in my organization?
- Am I doing all I can to bring out the best in others? Am I valuing and respecting their differences and motivating and inspiring them?
- Am I "walking my talk" and modeling the values I believe in?
- What other leadership actions should I be adding? How am I balancing my focus on results vs. people? My commitment to career vs. my personal life?[1]

Today's challenge is to ask:

- Do I share in leadership roles?
- Am I developing my ability to work with others as a team leader and member?
- Am I a lifelong learner, instead of thinking I already know all there is to know?

Citizen Leadership

Citizen leaders are people in the community who are concerned about the quality of life in their community. They assume responsibility for the public good and see a need to act together for the common good of the community. Citizen leaders take ownership of the problems and opportunities that exist in the community and hold themselves accountable for seeing that action is taken. In other words, they don't want "experts" or politicians to solve the problems for them.[1, 2]

Citizen leaders work with others in the community to identify opportunities or problems. They help others articulate a common purpose and set goals and objectives. They also assume that there are differences in the way people regard the opportunity or problem, i.e., different values of the people, different experiences, different viewpoints.[1, 3] Citizen leaders help people connect their differences to the common purpose that brought them together. In other words, the citizen leader helps people see how their differences can be used to solve problems rather than be a point of conflict. Citizen leaders also acknowledge that problem-solving requires a commitment of time. They realize that people must benefit as well as contribute to the problem-solving process. Leaders also help people find their role in the process and affirm the developmental nature of the relationship.

Consider the Following Factors

Ask yourself, "How do I think about leadership and myself as a leader?" Everyone has a wide range of skills, interests, and abilities they use in their daily lives: at home with family, on the job, and in their communities. Some tasks are more meaningful and enjoyable than others.

When you are thinking about moving into a leadership position, or a more active role as a group member, think about these questions:

1. What skills do I have to offer?
2. What would I like to learn more about?
3. What is it I don't like to do?
4. What do I want to do, but am hesitant about?

Think about what motivates you, gets you excited, and makes you feel successful in your leadership roles.

Motivation

Motivating yourself and others is a fundamental leadership ability. As leaders, you make important contributions when you find incentives for yourselves, and when you create an environment that makes it possible for other people to motivate themselves.

As you consider your leadership philosophy and style, ask yourself what you can contribute to your organizations and community — either on or off the job? You need to figure out how to release the leader within and get yourself up and moving. Motivation is complex. Internal motivation comes from within a person. Understanding and supporting the motivation of the individual group member is vital. Your own enthusiasm and commitment are also crucial to success.

Leaders and managers of groups can provide incentives and set the stage for people to become motivated. Sources of motivation are often divided into five categories.

People are motivated by the desire for:

Achievement: Strive for success in accomplishments, a high level of involvement. They are "do'ers" who like getting projects done.

Power: Aim for having impact or influence in dealing with other people and/or project results. They do well as fundraisers or when working with politicians.

Affiliation: Like being with others, enjoy mutual friendship, and want to belong to a group. They don't enjoy tasks in which they work alone. They like to plan celebrations and social events.

Recognition: Desire recognition for work performed and are concerned about status and visibility in the group or community. They enjoy working with the media and making public appearances, and appreciate receiving certificates and having their name in the paper.

Altruism: Prefer doing things for the general good or public interest. They enjoy working with other groups who have shared values and goals. They feel a need to pay something back to society.

Many people are motivated by several of these categories. At different stages in your life, one area may be more important than others.

Empowerment

In much of the work that you do — whether for pay or as a volunteer — a group of people with different types of interests and expertise is involved. So, part of leadership includes empowering others.

Empowerment is not just one of today's buzzwords. In the leadership context, it summarizes some important trends and principles for leadership in today's society. For example, it means:

- Getting away from the idea of one leader who has all the answers and who can tell everybody what to do.
- Acknowledging the capability and desirability of different people to influence decisions.
- Accepting the need for and benefits of personal, organizational, and community change.
- Accessing information and other resources.
- Transferring power, or enlarging the power base and understanding of all stakeholders; giving and accepting power and responsibility.
- Thinking of power as energy, or the influence or ability to get things done. It is not seen as something negative or coercive.
- Sharing knowledge and interests, as well as a vision and goals.[4]

If the individuals in leadership roles can foster an environment where everyone can contribute their expertise and leadership skills, then motivation, energy, and enthusiasm will follow. A critical part of such an environment is the willingness to delegate meaningful tasks — not just busy work. To delegate means sharing and getting an agreement or commitment from others to accept the job, not just assigning something in a dictatorial way.

This involves a shift from doing and controlling, to an attitude or philosophy of empowering and enabling, and the confidence to share credit as well as work.

Applying Your Leadership Skills

What we are really talking about now is the concept of citizen leadership. So much of good leadership is just being a good citizen, leading by example, and genuinely caring for other people and their concerns. Think about following these seven steps to become a better citizen — thus adding value to your leadership potential:

1. **Be A Team Player** — Actively work with others to get things done.
2. **Be Courteous** — Consult others before decisions are made.
3. **Act Constructively** — Have a positive attitude and be open to new ideas.
4. **Be A Good Sport** — Don't take yourself too seriously, and don't get overly concerned if things don't go the way you think they should.
5. **Be Conscientious** — Be punctual, responsible, and don't procrastinate.
6. **Celebrate the Success of Others** — Compliment others on their accomplishments. As a result, they will likely do the same for you. Share the credit for accomplishments.
7. **Believe in Fairness** — Treat others in an honest, straightforward manner and don't adopt a double standard.[5]

Viewing the leadership behavior of all members of a group, rather than the authoritative position of one, means seeing leadership as a more complex and subtle phenomenon that it is often taken to be. Leadership demands within a group — even within the same meeting, may be quite fluid. A group that uses the broad range of leadership skills within its membership is a productive, viable organization.

When leadership is defined as the process of working with a group to achieve mutual goals, you see that leadership is not possessed by any one individual as exclusive property. Leadership is the group's property.[6] Group members seek a sense of belonging and participate in making the rules they will be governed by. They want reachable goals, meaningful and challenging responsibilities. They want to be kept informed, to see progress, and to feel confident in their leadership. Any individual may assume, acquire, or be elected to the leadership position. However, as the situation or group goals change, the requirements of the leadership role may also change. When this happens, another member of the group may better possess the skills and abilities needed — and should become the next leader.

Summary

A broad base of leadership is vital to organizations and communities. There are organizations devoted to almost every purpose imaginable.

Communities of all sizes work to sustain themselves and their residents. Each group must have skilled leadership if it is to achieve its goals with a minimum of wasted effort. There are countless opportunities for leadership. There is great need for shared or participative leadership, which also results in more effective followers — individuals who are committed to the active and substantive involvement essential to attaining group goals. There is a leader within everyone.

References

1. Ayers, Janet. "Leadership Development: Changes, Challenges, and Opportunities." In: *Proceedings of the Southern Leadership Conference*. University of Puerto Rico, San Juan. April 1996.

2. Heifetz, Ronald A. *Leadership Without Easy Answers*. Cambridge, MA: The Belknap Press of Harvard University Press, 1994.

3. Hesselbein, Frances, Marshall Goldsmith, Richard Beckhard (eds.). *The Leader of the Future*. San Francisco: Jossey–Bass Publishers, 1996

4. McKenna, Connie. "Motivational Leadership." In: *Proceedings of the Southern Leadership Conference.* University of Puerto Rico, San Joan, April 1996.

5. Organ, Dennis. "Organizational Leadership for Citizenship." Presentation to K-State Leadership Forum. Manhattan, KS, Non Date.

6. Rost, Joseph, C. "Leadership Development in the New Millennium." *The Journal of Leadership Studie*s, Vol. 1, No. 1, 1993.

Learning Activity: *What is Leadership?*

Purpose: To help group members determine what characteristics make a person a valued and respected leader.

Items Needed: Paper, pencils, newsprint, magic markers, and masking tape.

Procedure:

1. Think of your favorite leader or leaders. This could be someone you know personally, a contemporary leader, or a historical figure.
2. Jot down at least four characteristics of this leader.
3. Ask the participants to form groups of two.
4. Decide which of your two leaders best illustrates an outstanding leader. List several characteristics.
5. Record your answers on newsprint and hang the sheets in the meeting room.
6. Each pair will report to the whole group.
7. After everyone has reported, categorize the leaders by type (historical, public, in-house, contemporary, etc.). This step allows everyone to become focused on all of the lists.
8. As a group, generate a list of the most-valued characteristics of a leader (based on all the lists). Post this list so that it can be viewed by the group all day.

Discussion:

a. What is a leader?

b. Are the ideas of "being a leader" and viewing "leadership as a process" similar or different concepts?

c. What does "sharing leadership" mean to you?

d. Can you be a leader and share your leadership power?

Summary: Review the list of characteristics that make a person a valued and respected leader.

Learning Activity: *There is Always Room at the Top*

Purpose: This activity is terrific for showing that what first appears impossible is in fact possible!

Items Needed: A small block of wood with a single nail pounded vertically into it and 16 additional nails. Have a set of these items for each five people.

Procedure: Give groups the challenge to stack 14 of the additional nails on the head of the nail that has been pounded into a supporting block of wood.

Discussion:

1. Describe the process your group went through to complete this activity.
2. What styles of leadership were seen in your group among participants as you tried to complete this activity?
3. Was there cooperation among group members?
4. Who made the decisions?
5. Did it seem possible to find a solution?

Summary: When a group works as a team and has input from group members, even a task that first appears impossible is in fact possible.

Learning Activity: *Your Leadership Philosophy*

Purpose: During this leadership experience, one of your challenges is to discover and develop your own leadership philosophy. A foundation for your leadership philosophy rests with your values, and what you consider to be most important — beliefs and actions, things, and relationships.

Articulating your philosophy is often very difficult — it is hard to find the words. One helpful way to start is to jot down some key phrases that briefly describe your ideas and values.

Items Needed: Paper and pencils.

Procedure:

1. Introduce the exercise by reading the purpose to group members.

2. Give members a few minutes to write their personal philosophy or personal mission statement. Ask them the following question: "What is important to you in your leadership roles?"
   (examples are shown below, but are provided only to get started)
   Examples:
   a. Being able to shift between leader and follower roles.
   b. Being visible as a leader? Being invisible as a leader?
   c. Developing power and influence.
   d. Practicing ethical behavior.
   e. Risk-taking.
   f. Serving others.
   g. Sharing knowledge with others?
   h. Working in the political arena? Professional association arena? Work place? Community? Other?

3. Have participants find a partner and share their personal leadership philosophy or personal mission statement.

Discussion:

1. Did you and your partner agree with what was important in leadership roles? What differences did you see?

2. Why will leadership philosophies vary?

3. Does personal leadership philosophy remain constant over time or will it change? Why?

Summary: Personal leadership philosophies rest with your values and what you consider to be most important.

Learning Activity: *Pictures*

(This activity may be used as an introduction or energizer.)

Purpose: To encourage participants to get better acquainted with one another in a non-threatening way and to share their varying perspectives on leadership philosophies and experiences.

Items Needed: Cut out a variety of pictures from magazines. You need at least six or eight more pictures than participants. (Mount on heavy paper if you plan to use the activity several times. If it's for one time only, just trim the pictures and use them as is.)

Different pictures can be selected for groups whose members have different interests or experiences. You may choose pictures with or without people in them — either type works well.

Procedure:

1. Lay out a variety of pictures on a table or counter.

2. For large groups, divide the participants into smaller groups, such as those sitting at the same table. About eight people in a group works well.

3. Ask participants to select one picture that represents some aspect of leadership to them.
(You can be more specific if you wish — for example, a childhood leadership experience, an organizational situation, a philosophy, but being very general usually works fine.)

4. Group members tell each other about their choice and why they picked it. If you have time, select one person at random from each smaller group to share with the total group.

Discussion:

1. Were there common themes in the choices people made? Or was a wide variety of opinions represented?

2. How would you use this technique in a group of very different people who did not know one another? Would it be different from a group that had worked together before?

3. Why are group-building activities like this important?

Summary: Each individual has a different perspective on leadership philosophies and experiences.

Unit 1: Personal Leadership Skills

Module 2: Values and Ethics

Overview

Values and ethics form a foundation for understanding yourselves and your leadership work. Leadership is based on values and beliefs. Effective leaders begin with being aware of what they believe and what they value, and what the sources of these beliefs and values are. They are able to think clearly and communicate effectively about complex decisions and develop practical approaches for dealing with ethical problems. Self-esteem — one's own, realistic, positive inner valuing of oneself based on genuine striving to become a more capable and worthy person — is a vital component of effective leadership.

Values are fundamental beliefs that guide and motivate attitudes and actions. Values identify the ideas you prize the most. They provide a basis for ranking priorities in how you behave and what you choose to do (or not do).

Ethics are concerned with how a person should behave. Ethical values relate directly to beliefs about what is right and proper. People also hold non-ethical (ethically neutral) values that influence their choices and actions.

Objectives

- To recognize the importance of self-esteem and understanding oneself as a foundation for developing personal leadership skills.
- To increase awareness of ethical values and practices in leadership.
- To learn techniques for identifying ethical considerations in making group decisions.
- To improve one's ability to make ethical decisions and help others do the same.
- To learn principles of motivation.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person

- experiences, performs or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Be sure to plan time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Values and Ethics

There are many different approaches to learning about values, ethics, self-esteem, and motivation in the context of leadership and followership. Actions as individuals and group members, as well as behavior while serving in leadership roles, are based on values. An awareness of what you believe and value, and recognizing the sources of these beliefs and values, is a basic beginning step in developing personal leadership skills. The topics are closely related to one another.

There is a growing need to find ways to promote ethical behavior, individually and in group situations, without imposing a specific value system. Group decisions, where some individuals or groups benefit while others pay costs, sometimes result in ethical dilemmas. These dilemmas involve a conflict between core ethical values — between "right and right" or between "wrong and wrong."

Recognize What You Value

Values are abstract concepts of worth — what you think is good or important. They guide the way you feel and act about certain ideas, things, situations, and people. They are principles that guide decisions and actions.

Values are formed through experiences over time. They are influenced by many sources, including parents, siblings, friends, teachers, religions, organizations, the media, and many other factors.

A value in itself is neither good nor bad. you are influenced every day by your values. Values can and do change. You are often aware of some values, but others that have been learned at an early age may not be easily recognized.[1]

The feelings and attitudes you have about the relative worth or importance of things make up values. You may value material possessions, such as clothing, property or automobiles; the activities you enjoy, such as sports, music, or work; the people you care about, such as family or friends. You also value or hold dear certain ideals, principles, or beliefs.

Types of Values

A personal system of values is made up of all the things that a person prizes, cherishes, holds dear, or considers important.[2] There are many different types of values, including:

Moral Values. What is good or right behavior? What is just? What thoughts, ideals, attitudes, or beliefs are noble and worthy?

Spiritual Values. What are the best ways to worship? What spiritual or religious way is most meaningful to you?

Aesthetical Values. What types of things are beautiful, harmonious, or pleasing to you?

Sensual Values. What kinds of experiences make you feel good or give you a sense of pleasure or of well-being?

Prestige Values. What brings you worth or esteem in the eyes of others? What is "in" or fashionable or respectable? What gets you the kind of attention or respect from others that you want or need?

Economic Values. What is most important to you in the way of earning or acquiring money, your standard of living, or your financial security?

Pragmatic Values. What are the things that you feel are practical and useful?

These various types of values are related. They overlap. It is difficult to consider one type without involving one or more of the others. In many situations involving leadership and diversity, it is useful to make a distinction between moral values and ethical values (see pp. 7–8).

Values have varying degrees of strength. Each individual has a kind of "pyramid of values," with some holding a greater degree of importance than others. They take priority. Some people may value most highly things that they feel are practical for everyday use. Others may cherish works of art or things of beauty.

How do you make "good" decisions? First, know what you truly value. Values are not just "interests," "feelings," or even "preferences." They involve three important factors: choosing, prizing, and acting. Before something can be a genuine value (and part of your decision-making and action processes), it must meet seven basic criteria.[2,3] It must be:

1. Chosen freely (without external pressure or coercion).
2. Chosen from among alternatives (all possible options).
3. Chosen after careful reflection (advantages, disadvantages, consequences).
4. Prized and cherished.
5. Publicly affirmed.
6. Acted upon (applied to specific situations).
7. Part of a repeated pattern of action in your life (commitment).

Once a value has met all these sometimes demanding criteria, it is yours, a part of who you are. If it is to be changed, it can only be changed by you.

Some thoughtful reflection about yourself in relation to your values can often help you place your values in a truer focus. This process can:

- Help you know yourself better.
- Become a guide for self-improvement.
- Be helpful in making personal decisions.
- Help you manage time, energy, and resources to the best advantage.

- Help eliminate some of the confusion in your life.
- Help formulate a desired system of values.
- Help act or behave more in accordance with your desired system of values.
- Help you better understand and respect others who have different values.

A firm self-identity — who you are or who you would like to be — is fundamental to effective leadership. You live in rapidly changing times, at a fast, often hectic, pace. You are besieged and bombarded from all sides by various pressures trying to influence or determine your values. You cope daily with many different "pushes" and "pulls" presuming to tell you what is "right" or "best." If you want to have a clear self-identity and a system of values you can call your own, you have to take control — make some choices, clarify, and establish your own system of values.

Values and Goals

You generally think the same things are important over time, although the order of importance may change. Resources, experiences, family situations, and the environment influence your values.

Values and goals are closely related. Values are the "why's" behind your goals. For example, your goal might be to plant a big hedge around your yard. The "why" behind this goal is that you value privacy. If your goal is to be president of a local service club, your values might be recognition (social acceptance), service to others, or power.

If you value individuality, your goals will be different than if you value conformity.

People can share goals without sharing values. They can also share values without sharing goals. Attention to these differences becomes important in group communication, decision-making, and conflict resolution.[1]

Match Values and Goals With Time Use

Working in the leadership field is a labor intensive activity. You need to practice time management skills to do it well. Time is the most valuable, unique, and perishable of your resources. The more you become aware of time and how you use it, the more precious it becomes. Time is a scarce resource, and unless it is managed, nothing else can be managed.

Time management is actually a misnomer, because the clock is out of your control. Time management is really a matter of managing yourself with respect to the clock, not managing the clock or time.

In order to use your time, and other resources effectively, you must first think about your values and decide on your goals. Personal, professional, social, family, and financial goals are all important — all require time in which to achieve them. Most people want to work toward more than one goal. This makes it necessary to set priorities and to balance the use of resources among competing demands. Think through and decide what is more important to you than other possibilities. After deciding what your goals are, write them down. Otherwise, your goals may remain unclear and you'll never know whether you've achieved them.

Effectiveness means selecting the most important task from all the possibilities available and then doing it. Making the choices about how you'll use your time is more important than doing efficiently whatever job happens to be around. Efficiency is fine in its place — after the effective goal has been selected.

Select activities that will help you accomplish your goals. Realizing that you can't do everything all at one time, you may want to divide large, long-term projects into a series of short-term projects that can be completed one by one in more manageable periods of time. Many smaller steps, or short-term objectives, are a priority to meeting deadlines for this series of short-run tasks. Otherwise, time is frittered away and no progress is made.

Think about **why** you want to improve your organization and management skills and/or improve the way you balance time, money, and other resources. Is your goal to find the time to become a volunteer on a community project? Do you feel "stressed out" or overwhelmed by all the things you have to do? Is leisure time something you only dimly remember from your childhood?

In working with other people, it is important to be aware of their values as well as your own. It is easier to get along with people who see the world as you do, so you often seek them out. But in leadership work, you need the ideas of others who see the world differently and have different feelings about situations. It takes time to bridge some of these differences, but you will benefit from their expertise in dealing with organizational and community problems.[4]

When you work toward understanding different values, we get closer to building common ground. When we are tolerant of others' beliefs, it is easier to develop working relationships and a solid base for accomplishing mutual goals.

Respect and tolerance for the values of others is an important attitude in human relationships. Before you can understand someone else, you must understand yourself. Knowing what makes you behave the way you do helps you choose how to act to be more effective in working with others.

Self-Esteem

Values are closely related to a person's sense of self-esteem. Self-esteem develops through thought, action, and reflection. Self-esteem can be defined as a person's own realistic, positive inner valuing of self based on genuine striving to become a more capable and worthy person.[5] In this definition, self-esteem includes three key components, which include feelings of being:

Capable. A person's practical ability and competence, which is different for everyone.

Worthy. A person's ability to act in a manner consistent with principles such as honor, honesty, morality, and justice — dimensions relating to character.

Striving. The effort to be the best one can be, which is under an individual's control.

In the Teel model, four key points put these principles into action:

- Turning errors into positive learning experiences, allows you to grow and become better, stronger, happier and more fulfilled.

- Maintaining self-control, but recognizing and properly using the differing roles of emotion and reason.
- Gaining responsibility, striving to fulfill the things in your life for which you are responsible — which involves distinguishing between your responsibilities and those of others.
- Respecting the rights of yourself and others, seeking to act in accordance with principles that give equal respect and weight to your own rights and the rights of all others.[5]

Another version of self-esteem, developed by Frances Hesselbein, has a focus on leadership in the information age. It is based on six categories called the Six Pillars of Self-Esteem.[6] They include:

1. The practice of **living consciously**.
   - Respect for facts.
   - Being present in what you are doing while you are doing it.
   - Seeking and being eagerly open to any information, knowledge, or feedback that bears on your interests, values, goals, and projects.
   - Seeking to understand not only your external world, but also to your inner world, so you do not act out of self-blindness.
2. The practice of **self-acceptance**.
   - Willingness to own, experience, and take responsibility for your thoughts, feelings, and actions — without evasion, denial, or disowning and without self-repudiation.
   - Giving yourself permission to think your thoughts, experience your emotions, and look at your actions without necessarily liking, endorsing, or condoning them.
3. The practice of **self-responsibility**.
   - Realizing that you are the author of your choices and actions.
   - Each one of you is responsible for your life and well-being and for attaining your goals.
   - If you need the cooperation of other people to achieve your goals, you must offer value in exchange.
   - The question is not, "Who's to blame?" but always, "What needs to be done?"
4. The practice of **self–assertiveness**.
   - Being authentic in your dealings with others.
   - Treating your values and other people with decent respect in social contexts.
   - Refusing to fake the reality of who you are or what you esteem to avoid someone's disapproval.
   - Being willing to stand up for yourself and your ideas in an appropriate way and in appropriate circumstances.

5. The practice of **living purposely.**
    - Identifying short–term and long–term goals or purposes and the actions needed to attain them.
    - Organizing behavior in the service of these goals.
    - Monitoring actions to be sure you stay on track.
    - Paying attention to the outcome in order to recognize if and when you need to go back to the drawing board.

6. The practice of **personal integrity**.
    - Living with congruence between what you know, what you profess, and what you do.
    - Telling the truth, honoring your commitments, and exemplifying the values you profess.
    - Dealing with others fairly and benevolently.[6]

Although these have several parallels, the self-esteem pillars should not be confused with the Six Pillars of Character, the basis of the Josephson Model for Ethical Behavior, which is described on the next page.[7]

Building a Framework for Dialogue

Enhancing ethical decisions and actions, without imposing a pre-conceived set of values and beliefs, is fundamental to ethical leadership and decision-making. A dialogue about ethical principles is of vital importance in empowering action on critical issues, which often involve conflicts of values and opinions that cannot be determined by objective, factual data.[8, 9, 10] One challenge of collaborative leadership is to develop a firm foundation of ethical behavior in order to meet the needs of participating groups and achieve mutual goals.

In order to think clearly and communicate effectively about differences in value systems and ethical issues and decisions, and to develop practical approaches for dealing with ethical problems, it's essential to develop a plain, understandable vocabulary. One way is by considering the definitions.

- Ethics refers to standards of conduct that indicate how people ought to behave, based on values and principles about what is right. Ethics deals with the ability to distinguish right from wrong and the commitment to do what is right.

- Values and ethics are not the same. Ethics is concerned with how a person **should** behave, in contrast to values, which concern the beliefs and attitudes that determine how a person **actually** behaves. People hold both ethical and non-ethical values. Ethical values are values relating directly to beliefs about what is right and proper.

Discussions about ethics often get bogged down in debates about relative ethics, situational ethics, or personal ethics. These debates often are based on confusion over what certain people or cultures actually do, in contrast to the more important question of what people should do.

Historically, there is no significant difference between the terms ethics and morality. However, today the term morals tends to be associated with a narrower and more personal concept of values. Morals usually refer to an individual's belief about what is right and wrong, especially concerning matters such as religion, sex, drinking, gambling, borrowing money, or business practices.

Six Pillars of Character

Several models or frameworks of ethical behavior have been developed. One useful approach in many leadership, as well as personal, situations is based on these six pillars of character.[7]

Ethical people practice the following pillars of ethical behavior in everyday life, as well as community activities or the workplace. The Six Pillars and resulting actions include:

1. Trustworthiness

Honesty:

- Tell the truth.
- Be sincere — say what you mean, mean what you say.

Integrity and Courage:

- Stand up for your beliefs about right and wrong. Be yourself, resist social pressures to do the things you think are wrong.
- Show commitment, courage, and self-discipline by doing the right thing, regardless of personal cost.

Promise-keeping:

- Be reliable and keep your word.
- Only make commitments you firmly intend to keep.

Fidelity and Loyalty:

- Keep confidential information confidential.
- Within the limits of your other ethical obligations, be loyal — stand by, support, help, and protect your family, friends, teachers, employers, school, community and country.

2. Respect

- Treat people with respect — be courteous and polite.
- Respect the right of individuals to make decisions about their own lives.
- Be tolerant, appreciative, and accepting of individual differences.
- Judge all people on their own merit.

3. Responsibility

Accountability:

- Think before you act — consider the possible consequences to yourself and others, and decide whether the act is honest, fair, caring, and respectful to all who will be affected.
- Be accountable — accept responsibility for the consequences of your actions and inactions.
- Be reliable; perform your duties.
- Set a good example with your own conduct.
- Take the initiative to make your society, school, or home life better for yourself and others.

Pursuit of Excellence:

- Do your best. Make everything you do worthy of your pride.
- Persevere. Meet your responsibilities even when it is difficult to do so.

4. Fairness

- Treat all people fairly.
- Be open-minded. Listen to others and try to understand what they are saying and feeling.
- Make decisions with impartiality, based on consistent and appropriate standards.

5. Caring

- Show that you care about others through kindness, caring, generosity, sharing, and compassion.
- Treat others the way you want them to treat you.

6. Citizenship

- Obey laws and rules.
- Do your share.
- Stay informed, vote, and protect your family and community.
- Be charitable and altruistic.

Types of Values

Everyone has hundreds of values, ethical and non-ethical. Ethical values are concerned with beliefs about what is right — such as honesty, respect, caring, and responsibility.

Two Categories of Ethical Values

The concept of core ethical values was developed through consensus by a group of educators, leaders of youth and human services organizations, and ethics institutes.

This conceptual framework proposes two categories of ethical values. Core ethical values are generally accepted as fundamental, regardless of time, culture, or religion.[7, 8] These include: trustworthiness, respect, caring, responsibility, fairness, and citizenship.

A second category of ethical values includes cultural and personal ethical values. This category includes beliefs about what is right and wrong that arise from religious beliefs, cultural traditions, political philosophy, and business or professional standards and practices.

These non-core ethical values vary over time and among different professions, cultures, religions, and individuals. They are areas of legitimate controversy among people with differing values. The core ethical value of respect requires tolerance and dignity for the autonomy of individuals and their right to their own beliefs.

Other values relate to things people like, want, or deem personally important — such as wealth, fame, job security, recognition, professional success, and satisfying social relationships. These values are ethically neutral. Do not confuse them with unethical values.

Personal ethics is a term sometimes used to describe an individual's value system and code of behavior, based on a variety of values and beliefs. Personal ethics can (erroneously) find that the actions of the Mafia, a youth gang, or a dictator are ethically the same as those of Mother Teresa. Some types of leadership principles make a distinction between the necessity for ethical behavior in one's private life and in one's public life.

Ethical behavior sometimes costs more than you wish to pay. Many excuses and rationalizations are created to explain why you opted for convenience, comfort and self-interest instead of doing what you know is right.

An ethical dilemma occurs when there is a conflict between core ethical values, between "right and right" or between "wrong and wrong."

Ethical Motivation in Leadership

Ethical behavior in leadership roles is based on the concept of working with others to accomplish agreed upon goals for the common good. A basic premise is that people have unique strengths and the capacity to resolve their own issues. Personal, selfish interests, manipulation of others, and similar actions are not part of ethical leadership.

Motivational leadership is guidance that stimulates others into voluntary action. Such leadership takes responsibility for moving others to action so there are actually outcomes. The focus is on the leader's ability to work with, through, and together with others to get results.[5]

It envisions working with voluntary followers to get desirable outcomes, uses group goals to set direction, and specifies objectives against which to determine future achievement. Most of all, it generates the energy to produce effects.

Questions to Ask Yourself

One major challenge is how to connect your hopes and dreams for your organizations and communities to your daily actions? How do you engage yourself and others into authentic, meaningful actions? How do you connect new ways of thinking about leadership with the actual situations you face? Each of you may need to ask:

- Can I collaborate with others and not be defensive over my own "turf"?
- Can I trust others when I've been betrayed in the past?
- Can I share power while I am trying to build a career and name for myself?
- Can I keep a healthy ego while working with people who disagree with me?
- Do I have the courage to initiate needed changes and risk being criticized by others?[4]

Summary

As leaders, you must find the courage to act upon your values in a positive way. Members must feel comfortable expressing their needs as well as their interests and talents. Satisfying basic human needs for security and acceptance builds trust. In turn, building trust contributes to the expression of needs. Trust is based on the belief that those in leadership roles act ethically, for the common good. Where there are conflicts and dilemmas, care will be taken to think through the alternatives and work together for the most satisfactory solution.

References

1. Goldsmith, Elizabeth B. *Resource Management for Individuals and Families.* New York: West Publishing Company, 1991.
2. McNeil, Joan and Katey Walker. "Living Resourcefully." In: Service Training Packet. Manhattan: Kansas State University Cooperative Extension Service, 1986.
3. Sperry, Kathy and Juanita Reed-Boniface. "Building Self-Esteem: I'm OK — You're OK." In: *Building Effective Leadership* by Minnesota 4-H. St. Paul: University of Minnesota Cooperative Extension Service, non-date.
4. Ayers, Janet. "Leadership Development: Changes, Challenges, and Opportunities." In: *Proceedings of the Southern Leadership Conference*. University of Puerto Rico, San Juan, April 1996.
5. Teel, Sue N. "Essentials Reflection ... for Positive Youth Development." Presentation at K-State Research and Extension Annual Conference. Manhattan: Kansas State University Research and Cooperative Extension Service, October 1998.
6. Hesselbein, Frances, Marshall Goldsmith, Richard Beckhard (eds.). *The Leader of the Future*. San Francisco: Jossey–Bass Publishers, 1996.
7. Josephson, Michael. "Ethics Corps: A Training Program for Teaching Ethics in the 90's." Notebook Materials. Marina Del Rey, California: Josephson Institute for the Advancement of Ethics, 1993.
8. Josephson, Michael. *Making Ethical Decisions Using the Six Pillars of Character.* Marina Del Rey, California: Josephson Institute for the Advancement of Ethics, 1994.
9. Walker, Katey and Sue Williams (eds). "Exploring Values and Ethics in Public Issues Education." In: Advanced Methodology Workshop materials. Kansas State University and Oklahoma State University, 1995.
10. Scheffert, Donna Rae. "Enhancing Ethical Leadership: Working Together When Values and Ethics Differ." In: *Proceedings of Southern Region Leadership Conference*, San Juan, Puerto Rico (and University of Minnesota),1996.

Learning Activity: *Needs Auction*

Purpose: This group exercise will show how important certain needs are to each person. Needs from a list of about a dozen are offered for auction.

Items Needed: Paper, pencil, and play money.

Procedure:

1. Ask the group to generate a list of 10 or 12 needs. They can range from basic needs (food, water, sleep) to recreational (hiking, reading), or be a combination. Set a spending limit for each person's auction account, i.e., $100, $1,000.

2. Give group members time to prepare a budget showing how much they are willing to spend for each need.

3. Auction off each need — allowing bidders to spend their budget.

Discussion: Ask the group as a whole:

1. Did you spend more or less on an item than you had budgeted?

2. Where and why did you spend more or less?

3. What happened when you overspent and still had needs left?

4. How did you evaluate what is important?

Summary: Certain needs are different for every person.

Learning Activity: *Extra Time*

Purpose: Participants plan the use of an extra 24 hours. This free time — without responsibilities, obligations, or demands — begins now. The exercise should help participants understand what is really important to them.

Items Needed: Paper and pencil for each participant.

Procedure:

1. Let the group brainstorm how to spend the extra time.
2. Have each participant write a plan for the 24 hours. List activities, map out blocks of time for each, and perhaps explain the reasons for the choices.

Discussion: Ask the group as a whole:

1. How had you intended to spend the time?
2. Why did you choose the activities?
3. How do these differ from your normal day?

Summary: This *Extra Time* Learning Activity will help participants understand what is really important to them.

Learning Activity: *Priorities*

Purpose: Participants will become more aware of the use of their time to see if it is in accord with their true needs

Items Needed: Paper and pencil.

Procedure:

1. Discuss the 10 needs listed below and how important they are to people.
2. Ask each participant to rate them (1 being least important and 10 being most important), in the order in which they are now being satisfied, using column 1.
3. Next, ask each participant to rank them again in column 2, this time in the order in that they would like to have them met.

1	2	
_____	_____	support group
_____	_____	intimacy
_____	_____	exercise
_____	_____	nutrition
_____	_____	sleep
_____	_____	recreation
_____	_____	alone time
_____	_____	time for what I love to do
_____	_____	variety of work
_____	_____	brave question, brave answers

Discussion:

1. Have participants share with the group how they ranked their needs in the two lists.
2. Explore with the group how they could accomplish their ideals.

Summary: Participants will now be more aware of the use of their time.

Learning Activity: *Toothpaste Confidence**

Purpose: This is a concrete demonstration designed to show the importance of confidentiality and to stress the critical nature of never breaking a confidence.

Items Needed: Toothpaste and box of tissue.

Preparation:

a. Cover a box of toothpaste with construction paper so it fits tightly and place these words on the sides of the box: Trust, Confidentiality.

b. Cover the tube of toothpaste tightly with construction paper, writing on each side: Trust, Confidentiality. Be sure to leave the top open so it can be unscrewed.

Procedure:

1. Show the box of toothpaste and ask the participants to define the words on the box.
2. Take out the toothpaste. (Have your tissue handy.)
3. Tell everyone that the toothpaste inside represents all the confidentiality built into helping relationships. As you continue talking, press some of the toothpaste out of the tube. "Oops — some has slipped out — someone shared information they shouldn't."
4. "Well, let's just put it back." Try putting the squeezed out toothpaste back in the tube. Of course it won't go back in.
5. Wipe with tissue and make the point — once a confidence has been broken, it can not be put back together easily; much like Humpty Dumpty. As a reminder, tell everyone to think about confidentiality the next three times they squeeze their toothpaste to brush their teeth.

Discussion:

1. What does this activity clearly show?
2. What happens when we break the confidence of a person we know?
3. What groups would this activity be good to share with?

Summary: Confidentiality is very important. Once a confidence is broken it can not be put back together easily.

* *Adapted from Energizers and Icebreakers, by Elizabeth S. Foster. Educational Media Corp., 1989*

Learning Activity: *Good What?*

Purpose: To help members become more aware of how they feel about themselves.

To help members practice sharing something about themselves with others.

To help members of the group know more about one another.

Items Needed: List of "Good What" phrases:

good writer	good parent
good speaker	good worker
good sibling	good friend
good athlete	good American
good dancer	good singer
good neighbor	good dreamer
good organizer	good leader
good student	good artist
good dresser	good swimmer
good citizen	

Procedure:

1. Divide the total group into smaller groups of 10 to 12 people.
2. Participants are asked to sit in a circle with the members of their small group.
3. The leader explains that he/she will say a number of phrases beginning with the adjective "good" such as "good dancer." After each phrase, each person in the group must respond as to whether or not that phrase is true of them by answering either yes, no, or pass. Pass may be used if uncertain, or if one prefers not to share on the particular question.
4. Begin with anyone and move around the circle clockwise until all have responded.
5. The leader then announces the next phrase and the process continues.

Discussion: When the group has responded to 8 or 10 phrases, ask them to discuss how they felt about responding to this.

1. Which responses were easiest to make?
2. Did you feel you needed to justify yes or no responses?
3. Did anyone find out something about themselves or others in the group that was new information?
4. Ask the group to write a statement about what they learned or relearned.
5. Ask a reporter from each group to share these conclusions with the total group.

Summary: Participants are more aware about how they feel about themselves and now know more about group members.

Learning Activity: *The Ethical Person*

Purpose: To define more clearly an "Ethical Person."

Items Needed: Paper and pencil.

Procedure: On a piece of paper answer the following questions:

1. Who is the most "Ethical Person" you know?
2. Is the person a:

   _____ parent

   _____ childhood friend

   _____ adult friend

   _____ club leader (scouts, 4-H, etc.)

   _____ other (specify)

3. Why did you select this person? What were the characteristics (list several) that were the basis for your selection?
4. Can you give a specific action as an example?

Discussion:

1. Share the category of person with the whole group.
2. What characteristics were listed by group members?
3. Did you think about including yourself in this category? Why?
4. What specific actions were written?

Summary: Everyone has their own opinion on how they define an "Ethical Person."

Unit 1: Personal Leadership Skills

Module 3: Strengths and Styles

Overview

Important components of developing your leadership skills include identification of your personal strengths and limitations, your preferred roles and styles of working with others, and your methods of managing risk and stress. Various self-assessment tools and learning experiences provide suggestions for identifying your leadership styles, your attitudes toward risk, and methods of dealing with stress and risk. Flexibility in adapting to different situations is essential to effective leadership.

Objectives

- To develop an awareness of a variety of styles of communicating, problem-solving, working and learning, and conflict resolution that are components of personal leadership skills.
- To identify your own preferred style and learn how to work effectively with other styles.
- To appreciate the differences among people.
- To identify your methods of managing risk and stress.
- To recognize and use your own personal leadership styles effectively in a variety of situations.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Include time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Strengths and Styles

Leadership styles have commonly been labeled "autocratic" or "democratic" to distinguish between the degrees of control or power a leader exercises over the group, and to describe to what extent the group participates in making decisions. More recently "task" and "relationship" behavior has been recognized as two important components of leadership styles, particularly in community and volunteer organizations.

Effective leadership assessment involves the group's style and stage of development first, and then uses a matching leadership style. If the style of the leader and the needs of the group are mismatched, the group will be unproductive. Leaders also need to adapt their style to the urgency of the task to be accomplished.

Task behavior: Oriented toward goals, accomplishments, and organization process.

Relationship behavior: Oriented toward creating the social climate of emotional and psychological support in the relationship with group members.

Leadership styles usually combine some of each behavior in varying amounts. Leadership styles need to be varied for leadership to be effective. This means leaders need to cultivate a range of supporting styles and become flexible in using them. Not only is this true when you work with groups at various stages of group development, but also when you move from one culture to another.

Individuals have a fundamental style or behavior pattern that is their preferred method for learning, for participating, and in working with others. Knowing your own style helps you understand yourself better and also helps you identify times when using a different style would be more effective.[1]

Dealing With Stress

Many leader and follower situations involve some degree of stress, risk and uncertainty. Recognizing your reactions to these situations helps manage the symptoms and discomfort.[2] "Burn-out" often results when personal stress is not effectively managed.

What is Stress?

Stress is a non-specific response of the body to any demand placed on it. Stress can be a:

- Positive motivator
- Physiological response — "Fight or flight response"
- Emotional response
- Thinking response
- Behavior.

Most people know a healthy diet and regular exercise help reduce stress. But translating that knowledge into action requires a lifestyle change and a sustained effort to make the necessary changes.[2] A gradual, step-by-step approach, which allows for occasional back-sliding, has the best chance of succeeding. An effective stress reduction program involves the mind, body, and spirit. Some elements to consider incorporating into your lifestyle change include:

- Developing a healthy attitude about control. You are the only person you truly have control over. You can learn to control some of your physical reactions by using deep breathing and relaxation techniques. You can learn to control the self-defeating statements you tell yourself.
- Finding activities that suit your lifestyle. There may be some things you really want to do, but cannot fit into the way you live. Find substitutes. Don't suffer through an exercise routine you hate doing. Explore a variety of activities until you find those you enjoy. Some people prefer exercising alone, while others prefer a partner, group, or class.
- Building social supports into your life. Don't isolate yourself from others. Build a network of mutually supportive relationships, rather than relying on just one person.
- Working with people who are different from you. This is a key factor in effective leadership. Working with a variety of people allows more community problems to be addressed, and provides the ability to influence public decisions. Differences in values, attitudes, and expertise add strength to group participation and give improved results.
- Cultivating a positive attitude toward your life. Discover and cherish that inner sense of who you are. A personal belief system does not have to be associated with any organized religion, but it does help you understand the flow and purpose of life. It provides a sense that there is a power and goodness larger than just yourself.

Risk and Uncertainty

Risk can be defined as the possibility of danger, harm, pain, or loss resulting from a decision or action. Risk is subjective in the sense that individuals define the levels of risk or uncertainty they face in different ways. What seems like a high risk to one person may seem routine to another. Risks may be categorized as performance or functional risk, financial risk, social risk, or physical risk.

Uncertainty is the state or feeling of being in doubt. A person weighing uncertainty and risk is trying to determine the probability or likelihood of a satisfactory or unsatisfactory outcome. Some people try to reduce or avoid risk — while others enjoy the excitement of risk-taking.

One way to manage stress and risk in leadership roles is to remember the ethical principles of respect, caring, and valuing others. Ask yourself: what are my psychological contracts?

Psychological contracts are the assumptions and expectations a person has about how others should behave in their relationships. They are unspoken, unwritten, and for the most part, unconscious. Yet, they are a powerful influence because they have to do with emotions, power, and other personal needs. The essence of psychological contracts is mutual need and mutual gain. Positive mutual gain is the objective of both parties.

Because of the differences in their backgrounds, people bring different assumptions and expectations to the community. This can make negotiating mutually satisfying contracts complex. In addition, the psychological contracts formed early in life will have changed over time. Psychological contracts are dynamic and changing as people and organizations change.

In order to promote an appreciation of individual worth and diversity, remember to:

- Treat everyone as an individual.
- Deal with conflicts and disagreements early on.
- Promote interpersonal communication.
- Set clear expectations and goals.
- State a common vision.
- Be a positive role model.[2]

Selecting a Leadership Style

Assessing one's own strengths and styles can enhance your leadership skills. The goal of the effective leader is to have leadership flexibility — but this does not mean permissiveness. A good leader knows how to involve people by structuring their ideas toward task accomplishment. An effective leader must also be adept at assessing the situation and choosing the most appropriate leadership role.[3]

A leader who learns how to involve other people, listens to their ideas, and learns how structuring ideas will lead to a common goal has learned the advantages and the skills of being a flexible activator. Rigid, passive, or unstructured leadership results in organizational problems. The leader who knows when to involve, when to abdicate, and when to control is able to "read" a leadership situation and is able to meet its particular needs.

One interesting framework is based on these leadership styles: the activator, controller, martyr, cavalier, and abdicator. For example, suppose a group is working at a normal pace on a project under activator leadership. Then suddenly, for some reason, a speed-up in work is required. There is no time to obtain group consensus about what to do — the leader may have to become a controller for awhile in order to meet the new deadline. When the deadline is met, cavalier celebration may result!

The leader's role affects personal behavior according to the particular role or roles used. However, his or her role also has a great deal of control over modeling the behavior of the rest of the group. For example, an activator will encourage group members to become active participants. A rigid controller, who frowns on members when they give opinions, can effectively squelch most group involvement.

The Activator

Role: The activator plays a role that involves others and contributes to the group's ability to solve problems. Active and flexible in structuring group behavior, the activator tries to get everyone to participate. Through decision-making processes and operating on the principle that "people support what they help create," members are helped to structure ideas and solidify group decisions. These actions produce a more creative and productive organization.

Behavior: The activator initiates, stimulates, and involves group members by putting them at ease and involving them in the decision-making process. Then by being an active listener, he or she can assimilate the ideas into a workable form and reinforce the process with recognition, support, and approval. Finally, the activator solidifies the decision by reviewing what has been said and confirming the group's decision.

Appropriate when: Most volunteer organizations and community groups prefer the activator form of leadership.

Cautions: The most likely conflict will be a productive kind — people disagreeing over the right course of action to take. This doesn't mean that conflict won't exist, but it can be more easily resolved because of how the leader operates.

In absence: When the activator leaves, people tend to continue productive activity. Because they are involved in decision-making, their work continues and remains important and challenging to them. For the most part, people support what they help create.

The Controller

Role: The controller is a rigid leader who applies power and tries to frighten the group into action. The controller tells group members what to do because of his or her belief that creativity is rare and that people are lazy and need strong direction.

Behavior: The controller regiments others by hiding goals, controlling information, making piecemeal assignments, and isolating functions and people. With all control, the leader appears as a constant judge. People are threatened by the power of the leader. Often rewards or punishments will be given in front of peers, which creates tension and rivalry.

Appropriate when: It may be appropriate for the leader to act as a controller in emergency situations (when prompt action is imperative). This might occur during an emergency, such as a fire or weather emergency, or in less extreme but realistic situations such as when a deadline is at hand and immediate decisions and actions are needed. This often occurs when preparing a grant proposal, when changes in an agenda must be made due to a speaker cancellation, or when there is a situation in which no one has relevant experience and someone must decide to try to do something.

Cautions: When the leader is a controller, it is fairly easy to see that tension and conflict may result. Very few people like to be told what to do. This situation can lead to an outright rebellion, or group members will conform to the controller's wishes and rationalize the authoritarianism. If they do this, they will blame the system rather than the controller.

In absence: When the controller leaves, activity is likely to stop. Group members tend to laugh and play, and may even post a "lookout." They take advantage of their release from the strict supervision, but when the controller returns, horseplay ceases and group members return to serious business again.

The Martyr

Role: The martyr uses behavior that makes people feel guilty, which results in pity. Operating with a guilt-producing role, the martyr tries to impose personal values and policy on everyone. Support from group members is sought by making them feel guilty if they violate the group's norms or if they are disloyal.

Behavior: The martyr enforces the norms by reminding colleagues of what is expected in the group — that policy is the iron law of an organization. This leader considers any behavior inconsistent with policy to be disloyal. The martyr always carries the biggest burden — feeling personally overworked. This leader thinks others will feel compelled to help in order to make the leader's work easier. This leader constantly seeks pity from others.

Appropriate when: The martyr does get the work done — slowly, steadily, and reliably. Within limits, the martyr can make a contribution by focusing on tasks that need to be done. This leader needs help in teamwork, delegating, and maintaining a positive attitude.

Cautions: The martyr is a master at creating an atmosphere of impending doom — telling the group a project will fail if they don't pull together. This leader uses the internal conflict produced under these circumstances. There is often "scapegoating" under martyr leadership. Not wanting to admit they have let the martyr down, group members will often blame each other for their own shortcomings. The scapegoating, or passing the blame, is likely to erupt into open conflict. Further, if this role is overplayed, group members will feel less and less pity, and will do less and less for the group as a result.

In absence: When the martyr leaves, the activity is likely to change, depending on the level of group guilt. If the level is low, productivity will decline and the group will participate in other activities. If the guilt level is high, the group may respond in one of two ways: First, activity may increase as a means of relieving guilt, or second, members may become cavalier in order to relieve tension. In the last case, work is ignored.

The Cavalier

Role: The cavalier views the leadership role as a provider of pleasure. Seeking to entertain the group, this leader is extremely permissive and too flexible. Anything goes with the cavalier, who wants the group to feel relaxed and free. At times, this role is so permissive that tasks are not accomplished.

Behavior: The cavalier "turns on the charm," constantly entertaining the group both formally and informally. The leader serves as "chair of the entertainment committee." The only thing really structured is the fun and parties. This leader tends to refrain from passing judgment on members or their work. Approval is given through gestures and speech. At the same time, group approval is sought with a constant need to be patted on the back and told of the fine job being done.

Appropriate when: Again, within limits, a group benefits when the leader makes time for socialization and celebration of accomplishments. Particularly with people who work together over long periods of time, paying attention to positive interpersonal relationships and step-by-step accomplishments contributes to motivation and enthusiasm.

Cautions: The cavalier is just the opposite of the martyr — not wanting to deliberately create conflict situations. This leader's main purpose is to make the group as fun-loving and conflict-free as possible. He or she does not want any trouble, just a good time. For certain members, the constant pursuit of "a good time" causes frustration. They feel nonproductive if the group never has a real accomplishment. The cavalier's inability to lead the group toward substantive goals often triggers conflict.

In absence: When the cavalier leaves, the group may speed up the fun and games or they may become more productive. If they like the leader, they may decide to increase productivity so the leader will not be replaced by some other type. Productive activity may also occur if the group is concerned about the lack of accomplishment when the cavalier is present, but the group may still not want a replacement.

The Abdicator

Role: The abdicator leaves the group on its own, waiting for group advice. This leader plays the withdrawal role, seeking to avoid difficult situations, both mentally and physically. The abdicator may become busy with minor details when a major problem exists.

Behavior: An abdicator constantly postpones action. Often this creates busy work, directing leader and group attention toward minutiae, away from the real crisis. The responsibility is shifted to someone else's shoulders by missing meetings, which forces others to make decisions. If things go wrong or a bad decision is made, the abdicator can then blame someone else.

Appropriate when: The abdicator method may be a useful strategy when a group gets too dependent on the leader and does not take responsibility for the total group actions. Sometimes group members may need to brainstorm ideas for themselves, and then proceed to set goals and prioritize on their own initiative, so that people really take ownership and follow through with actions.

Cautions: The abdicator is a leader who causes conflict by not doing anything. This leader may be with the group physically, but does not lead them. If the group's security is threatened long enough, conflict is generated when group members seek scapegoats for the lack of accomplishment, direction, and order.

In absence: When the abdicator leaves, it is not likely to have much effect on performance, because the leader was "absent" to start with. Under these conditions, productivity largely depends on individual commitment and on the presence of a natural leader who fills the leadership vacuum.

Flexibility in Roles

Knowing how to be flexible, the activator can structure behavior to serve effectively in any organization — knowing when to control to get something quickly done, when to cavalier in order to relieve tension, how to martyr and use guilt, and how to avoid making a decision when it would be more profitable for the group to make it. The activator knows how to change leadership roles to fit the scene — and above all, knows how to involve the whole group in decision-making to create a productive, cooperating team.

The community organization worker who is an activator has assumed a role that calls for flexibility and creativity, and is a team leader primarily concerned with group productivity. Since the majority of groups are formed in order to solve problems or complete tasks, the five leadership roles have been defined in terms of how they affect group performance.[4]

Many other methods and models for examining leadership styles and managing stress can be useful. It is important to find a way that suits you.

Summary

A leader has a big role to play in a group and must understand the interaction process taking place by being quick to assess the group's leadership needs, and being flexible enough to play the needed roles. Authentic leadership, based on ethical principles, requires balancing of tasks and relationships in a group without adopting artificial or manipulative roles.

References

1. "Leadership From A to Z". Extension Service Bulletin. Columbus, Ohio: Ohio State University, 1983.
2. Nalbandian, Carol. Presentation to 21st Century Leadership Class, K-State Research and Extension, Lawrence, KS, 1997.
3. Klein, Glenn and Jan Weber. Family Community Leadership Training Session. Omaha, NE, 1986.

Learning Activity: *Leadership Styles on Parade**

Purpose: To help each individual assess their own leadership style and the styles of others.

Items Needed: Eight copies of *Leadership Styles of Parade Skit.* Props for each character if desired.

Procedure:

1. Ask for volunteers to play the characters in the *Leadership Styles on Parade Skit*.
2. Give actors time to read over lines.
3. Have volunteers present the skit.

Discussion:

1. Ask the audience to list the leadership characteristics of each role played.
2. Which leadership style is most commonly seen in the groups you work with?
3. In what situation would each leadership style presented work best?
4. How did this skit help you assess your own leadership style?

Summary: To assess each leadership style.

**Adapted from "Leadership Styles on Parade" by Michele Parish–Pixler, 1983. In: Family Community Leadership Resource Packet. Pullman: Washington State University, 1988.*

Learning Activity: *Leadership Styles on Parade (skit)**

Characters needed:

- Reporter
- Commercial Announcer
- Puppeteer: Ima Martyr, Frankie Cavalier, Chicken Abdicator, Heavy Controller, and Happy Activator

REPORTER: Good afternoon ladies and gentlemen, this is ________, your afternoon investigative talk show host, bringing you *Leadership Styles on Parade.* We have a full line-up of community leaders joining us this afternoon — right after this message from our sponsor . . .

COMMERCIAL: *Leadership Styles on Parade* is brought to you by the LEADS project.

(holds poster) Our purpose is to train people to be effective leaders in their communities, especially in affecting public policy on issues relating to individuals and their families.

REPORTER: Welcome back to *Leadership Styles on Parade.* Several community leaders are with us this afternoon to share their leadership styles with us.

(Speak slowly and allow time for laughter.)

They include: IMA MARTYR, president of the PU PU PU organization; FRANKIE CAVALIER, convenor of the ______ Young Republicrats; CHICKEN ABDICATOR, director of the Bureau of Consumer Upsets; HEAVY CONTROLLER, chairperson of the Administrative Board of the First Alienated Church of______; and HAPPY ACTIVATOR, president of a ______ county Extension group, the Extension Cords.

(Pause)

Please join me in welcoming our first guest, (Mr./Ms.) IMA MARTYR.

(Reporter leads applause as MARTYR appears, feather duster in hand. Reporter speaks into microphone, then courteously holds it up for puppet to "speak" into.)

Good afternoon, (Mr./Ms.) Martyr. Thank you for being with us.

MARTYR: Good afternoon. (sighs and groans) Oh me, oh my.

REPORTER:	You sound quite tired.
MARTYR:	I am! I'm exhausted! And why not? I spent the whole morning down at the old PU PU PU Hall, cleaning and dusting and vacuuming and I am just plain worn out.
REPORTER:	Didn't you have anyone to help you?
MARTYR:	If you want something done you have to do it yourself. You can't count on anyone else to do it for you. Work, work, work, that's all I do.
REPORTER:	Don't your group members work on any projects?
MARTYR:	Well, if I complain enough about my bad back and remind everyone how busy I am and how hard I work, they usually feel bad enough to pitch in.
REPORTER:	Surely they don't enjoy that kind of motivation.
MARTYR:	Well, some of them don't like it, but I just remind them of what the by-laws clearly state and they usually come around. And sometimes they just get mad and blame each other.
REPORTER:	We don't want to keep you from your work, (Mr./Ms.) Martyr, so thank you for being with us.
MARTYR:	You're welcome. (While leaving:) Ho hum, Ho hum, a Per-son's work is never done.
REPORTER:	If you enjoy pity parties and a self-righteous attitude, the martyr style will fit you nicely. Our next community leader motivates in a very different way. Welcome (Mr./Ms.) Frankie Cavalier of the Young Republicrats.
CAVALIER:	Hi, y'all! How are you today, honey?
REPORTER:	Just fine, Frankie. We appreciate your coming today so we can find out about your group, the Young Republicrats. I understand your group was formed to give some of the younger folks a chance to be involved in the political process — caucuses, referendums, voter registration... so, if you would, please tell us about your group, its goals and projects.
CAVALIER:	Well . . . we have parties . . . and then sometimes we have parties and — ummm — well, MORE PARTIES! (nods head enthusiastically)
REPORTER:	I see . . . When do you get any political work done?
CAVALIER:	Po-list-ti-cal??? Gee, honey, mostly we just have a load of fun!

REPORTER: We seem to be having a communication gap here, Frankie. Political party means politics to me — and party to you! Seriously, Frankie, don't your members get frustrated at never accomplishing the things your group was started for in the first place?

CAVALIER: Why yes, some do. They don't know how to have any fun. They're just fuddy-duddies is all. Actually, honey, we do get some work done. We usually wait and get it all done at the last minute . . . and then we have another party to celebrate!

REPORTER: Yes — well, thank you, Frankie.

CAVALIER: You're welcome, sugar. (say to audience:) Now don't forget — party tonight, my place at 7 . . . OK? (disappears with a flounce)

REPORTER: There you have it: the fun and games approach to leadership. With a cavalier leader, you don't get much done, but you have fun not doing it.

Our next guest is a person who rarely grants interviews and who only agreed to meet with us if assured complete confidentiality.

(Top of bag shows, quivering) Come on up and join us, (Mr./Ms.) Abdicator. (abdicator speaks in a nervous, shaky voice throughout)

I appreciate you coming to this interview, (Mr./Ms.) Abdicator — it certainly was hard to get an appointment with you.

ABDICATOR: Yep!

REPORTER: (Mr./Ms.) Abdicator — Do you mind if I call you Chicken?

ABDICATOR: Yep!

REPORTER: (Mr./Ms.) Abdicator, then. (Mr./Ms.) Abdicator, as administrator of the Bureau of Consumer Upsets, you have many problems across your desk each day. For the sake of our audience, could you tell us what steps you take when someone comes to you for help?

ABDICATOR: Yep! (pause) If it's something really important, or serious decisions have to be made, well, uh, I call a meeting, and uh, then I, uh, then I . . .

REPORTER: Yes?

ABDICATOR: Then I leave for Florida.

REPORTER: You schedule a meeting and then don't show up? Then who makes the decisions?

ABDICATOR: The group does! After all, it's their organization and they ought to make the decisions. And the other reason is (looks over both shoulders and speaks confidentially) if they make a mistake, IT'S NOT MY FAULT!

REPORTER:	I see. Thank you, Chicken.
ABDICATOR:	Yep. (disappears suddenly, as if pulled through a trap door)
REPORTER:	The abdicator's watchwords are "Let George do it" and "Don't blame me." The abdicator is so afraid to stick (his/her) neck out that (his/her) ability to get the job done is nearly paralyzed. Our next guest has a very different approach to leadership. (He/She) has won many awards both personally and for (his/her) church because of the many worthwhile projects (he/she) has undertaken. (He/she) has been the chairperson of (his/her) church board for the past 15 years and is well known in the community as a person who gets things done." Welcome (Mr./Ms.) Heavy Controller from the First Alienated Church . . . (puppeteer stomps feet heavily as controller appears.)
CONTROLLER:	(growls) Hello!
REPORTER:	Hello, (Mr./Ms.) Controller. We appreciate you being with us. In keeping with high standards of the hard-hitting investigative reporting for which I am famous, I'd like to ask you some very personal questions about your leadership style.
CONTROLLER:	Go ahead — ask me anything!
REPORTER:	(Mr./Ms.) Controller, there are reports that you run a tight ship at your church board meetings —
CONTROLLER:	(interrupts) That's right! I don't put up with any dilly-dallying at MY meetings!
REPORTER:	(continues talking over the interruption with increasing volume and accusing tone) — to the extent of embarrassing, insulting, threatening, bullying and intimidating your members!
CONTROLLER:	(very mean and vicious) I'll bet I know who told you that! It was that minister's wife! Well, I can tell you a thing or two about her! She . . .
REPORTER:	(interrupts loudly and firmly at "minister's wife" and talks over the top of controller) We're not interested in the minister's wife, (Mr./Ms.) Controller. We want to find out about YOU and your leadership style. (controller settles down and quits sputtering) Could you tell us how your group gets so much done?
CONTROLLER:	It's simple. When I crack the whip (waves whip), they better jump. After all, it's my group and what I say goes. When I say work, they work!
REPORTER:	You do get a lot accomplished, but how do your members feel about being pushed around?

CONTROLLER:	Some don't like it at all. They usually quit and go to the church across town, but I say GOOD RIDDANCE! They were too lazy to put up with anyway. (mutters) Now, if I could just get rid of that minister's wife . . .
REPORTER:	Your leadership style is very different from the abdicator's.
CONTROLLER:	I should think so! That chicken couldn't make a decision if you lighted a fire under (him/her). I make ALL the decisions — it's my group you know. (waves whip)
REPORTER:	Thank you.
CONTROLLER:	Goodbye! (loudly stomps off)
REPORTER:	If you like having someone else tell you exactly what to do, make all the decisions, and take all the responsibility, you will enjoy a group with a controller for a leader. Our final guest today is another community leader whose group gets a lot done. (He/She) also has served in almost every capacity in the organizations (he/she) belongs to and takes (his/her) turn in the leadership of them all. Happy Activator is a long-time personal friend, so please join me in welcoming Happy Activator of the Extension Cords. (puppeteer blows whistle)
ACTIVATOR:	Hi, everyone! Nice you have such a good crowd here today, _____. Gee, you're looking great. How's the family?
REPORTER:	Doing great. Glad you could be with us, Happy. We especially wanted to have you share with us about your extension group. Your group gets so much done and has such a good time doing it. Could you let us in on your secret?
ACTIVATOR:	Oh, it's no secret, really. We just use teamwork to get things done. Every member has a part to play in making our group as successful as it is.
REPORTER:	Tell us how your group goes about working on a project.
ACTIVATOR:	Usually one of us sees some problem or need in the community, and we all talk it over and try to agree on what part of the problem we think we could tackle. Sometimes it seems like it takes as long to really identify the problem as it does to fix it! Anyway, we keep on talking about it until everyone agrees on what needs to be done. We do whatever research is needed, and then we set our goals. We set them very specifically. We organize the steps we need to take, assign jobs to everyone, and then we just buckle down and hop to it and get the job done. And of course, when we're finished, we evaluate our results.
REPORTER:	No wonder your group has been so successful. Could you tell us what your role as leader is in all this?

ACTIVATOR: Sometimes I think my main job is to really listen. I guess you could say I'm an active listener.

REPORTER: What is active listening?

ACTIVATOR: I try to really listen and understand what the people are trying to say, and I make sure that everyone in the group is listening to each other. I try to bring out the quiet ones — make sure everyone is included and has a chance to share their thoughts. If I don't understand somebody's point — I ask questions until it's clear. You know, sometimes the quietest person has the best ideas!

REPORTER: What else do you do?

ACTIVATOR: Basically I make sure everyone knows what they are supposed to be doing, what the goals are, and I check whether the work is getting done on schedule. I really don't do too much of the work — sometimes I feel guilty that I'm not doing enough.

REPORTER: Sounds to me like you're the coach of the team, Happy. When there's good teamwork, the coach doesn't have much "doingness" to do.

ACTIVATOR: Oh?

REPORTER: Sure. Can you imagine a baseball team where the coach has to be out on the diamond stealing second? (pause) A good leader shouldn't be doing very much either — except managing the team!

ACTIVATOR: Gee, that makes me feel a lot better.

REPORTER: One last question for you, Happy, before you go. Over the years I've known you, I've seen you use some of the other leadership styles we've seen here today.

ACTIVATOR: That's right, __________. I hate to admit it, but sometimes I'm a lot like Heavy Controller. If action has to be taken on something and there's not enough time to call everyone together to talk it over — well, I'll just make the decision myself.

REPORTER: You make an executive decision.

ACTIVATOR: That's right. And sometimes, well, sometimes I act just like old Chicken Abdicator.

REPORTER: Oh, come on, Happy.

ACTIVATOR: I do! Sometimes I just step back and let some other member come forward to take on a project. And sometimes I just don't agree with a group decision, so I let them have their way and see what happens . . .

REPORTER: I know you have some Frankie Cavalier in you — you all work hard, but you sure like to party, too!

ACTIVATOR: We sure do! We have a lot of fun.

REPORTER: What I'm hearing is that you have a lot of flexibility as a leader. You feel confident enough to use some of the other leadership styles when they are appropriate, but you don't get carried away with it.

ACTIVATOR: Flexibility — that's a good word.

REPORTER: (say to audience) If you want to have a group that is happy and productive — that encourages each member to learn, grow and make a contribution — encourage your leaders to develop the activator model as their leadership style. The keys are TEAMWORK and FLEXIBILITY.

Think about your leadership style and be ready to adapt this knowledge to different situations.

**Adapted from "Leadership Styles on Parade" by Michele Parish–Pixler, 1983. In: Family Community Leadership Resource Packet. Pullman: Washington State University, 1988.*

Learning Activity: *The Name Game*

Purpose: To help members of the group to get to know one another.

To build trust among group members.

Items Needed: Paper and pencil.

Procedure:

1. All participants should be given a sheet of paper.
2. The participants are asked to write their names on the left side of their papers with each letter being placed under the other, forming a vertical line.

   Example: L
   I
   Z

3. Group members are asked to think of words that describe them that start with each letter in their name and to write those words to the right of the letters.

   Example: L - ively
   I - nteresting
   Z - ealous

4. Following that activity, the group members share their description by reading what they have written.

   Example: V - versatile
   E - eager
   R - racey
   N - nice
   O - open
   N - noteworthy

Discussion:

1. How does this activity help you to get to know one another?
2. Did anyone learn something new about another group member?
3. What groups would you use this activity with?

Summary: When members of the group know one another, they can function better and trust each other.

Learning Activity: *Who Are You?*

Purpose: To help members see the many ways they define themselves. To help members see that often a first response is more superficial and that with continued interest people will share more deeply of themselves.

Items Needed: Paper and pencil for each person.

Procedure:

1. Ask the group members to form pairs.
2. Partners sit facing one another and one partner asks the other "Who are you?" As soon as the other person responds, he/she asks again, "Who are you?"
3. The partner answering must give a different idea each time the question is asked.
4. Ask the question over and over until one minute has gone by.
5. Then the partner who answered the question writes down all the answers he/she can remember giving.
6. Both members can check to see if any are left out and add them to the list.
7. Now partners reverse roles and repeat the procedure giving one minute to ask, "Who are you?" over and over and allowing time to make a list. (Note: A minute can seem like a long time, but that is part of the exercise — to help people think of things they might not think of immediately. Do not allow the activity to stop before the minute has gone by. You may need to drift about and encourage people to stay with the task.)

Discussion:

1. Which things on your list describe who you are in relation to other people? (Daughter, sister, etc.)
2. Which things describe what you do? (Basketball player, singer, etc.)
3. Which things describe qualities you have? (Messy, kind, etc.)
4. Which category is biggest? Why?

Summary: We define ourselves in many different ways.

Learning Activity: *Crackerjacks**

Purpose: To identify special gifts of everyone.

Items Needed: Large Crackerjack box and strips of paper.

Procedure:

1. One large Crackerjacks box should be placed on a table for the group. All the members write a positive characteristic that describes their best feature on a strip of paper. Those are then folded and placed in the Crackerjacks box.

2. Talk about where you find the prize in a crackerjack box — sometimes on the top, in the middle, or on the side, or on the bottom.

3. Pull out different strips and read aloud. Save some so that one can be read each day. More can be added. The group should clap to assure each participant's positive feeling.

Discussion:

1. How does the Crackerjacks box analogy apply to human characteristics?

2. Do we always find someone's best characters at the beginning? In the middle?

Summary: Everyone has special gifts.

**Adapted from Energizers and Icebreakers by Elizabeth S. Foster. Educational Media Corp., 1989.*

Unit II: Interpersonal Leadership Skills

Module 1: Building Trust

Overview

Trust is initially built on a one-to-one basis. Conversations which include active listening between two people — whether friends or family members, a leader and a group member, two group members, two leaders, or others — is a fundamental first step. Open communications and team work are based on trust.

Trust is an issue at the heart of many interpersonal and group difficulties. Lack of trust is a concern in many problematic relationships. Trust is a vital component of shared leadership attitudes and actions. Authentic leadership is based on ethical principles. Introductory information about ethics and leadership, including a definition of ethics as used in this curriculum, is included in Unit I, Module 2.

Objectives

Participants will:

- Internalize the importance of trust in interpersonal and group relationships.
- Define basic principles of ethical behavior as a basis for building trust.
- Recognize causes and symptoms of mistrust.
- Learn what to do to build and maintain trust.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Include time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Building Trust

There are two parts to trust: an intangible, “feeling” part and a performance record that confirms this trust. An active feeling of trust is confidence in leadership, indicated in ability and integrity. Trust is also expressed by the absence of worry or suspicion. Productive relationships are already based on trust, sometimes unrecognized and frequently taken for granted. The track record is a confirmation of well-placed trust.

Trust is a vital ingredient in all relationships. If you find it hard to trust someone, you are less likely to talk to that person. But, a relationship built on mutual trust is marked by open communication and fewer arguments. It’s the feeling of safety you have with another human being.[1]

How Does Trust Develop?

Many scholars have created lists of the characteristics of leaders. Trust always makes the list. Trust develops as the cumulative effect of one-on-one, day-to-day relationships. Trust is won or lost by how well you know yourself, how open you are to letting others see your real self, and how well you show your interest in others. These personal actions depend on you, regardless of the organization, committee, or other group.[8]

Think of trust as an emotional bank account. If you make deposits with another person through courtesy, kindness, honesty, and promise-keeping, you build up a reserve. That peson’s trust toward you becomes higher, and you can call on that trust when needed. When the account is high, communication is easy, instant, and effective. But, if you show discourtesy, disrespect, threats, or just do not listen, your emotional bank account will become overdrawn. Trust needs continuing deposits. Furthermore, it takes more deposits to outweigh a negative balance or withdrawal. One guideline suggests that every negative encounter requires six positive encounters to restore the original level.[2]

You can show you are trustworthy by being responsible. Being open and honest with people is essential. In any relationship, it takes time and effort to develop trust, and trust and commitment are closely related. If you trust more, you are willing to commit more. Each person must accept some responsibility.

Following principles of ethical decision making and action are vital to developing and maintaining trust among leaders and followers.

Perceptions of Trust

Trust exists only in the mind. Trust depends on individual conduct as well as how that conduct is perceived. Perceptions are difficult things on which to agree. Involved people may try to come to an understanding (if not agreement) about behaviors, perceptions, interpretations, and expectations.

There is no guaranteed process to change a trustless group, and there is no specific outcome to measure. However, spending time and attention improving the trustworthiness of group member relationships is a worthwhile endeavor. Trust is probably the most highly valued group component, and is essential to the processes of influence and collaboration.

Trust builds slowly over time. It takes a long time to build trust, but only takes a moment or two to lose it.

Self-Disclosure Skills

Skills that bring about trust, clearer communication, and a more productive atmosphere are described as self-disclosing. Following are examples of these types of skills:

Behavior description: Reporting specific, observable actions of others without adding feelings of attitude, motive traits, or personality characteristics. For example: you might say, "Bill, you have been late to our meetings the last three times," not, "Bill, you are surely disorganized — you're always late!"

Feeling description: You describe your own feelings to give a clearer understanding of your emotional reaction. For example: "I feel good about the way that we are working together." Or, "I feel hurt when you cut me off."

Ethical Leadership

Leadership is the investment of trust into people who serve the common good. It creates value. It refines and develops services that enrich people's lives. Leadership is ethical, but what does that mean?

The following important attributes of ethical leaders are consistent across age, gender, and sector:

- Committed to the mission.
- Care deeply about those they serve.
- Are competent and work with competent people.
- Are honest and have integrity.
- Acknowledge their own mistakes.

Honesty, fair-mindedness, and concern for others are qualities people look for in leaders. If the leaders selected do not serve reliably, trust erodes and creates a loss of faith in the leaders and the systems they work within.[2, 3]

Ethical behavior requires:

1. A high *degree of commitment*, the desire to do the right thing (These are not complete sentences, and therefore do not require periods at the end until the list is finished.)

2. *Consciousness*, the heightened awareness of the ethical implications of decisions and actions, the claims of all stakeholders, and the tendency to rationalize unethical conduct

3. Enhanced *competencies*, particularly the ability to use critical thinking and problem-solving skills in dealing with personal, professional and group situations, and

4. *Courage*, the ability to face and deal with difficult situations instead of withdrawing or taking the easy way out.

The *Six Pillars of Character* are one useful guide for ethical leadership. Keep in mind these six core ethical values:

- Trustworthiness (honesty, promise keeping, integrity, loyalty),
- Responsibility (accountability, pursuit of excellence, concern for others).

- Caring (concern for others, minimize harm),
- Respect (courtesy, decency, tolerance, acceptance),
- Justice and fairness (procedural fairness, impartiality, equity), and
- Civic virtue and citizenship (community service, doing one's share, contributing to the overall social good).

You can use different words for these values. You may have some ideas that don't quite agree with this formulation, but it is a useful approach to making more ethical decisions. The essential component is to maintain respect for everyone and to avoid doing harm whenever possible.

Traditional Guides For Ethical Behavior

Philosophers and theologians are, and have been for centuries, concerned with the development of theories which describe the nature of moral obligations and which provide guidance in meeting these obligations.[5, 6] Some different approaches to ethical behavior are:

The Golden Rule

The Golden Rule establishes the principle that people should be concerned with and responsible for the well-being of others. They will help others when they can and avoid doing harm whenever possible. "Treat others as you would have them treat you" is the basic premise.

"The Means Justifies the Ends"

This approach says that the ethical character of an action is determined by the principle upon which it was based, rather than on the consequences it produces. In this model, people have an absolute duty to do the "right" thing in all situations. The rules must always be followed. The means, rather than the end result, is critical.

"The Ends Justify the Means"

This approach states that actions are right and good when they produce benefit, and/or prevent harm or pain. In this view, the ethical nature of an act is best determined by the consequences produced, regardless of how the result was obtained.

Various Other Guidelines

Additional ethical standards may be included in or derived from broader moral traditions. Some ethical rules vary from culture to culture, or group to group, and are constantly evolving.

Applying Ethical Principles

One universal tenet, the instruction to "Do No Harm," is present in most sets of rules. However, in some group or public issues, it is impossible to find a resolution that does no harm to anyone. Shortcomings of each of the traditional theories become particularly apparent in cases where there are many competing interests, values, and benefits. Various ethical standards evolve as individuals or groups become more aware of the consequences of their actions on others or as new abilities or technologies raise new issues.

Making Ethical Decisions

One practical approach for the issues faced by leaders and followers is the Six Pillars of Character framework, which prioritizes a set of core ethical values as higher than non-core ethical values (which vary across time, religion, culture, or professions), and these in turn rank above non-ethical (neutral) values. This approach doesn't provide the answers. It doesn't provide the solution to a controversy. It helps make sure that the right questions are being asked and that the stage is set for people to exchange viewpoints and identify their common interests.

Ethical decision-making refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principle. It adds specific consideration of ethical principles in making personal, professional, and program choices. Ethical behavior requires that leaders and group members work together to:

- perceive and eliminate unethical options — and when there is a conflict, eliminate options that favor non-ethical values over ethical values;
- select the best ethical alternative; and
- when there is more than one ethical response to a situation, examine the choices carefully because not all may be equal.

These criteria can be added to other criteria for evaluating options and consequences of a group or public policy choices.

Dialogue, reflection, and questioning are needed as you:

- Examine the situation.
- Identify all the important points of conflict.
- Decide whose interests are involved and consider their key values.
- Identify the conflicting loyalties.
- Identify the alternatives and consequences.
- Eliminate any options that are clearly unethical, illegal, or impractical.
- Identify which principles are respected and which are violated in the various options.
- Examine possibilities for combining or rearranging options or look for others.
- Determine the priority of competing values as you weigh the options.

The decision should take into account and reflect a concern for the interests and well-being of all stakeholders. When ethical values conflict, the decisions should be those that produce the greatest balance of good in the long run.[6, 7]

Dealing with Ethical Dilemmas

An ethical dilemma occurs when there is a conflict between core ethical values, sometimes described as a conflict between "right and right" (when two good choices conflict) or between "wrong and wrong" (the lesser of two evils). Ethical decision-making in situations with complex and difficult ethical dilemmas requires critical thinking. These choices are the tough ones. Leaders who can analyze the conflicting choices in an ethical dilemma and explain their reasoning are leaders who contribute to trusting relationships.

Symptoms of a Trustless Relationship

It is not difficult to know when a lack of trust is affecting either personal relationships or group work. Some of the more common symptoms of trustless relationships are as follows:

Poor Communication:	Characterized by a lack of openness, reluctance to explore concerns, unwillingness to truly listen.
Inflexibility:	Members dogmatically stick to their perceptions and beliefs, even in the face of contrary evidence.
Lack of Respect:	Concerns about members' competence, knowledge, or motives.
Guarded Information Flow:	Excessive control of information and information processes is the norm.
Hidden Agendas:	Objectives and expectations are not freely shared with the group.
Avoidance of Conflict:	Group members avoid interpersonal confrontation about legitimate concerns.
Backbiting:	Critical discussions of team members occur behind their backs.
Backstabbing or Sabotage:	One or more group members attempt to undermine the credibility or success of a team member.
"End-Arounds":	Avoiding or eliminating someone who should legitimately be involved in a decision, request, or communication.
Inappropriate Independence:	Stubbornly refuses to seek the input of other team members or to work toward consensus.
Poor Follow-through:	Failure to keep commitments or take agreed-upon actions.
Disinterest:	Displaying apathy, indifference, or inattention toward group activities.

Although often very difficult, rebuilding trusting relationships is possible. Careful attention to open communication and ethical behavior is the stepping stone to building and rebuilding trust.

In order to build or rebuild trust, you can:

- Show consistency in the basic values that guide your decision making; take the time to think about your values, beliefs, and personal goals. Articulate them clearly so others can see that you are following a course they can support and share.
- Show respect for old ideas and traditions while you explore new ones. In your leadership roles, you can help people make transitions from the present to the future. This is particularly important during times of rapid change.

- Listen in ways that show you respect others and value their ideas. Listen especially for the vision, the context, and different ways of looking at situations.
- Show you are working for others' interests as well as your own. This does not mean neglecting your own needs and motivations (such as recognition, achievement, the opportunity to use your skills, and accept new challenges) as well as your willingness to work toward common goals. People will look at your track record to see if you aim for the overall group benefit or for protecting your personal turf. They will watch to see if you build and help others excel or if you treat everyone else as competitors.
- Practice openness and sharing. Trust is based on perception as well as fact. Share whatever information you have in order to improve the group's work, rather than hoarding it to boost your ego. People also need to know your feelings. When you disagree with some opinion, say so. Share your concerns, worries, or whatever stands in the way of your commitment. Do not say you agree with a plan or action if you really do not support it. Tell it like it is but in a caring way. Explain what you understand and indicate the things you do not understand. Share in the search for additional information rather than pretending you have the answer to everything.

Summary

It may be important to distinguish between trust and trustworthiness. Trust is a broader concept, usually pertaining to feelings or attitudes. It is what we give to someone. Trustworthiness, on the other hand, stems from behavior. It is what we perceive in someone. Trustworthiness includes honesty, integrity and courage, promise-keeping, loyalty and fidelity.

An interesting feature of trust is that to be trustworthy, you must trust others in return. This is demonstrated by an individual's ability to delegate responsibility, share power, and allow freedom of choice.

References

1. Goldsmith, Elizabeth B. *Resource Management for Individuals and Families*. New York: West Publishing Company,1991.

2. Covey, Stephen. *The 7 Habits of Highly Effective People*. Simon & Schuster. 1990.

3. Scheffert, Donna Rae. "Enhancing Ethical Leadership: Working Together When Values and Ethics Differ." In: *Proceedings of Southern Region Leadership Conference*, San Juan, Puerto Rico (and University of Minnesota), 1996.

4. Josephson, Michael. "Ethics Corps: a Training Program for Teaching Ethics in the 90's." Notebook Materials. Marina Del Rey, California: Josephson Institute for the Advancement of Ethics, 1993.

5. Josephson, Michael. *Making Ethical Decisions Using the Six Pillars of Character*. Marina Del Rey, California: Josephson Institute for the Advancement of Ethics, 1994.

6. Walker, Katey and Sue Williams (eds). "Exploring Values and Ethics in Public Issues Education." In: *Advanced Methodology Workshop* materials. Kansas State University and Oklahoma State University, 1995.

7. Pritchett, Price. *The Ethics of Excellence*. Dallas, Texas: Pritchett & Associates, Inc.,

Learning Activity: *Post Your Strengths*

Purpose: To have participants reveal something about themselves.

Items Needed: Several packages of 3" x 3" large sticky notes, and one blank wall for sticky notes.

Procedure:

1. Give the participants six notes each. Ask them to write a positive personal characteristic on each note. Keep the characteristics general. Do not sign. Examples might include: happy, self-creative, and/or good listener.

2. Have all stick their notes on the wall. Allow time for participants to look over the notes to see similarities and differences of self-perceptions.

3. Ask all to select a note that identifies a characteristic they would like to have that they do not have now.

4. Form groups of five to six people. Ask the participants to reveal to their group the characteristic they selected, and explain why they selected it.

Discussion:

1. How did this activity help you identify some of your own strengths?

2. What sort of characteristics are helpful when groups address public issues?

Summary: Group members learn strengths about themselves and others in the group.

Learning Activity: *What Makes a Person Trustworthy?*

Purpose: To explore the ways people demonstrate that they can be trusted.

Items Needed: Paper and pencil.

Procedure:

1. Think of someone in your life whom you trust completely. It can be a work acquaintance, a family member, or friend. Write that person's name on your paper.

2. Below that, write the specific behavioral characteristics this person demonstrates that cause you to trust him or her. As much as possible, avoid writing attitudes, feelings, or mental characteristics (such as "he is helpful"). Write what this person actually does that causes you to trust him or her (for example, "he stops what he is doing to assist me whenever I need help").

Discussion:

1. How did this activity help you discover things about yourself?

2. How can you create trust?

3. How can someone, such as a person in the group, increase trust in you?

Summary: Explore ways people demonstrate that they can be trusted.

Learning Activity: *Mummy Wrap**

Purpose: To develop group cohesion and group trust

Items Needed: Toilet tissue roll (1 per team of 3 to 4) and 1 roll masking tape.

Procedure: Every team of 3 to 4 receives a roll of toilet tissue. One member of the group is designated as the mummy. The other team members are given 5 minutes to wrap their mummy with the roll of tissue paper. The masking tape is used to keep the paper from separating or tearing. The mummy should be wrapped from head to toe, but with some leg movement so walking is possible. At the end of 5 minutes, wrapping stops and team members walk their mummy around the room. Care must be taken to be sure the mummy doesn't get hurt or bumped. Team members should gently move their mummies. A race could be held with teams racing their mummies.

Discussion:

1. How does it feel to be confined and have to rely on others?
2. What times created some anxiety?
3. How careful were the group members?
4. How can we depend on others as well as use our skills as helpers or guides?

Summary: Relate how this activity developed group cohesion and group trust.

** Adapted from Energizers and Icebreakers, by Elizabeth S. Foster. Educational Media Corp., 1989*

Learning Activity: *Characteristics of Trustworthiness*

Purpose: To explore characteristics of trustworthiness.

Items Needed: Copy of worksheet of *How Would You Rate Yourself in Trustworthiness?*

Procedure:

1. Ask each participant to complete the worksheet.

2. Tell the group there are no right or wrong answers.

Discussion:

1. This activity has no right or wrong answers. Do you usually view group differences as good, bad or neither? Explain.

2. Do you usually give recognition to yourself and others? Explain.

3. How does this activity help you as a leader?

Summary: To explore the characteristics of trustworthiness, group members looked at themselves to see the ways in which they demonstrate trustworthiness and how they could improve their actions.

Worksheet: *Characteristics of Trustworthiness*

	Seldom	Usually	Almost always
How would you rate yourself in trustworthiness?			
Follow through on commitments.			
Maintain confidences.			
Directly address individuals with whom there is conflict — rather than telling uninvolved parties.			
Listen respectfully.			
Accept others without judgment or question.			
Perform responsibilities with quality and timeliness.			
Seek and consider opposing viewpoints.			
Behave consistently and predictably over time.			
Act in a way that matches expressed values, beliefs and priorities.			
Openly express goals, intentions and priorities.			
Share information.			
Show respect for others' viewpoints during disagreements.			
Evaluate plans and ideas objectively and logically.			
Demonstrate sensitivity and tact.			
Involve others in problem-solving and decision-making.			
Communicate clearly to minimize misunderstanding.			
Work to solve problems rather than to assign blame.			
Give recognition and credit to others when warranted.			
Encourage the open discussion of problems and differences of opinion.			
Value input from others — regardless of position.			
Admit mistakes and lack of knowledge.			
Approach conflict constructively.			
Remain non-defensive when met with disagreement.			
Request help when it is needed.			

Unit II: Interpersonal Leadership Skills

Module 2: Communication Basics

Overview

The ability to effectively communicate with other people is an important life skill and is vital in all leadership activities. Good communication skills can be learned through patience, practice, and a positive attitude.

Objectives

- Be more aware of effective and ineffective ways to share messages.
- Become skillful in recognizing the messages of nonverbal communication.
- Recognize the many different types of communication.
- Use "I-Messages" and the first person effectively.
- Understand the importance of listening.
- Practice active listening.
- Be aware of personal patterns and expectations in communication.
- Recognize and reduce the barriers to effective communication.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Include time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Communication Basics

The ability to effectively communicate with other people is an important life skill. Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly, but without sacrificing their own needs and integrity.

What is Communication?

Communication = the exchange of ideas or feelings from one person to another.

Talking does NOT = communication!

We hear only half of what is said to us,
understand only half of that,
believe only half of that,
and remember only half of that.

The communication process is complex. You send from 100 to 300 messages a day. These include:

- The message you intend to send.
- The message you actually send.
- The message as the hearer interprets it.
- The response of the hearer based on what he or she heard.
- Your reaction to the exchange of words, meaning, and interpretation.

Why do people talk to each other? When you talk, it is because you have an idea or feeling you want to share. You talk to:

- get acquainted,
- build relationships,
- express emotions,
- share information, and
- persuade others to understand your personal views.

To have communication, both speaking and listening are required.[1]

Types of Communication

Communication can be classified in many different ways. People in leadership roles have many opportunities to communicate with others.

Intrapersonal Communication

When individuals talk to themselves, communication takes place within the brain. It includes their thoughts, experiences, and perceptions during a communication event. Behavior seen on all other levels of communication begins on an intrapersonal level. On this level, the individual forms personal rules and patterns of communication.

Interpersonal Communication

Communication between individuals is the pattern for all succeeding levels of verbal communication. At this level, each person is aware of sending messages to other persons. Interpersonal communication is sometimes referred to as *dyadic communication*, or communication between two individuals.

Small Group Communication

This is sometimes included in the interpersonal level — the most obvious difference is the number of persons involved in the process. The small group may be a family of three talking at supper, five students working on a class project, or a meeting of an organization with just a few members.

Intercultural Communication

This occurs when the source of the message is from one culture and the receiver is from another — such as when a visitor from France asks directions from an American in New York City. The major difference between intercultural and the previous levels is that the communication process is affected by differing, and sometimes conflicting, rules defining acceptable communication between individuals and between groups.

Public Communication or Public Speaking

The speaker sends messages to an audience, which is not identified as individuals. Unlike the previous levels, the speaker is doing most, if not all, of the talking.

Mass Media Communication

Although mass media communication is public communication, not all public communication is mass media. At this level, there is "mass" distribution of a message to a large group of receivers. It is delivered through an impersonal means rather than directly from speaker to audience. These impersonal pathways include television, radio, motion pictures, newspapers, magazines, books, billboards, and other media. This could also include communication by way of social media, such as Twitter, Facebook, You Tube, and other social media channels.

Nonverbal Communication (Body Language)

Nonverbal communication is integral to all of the preceding levels — communication is a combination of verbal and nonverbal components.

In nonverbal communication, people send messages to each other without talking. They communicate through facial expressions, head positions, arm and hand movements, body posture, and positioning of legs and feet. How people use "space" also transmits a message. Another example would be carrying or displaying objects that "say" something about themselves.

By being aware of nonverbal communication, you can interpret the signals of others, or send signals that will promote the productive resolution of a dispute. Awareness of nonverbal communication helps:

- project an image of confidence and knowledge,
- demonstrate power or influence,
- express sincerity, interest, and cooperativeness,

- create trust,
- recognize personal tension in self and others,
- identify discrepancies between what people say and what they actually think, and
- change behavior and environment to encourage productive discussion.

Three cautions should be mentioned about nonverbal communication. *First,* an awareness of nonverbal communication is not a panacea for conflict resolution. Recognition and use of nonverbal skills is only one tool to aid conflict managers or disputants in understanding conflicts. *Second,* awareness does not necessarily mean that something can be done about unwanted nonverbal communication. A lot of nonverbal communication is unconscious. And *third,* the meaning of nonverbal communication depends on both the sender's and the receiver's culture —race, ethnicity, class, status, gender, and individual differences. Some common interpretations of nonverbal behavior cross cultural boundaries, but others do not.[1, 2]

Visual vs. Verbal Activities

Information is shared in two ways — visually and verbally — and a combination of the two forms is generally most effective.

The use of graphics, or concrete examples, has a number of additional advantages. Concrete examples (graphics) provide a focus of attention for an audience. When people focus on a visual presentation, they share a definite point of reference. Too often, work groups get caught up in abstract word play, losing sight of the real issue. Charts, maps, and even simple lists of information can help keep discussion focused.

Visuals also help the facilitator or discussion leader prepare for a meeting. The simple exercise of preparing a series of charts, diagrams, or maps forces you to organize information and anticipate the course of the group's deliberation. When the meeting planner shows up prepared and ready to begin, group members will know what to expect.

Active Listening and Feedback

Good communication requires more than acceptance of feeling or empathy for another person. A listener must also have an accurate understanding of the content or substantive message of a speaker. Accurate feedback of the content may eliminate unnecessary communication conflicts caused by misinformation or misperception. The process of rephrasing a statement can make an item more manageable in size or scope or acceptable in terms of its tone or value.

I-Messages: Most of the messages to people about their behavior are "you" messages — messages that are directed at the person. These have a high probability of putting people down, making them feel guilty, and making them resistant to change. An "I-Message" allows a person who is affected by another's behavior to express the impact it is having on him or her. This leaves the responsibility for modifying the behavior with the person who demonstrated the behavior.

I-Messages build relationships and do not place the sender in the position of enforcing a new behavior. Many people have been taught to avoid "I" (as in "I want" or "I would like"), so it is often difficult to use this method.

Four Parts of an I-Message

1. **Specific behavior** ("When you . . .")
2. **Resulting feeling** ("It . . .")
3. **Effect** ("I feel . . .")
4. **Resolution** ("So, would you . . .")

Example:

Part 1: "When you cut me off . . ."

Part 2: "It hurts my feelings . . ."

Part 3: "I feel as though you don't value my opinion,"

Part 4: "So, would you please hear me out."

Since communication is the exchange of ideas or feelings from one person to another, it implies that the message has been heard.

Effective Listening

People do more listening than any other form of communication. But most listen at an efficiency level of less than about 25 percent. Tests show that, immediately after listening to a 10-minute oral presentation, the average listener has heard, understood, properly evaluated, and retained only half of what was said. Within 48 hours, that comprehension rate dropped to one-quarter.

People generally remember:

- 10 percent of what they read
- 20 percent of what they hear
- 30 percent of what they see
- 50 percent of what they hear and see
- 70 percent of what they say and write
- 90 percent of what they say as they do something

Whose Responsibility: The Speaker or Listener?

Who has the primary responsibility for effective verbal communications, the speaker or the listener? This question has been asked of thousands of people. Seventy-five percent of those who answer say the speaker, 25 percent say the listener.[2]

This attitude is mirrored in people's behavior as listeners. Because they assume the speaker has the main responsibility, they listen passively instead of taking an active, responsible role.

Just think how much more effective communication would be if the speaker and the listener each would take 51 percent of the responsibility. This adds up to 102 percent, which may not be good mathematics, but represents highly effective communications.

A Good Listener:

- Works at listening.
- Helps the speaker transmit thoughts.
- Listens to understand, not to refute.

Listening

First, what does "listening" mean? It is more than just hearing — that is only the first part of listening. Three other parts are equally important:

1. **Interpretation** — Interpreting what was heard leads to understanding or misunderstanding. Your brain absorbs and comprehends what you hear.
2. **Evaluation** — Weigh the information and decide how you will use it.
3. **Reaction** — Based on what you heard and how you evaluated, you act on it.

Listening is your primary communication activity. Studies show that you spend 80 percent of your waking hours communicating. About 45 percent of that time is spent listening. Your listening habits are not the result of training, but rather the result of the lack of it.

Listening is the number one communications activity:

- Through open ears, the mind can absorb an endless amount of new information and ideas.
- It has been said that there's at least one thing learned from everyone you meet, provided one bothers to listen.
- A listener loose in a world of talkers has one unbeatable edge: the flow of new ideas through the ears to the mind never stops.
- Listening is not a 9-to-5 job.
- The brain works four times faster than most people speak. It is easy to wander into distraction.[1, 3]

Listening Principles to Remember

People tend to agree with other people they like, not so much because of their ideas but because of the fact that they like them. People also tend to like other people who listen to them. A key factor in listening is the ability to deliberately over-estimate the value and importance of the other person's point of view.

Points for Good Listening

Is it any wonder things get garbled along the way? Communication at best is a messy process. Good communication requires at least two basic skills: listening and giving feedback.

Good listening takes a lot of serious practice. One way to practice is to try to concentrate for one minute out of every hour on one specific sound or on what any one person is saying. At the start, many will only be able to concentrate for a few seconds. Keep practicing until you can hold complete concentration for at least one minute. This will be harder than you think, but it can improve your listening proficiency.

Practicing improved concentration methods may not make you a perfect listener, but it can make you a good listener. The pay-off is in better understanding, increased efficiency, and closer friendships.

Good listening requires that you concentrate on the speaker.

- What is the speaker trying to say?
- What point is the person trying to make?
- Are the facts accurate, unbiased, and complete?
- Is the source reliable?
- Listen for ideas.
- Think while you listen. Learn to eliminate distractions by concentrating on the ideas the speaker is presenting rather than pretending to listen.

As a person is speaking, think about relationships between facts and you will find that the person may be using several facts to develop one or two main ideas.

If you take notes, write down just enough to let you recall the ideas. Avoid taking everything down word for word, or you may miss the ideas that are presented.

Control your responses. Listen without judging. Try not to argue with the speaker's words in your mind. Avoid dismissing the speakers' ideas in advance, or judging the speaker's appearance. You can judge later after you have heard the information the speaker is giving.

Listen carefully to topics that are hard for you to follow.

Ask questions. If you can't interrupt, make a note to ask when the speaker is finished.

List things that get in the way when you listen to someone else:

- Words or phrases that prejudice you against the speaker.
- Factors in the other person's appearance that may bias you.
- Emotions (fear of asking silly questions, feeling guilty because you think you should already know something, etc.) that prevent you from learning.

Active Listening

Active listening achieves several purposes:

1. Helps you check your understanding of what the person says and feels.
2. Generates further dialogue.
3. Helps you improve your empathetic listening.
4. Builds rapport.

5. Shows that you understand and care.

Active listening is not just refraining from talking, but actively trying to understand the other person's total communication.

- Listen for both content and feelings.
- Respond to the feelings expressed.
- Accept both positive and negative expressions and feelings.
- Listen between the lines for the nonverbal communication.
- Use the reflection technique.
- Use the pauses effectively.
- Summarize from time to time to indicate progress, to highlight major points, and to wrap up important sections of the interview.

Maintain careful attention to both content and feeling. Content refers to the meaning of a word. Feeling refers to the emotional state of the person. Feelings may include anger, frustration, fear, joy, sadness, domination, and affection.

- Try to anticipate what the speaker is getting at.
- Do not form conclusions or begin to construct your reply until you first understand the speaker's position.
- Listen between the lines — try to pick up both the content and how the speaker feels about his or her position.
- Pause and consider what you heard before replying.
- Assume you probably don't understand completely and ask for feedback on what you think you heard.

Reflect. Re-state in your own words what you understand the other person to have just said. Include both content and feeling.

Repeat. Do not judge, question, argue, or evaluate. At this stage, simply repeat your understanding and encourage the other to continue talking.

Behavior and Attitudes of the Good Listener

- Tries to see the world, the situation, the problem as the speaker sees them.
- Places understanding foremost.
- Shows interest in the speaker.
- Accepts the speaker as he or she is.
- Respects the speaker's opinion and attitude.
- Willing to take time to listen, and determined to listen attentively.
- Controls his or her emotions.
- Is open-minded, receptive, but analytical.
- Has a wide range of interests, and is curious about things.
- Is convinced of own responsibilities to the speaker and undertakes this responsibility.
- Stands ready to listen patiently.

Using Feedback

Feedback allows a listener to tell the speaker whether the message was understood. If it is done with care and consideration, it is an important tool for good communication. Feedback lets you describe your reaction instead of evaluating the other person's performance. It is helpful to be specific and address a behavior the listener can change.

Listening Undergoes Distortion

When you pass a message along through two or more persons, it often undergoes distortion each time it is repeated. Three different tendencies occur when the message is heard:

Leveling: Tendency to drop some details out of information you hear.

Sharpening: Tendency to make some details sound more important, and give them more emphasis than they had as you heard them.

Projection: Tendency to add data out of your own viewpoint or mental outlook to what you have heard from someone else.

How can you, as a listener, avoid such distortion?

Suggestions for Limiting Distortions

- Repeat what you hear to the satisfaction of the person who just told it to you. You might say, "Let's see if I've got this right."
- Put the key elements of an important message in writing.
- Don't assume that somebody is giving you a message exactly the way he or she heard it from someone else.
- If it's important, verify it with the speaker's source or the original source.
- Have your organization routinely check important information at each step as it is passed along through the chain of people.

Feedback allows the listener to relate information back to the speaker about the content or feelings conveyed. The person receiving the feedback is made aware of how his or her behavior affects himself or herself and others in the group.[1] This also serves as a check for understanding. Some examples of this are:

- The way I understand you is . . .
- Is this how you feel . . .?
- You sound as though . . .
- I get the feeling that . . .
- It sounds as if . . .

Ways to Give Feedback

Descriptive: Descriptive rather than evaluative. Describing your own reaction leaves the individual free to use it or not use it as he or she sees fit. Avoiding evaluative language reduces the need for the individual to react defensively. The main purpose is to understand the speaker, not to belittle, mimic, or antagonize.

Specific: Be specific rather than general. To be described as "dominating" will probably not be as effective as saying, "Just now when we were deciding the issue, you did not listen to what others said, and I felt forced to accept your arguments or face attack from you."

Consider Needs: Take into account the needs of both the receiver and the giver of feedback. Feedback can be destructive when it serves only your own needs and fails to consider the needs of the person on the receiving end.

Realistic Request: Direct feedback toward behavior the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he or she has no control.

Solicited: Feedback should be solicited, rather than imposed. Feedback is most useful when the receiver has formulated the kind of questions those observing him or her can answer.

Well-Timed: Consider timing. In general, feedback is most useful at the earliest opportunity after the given behavior (depending on the person's readiness to hear it, support available from others, etc.).

Clear: Check to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he or she has received to see if it corresponds to what the sender had in mind.

Check for Accuracy: When feedback is given in a training group, both the giver and receiver have the opportunity to check with others in the group on the accuracy of the feedback. Is this one person's impression or an impression shared by others?

Feedback is a way of giving help; it is a corrective mechanism for individuals who want to learn how well their behavior matches their intentions.[1, 4]

Influencing Others

Persuasion is simply the means of getting others to think and act the way you want them to. You persuade people by convincing them that your ideas, beliefs, opinions, and feelings should be accepted. Persuasion often involves appealing to listeners' feelings and/or interests and ideas. Persuasion begins from an information base. Your most important boundary is your ethical responsibility. Effective persuasive communication is ethical communication. Persuasion is likely to succeed when the following conditions are met:

S-M-C-R MODEL

The Source: The source of the persuasion shows conviction about her or his subject, is trustworthy, credible, and competent — an expert or authority in the area of concern.

The Message: The message is believable, reasonable, practical, probable, and supported by evidence and facts, as well as opinion.

The Channel: The way the message is delivered — by one-on-one conversation by the speaker, to a group, or through mass media or written methods — affects the way it is received and understood.

The Receiver: The receivers (audience) are not presently ego-involved with the issue and have a personal stake in the outcome. The goal should not be too far from the focus of the receivers' beliefs. The period of time must be sufficient for a carefully considered program or "campaign" to bring about later effects.[3]

If you want to change a person's attitude, you must first change her or his behavior to parallel the desired attitude. Working for changes in attitude, in hope of getting the desired behavior, is often met with frustration and failure. More information on persuasive strategies is provided in the module Influencing Policy Decisions.

Communication Difficulties

Individual differences are a major cause of misunderstandings in communication. People want different things to satisfy their needs because of the interests (things wanted or enjoyed), values (things important or believed in), and attitudes (thoughts or feelings about ideas, people, things) they have acquired.

To avoid communication misunderstandings, try to accept and understand individual differences. Examine your own reactions to people and situations so you can imagine how it would be to be someone else. Practice empathy.

There are many ways individuals can misunderstand each other. For example, a person may be preoccupied and not able to listen to what others have to say. Or, a person can be so interested in communicating his or her own message and formulating a response that he or she listens to others only to find an opening to communicate his or her own message. Sometimes individuals listen in order to evaluate and make judgments about the speaker. The speaker may then become defensive and end the interaction. A lack of trust may also be a cause of communication distortion. In a group or between two people, misunderstandings can cause a reduction in the information shared and an uncertainty concerning the information being communicated. It takes continued effort and attention to maintain effective communication.[4]

There may be cultural, language, or semantic differences. Sometimes people are blocked by their failure to understand clearly the words or terms used. There are the different connotations and meanings accorded words in various sections of the country, and by different racial, occupational, and other groups. Even within a single organization, these factors often blur understanding between occupational and professional groups.

Four responses or roles that often cause difficulty in communications, as well as in relationships and task activities, are the:

Placater

The Placater always talks in an ingratiating way, trying to please, apologizing, never disagreeing, no matter what.

- **With Words** the placater always agrees. For example: "Whatever you want is okay. I am just here to make you happy."

- **With Body** the placater indicates a sense of helplessness.
- **While on the Inside** the placater feels: "I feel like nothing: without him or her, I am dead. I am worthless."

Blamer

The Blamer is a fault-finder, a dictator, a boss, and always acts superior.

- **With Words** the blamer always disagrees, and says (or seems to say): "You never do anything right. What is the matter with you?" Or, "If it weren't for you, everything would be all right."
- **With Body** the blamer indicates: "I am the boss around here."
- **While Inside** the feeling is: "I am lonely and unsuccessful."

Computer

The Computer is very correct, very reasonable with no semblance of any feeling showing. He or she is calm, cool, and collected, and is almost totally disinterested and tries to sound intellectual. The computer uses big words.

- **With Words** the computer is ultra-reasonable. For example: "If one were to observe carefully, one might notice the work-worn hands of someone present here."
- **With Body** the computer is stoic like a machine and seems to be saying: "I'm calm, cool, and collected."
- **While on the Inside** the computer may really be saying: "I feel vulnerable."

Distracter

The Distracter never makes a direct response to anything. Anything he or she says is totally irrelevant to what anyone else is saying or doing.

- **With Words** the distracter makes no sense and is totally irrelevant.
- **With Body** the distracter is angular and off somewhere else.
- **While on the Inside** the distracter may be saying: "Nobody cares. There is no place for me."

Mutual trust and respect are the foundation for effective communication. When both of these exist, goals can be developed to which all individuals and groups are committed. Communication systems and procedures based on shared goals and developed cooperatively are those most supported, most adhered to, and consequently most efficient.

Write Like a Pro (Written Communications)

Crisp correct writing is essential to successful leadership communication. When a letter, report, or program flyer includes an error, readers are likely to remember the error rather than the message.

Better Letters

When you can't be present in person, make sure the letter that represents you will make the best impression possible:

- Date your letter correctly.
- Use the correct address with zip+four. Mailing lists should be updated on a regular basis, at least once a year. (Zip+four information is available at: *http://www.usps.gov/ncsc/lookups/lookup_zip+4.html.*)
- If you don't know the person to whom the letter is addressed, don't guess. A phone call may be all you need to obtain the correct information. If you can't determine to whom a letter should be addressed, use a job title rather than a generic Dear Sir.

Example:

Dear Project Director:

- Formal salutations require care: Pat Jones could be a man or a woman. To be safe, use Dear Pat Jones, rather than Mr. or Ms.
- Use block style (not indented); separate paragraphs by one line.
- Group thoughts or topics in paragraphs, but consider limiting paragraphs to no more than 11 lines. Longer paragraphs lose the reader.
- Get a letter off to a good start: Start with a positive.

Example:

Thank you for agreeing to chair the county committee to evaluate services for the developmentally disabled.

- Close a letter with a specific request for action, a summary of ideas within the letter, or a statement of satisfaction or appreciation.
- When action is needed, be specific about deadlines.
- Close the letter in a professional manner.

Examples:

Sincerely or Cordially.

- Sign your name legibly over your title. The title may not be important to you, but is important to the recipient, he or she will know how to respond.
- Proofread your letter, and proofread it again. Professional writers read from the bottom up; if not anticipating the end of the sentence, they are more likely to catch errors.[5]

Tips From the Professional

Although there are occasions when, no matter how hard you try, you miss a mistake or wish you had chosen another phrase or expression, these tips from professional writers can help you sharpen your communication skills:[5]

- Never overlook the importance of proofreading, even for emails.

- Spell checks are not perfect; remain alert, with special attention to names and words that sound alike but do not have the same meaning: for example, stationary (one place); stationery (as in envelope).
- Try never to say "never."
- Avoid beginning a letter or program announcement with a question. The reader can answer the question with a "No" and stop reading the message.
- Choose your words carefully:
  a. *Should* implies that someone ought to. *Will* says you are going to do it.
  b. *Can* implies ability; *may* gives permission.
  c. *Accept* means to agree with; *except* means to exclude.
  d. A *capital* is a letter or a city in which government offices are grouped; a *capitol* is the building in which governing occurs.
  e. That or which? That introduces a clause that is necessary to the meaning of the sentence. Example: The rain that caused the flooding has stopped.
  f. Which introduces a clause that is not necessary to the meaning of the sentence. Example: The new car, which is red, is ready for the fast lane.
  g. *Affect* is a verb that means to change or influence; *effect* is a verb that makes it happen.
  h. Effect also can be used as a noun that describes the result.
- Do not begin a sentence with "However" or "Nevertheless."
- When a number is the first word in a sentence, spell it out. Example: Ten members attended.
- Use numerals in tables and when referring to 10 or more of anything. When referring to the numerals 1 to 9, spell them out.
- Use a comma to define quantities: 1,000 not 1000.
- Use *more than* 1,000 entries rather than *over* 1,000 entries. "Over" describes position, not a quantity. Example: The handouts are on the shelf over the desk.
- Percent means per hundred. A percentage describes a portion relative to the whole.
- When a sentence ends with an abbreviation, two periods are not necessary: The meeting will begin at 9 a.m.
- Skip slang and local expressions.
- Be specific to get the job done. Instead of: Please return the permission slip ASAP, try: Please return the permission slip by 4 p.m., Friday, November 15.
- Be kind. If you have a complaint, try phrasing it as an "I" message.

The K-State Research and Extension Style Guide is a handy resource for clear communication. Find it at http://www.communications.k-state.edu/communication-services/publishing/style-guide/.

Summary

Communication is simply an exchange of information — both giving and receiving. Talking, listening, reading, and understanding face and body movement are communication skills you use every day. But, communication also includes what you do and how you do it. Are you aware of the many ways you communicate each day?

Most people think of speaking before groups as an important leadership activity. There are many other communication skills just as important in your leadership roles.

Capable facilitators are excellent listeners, careful observers of nonverbal communication, skilled at conversing informally in small groups and on the telephone, able to obtain feedback from others, and skilled at writing. Learning activities in communicating will help you further expand these skills.

References

1. Chacon, Dina Jo. "Interpersonal Communication." In: *Family Community Leadership Leader's Guide.* New Mexico: Cooperative Extension Services, 1984.

2. Berlo, D. *Process of Communication: Introduction to Theory and Practice*. New York: Hold, Rinehart and Winston, NY. 1960.

3. McFarland, Marcia R. "Youth Club/Group Meeting Program." Manhattan: Kansas State University Cooperative Extension Service, 1985.

4. Satir, Virginia. *New Peoplemaking*. Palo Alto, CA: Science and Behavior Books, 1988.

5. Peterson, Nancy. "Writing Tips from the Pros." In: *Media Mix*. Manhattan: Kansas State University Agricultural Experiment Station and Cooperative Extension Service, April-June 1997.

Learning Activity: *Say What You Mean*

Purpose: To recognize and reduce barriers to effective communication. Participants will develop trust and willingness to share thoughts and feelings, and realize that poor communication is often at the basis of many conflicts.

Items Needed: Cut the statements below into individual strips.

Procedure:

1. Ask participants to form small groups (two or four persons per group works well). Have one person from each group draw a statement. The group will then work together to decode the statement, which is actually a familiar saying.

2. When most of the groups are finished, have them share their statement and translation.

Statements: Decode the following messages to reveal familiar sayings.

A. Desiccated herbage submit to perturbation, while the radiant orb of day affords illumination.

B. A futile superfluity of culinary aid, destroys nutritious liquids from osseous issues made.

C. Your immediate environment submit to circumspection, e're you traverse some feet of space by muscular projection.

D. Inhabitants of domiciles of vitreous formation, with lapidary fragments should ne'er perform jactation.

E. Who counts, e're fractured are the shells, his bipeds gallinaceous, is apt to find his calculations utterly fallacious.

F. A feathered vertebrate enclosed in the grasping organ has an estimated worth that is higher than a duo encapsulated in the branched shrub.

G. It is sufficiently more tolerable to bestow upon than to come into possession.

H. The amatory feeling about medium of exchange is the origin or source of the whole amount of sorrow, distress, and calamity.

I. A monetary unit equal to 1/100 of a pound that is stored aside is a monetary unit equal to 1/100 of a pound that is brought in by way of returns.

Answers:

A. Make hay while the sun shines.

B. Too many cooks spoil the broth.

C. Look before you leap.

D. People who live in glass houses shouldn't throw stones.

E. Don't count your chickens before they hatch.

F. A bird in the hand is worth two in the bush.

G. It is better to give than to receive.

H. The love of money is the root of all evil.

I. A penny saved is a penny earned.

Discussion:

1. What type of communication barriers did your group experience?
2. How does this apply to real life communication barriers?
3. How can you improve your communication?

Summary: Recognize and reduce the barriers to effective communication.

Learning Activity: *Communication Patterns*

Purpose: To be aware of personal patterns and expectations in communication.

Items Needed: Paper and pencils

Procedure:

1. Introduce this activity by discussing communication with the group:

   "Each of us communicates in certain ways with our friends, with our family, and with new acquaintances. As you talk with your friends and/or your family, think about how you may change or improve the way you communicate with certain people."

2. Give the following directions to the group:

   "On a sheet of paper, write several names of people you know, and then write a brief description of the most common way you communicate with them (openly, reservedly, on a first-name basis only, with respect, etc.)."

3. Ask group members to share in small groups how they communicate with others.

Discussion:

1. Were you able to detect any common patterns of communication within your group? What were they?

2. What is the expectation when we communicate with others?

Summary: Reflect on personal patterns of communication.

Learning Activity: *Reflective Listening*

Purpose: Try out a new kind of listening.

Items Needed: None.

Procedure:

1. Discuss reflective listening with the group:

   Reflective listening is a very intense, caring, and interested listening in which you look for as many clues to meaning as possible. When you listen reflectively, you hear and see more than just words, and you give feedback.

   For example, when someone says, "I'm tired," and his or her body looks totally exhausted, you might reflectively reply, "You really do seem exhausted."

   When you do reflective listening, you may be able to tell feelings by looking at the body language. Often, a shrug of the shoulders or hand gestures convey more than the words they accompany. It may be a tone of voice or a change in attitude that is a clue. It is reflective listening that reads all the signs, reviews and interprets the feelings, and then shows that you have heard and listened by describing it back to the speaker.

   Here are some guidelines for giving feedback that may be helpful to you as you learn to do reflective listening:

   - Say the same thing in a different way, or say how you think the person feels.
   - Stick with where the person is coming from right now. Try not to suggest things or go back to ideas he or she had before.
   - Speak with the same amount of feeling he or she is showing; feel it with him or her.
   - Use reflective listening only when you feel like you can accept and care for the other person.
   - When you listen, you are saying to the other person, "You are important. I want to understand you."

2. Try having your group practice reflective listening. Ask group members to form pairs. Have one member per pair talk about a subject or topic that is important to him or her, one that they have feelings about. Ask the other to practice reflective listening skills.

Discussion:

1. Was it hard to truly listen and reflect the other person's feelings? Explain.

2. What went wrong when you tried to say the same thing the other person was saying but in a different way?

3. How would this experience help you as a leader?

Summary: Be more aware of how you listen to others.

Learning Activity: *Listening Habits*

Purpose: To assess personal listening habits.

Items Needed: Copy of worksheet *Listening Habits — Self-Assessment* for each participant.

Procedure:

1. Distribute worksheet to each participant.

2. Read out loud the directions written on the worksheet.

Discussion:

1. Did this activity help you learn something about yourself that will be helpful later? If so, what?

2. What can you do as a communicator to get the attention of those you are speaking to?

3. Did you learn something that could help to make your job as a leader easier?

Summary: Assessing personal listening habits can help a person to become a better listener.

Worksheet: *Listening Habits — A Self-Assessment*

Your answers to the following questions will help you discover where you may have developed listening habits that keep you from being a good listener. Read each question. Do not try to second guess the intent. Answer with yes or no, according to your usual behavior.

Listening Habits Checklist		**Yes**	**No**
1.	Science says you think four times faster than a person usually talks to you. Do you use this time to turn your thoughts elsewhere while you're keeping general track of a conversation?		
2.	If you feel it would take too much time and effort to understand something, do you go out of your way to avoid hearing about it?		
3.	If you want to remember what someone is saying, do you think it is a good idea to write it down?		
4.	Do your thoughts turn to other subjects when you believe a speaker will have nothing interesting to say?		
5.	Can you tell by a person's appearance and delivery that he or she is not worth listening to?		
6.	When you are puzzled or annoyed by what someone says, do you try to get the question straightened out immediately — either in your own mind or by interrupting the speaker?		
7.	Do certain words, phrases, or ideas prejudice you against the speaker so you cannot listen objectively to what is being said?		
8.	Do you listen primarily for facts, rather than ideas, when someone is speaking?		
9.	When people are talking to you, do you try to make them think you are paying attention when you are not?		
10.	When you are listening, are you easily distracted by sights and sounds?		

If you answered "no" to every question, you are a perfect listener. Each "yes" shows you a specific listening habit you should change if you want to improve your communication.

Learning Activity: *The Echo Game*

Purpose: To practice active listening.

Items Needed: None.

Procedure:

1. Find a partner and select a topic to discuss. Some examples are "My family," "How I chose my favorite 4-H project," or "Things I do with my friends."

2. The first person should begin talking for about one-half minute. Afterwards, the second person must try to repeat word for word what the first person said.

3. The second person may now talk for about one-half minute on the chosen topic. The first person must try to repeat word-for-word what the second person said.

4. The next step is to choose another topic. The first person should begin talking for about one minute. The second person must try to repeat, in his or her own words, what the first person said.

5. The second person may now talk for about one minute on the chosen topic. The first person must try to repeat in his or her own words, what the second person said.

Discussion: Discuss with your partner how you felt about playing the "Echo game."

- Was it hard to listen to the other person?
- How correct was your word-for-word version of what the other person said?
- Was it hard to repeat word-for-word what the other person said? Why?
- Did you really listen, or were you thinking about what you were going to say next?
- How was it different using your own words to explain the ideas?

Summary: Group members practice listening techniques.

Learning Activity: *How Well Do You Listen?**

Purpose: To identify how well individuals listen.

Items Needed: Copy of worksheet, "Questions: How Well Do You Listen" for each participant.

Procedure: 1. Read the following story to group members — one time only.

Story: A 28-year-old Sunshine City woman remained in critical condition after she was shot in the chest at the Racing Robots Motorcycle Clubhouse, 1200 Main Street, Sunshine City, early Tuesday.

Police said Ms. Wanda Wheatly, 23, 701 Arbor Street, Sunshine City, was shot once in the chest.

Officers said that Bill Bolt, 21, Lincoln; Sue Smith, 35, Sunshine City; Arthur Armstrong, Sunshine City; and Jerry Jones, 43, Washington, said they were inside the clubhouse at the time of the shooting.

The four witnesses told police that they were all seated at a table and Ms. Wheatly was seated on a stool playing a video game when they heard what sounded like a firecracker. They said the door of the clubhouse was hit, and Ms. Wheatly said she was shot as she hit the floor.

Ms. Wheatly was rushed to Community General Hospital by the Sunshine City rescue squad and placed in the hospital's intensive care unit.

Investigating officers found five bullet holes in the clubhouse door. The holes appeared to be made by bullets fired from the outside. A 38-caliber slug was found inside the building.

Questions: 2. Regarding the facts in the story, ask participants to fill out the questionnaire on the following page.

Answers: 3. Following are the answers to the questions. The number of correct answers will determine how well the participant listened.

1. False
2. Unknown
3. False
4. Unknown
5. Unknown
6. Unknown
7. True
8. False

9. Unknown
10. Unknown
11. Unknown
12. False

Discussion:

1. What interfered with your ability to listen?
2. When you give messages to people does the message get lost?
3. How can this activity help you as a leader?

Summary: Identify how well individuals listen.

** Adapted from Interpersonal Communications, by Sue Bodkin and Dona Jo Chacon.*
In: Family Community Leadership Resource Packet. Pullman: Washington State University, 1988.

Questions: *How Well Do You Listen?**

Answer these questions after you hear the story. Please mark "T" for TRUE, "F" for FALSE, and "U" for UNKNOWN.

______ 1. Ms. Wheatly was shot five times in the chest.

______ 2. The state headquarters of the Robot Racers Motorcycle Clubhouse is in Sunshine City.

______ 3. Four men were in the clubhouse at the time of the shooting.

______ 4. Two men were standing outside at the time of the shooting.

______ 5. Ms. Wheatly's boyfriend called the police.

______ 6. Ms. Wheatly lost a lot of blood.

______ 7. Two of the people at the table were from Sunshine City.

______ 8. A 45-caliber slug was found inside the building.

______ 9. The men who fired the shots were going north on Main Street.

______ 10. The car the assailants were driving had its lights off.

______ 11. Ms. Wheatly's boyfriend shot her.

______ 12. The witnesses said they heard what sounded like a cap gun.

* *Adapted from Interpersonal Communications, by Sue Bodkin and Dona Jo Chacon. I n: Family Community Leadership Resource Packet. Pullman: Washington State University, 1988.*

Learning Activity: *The Whisper Game*

Purpose: To identify how well individuals listen and relay messages.

Items Needed: Prepare a written message of about 10 to 15 words.

Procedure:

1. Gather together the group who will be playing the "Whisper Game." It could be your family, a group of friends from school, or your club.
2. The first person should whisper the message to the next person, so that no one else can see or hear the message.
3. Each person repeats the message to the person next to him or her.
4. The last person should repeat the message aloud.

Discussion: Discuss the game with the group.

- How did the message change?
- What do you think caused the message to change?
- Can you think of times when messages get changed in daily life?

Summary: How well do individuals listen and relay messages?

Unit II: Interpersonal Leadership Skills

Module 3: Discussions and Presentations

Overview

Creative discussions promote good working relationships, effective decision-making, and goal achievements. Discussions often begin with one-on-one conversations, and gradually proceed to group discussions and presentations. Citizens also have many other opportunities to express their opinions and provide information — through informal discussions, presentations at public meetings or workshops, or through more formal lobbying or testifying.

Objectives

- Learn and use a variety of techniques to facilitate group discussions.
- Enhance skills in planning and giving presentations.
- Recognize barriers to effective presentations.
- Review knowledge of effective writing.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Include time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Discussions and Presentations

Facilitating a discussion meeting is different from leading an organization's monthly meeting using parliamentary procedure. The facilitator is a neutral person who gets the participants to talk about pieces of a problem and potential parts of a solution through a planned process. The neutral person is usually someone outside the group who has no vested interest in the outcome. If a group member serves as the facilitator, it's important that the role of facilitator be distinguished from that of a member.

Effective Discussions

Discussion in its context of leadership is not just talking. There is a purpose, usually related to solving a problem or initiating some action. Think about the group members and the topic as you plan your work as a facilitator or discussion leader. For example:

1. Present the problem in a positive way, without offering any suggestions for the solution to the problem. "We have been having a small attendance lately. What can we do about it?"
2. Choose familiar discussion topics. If a topic that needs to be discussed is unfamiliar, provide background when you present the problem.
3. If the group is often negative, use discussion methods that allow delaying judgments on suggestions until later in the decision-making process.
4. If the group is large, break into small groups or have people work individually. Allow time for people to respond. Sometimes you may need to postpone the discussion to a later meeting.
5. Arrange the group so eye contact is possible. If the group is small, a circle including the leader is best. If the group is large, make some decisions in small circles and then share with the whole group.
6. If the group tends to go along with decisions, but not want to work, set up the work plan in the same meeting. Decide who will do what and when. Then if no one wants to do it, it will be apparent right away that it was a poor group decision.

What Causes 'Lead Balloons' ?

The term "lead balloons" refers to statements and actions that cause discussions to go off track or even stop completely.[1] Examples include:

1. **Poor Presentation of the Topic**

   If the topic sounds boring, negative, or favors only one solution to a problem, people respond negatively. "We've been having such poor attendance, maybe we should not meet for a couple months."

2. **Lack of Knowledge**

   If no one knows enough about the subject, or there is little interest, it is hard to have a good discussion.

3. **Rejected Ideas**

   Some groups habitually reject ideas, often leading members to fear criticism. If you brainstorm a lot of ideas before beginning to judge them, group members feel more free to participate.

4. **Group Size**

   If the group is large, some members won't speak up. They may feel their ideas are silly, won't be welcome, or are shy about talking in front of people. Some people need time to think about how they feel and can't decide things immediately. This may mean that just a few people will dominate the discussion.

5. **Group Arrangement**

   How a group is arranged can make a difference. It is usually easier to discuss things if you can see the other members of the group. If the leader is standing behind a table and the group is seated in rows, it is more difficult for the group to freely discuss issues.

6. **Apathy**

   Sometimes people "go along" with what the group is discussing just to avoid problems. They don't like to see people upset, so they choose what they think they should favor. This can lead to the whole group continuing an unwanted project.

Active Discussion Techniques

Everyone will enjoy the group more if they take part. Active participation is essential for maximum productivity, and good group discussion can ensure this. There are many methods to help all members participate in the discussion and add to the alternatives the group can consider.[1, 2]

Brainstorming is a method for producing a lot of ideas without judging them.

Brain Drain is similar to brainstorming, but a competition between two smaller groups to produce a lot more ideas.

Nominal Group Technique involves individuals giving ideas that are compiled and then rated by each person in the group, using a point system.

Quick Discussion Techniques allow for several discussions in a short time. These are often called buzz sessions.

The Futures Wheel helps group members think systematically about the consequences of a future situation.

Open-Ended Statements are unfinished sentences that group members complete and then share in a discussion.

Idea Search is a way for individuals to look over an idea carefully, trying to discover many different angles or ways to see it.

Ground Rules for the Facilitator

Facilitation is based on trust, caring, and communication skills. By providing non-directive guidance, the facilitator helps the group arrive at the understandings and decisions related to its task. The group works on consensus, using the nominal group process, with no formal votes taken. The facilitator focuses on the group and its work. The role is one of guidance and assistance, never control.[3]

A facilitator's work deals with the content and the process of the meeting. Content facilitation includes clarifying confusing statements, identifying common threads or themes in a discussion, summarizing and organizing the ideas given, and testing for consensus by expressing the decisions that emerge from the group process. In brief, it focuses on what the individuals are talking about and what they are deciding as a group.

The process function refers to how the group is working. This includes making sure everyone gets a chance to participate, pointing out feelings that are interfering with the group's work, and helping members express and deal with their conflicts. Content and process are both basic, vital elements for achieving the group's purpose. No attempt is made to separate these two functions since, in reality, they often overlap.

Guiding a group effectively calls for careful observation and attention. The facilitator should not only listen closely to what people are saying, but notice participants' faces and posture for non-verbal cues on how the process is working. Eye contact can be used to acknowledge people's desire to speak and to let them know their ideas are being heard. It is critical to pay full attention throughout the meeting in an attempt to understand what is going on.

The facilitator should abstain from participation in partisan discussions. Good facilitation is hard work but it is critical to the shared leadership process. It is difficult to attend to the group's dynamics and needs as well as to your personal desire to express a particular idea. Keeping your distance is important for having the whole picture in view and for guiding the group towards its goals.

A safe, friendly meeting environment can help leaders achieve the planned meeting goals and objectives. Establishing ground rules that respect individual rights and responsibilities can lead to a successful meeting experience. This builds trust among participants. It is frustrating and unproductive to the participants and facilitator when opinions are not respected, individuals are criticized on a personal basis, and many views are not expressed.[3, 4]

Here are some basic ground rules for leading a meeting addressing controversial issues. Other guidelines may be added by the group.

For the Group Member:

- One person speaks at a time.
- All will share ideas in order.
- Questions may be asked to clarify ideas.
- Persons do not criticize other persons.
- Ideas may be reviewed to look for themes.
- Feelings may be expressed. They are not to be sloughed off or denied but should not dominate the discussions.
- During discussions, people should talk about positions not personalities.

For the Facilitator:

- Make sure participants are physically comfortable.
- Share meeting ground rules with participants.
- Communicate with everyone at his or her level.
- Act as the neutral person — refrain from giving personal opinion.
- Maintain a positive group atmosphere.
- Allow think time.
- **AVOID:** Lengthy comments.

  Giving verbal rewards for good answers.

  Asking questions such as, for example, Who should be in charge? How do you get the government to do it?

  Asking loaded questions using value words such as good, pretty, evident, population group (senior citizen, children, etc.).

  Using a "know it all" tone of voice.

Productive Presentations

When you have something important to say, you can use several methods to make your voice count. Clarity and sincerity are more important than high-sounding words. First of all, identify the problem and issues that concern you — do your homework on the facts.

Every presentation needs a purpose and a clear structure. Listeners like speeches that have a clear purpose. They prefer organized, easy-to-follow speeches, rather than ones that begin nowhere, ramble on, and end in a confused manner. Think through the information you wish to share with your audience.

Be direct and cover as much information as you can without being frantic and rushed. Talk in simple terms, use short sentences, and avoid extraneous information and digressions.

The basic organization is simple: An opening or introduction, the main body, and the summary or conclusion.

Introduction

The introduction needs to accomplish two things:

1. Grab the audience's attention.
2. Briefly set the stage for your presentation by telling the audience what your purpose is and what you are going to tell them.

A good opening technique will motivate your audience enough to listen. Challenging questions, quotations, or illustrations are often effective. Let your enthusiasm show.

The Main Body

- State the facts, and be as objective as possible.

- Support your information, and be specific in your explanations. Use concise examples that relate to the needs and interests of your audience.
- Acknowledge and refute any contrary views if appropriate.
- Keep your speech moving. Do not spend too much time on one topic.
- Use repetition to emphasize a point.

Conclusion

- End your presentation on a positive note.
- Restate your main ideas.
- Your goal is to motivate your audience to understand, to agree with, and to act on your proposal. Make it easy to respond — state what you want done.

Almost everyone feels some stress when speaking before a group — whether you're a first timer or a veteran with lots of experience. It often helps to prepare a written text, but don't read it word-for-word. Large index cards typed in capital letters work well for many people.

Many presentations end with question-and-answer sessions. If you are confronted with questions you can't answer, don't try to "wing it." Say you don't know and offer to find out. If you are confronted with hostile questioning, stay calm. Don't try to answer point-for-point. Try to answer briefly and move on to another question. After the last question, try to emphasize your most important points very quickly.

Practice in front of a mirror, smile at the audience, and speak clearly.

Developing the Content

Content is the "what" of the presentation, and answers and supports the "why" of your objectives. The following process is designed to help you develop the content for your presentation.

What to Say

Think of as many key issues or points as possible to support your objectives. This will create the framework for the presentation.

1. Review your presentation objectives and write down as many main ideas as possible on 3-by-5 cards, large sticky notes, or notepaper. Write down one idea per card and, at this point, don't try to edit or organize.
2. Narrow the objectives to three to five main points.
3. Build the sub-points on 3-by-5 cards.
   - List supporting ideas or statements.
   - Give explanations, data, or evidence.
   - Use enough sub-points to verify your main ideas.
   - Arrange cards to best suit your needs. Keep in mind your audience and objectives.

How to Say It

10 Deadly Sins for Presentations

1. **Appear unprepared.** Be prepared, but fumble enough times so it seems you are not.
2. **Be late.** Arrive about two minutes before your meeting. Take no time to assess your audience and develop rapport. Send the message that audience members aren't important — only the content is.
3. **Improperly handle questions.** Put them off until later. Look exasperated when the same person asks many questions. Do not clarify to be sure you answer the right question.
4. **Go overtime.** Pretend you are playing the Super Bowl or seventh game of the World Series and take the game into overtime. Running past the scheduled time limit makes audiences crazy!
5. **Be unfamiliar with available information.** Do not know the names of key people or upcoming events. Show no genuine interest and concern in the subject material and participants by ignoring fundamental information.
6. **Botch the use of audio-visuals, or don't use them at all.** Block the flipchart as you write on it, use colors that cannot be seen. Stand in front of video or projector screen, use too many words per slide so that viewers will read ahead instead of listening to you, and don't proofread the slideshow in advance.[5]
7. **Seem to be off-schedule.** Keep people guessing about how you can cover only two out of 10 items on your agenda by lunch, and still finish on time. Do not tell them that is the plan.
8. **Start late.** Start late and you subliminally train your audiences to show up late, and for a bonus, you also penalize people who are on time.
9. **Appear disorganized.** Fumble everything you handle and always put the most important things in the wrong place.
10. **Avoid looking at the audience.** People want to feel connected. To prevent that from happening, look only at the walls, windows, ceiling, or equipment (nothing that has eyes or feelings). Individuals from some cultural backgrounds prefer not to make direct eye contact, while others like the feeling that you are speaking just to them.

The next step is to plan "how" you are going to say it — not only the style and approach you want to use, but also what visuals, handouts, and aides you will use.

Remember, "It's not what you say, but how you say it." The best content can be destroyed by poor delivery.

Tools to Use in an Introduction

- **Anecdote:** A short story to illustrate a point.
- **Humor:** A great ice-breaker, but use with caution.
- **Rhetorical Question:** A question with an obvious answer. For example, "Would you like to make a lot of money with no risk?"
- **Shocking Statement:** It captures audience attention, but use with caution.

Developing Audience Enthusiasm

In any talk, discussion, or workshop, enthusiasm is the magic ingredient. Enthusiasm is what convinces your audience to see the value of the information you are sharing. Enthusiasm helps overcome inertia, helps build audience acceptance, and creates a feeling of enjoyment and togetherness between the listener and the speaker. Every talk, presentation, or report should abound with enthusiasm. Remember, enthusiasm is contagious. Once you have it, it is not difficult to infect the audience with it.[6]

Speak from the heart. Let everyone know how you really feel about your material and your group members or audience.

Speaking Up — Your words are not being spoken for your benefit, but for benefit of all your listeners. Make sure everyone in the audience can hear you. Remember, they are there to listen to you — let them hear what you have to say.

Smiling — A smile is contagious. It lets everyone know you are a real person. A smile is the very essence of enthusiasm. It lets everyone know how you really feel deep inside. Don't fake it — be sincere.

Varying Your Volume — Use variance in volume to help your audience recognize important points when you come to them. Voice modulation is one of the most important parts of creating enthusiasm within your listener.

Pausing — Every listener must be given an occasional rest from the bombardment of your remarks. No matter how interesting your material and delivery might be, your audience requires an occasional rest. Give it to them in the form of a pause. While you are collecting thoughts, searching for the next point, etc., let your audience rest; don't fill up such time with "and uh," "er," or "ah."

Speed — Make sure your words flow at a 125- to 160-words-per-minute rate. However, don't speak the same speed throughout your presentation. Vary your speed as you vary the strength of your voice. Try to stay within the appropriate time frame, but vary your speed by occasionally speaking a dozen words or so more slowly than others.

Change of Pace — During your presentation, try to change your pace by injecting an amusing idea, story, or experience. Total abstract ideas leave an audience bored. Stories or experiences help build interest in, and an enthusiasm for, your material. Sprinkle your talk, presentation, or report with pertinent examples.

Gestures — Like a smile and voice modulation, gestures play an important part in creating enthusiasm within your listener. Avoid the "holding-onto-the-lectern-for-dear-life" position. Don't pay attention to your hands; let them react to your words naturally. If you really want to make a point, do it with gestures as well as voice modulation.

Summary

Whenever two or more people get together, discussion usually follows. In some groups, the discussions are lively and interesting, with everyone sharing ideas and having fun as well as accomplishing the task they are discussing. Other groups have discussions that are tedious and burdensome. These may be discussions to set and achieve goals or more formal presentations. Basic communication skills are combined with special techniques to fit the occasion.

References

1. Stebbins, Morine. "Creative Group Discussion." In: F*amily Community Leadership Resource Box*. Pullman: Washington State University.

2. Moore, Dan E. and Lee Hamilton. "Skills for Working Together." University Park, Pennsylvania: The Pennsylvania State University Cooperative Extension Service, 1986.

3. Shoup, Esther W., Lois M. Frey, Luane J. Lange, and Barry W. Stryker III. *Master Facilitator Training Program: Facilitating to Enhance Community Participation and Problem Solving.* The University of Connecticut Cooperative System, Storz, and the University of Vermont Extension Service, Burlington, 1993.

4. Dale, D. *et al*. Beyond Experts. *Citizen Involvement Training Program.* Amherst: University of Massachusetts, 1979.

5. Washington State University Extension. "Best Practices and Tips for Developing Your Presentation for Online Delivery." (http://ext.wsu.edu/pd/documents/Best-Practicesandtipsfordevelopingyourpresentation.pdf)

6. Palmer, Doris. "How to Hold an Audience Without a Rope." Presentation at Kansas Family Community Leadership training. McPherson, KS. Sept. 1992.

Learning Activity: *In the Eye of the Beholder*

Purpose: To provide reflection on what an object can mean to a group/group experience.

Items Needed: Variety of objects or pictures.

Procedure:

1. Collect a variety of pictures, objects, words, and photos. Simple things can be used as well as more complicated images or items. These objects can be placed in a box, a bag, on the wall, or on a table.

   Examples:

Telephone	Boat	Cow	Book
Sun	Pencil	Paintbrush	Piece of jewelry

2. Ask the members to identify how the object has positive symbolism for the group, the group experience, or training. It could tie directly to a concept, or concluding concepts for an entire curriculum.

   Examples of some comments you might expect or try to develop from some of the above items could include:

   - Telephone — Important to stay in touch, networking, communication
   - Sun — A bright reminder of what our disposition could be like.
   - Boat — We can venture out into new waters.
   - Pencil — Collect your thoughts for reflection.
   - Cow — An animal always giving something.
   - Paintbrush — Something that gives color, art, design, and beautifies the world.
   - Book — A way of always learning — never too old to learn.
   - Jewelry — Like the experience, something to cherish.

Discussion:

1. What object(s) could we use to symbolize our group's purpose and goals?
2. What symbol could be used for our group's identification?
3. What symbol or object would best communicate to the group?

Summary: An object can symbolize different things to different groups.

Learning Activity: *What's Good About It?*

Purpose: Some discussions are good, and some discussions are not so good. This activity explores reasons for good and not-so-good discussions.

Items Needed: Pencil and paper to take notes.
Flipchart pad and magic markers.

Procedure:

1. Divide into subgroups of six to 10 people.
2. Have each group designate a recorder (perhaps use flipchart pad).
3. Ask participants to list and then discuss their responses to the following three questions. The questions should be listed for all to see, or be distributed as a handout.
   a. What is effective facilitator behavior?
   b. What is effective participant behavior?
   c. What are some general characteristics of good discussion?
4. Give groups time to discuss. You may want to assist those groups that seem to get bogged down.

Discussion:

1. Draw the discussion back to the larger group.
2. Make a master list as you discuss each response. Rotate and take one idea from each group until all group lists are exhausted.
3. What are the common responses?
4. Why is good discussion important?

Summary: The facilitator and participants have a role in having good group discussion.

Learning Activity:
A Short Presentation

Purpose: This activity will help you organize your thoughts, practice your style, and receive feedback from others. It is designed as a light, fun type of activity. Everyone experiences nervousness when speaking before a group. Practicing in a safe environment of friends and trusted group members can help reduce nervousness, focus your thoughts, and improve your concentration.

Items Needed: Pencil and paper.

Procedure:

1. Each member should give a one- or two-minute talk on a topic from the list below or another topic.
   a. The importance of rainfall.
   b. The importance of regular exercise.
   c. The family vacation.
   d. My most enjoyable moment.
   e. Why ice cream melts.
   f. How to change a tire without a lug wrench.
   g. How to begin a conversation with a stranger.
   h. Training the pet dog.
   i. My favorite computer program.
   j. How to make the most of a bad day.
2. After each talk, group members should take just a couple of minutes to list three things the speaker did well and three things that could be improved upon. For example, too many "ands," "ahs," and other hesitations. All lists should be given to the speaker at the end of his or her presentation.

Discussion:

1. Were the suggestions given by the group helpful to you the speaker? Why? Why not?
2. What are other ways group members could practice their public speaking skills?

Summary: Practice giving a presentation can reduce nervousness, focus your thoughts, and improve your concentration.

Learning Activity: *Brainstorming*

Purpose: Brainstorming is a fast-paced technique designed to stimulate creative ideas. It is nonjudgmental, so all ideas are initially accepted.

Items Needed: Flipchart pad, magic markers, pencils and paper.

Procedure:

1. Divide into subgroups of three to seven if your group is larger than eight.

2. Select a problem facing the whole group. Ask each subgroup to brainstorm about it. One person in the group should act as a recorder, and one should act as a spokesperson.

   (Optional) Present this problem: After six long months, your group has finally been granted an interview with the director of the Triple X Foundation. You have three minutes (she is a very busy person) to convince her that your group deserves a $50,000 award to encourage the "efficient" use of time. What will be your approach? Alternative approaches?

3. Allow the groups 15 minutes to generate answers, then ask for feedback. If you have subgroups, rotate among them, allowing each group to give one answer at a time so that a majority of answers aren't given by the first group.

4. *(Optional)* Use two easels with flipchart pads and two recorders. Record the first answer on the first easel, the second answer on the second easel, the third answer back on the first easel.

Discussion:

1. How does brainstorming allow for creativity?

2. Why is brainstorming a nonjudgmental activity?

Summary: Brainstorming stimulates creative ideas in a fast paced manner.

Learning Activity: *Future Wheels*

Purpose: This activity helps group members assess the consequences of a future event or situation. It is especially useful in sharing a common understanding of what may be a preferable future.

Items Needed: Paper, pencils, flipchart pad, magic markers, and masking tape.

Procedure:

1. Discuss the need to understand the implications of a future event.
2. Ask the group to select an image, trend, idea, or event, and write the word in the center of the flipchart pad page.
3. Use brainstorming to generate primary consequences directly associated with the event. Write them at the end of lines drawn outward from the center.
4. Continue brainstorming and list current consequences of the primary events.
5. Identify consequences of the secondary events.
6. Display the future wheel(s) and report to the large group if applicable.

Discussion:

a. Which of these events are preferable?

b. Which secondary consequences are undesirable?

c. How could undesirable outcomes be avoided?

Summary: Using this technique helps groups see the consequences of a future event.

Learning Activity: *Open-Ended Statements*

Purpose: Open-ended statements are unfinished sentences that help individuals reveal and explore their attitudes, beliefs, actions, convictions, interests, goals, and purposes.

Items Needed: Paper, pencils, flipchart pad, magic markers, and masking tape.

Procedure:

1. Develop a list of unfinished sentences that relate to the goals and values of the topic under study. Eight to 12 statements work well. Statements can often be in pairs — what you like and don't like — but the last statement or two on the page should be in a positive note.

2. Give each participant a copy to fill out silently, without sharing ideas with others.

3. After each person has completed a copy, lead a discussion of the sentences, encouraging people to share their answers.

Discussion:

1. Did all members participate?

2. Were new ideas or attitudes brought before the group?

3. How can this method be used in groups you work with?

   SAMPLE OPEN-ENDED QUESTIONS

   a. When I'm in a group, I like to . . .

   b. When I'm alone, I like to . . .

   c. The hardest thing about being a group officer is . . .

   d. The easiest thing about being a group officer is . . .

   e. When I'm in charge I . . .

   f. When someone else is in charge I . . .

   g. Group members like to . . .

   h. I like group members to . . .

   i. Our group doesn't go well when . . .

   j. Our group goes well when . . .

Summary: Open-ended statements help individuals reveal and explore their attitudes, beliefs, actions, convictions, interests, goals, and purposes.

Learning Activity: *Idea Search*

Purpose: To help people look at ideas in depth and from different perspectives. To increase the number of ideas and broaden understanding.

Items Needed: Pencils and idea search form.

Procedure:

1. Give each person the form. Explain the categories.

   Idea, Trend, Problem. This column should have a short description of the social or cultural problem and the way the person views the problem. This can be an individual problem, or the whole group can work on the same problem.

   Cultural. This should have the person's views of how society sees the problem.

   Emotional. What are the feelings society has about this idea? Does society have strong rules or taboos about this idea?

   The Broad Picture. Look at the problem in as large a sense as you can. Use any method to think big — more people, other countries, multiplying the impact.

   The Narrow Picture. This is an attempt to see the problem, trend, or idea in a small sense. Taking it apart, looking at it in just the opposite way that was used in The Broad Picture. Think of it under a microscope.

   How Do You Feel? What emotions do you have about it? Would you want others to know how you feel?

2. Have each person fill in the form individually, thinking about the questions in each column. Use the last section to fill in their own idea, trend, or problem.

3. After they have finished, have group member discuss each column, sharing their thoughts as they wish.

Discussion:

a. Did all members participate?

b. Were new ideas generated that would not have been proposed or accepted in traditional discussion?

c. With what kinds of ideas or situations would this method be most helpful?

Summary: An idea search can help people look at ideas in depth and from different perspectives.

Worksheet: *Idea Search*

Idea, trend, problem	Cultural	Emotional	The broad picture	The narrow picture	How do you feel?
State your idea or problem. Then ask yourself the quesions in each column. Write down your thoughts.	What do people think about this? Any taboos or problems? Is it good or bad?	How does it make you feel? Any risks? Who does it affect? Is it worth the feelings you have?	What can you add? Can it be stronger, bigger, more valuable, multiplied? Can more people, places or things be involved?	Can you take something away? Do it differently? Try the opposite? Divide up?	Is it important to you? Would you want others to know how you feel? How does it use your time and other resources?

Learning Activity: *Case Study/Role Play*

Purpose: This activity focuses on several problem behaviors. Can you help the frustrated chair deal with problems?

Items Needed: A copy of the case study for each participant.

Procedure:

1. Give each participant a copy of the case study.
2. If your group is larger than eight, divide into subgroups of three to seven.
3. Following the case study, have each subgroup discuss the questions and report their answers back to the larger group.

Case Study: Spouse, upon arriving home after chairing a meeting:

"I don't know what to do. It takes all my energy just to deal with Jan and Carl. Anyone who sits by Carl hears the entire family history. It's a distraction for the entire meeting. Jan is just as bad. She talks constantly, but she usually doesn't stay with the topic being discussed. Lately I've noticed Bob taking issue with everything Jan says, and other group members are beginning to find fault with proposals."

Discussion:

1. What would you tell this meeting chair?
2. What are the problems the chair is facing?
3. Is it all up to the chair? Can others help? How?

Summary: Explore ways to help a chairperson be a better facilitator.

Unit III: Group/Organizational Leadership Skills

Module 1: Productive Groups

Overview

Productive groups are the foundation for accomplishing the work of formal organizations (such as clubs, councils, boards, associations, or coalitions) or less formal groups (such as task forces, committees, or project work teams). A productive group communicates with respect and openness, accepts and supports differences, and works effectively together to achieve mutual goals. Such a group shares leadership, serves others, and is willing to take risks.

Every group or team develops its own pattern of interaction as it goes through various phases. As trust and cooperation develop, group members and the leaders or facilitators begin to think in terms of "We" instead of "I" or "They." Loyalty and respect for one another are shown. Shared leadership is exhibited, as working together for the common goal and taking responsibility for group tasks becomes a high priority.

Objectives

- To recognize different types of groups and their roles or functions.
- To understand some of the basic needs of people in groups.
- To identify ways to build and maintain effective groups.
- To work with groups during the different stages of formation.
- To facilitate different types of activities that promote group process and group task development.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Include time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Productive Groups

Many different types of groups are involved with community activities. Some are loose and unstructured; others are formal organizations or associations. Some are temporary committees or task forces; others are ongoing parts of a structured organization or coalition. A productive group accepts and supports differences, communicates openly and with respect, and works together for mutual goals. A newly formed group doesn't have clear rules on what is appropriate behavior. Fear of not being accepted or respected can create problems. It is important that all group members get to know one another and feel comfortable with one another. A variety of activities and approaches can help meet the needs of group members and encourage effective decision making and action.

When a new group is being formed, or when an individual joins an existing group for the first time, similar problems are encountered by most people. The usual way of interacting with others doesn't work because the situation isn't familiar. Often people hold back, waiting to see what others are going to do. Not only is the situation strange, but it's unclear what others think is proper behavior. In a sense, group members have an identity problem. They know who they are as individuals, but not who they are in relation to others in the group.

What is a Group?

A group is a collection of individuals where:

- Interaction among members occurs. Members work together and relate to each other in an interdependent manner.
- Individuals see themselves and each other as a member of the group and find their membership rewarding. Greater benefits are provided to a group than to separate individuals.
- Members share a common purpose or goal that they understand and accept.
- Members have an established, mutually acceptable structure for accomplishing tasks and interacting with each other.
- Members successfully complete different tasks to accomplish a common purpose.

A collection of individuals is not a "group" at its first organizational meeting. The cohesiveness and team spirit that characterize a group come with time, while people gather to share ideas and skills to achieve a common goal.[1, 2]

Types of Groups

Groups may be very loosely structured or be a formal organization with by-laws and specific operational procedures. Committees, task forces, teams, clubs, and other organizations are examples of groups.

1. **Collections of individuals with loose ties.**
   Example: An informal network of persons who know one another and who exchange ideas and sources of information.

2. **Informal groupings.**
   Example: Volunteers for different organizations who get together occasionally to discuss their activities.

3. **Loosely organized groups.**
   Example: A self-selected volunteer task force that meets a few times to carry out a community service project.

4. **Formal groups.**
   Example: Organizations such as a civic club or hospital auxiliary.

Networks, Teams, and Coalitions

There are many specialized types of groups associated with organizational and community activities. Some are loose and unstructured, such as informal networks; some are temporary, such as task forces designed to address a specific project or issue. Teams, while generally associated with sports, have become a more common method of organizing work groups and project groups. When goals require more resources than any one organization or agency can provide, coalitions, formal alliances, or collaborations often develop. A wide variety of committees, study groups, political action groups, and other special groups go through similar stages of development and action.

Coming Together

As a group forms, it goes through stages of development. The sequence and progression of group development are interrelated, and each stage exhibits a different level of trust and dependence or independence. Each stage builds on the preceding one.

In the beginning stages of group formation, a group facilitator who understands the various developmental phases will guide the group toward the performing phase. If there is no progress, a climate of conflict or disappointment could spread quickly among group members.[2, 3]

Social Environment

The social environment is defined as the way in which group members relate to one another. It is important to the emotional state of the members. Trust is one of the most basic parts of a satisfactory social environment for a group. Until the individuals learn to trust each other, little progress on the group task is made. Forming a climate of trust is one of the most important stages of group development. In fact, the first crisis most groups face involves the ability of two individuals to trust themselves and each other. A comfortable physical environment also contributes to the productivity of a group.

Basic Needs of People in Groups

If you want loyalty, interest, and the best effort from each person in a group, you must take into account that individuals in groups have needs. The situations in which group members are placed should make sense,[2, 4] not only to the leader, but to each individual as well. As individuals, group members look for the following basic needs:

1. **A Sense of Belonging.**
   - A feeling that no one objects to his or her presence.
   - A feeling that he or she is truly welcome.

- A feeling of being honestly needed.

2. **A Share in Planning the Group Goals.**
   - A feeling that all ideas have had a fair hearing.
   - A feeling that the goals are within reach and make sense.
   - A feeling that the group is doing something worthwhile.
3. **A Share in Making the Rules of the Group.**
   - Ground rules ensure respect and participation.
   - Guidelines describe the way in which the group works together toward common goals.
4. **Clear Expectations.**
   - Goals and responsibilities should be spelled out in detail so work can be done effectively.
   - When addressing new issues and situations, the group members themselves may have to chart their own expectations.
5. **Challenging Responsibilities.**
   - To use their abilities to contribute to reaching the goals.
   - To match interest with activities.
6. **Progression Toward the Common Goal.**
   - This can be achieved by keeping everyone informed through updates, consultations, and briefings on current accomplishments and future expectations.
   - Allow time for sharing and discussion.
7. **Confidence and Trust in the Leader and Other Group Members.**
   - To recognize that everyone has knowledge and skills to contribute to solving problems.
   - To know that everyone is working toward the common goals, rather than on "hidden agendas."

Forming a Group

Groups, large and small, are drawn together in a variety of situations that lead to some initial anxiety or expectancy, which is common with new experiences. Groups commonly go through these stages: forming, storming, norming, and performing. Most organizational groups do not go on forever. They may complete their work and then a new group may form or reform.

Other names may be applied to the stages. Forming may be called Pre-affiliation or Gathering. Storming may be called Chaos or referred to as High Power and Control Struggle, while Norming may be referred to as Unity or Intimacy. Performing is called

Differentiation, while Reforming may be termed Separation. The names are less important than recognizing the developmental stages.[1]

Facilitating Group Development

Group facilitators can get things started off on the right foot by employing some warm-up activities, often referred to as "icebreakers." These activities help support the early stages of the group's development or energize the group for work. Group-building activities are far better than icebreakers at a party.[2]

A group-building activity is an organized method used to acquaint the group members, to form them into partnerships or teams, or to promote openness and sharing. Before beginning a presentation, discussion, or other type of meeting, it is important to help members get to know one another and build a sense of comfort as well as a sense of belonging.

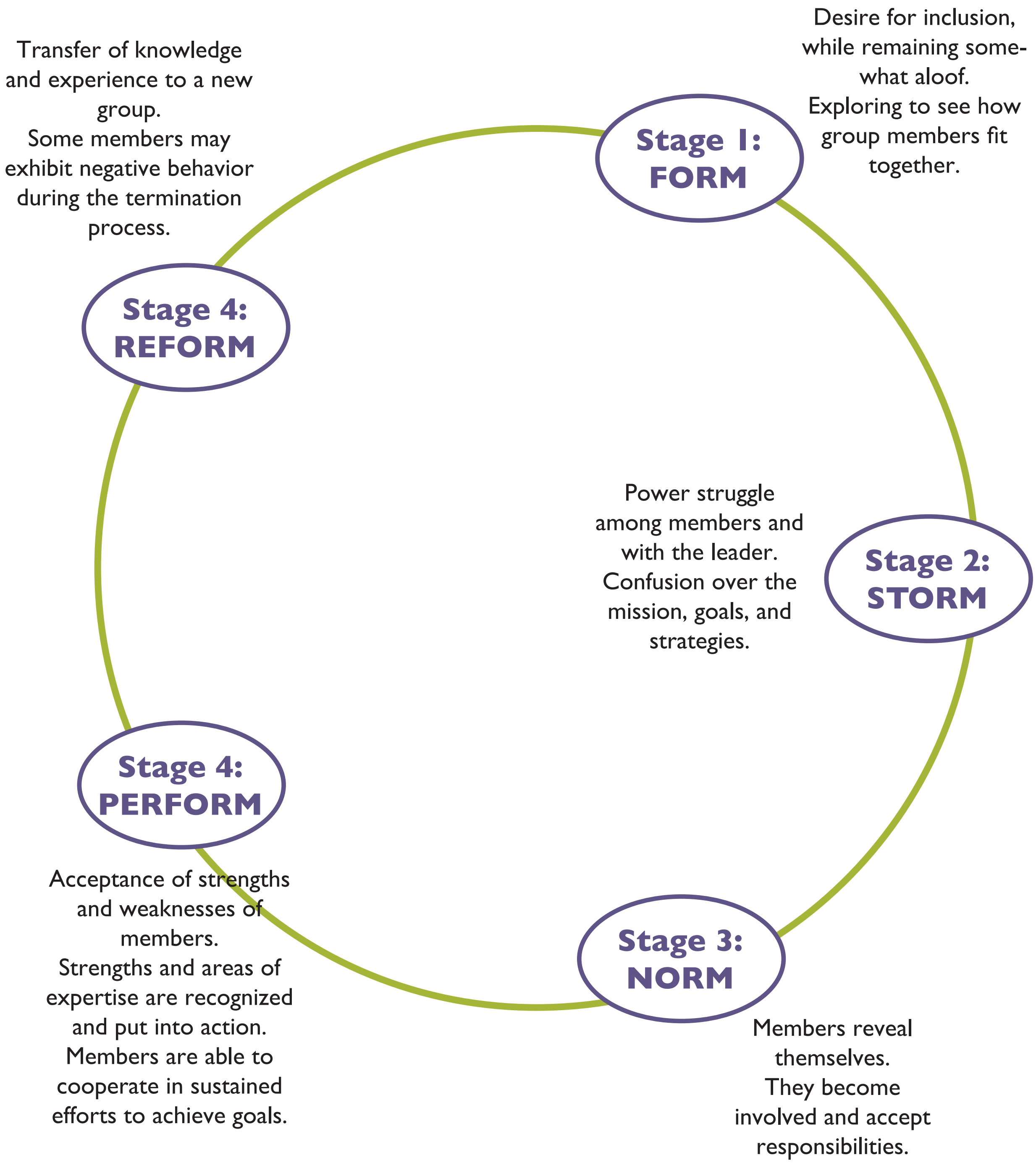
Groups can be formed in a variety of ways, but one of the best ways to introduce group members is through an activity that serves as a mixer or get-acquainted device. Beginning group involvement in this way provides the facilitator with some direction — from the beginning — and promotes interaction among the participants.

Icebreakers and group energizers can help pave the way for the main subject area to follow. Sometimes it is helpful to select an activity that relates to the theme or goal of the upcoming session. The opening activity can be used as an experience from which inferences may be drawn pertaining to the discussion topic. It also provides an opportunity for participants to begin to feel comfortable with sensitive or emotional issues.

Generally, it is better to be on the side of conservative risk-taking, rather than have participants left feeling manipulated or vulnerable. This is especially true when the issues are sensitive or controversial. In this way, you will be able to lead the group progressively to new levels of skill, trust, and creativity.

Group size will also affect the choice of activities. The facilitator needs to match the process to the size of the audience. Suggested discussion areas and procedures are presented for most activities, but you should determine the activity's appropriateness to individual groups. With a smaller group, you may wish to have every individual report. With a larger group, you may need to limit the discussion to the smaller work groups, or have one reporter present for each team. Whatever procedure you choose to use, you should allow participants the opportunity to process what has occurred during the activity and to relate it to the session that will follow. The larger the group, the longer the time required for the activity. Processing and discussion are essential to the development process.

Stages in Group Development



Building Group Trust

Group-building activities serve four main purposes:[2, 4]

1. **To get acquainted or reacquainted.**
   - The discomfort of not knowing each other is reduced.
   - People are recognized as human beings, instead of just their official career or volunteer identity.
   - A positive, social climate is promoted, which reduces the fear of speaking in front of the group.
   - Group-building is more fun and less threatening than going around the table introducing yourself and your affiliation, which often involves oneupmanship.
2. **To focus on the meeting.**
   - A transition is made from prior thoughts and activities.
   - Attention is turned to the topic or issue to be discussed.
3. **To build energy and willingness to participate.**
   - Reduces tendency to just sit and observe.
   - People are put into the mood for active learning.
4. **To bring closure to a project or series of meetings.**

Elements of a Group

Environment

The environment of a group can help or hinder interaction among group members. There are two ways in which a group can be affected. One is by the physical environment, and the other is by the social environment. A comfortable physical environment includes temperature, furnishings, space, noise level, and other surroundings satisfactory for the participants and the purpose of the group meeting. The social environment is defined by the way in which group members relate to one another. It is important to the emotional state of the members. If the social environment encourages positive feelings among group members, they can work together effectively.

Coming Together

As a group forms, it goes through stages of development. To know and recognize these stages is the blueprint of forming a group. The sequence and progression of group development are interrelated. Each stage exhibits a different level of trust and dependence or independence and builds on the preceding one.

In the beginning stages of group formation, the group leader must understand the various stages of development in order to bring the group to the problem-solving phase. Anxiety levels are already high within the group, and relationships are still formal and distant. When there is no progress, a climate of disappointment could spread quickly. It might terminate the group before it even gets started.

Comparisons of Productive Groups and Less Productive Groups

Productive	Less Productive Groups
Communication:	**Communication**
1. Purposeful, relevant. 2. Understandable language, common meaning achieved. 3. Different ideas and points of view expressed freely and positively. 4. Feeling expressed directly when essential. 5. People listen and pay attention to one another.	1. Superficial, irrelevant. 2. Different or specialized language, common meaning not achieved. 3. Differences kept hidden or expressed aggressively. 4. Feelings hidden, expressed indirectly through ideas. 5. People do not listen and all tend to talk at the same time.
Goals:	**Goals**
1. Parallel or commonly-shared goals. 2. Use of group for growth; growth purposes clarified and/or understood. 3. Both group and individual goals are permitted and encouraged.	1. Individualistic, unshared goals. 2. Use of group for ego-satisfaction. 3. A single group goal is defined and held to at all costs.
Atmosphere:	**Atmosphere**
1. Friendly and accepting, but realistic. 2. Collaboration seeking. 3. Authorities analyzed and utilized. 4. Supportive and encouraging of change. 5. Everyone's ideas and suggestions are welcomed.	1. Aggressive, hostile or over-friendly, demanding. 2. Prestige seeking. 3. Authorities demanded and accepted. 4. Hostile to change. 5. Some members' ideas don't seem "to count," so these people do not act as if they really belong to the group.

Trust is absolutely essential for groups to grow and develop. It reduces each group member's fear of betrayal or rejection. Trust builds the hope of acceptance and support. Creating a climate of trust involves everyone's self-disclosure. A person who dares to entrust himself or herself to others goes far in creating a climate of trust in a group. Forming this trust among group members is called bonding.

Trust is one of the most important ways of creating a good social environment for a group. Until the individuals learn to trust each other, little progress on the group task is made. Because of this, forming a climate of trust is one of the most important tasks. The first crisis most groups face involves the ability of two individuals to trust themselves and each other.[5, 6]

Guidelines for Producing a Climate of Trust

- **Accept Others.** If group members accept each other, they feel safe in being honest with each other.
- **Speak For Yourself.** You cannot accurately speak for anyone other than yourself. No one else can accurately speak for you.
- **Avoid Put-Downs.** The goal is to support — not criticize — either seriously or in fun.
- **It's Okay to Pass.** Group members agree to let each person determine the degree to which they can respond — without judging.
- **You Are Responsible.** It will be up to you to determine how much you will be involved and how much you will gain from the experience.
- **Expect Unfinished Business.** Learning and growth are never completed. People are constantly developing skills and uncovering ideas.

Other ground rules and procedures may be added by group members. Remember that it is not necessary for everyone to become best friends. Trust, respect, and accountability are the foundations for successful cooperation in the public arena.

Identity

When a new group is being formed, or upon entering a group for the first time, most people encounter similar problems. The usual way of interacting with others doesn't work because the situation isn't familiar. Often people hold back, waiting to see what others are going to do. Not only is the situation strange, but it's unclear what other members think is proper behavior. The result is that a person feels uncomfortable. In a sense, group members have an identity problem. They know who they are, but not what they are in relation to others in the group.

Acceptance

Other responses to being in a new group are to like and dislike members, and to be unsure of how to present oneself in order to be liked or not rejected. The group does not have clear rules on what is acceptable and unacceptable behavior. Fear of not being accepted and of being left out are all important concerns. Identity and acceptance questions create tensions and uneasiness. They are important issues in establishing a group. For this reason it is important that all group members get to know each other and feel comfortable with one another.

Ownership

A group that learns how to work together from the beginning will have ownership of its plans and actions. Group formation indeed takes time. It means hard work for its members. But this very investment also implies their commitment. They are declaring ownership for the group's goals. Ownership of the group and its tasks are critical to the overall success of any project.

Group Work or Teamwork

Being part of a productive community or organization work team can be a rewarding and fulfilling experience. But what is it that makes some groups develop into a cohesive team? What is the secret of successful teamwork, and how can you develop into productive teams that produce the bonus of greater work output and greater personal satisfaction for everyone?

Teamwork is nothing new. Much of your lives are made up of team activities, even though you may not recognize it. For recreation, you participate in or watch athletic team competition; you spend time with your families, which informally operate as a team; and you participate in religious, political, or social groups. All of these usually demonstrate team principles.[5, 6]

The word "synergism" is used to describe what teamwork can accomplish. Synergism means a cooperative action where the total effect is greater than the sum of the effects taken independently. This is an additional benefit from successfully uniting your individual talents.

To fulfill these principles, members may need to adopt different behavioral roles. Real team development does not happen until members begin thinking of the team goals first, and individual goals second. This is also important in the development of work teams.

Roles of Team Members

The following behavioral roles are described to help develop team spirit:

1. *The involving role:* A team member motivates others by getting them involved in an idea, opportunity, or problem.
2. *The listening role:* A team member makes an effort to actively listen to others, expressing that he or she is really hearing what is being said.
3. *The compromising role:* One member gives up something so the team can progress.
4. *The supporting role:* A team member gives added dimension to good ideas through his or her support.

In addition to these roles, a team leader will need to perform additional roles. Key words describing these roles are:

Guidance — The process of directing the discussion and providing structure for planning and action to take place.

Stimulation — Subtle methods of reinforcing productive team efforts and checking to see if all members are involved in the process.

Coaching — Asking members if they are having problems, giving helpful suggestions, and recommending outside resources that may be helpful. It can be done both formally and informally.

Coordination — Checking communication and feedback among team members and indirectly doing things that help produce a harmonious work team.

The leadership role is challenging and somewhat specialized since the leader will need to provide some structure and support while still being a team member. Learning to be an effective team leader will take time and practice. The temptation to revert to a more directive style of leadership is always prevalent in the early stages of growth, but this change could delay team cohesion and limit long-range output.

The early stages of the group or team development are the most critical. Here are some concepts to keep in mind:

- Every team needs a convener or facilitator. Therefore, if this role has not been assigned, your group will need to get someone to serve, at least temporarily, in this capacity. This position can be rotated to give several participants experience in serving in this kind of leadership role.
- The team members need to know each other.
- In early stages of development, teams will also need some added structure. This may involve:
    - A. Deciding how long meetings will last.
    - B. Developing an agenda of items to be covered.
    - C. Developing the priority of items to be dealt with.
    - D. Assigning team roles such as recorder and timekeeper.
    - E. Determining how decision-making will take place — through consensus or voting.
    - F. Developing an evaluation of the group process and leadership.
- Get the group to discuss and agree on team-meeting ground rules. This gives them experience in working as a group, and also helps members feel they are really an important part of the team. Work to agree on common missions, goals, and action plans to gives direction and structure. This is hard work, but is essential to accomplishing the group's task.
- Periodically check to see if work is progressing and working relationships are satisfactory. Extra effort may be needed when things bog down or tensions arise.

More Comparisons of Productive Groups and Less Productive Groups

Productive	Less Productive Groups
Responsibility and Involvement:	**Responsibility and Involvement:**
1. Group allows and encourages individuals to take responsibility for own growth. 2. Individual is personally identified with the group. The groups continuance and/or function is important to the individual. 3. One or two members are appointed to summarize the discussion and to see that everyone has had a chance to speak. 4. Members understand group decisions and are committed to them.	1. Group discourages or denies individual's responsibility for growth — demands independence. 2. Individual is not personally identified with the group — "it's just another group." 3. No one summarizes or checks to see if everyone who wants to speak has actually spoken. Discussions go on and on until people get tired. 4. Decision-making is muddy and people are not committed to the group's plans.
Internal Processes:	**Internal Processes:**
1. Group changes its method of operation freely and flexibly as needs arise and as group development and growth continues. 2. Group varies in tempo of work and allows itself periods of relaxation. 3. Group feels free to express its moods — excitement, enthusiasm, concern, tension, etc. 4. People discuss the subject at hand. 5. The group uses its agenda as a guide for discussion. 6. Members know and use problem-solving steps.	1. Groups sets up a standard ritual (like "we must always be democratic" or "the leader tells us what to do"). 2. Group demands a constant and continuing level of productivity. 3. Group does not allow any expression of mood other than polite friendliness. 4. The discussion jumps from one idea to another. 5. The agenda is not clear and there is no written guide for discussion. 6. No order is followed for identifying and solving problems.
Standards:	**Standards:**
1. All in the group serves as a resource to help the group and each other. 2. Differences within the group are useful. 3. Roles are defined, but may easily move from member to member. 4. Member has the chance to try out his or her new insights or skills in the group.	1. Only leader or resource persons help others. 2. Differences must be kept "out of sight." 3. Clearly defined and fixed roles are assigned to particular members. 4. Member given no opportunity to test out their new insights or skills.

Builders and Blockers

As you examine groups and observe their behavior, realize that understanding the process of building groups may take time. Much of your previous training and work experience has stressed competition and individual accomplishment. The following lists describe group behaviors that are either builders or blockers.

Builders

1. Humor
2. Starting on time
3. Short meetings
4. Fun
5. Compromising
6. Similar backgrounds
7. Common goals
8. Enthusiasm
9. Cooperation
10. Assigning a leadership role on a temporary basis (rotating facilitator)
11. Listening
12. Taking an extreme, absurd position to help others realize where they stand
13. Having clear goals which are understood by all
14. Following through and accepting responsibility
15. Alternative ideas
16. Consensus decision-making
17. Respect
18. Defined roles
19. Commitment
20. Flexible structuring
21. Support for others
22. Facilitation rather than leadership
23. Initiative
24. Sensitivity to people's differing needs
25. Trust
26. Being process-oriented, as well as task-oriented

Blockers

1. Not listening
2. Unclear issues
3. Disorganized
4. No facilitator
5. No defined goals and objectives
6. Not buying into goals and objectives
7. Not being involved in decision-making
8. Impatience with group decision-making process
9. Being afraid to speak up at a meeting because of what others might say
10. Using words and jargon that some members might not understand
11. Lack of information
12. No prepared agenda
13. Suppressing conflict
14. Rejecting other's ideas without hearing them out
15. Animosity and dislike in the group
16. Inflexible group structure
17. Lack of planning
18. Time pressures
19. Outside pressures
20. Ego
21. Pushy people
22. Hidden agenda/self-interest
23. Lack of well-defined roles
24. False humor or too much

Summary

Groups may be loosely structured or a formal organization. Whatever the type, members of this “collection of individuals” need to feel included and important in the workings of the group. Developing trust within the members will create a good social environment, and progress toward the group’s goals will follow.

References

1. Heiny, Pat and Mary Jo Clark. “The Performing Community.” From: Findings of the Indiana Leadership Initiative. Contemporary Consulting, 1999.
2. McFarland, Marcia. Moving Ahead Together. Army School Age and Teen Project, Kansas State University, Cooperative Extension Service, Manhattan, 1995.
3. Lesmeister, Marilyn. “Leadership Development Within Groups.” Fargo, North Dakota: North Dakota State University Extension Service, Sept. 1992.
4. Pitrak, P. and L. Hoopfer. Group Dynamite. East Lansing, Michigan: Michigan State University Cooperative Extension Service, 1979.
5. Beal, G. M., J. M. Bohlen, and J. N. Raudabaugh. Leadership and Dynamic Group Action. Ames: Iowa State University, 1962.
6. “Group Development” in Family Community Leadership Resource Packet, Washington State University, Pullman, 1988.

Learning Activity: *Cooperating Squares*

Purpose: To cooperate in accomplishing a group task.

Items Needed: Squares of paper with one letter per square spelling "Cooperation" (one set per each group).

Procedure:

1. Provide enough sets of the paper squares for each group. Have approximately three to five members per group. Pass out envelopes with the squares inside. Each square has a letter which, when placed together, spells "COOPERATION."
2. Tell the participants to begin sorting the squares when given the signal.
3. The groups are to put the squares in sequence to spell a word associated with helping.
4. The first group to unscramble the squares and spell "COOPERATION" is recognized.

Discussion:

1. How was the task organized?
2. Did someone assume a leadership role?
3. Did everyone participate?
4. Knowing what you know now, how would you do the activity differently?

Summary: This activity shows that with proper leadership and group cooperation a task can be completed successfully in a short time.

Learning Activity: *Alphabet Names*

Purpose: To help build trust among group members.

To help the group focus on content being presented.

To help participants experience teamwork in problem solving.

To help participants see the value of individual contributions to the team.

Items Needed: Newsprint, markers, tape, pencils, and paper.

Procedure:

1. Ask participants to list the letters of the alphabet from "A" to "Z" in a vertical column on the left side of a sheet of paper.
2. Randomly select 26 letters from any document and read them out loud. Ask participants to write down the letters in a second vertical column on the right side of the page.
3. Working individually, ask participants to fill in the blanks to create 26 names of famous people. List one name per line, and use the alphabet letter and random letter as the first and last letter in the name.
4. Provide 5 to 7 minutes to finish the exercise. Participants should then stop, exchange papers with a partner, and tally 1 point per legitimate name.
5. Record the high score and the group's average on newsprint.
6. Direct participants to team up with two more individuals.
7. Repeat the exercise with the new, larger group. However, provide a new set of random letters for the groups.
8. Review the list and check names. Compare group and individual scores (high and average) from both rounds.

Discussion: Discuss the following as a group:

1. Any differences of scores, motivation, or frustration. Usually the larger group will have a higher score and less frustration.
2. The concept of synergy, commitment, competition vs. collaboration, and individual vs. group potential.

Summary: This activity illustrates that more gets accomplished when the talents of individuals are combined to address a specific task.

Learning Activity:
Building a Representative Group

Purpose: This activity can give direction in deciding who would be represented in your group for the discussion of an issue.

Items Needed: Copies of the form below and pencils.

Procedure:

1. List groups, organizations, or types of representation in your community in the first column. Make a complete list.
2. Decide which are critical to your issue, and place an asterisk (*) by the name.
3. List names of people who can represent these groups. You may want to list several names from each organization.
4. Decide which persons would best represent the views of their organization and be understanding of your issue.
5. Use the third column for making notes of who will contact the person, or who might be a personal friend, or go-between.

Group/Organization	Name of Representative	Notes

Discussion:

1. Review the group of names you have developed. What type of environment will be needed when you bring the group together for the first meeting?
2. What type of bonding exercise would be appropriate for the group you are building?
3. How will you ensure that group members will take ownership of the group goal?

Summary: It is important to recruit the correct organizations and the best persons to assist in advocating a specific view or issue. This activity illustrates how those organizations and persons can be best identified.

Learning Activity (skit): *'Heavenly Days Cemetery Board'*

Purpose: Participants in this meeting play familiar group member roles. Identification of tasks, maintenance, and self-serving roles will be influenced by your interpretation of the situation.

Items Needed: The following skit script plus the Learning Activity, Group Member Function (Observer Form).

Procedure: Select the Cemetery Board members and have them act out the skit. Following the skit, have the audience (observers) respond to the discussion comments. Finally, have the audience (observers) complete and discuss the Group Member Function (Observer Form).

THE SCENE: Seven members of Heavenly Days Cemetery Board are holding a special meeting. The item of business being discussed is, "Should Heavenly Days Cemetery Board build a fence around the cemetery?"

THE CEMETERY BOARD:

Judy: Chairperson

Swen: Vice President

Joe: Secretary

Betty: Treasurer

Carol: Director

Andrew: Director

Roger: Director

JUDY: Let's call the meeting to order. As you know, we are here to discuss building a fence around our cemetery. Is there any discussion?

CAROL: I believe we should build a fence. Furthermore, I believe this fence should be built with stones from the area. This would make a fine addition to our community and would blend into the natural setting of the cemetery.

ROGER: What would this type of fence cost?

CAROL: It should be fairly inexpensive. We can get the stones from the quarry, so our biggest expense would be labor. I would estimate $500.

ANDREW: I don't like stone fences.

JOE: I think a stone fence is too hard to build. I feel we should build a board fence. We could paint it white and it would look nice. This type of fence could be built much faster too.

ROGER: How long would this fence last, and what would it cost?

JOE: A board fence wouldn't be as permanent as a stone fence, but it should last 15 to 20 years. I'm not sure about the cost, but I'd estimate we could build a board fence for $800.

ANDREW: I don't like board fences.

BETTY: Well, Andrew, we've got to build a fence. We've had two ideas, natural stone and board. Perhaps we could combine these two ideas and build a nice fence.

ANDREW: I don't like either a stone or a board fence.

JUDY: We've got to build a fence. We've had two suggestions. Are there any more?

BETTY: What kind of fence do you think the people in the community would like?

JOE: I think they want a simple, nice-looking fence that will last a long time. A fence that would look good around the cemetery.

ANDREW: Most of the people in this community don't think. And, if they don't think, they don't really know what kind of fence they want.

BETTY: Well I think we've got to build a type of fence that most of the people in the community will want and support.

ANDREW: We're on this board to run the cemetery. I don't think we have to worry about what the people will want.

JUDY: Now let's stop arguing! As I said before, we've got to build a fence. We've had some good ideas. Let's get some more so we can begin to sort out the best type of fence to build.

ROGER: Well, I think we ought to build a steel fence. A high, steel fence like the type they put around football fields. This would be a permanent fence. We want something that will last. We also want a fence that requires little or no maintenance. I believe a steel fence is the best type of fence for us.

CAROL: This type of fence could be pretty expensive.

BETTY: It would be easy to build.

ANDREW: I don't like steel fences.

JUDY: Now Andrew! Be reasonable. We've got to build some type of fence. We won't get anywhere by ignoring every idea that comes along. What would a steel fence cost?

ROGER: I've checked cost. This type of fence should cost about $2,000.

ANDREW: That's too expensive.

CAROL: A fence like this would last 50 to 60 years so it would be fairly reasonable in cost.

JOE: I believe people in the community would buy this type of fence.

CAROL:	Well, we've had three ideas for a fence. Stone, board, and steel. I think we should begin eliminating some ideas so we can come to a decision.
JUDY:	That's a good idea, Carol. We don't want to spend all night or several meetings on building a fence.
ROGER:	Well, I think we should eliminate the board fence.
ANDREW:	That's cheaper than steel.
ROGER:	Sure it's cheaper, but it won't last. Over time a board fence will cost more than a steel fence.
JUDY:	As I've said before, we have to build a fence. We need ideas. Somehow we've got to narrow our thinking to one type of fence. Let's not argue — let's stick with the facts and come to a conclusion.
BETTY:	I don't think people in our community would like a board fence, so you can eliminate this idea as far as I'm concerned.
ANDREW:	It's still a cheap fence.
JUDY:	We're arguing again.
ROGER:	Well, I still believe a steel fence is what we want.
JUDY:	Swen, you haven't said a word all night. You are the oldest in the group. Perhaps with your experience you can help us decide between a stone, board, or steel fence. What are your ideas?
SWEN:	Ladies and gentlemen. In my opinion, you build a fence for two reasons — to keep people out, or to keep people in. Now, I'm sure that no one in this community wants in the cemetery. I'm also sure that nobody that's in the cemetery is going to get out. There's no reason to build a fence, so I'm going home.
JUDY:	Swen is right. Meeting adjourned.

Discussion:

1. Using the handout, Builders and Blockers (in notebook) name two builder statements from the skit discussion.

2. Using the handout, Builders and Blockers, name two blocker statements from the skit discussion.

3. Using the handout Comparisons of Productive Groups, and Less Productive Groups (in notebook), discuss the skit and list what was productive and less productive in each topic communication, goals, atmosphere, responsibility and involvement, internal processes and standards.

Summary: Different members of a group have their own beliefs and agendas when discussing a particular issue or topic. This activity illustrates several views that result from a group discussion and identifies how these views might assist or disrupt the discussion.

Learning Activity: *Group Member Function (Observer Form)*

When you take the observer's role in a group, you monitor the flow and the types of contributions from group members. This table can help you identify, clarify and record the types of participation you witness.

List the names of participants in the blocks on the first line, and note their contributions in the appropriate squares.

Name of Participants							
Initiating: Proposing tasks or goals; defining a group problem; suggestion procedures or ideas for solving a problem.							
Information or Opinion Seeking: Requesting facts; seeking relevant information about a group concern; stating a belief; giving suggestions or ideas.							
Information or Opinion Giving: Offering facts; providing relevant information about a group concern; stating a belief; giving suggestions or ideas.							
Clarifying or Elaborating: Interpreting or reflecting ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.							
Consensus Testing: Sending up trial balloons to see if the group is nearing a conclusion; checking with the group to see how much agreement has been reached.							

Learning Activity: *Balls of Yarn*

Purpose: To illustrate the importance of each member of a group and how each member contributes to the network of the group.

Items Needed: Two or more yarn balls of different colors.

Procedure: Have participants stand in a large circle, facing one another. Give the balls of yarn to people who are far apart, and ask them to hold the yarn until you say, "Go!"

Explain that the group will be making a network with the yarn. The people with the yarn balls hold the end of the string and gently throw the balls across to someone else, calling out that person's name. Then, those people hold the string and throw the balls to a third person, and so on, until the balls have been unwound.

Discussion:

1. When the yarn net is complete, ask group members to pull back very slightly. What happens?

   (Net gets tighter. The network has been "activated.") The yarn represents connections.

2. Ask one person to drop out. What happens? (Others must pick up the slack. There are fewer potential contacts.) How does the person who withdrew feel? Note that it is important for a group to be able to count on all its members.

Summary: This activity points out that connections (the strands of yarn) connect different people in different ways, just as networks do. Some individuals serve as nodes, connecting many different people or networks.

Unit III: Group/Organizational Leadership Skills

Module 2: Effective Meetings

Overview

Good meetings don't just happen. They are carefully thought out, well-executed events that affect the way a group — large or small — carries out its business. Whether your leadership role is called president, chairperson, facilitator, or convener, certain tasks must be carried out before, during, and after the meeting to make things run smoothly. Members want to know their time will result in constructive action.

Objectives

- To develop the abilities to set up an effective meeting.
- To learn how to conduct a productive meeting.
- To learn what should be done as a follow-up.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by assessing the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Effective Meetings

Would you plan a bus or airplane trip without consulting a schedule of times and destinations? Probably not. A meeting agenda is your group's schedule of departure and arrival. It marks the way toward achievement of goals.

What's going to happen at the next meeting? What business will be discussed? What issues will require a decision? Will someone give an informational report? Don't be taken by surprise at your meeting. Plan! First, prepare a list of what business to discuss. The list should name items that require the attention of the membership. Next, consider how items will be presented, what to discuss, and how to present it. All members of the group can and should be involved in planning and participating at meetings.

The Agenda

An agenda is a step-by-step order of points to be covered. A tentative agenda should be sent to all members prior to the meeting:

- To insure that important business is not overlooked.
- To remind people of the meeting.
- To help members identify important items and prepare to discuss them.
- To help members focus on issues, contribute, and feel a sense of progress.
- To insure meetings start on time, move forward, and stop on time.

Developing the Agenda

Days or even weeks before the meeting, the facilitator, chairperson, or presiding officer should begin preparing the agenda. You should review program plans and actively involve other officers, chairs, and group members who may have items of business to offer.[1, 2]

Expected Action

Agendas that are too brief or vague can actually hinder the progress of a meeting. Properly prepared agendas almost always help meetings run smoothly. In a well-prepared agenda, items are elaborated. For example: An item listed simply as "Fair Board Report" doesn't tell very much; adding "select representatives and consider alternative date," says more. Be certain to indicate the expected action for each item. Here are some common phrases for conveying expected action: "for information," "for discussion," and "for decision." These phrases will help members anticipate and prepare for the action. If a particular person has responsibility for an item, place that person's name in parentheses just below or to the right of the item. This information tells members who the contact person is and serves as a guide for you, as the chair.[1]

Setting Priorities

The order of items can be critical to the success of a meeting. For some items, the order is obvious. For example, you usually don't discuss the budget for equipment purchases before you discuss your equipment needs. Some agenda orders, however, are not so obvious. Informal meetings for planning or problem-solving may benefit from these suggestions.

Guidelines to Help Establish Priorities

1. The early part of a meeting is usually the most lively and creative. Therefore, items requiring mental energy, bright ideas, and clear heads should appear early on the agenda. An item of great interest to everyone might be scheduled for 15 or 20 minutes into the meeting to avoid the attention lag that typically occurs at this point and to involve any late arrivals.

2. The order of items influences the meeting atmosphere. Some items tend to unite the group, while others divide it. The leader may want to start on a point of unity, prog-

ress to items likely to evoke differing opinions, and end the meeting on a unifying note.

3. Long agendas require momentum because members need to feel that progress is being made. Use your labels of "information," "decision," and "discussion" to help set the agenda. Information items should come first or last. Since they require no group action, they should be brief. Decision items should come early on the agenda. If a decision item becomes a discussion, table it until you are ready for the discussion items. This procedure may not cover the entire agenda, but it will keep the meeting on track and leave members with a feeling of accomplishment.

4. The order of items can save valuable time. Listing "Any Other Business" on the agenda may save time in planning, but it can turn into a frustrating waste of time. Unstructured or informal discussion is healthy, but it must be managed so it comes near the close of a meeting and only if time permits.

Using the Agenda

Copies of the agenda should be distributed to all members several days before the meeting. Minutes from the last meeting or an abbreviated set of minutes listing decisions and needed action should also be distributed when possible.

The meeting agenda must be flexible and open to revision. Early in the meeting, the presiding officer should ask the group to review the agenda. Have any pressing issues been omitted? Is there need for some revision? When making revisions, consider meeting time. Do not lengthen the meeting time; instead, decide which items can be deferred to a later date.

About Time

When it comes to time, flexibility can be more of a hindrance than a helpful tool. Time is important to most people. Therefore, you should start and stop at the time specified on your agenda. Starting late penalizes people who arrive on time and makes it difficult to end on time. Repeated late starts encourage people to arrive at a later time and to form bad habits. Meetings that drag on past the ending time can contribute to feelings of guilt, resentment, impatience, and tension. Schedule breaks during long meetings.

Information Sent with the Agenda Should Indicate:

1. The name of the group.
2. The title or topic of the meeting.
3. The name and phone number of a contact person.
4. The time, date and location.
5. The decision-making method to be used.
    - Majority Rule (most people have to agree)
    - Consensus (all people have to agree)

Agenda Items for Formal Meetings Should Include:

1. Call to order.

2. Reading and approval of the minutes from the last meeting.
3. Reports of officers and standing committees.
4. Reports of special committees.
5. Unfinished business.
6. New business.
7. Adjournment.

Preparing for a Meeting

Learning and working will be at its best when everyone is comfortable and relaxed. Participants should feel that the time they have spent at the meeting is worthwhile. Although no one can guarantee that all meetings will be regarded as meaningful, you can take some steps to make the meeting as effective as possible by carefully arranging for facilities and materials, as well as a comfortable social environment.[2]

Physical Setting

Participants in meetings will contribute more and get more out of the meeting if the physical setting is comfortable and the atmosphere is informal, supportive, and relaxed. Desirable physical arrangements will vary depending on the size of the group and the purpose of meeting. Informal room arrangements are recommended to make everyone feel reasonably comfortable and equal in the group.

Pre-Arrangements

If at all possible, check the meeting room in advance. Some rooms just are not suitable. They might make an undesirable impression on the group members or require exceptional arrangements.

Arrive 20 to 30 minutes early to check that arrangements have been completed. This will also allow you to make any corrections if necessary.

Name Tags or Table Tents

If group members are unfamiliar with each other, name tags or table tents are important. They will speed the development of group cohesiveness since participants will be able to use names in addressing each other. To be useful they should be large enough to read across the table. Made with markers on light paper, they can be pinned to the person or set on the table in front of them.

Room Arrangements

Select a room that is large enough for several small groups to meet simultaneously or to accommodate a single, large group. If possible, select a room with furniture that can be moved easily, especially if a rearrangement for small group discussions seems likely.

In small groups (up to 20 people) chairs can be arranged so everyone is facing each other. It is important for each participant to have plenty of space in which to sit and work, take notes, or spread papers for notebooks and handouts. Tables should be available, unless it is a very short or very active meeting.

Effective Meeting Planning Sheet

Session Number/title	Date: Time: Location:
Purpose or Objectives	
Committee(s) Involved: Members:	Chair(s) of Committee:
Facilitator(s) for the Session:	

Tasks	Specifics	Who Will Do It?	(By) When?
FACILITIES (check the following): • Central location • Large room (so small groups can meet at the same time) • Can walls be used to post newsprint? • Can temperature & ventilation be controlled? • Can lighting be controlled? • Enough tables & chairs available? • Can the furniture be moved around freely?			
ACCESS (check the following): • Keys available to all areas that will be used • Restrooms are accessible • A phone is available • Adequate parking			
MATERIALS (check the following): • Microphone set up & working? • Enough easels/chalkboards? • Markers & chalk? • Newsprint & tape? • Overhead projector? • Audio/video tape recorder?			
PUBLICITY/PROMOTION: • Distribute brochures/fliers to public places • Distribute news releases to local media • Media contact with reporters • Arrange for pictures			
REGISTRATION: • Direction map • Parking permits • Name tags & tent sign if using a panel of speakers			
Food/Refreshments			
Transportation (if needed)			
Budget/Finances			
AGENDAS/PROGRAM: • Select & contact speakers or other resource people • Handouts, questionnaires, notebook information • Paper, pencils, pens			
Certificates/Awards			
Follow-up: • Evaluation(s) • Thank you notes			
OTHER TASKS (list): • Parking • Exhibits • Door Prizes • Speaker Gifts			

To accommodate a large group, rows are a better arrangement. Curving the rows in a half moon shape with ends closer to the front, improves this. Make sure extra chairs are available to accommodate a larger than expected crowd.

In a small group, you can sit among the group members. In a larger group, you should stand so that you can see the group and be seen by the group. Avoid a head table at informal meetings since it emphasizes the "power role" of the facilitator through its physical separation. It also indicates a larger difference in status than if you are standing in front of the group without a lectern or a table as a barrier.

Materials

It is necessary to have a chalkboard or marker board, newsprint pad, or computer and projector for writing that is visible to the entire group. Don't forget the appropriate writing equipment: chalk, markers, pens, etc.

The speaker or facilitator may want to use visual aids. Double check equipment needs, such as a computer and projector, marker board and markers, and other tools. Extension cords, connectors, and a small table to hold the equipment and visual aids should also be on hand.

Access

Make sure you have keys to open all the rooms that will be used during the meeting. Make sure restrooms are accessible to meeting participants.

Determine how you can regulate the temperature and ventilation. As the meeting progresses, someone may need to make adjustments to keep the room comfortable.

Social Setting

The social or emotional environment describes the way group members, including the leader or facilitator, relate to one another. Trust and respect are among the most important foundations of the social environment for a group. Until individuals learn to trust each other, little progress on group tasks is made. Information about learning and working styles, as well as enthusiasm and enjoyment, are also key features of a satisfactory social environment.

Refreshments build group togetherness and congeniality. Food and beverages should be prepared ahead of time so they are available when the first person enters the room or the break starts. Make sure there are enough napkins, cups, and paper plates on hand.

How to Run a Better Business Meeting:

The Facilitator of the group is responsible for conducting meetings, guiding discussion, and ensuring the group is using effective processes for doing its work.

The fundamental difference between a Chairperson and a Facilitator is the power of the Chairperson role. The Chairperson makes rulings, determines procedures, rules people out of order, etc. The Facilitator proposes, suggests, invites, and then consults with the participants to generate a consensus. The Facilitator's "power" comes from the group. An effective Chairperson will follow many of these same procedures.[3, 4]

Choosing the Specific Site

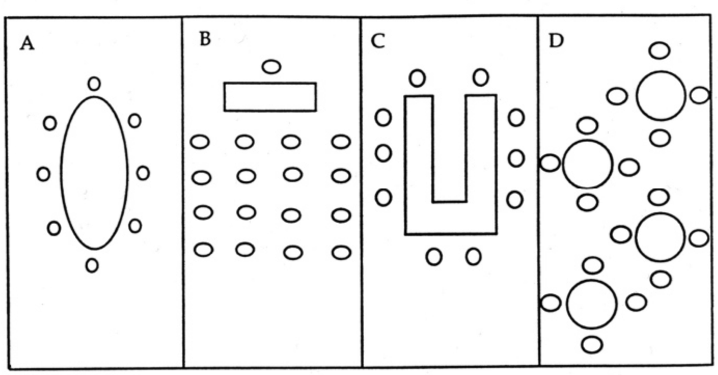
1. Consider the possible rooms within the selected location.
2. Ensure the site is appropriate for the structure you plan to use to attain meeting objectives.

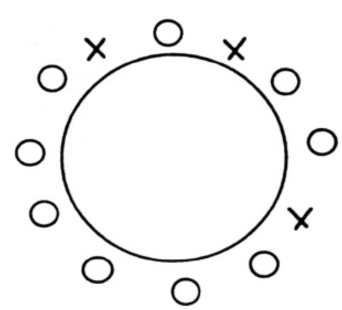
Site Selection Checklist	Yes	No
1. Is the size of the room suitable for the number of meeting participants?		
2. Are the chairs in the room appropriate? Are they comfortable?		
3. Are the temperature controls visible?		
4. Is there someone available to help set up the room?		
5. Do you know where the light switches are?		
6. Do you have adequate light sockets and extension cords?		
7. Is there space to hang up completed wall charts?		
8. Are there drapes that close on the windows?		
9. Does the room provide clear views for visual aids?		
10. Is the room located away from kitchens, hallways, and coffee-break areas?		

Room Setups

Using the diagrams below, think about which room alignment:

- Suggests "we talk, you listen" or "you talk, we listen."
- Implies participation and work to be done by audience.
- Will allow for maximum participation by the most people in the shortest amount of time (people talk to each other).
- Will allow an "axe grinder" the largest audience.
- Fosters confrontation among diverse or polarized interests.
- Will allow input from all participants on an equal level.
- Will allow a maximum quantity of information to be presented in a short time.





X = Empty Chair
Empty Chair = Energy Hole

Leadership Roles

Group Leader: The group leader is responsible for conducting meetings, guiding discussions, and ensuring the group is using processes for doing its work.

Secretary or Recorder: The role of the secretary is to record the meeting notes while performing the role of a group member.

Timekeeper: The timekeeper assists the group leader with the enforcement of time frames established for agenda items, in addition to performing a regular group member role.

Monitor: In the formative stages of group development, it may be helpful to ask one group member to monitor the group process. An evaluation form is helpful for this meeting.

As group leader, the Facilitator should be conscious of the potential to dominate the group, and try to control such tendencies. Therefore, the Facilitator should avoid talking a lot, not argue intensely with group members, and record everyone's comments. He or she should also try to draw everyone into group deliberations.

Below is a list of things a Facilitator has to be concerned about, as well as ways to handle each situation:[1, 3, 4]

1. Keep the meeting focused on the topic:
    - Point out when the discussion has drifted. Usually, the meeting will quickly return to the topic.
    - Watch the time.
2. Clarify and accept communication:
    - Summarize the contributions of participants. Summarize in particular, the contributions of participants who have not been actively involved. "Your feeling is that..."
    - Relate one participant's idea to another — "If I understand it correctly, your idea would add on to Tracy's by..."
    - Help develop incomplete ideas — "Could you develop that idea a little more?"
    - Point out when a group member's contribution is cut off and invite him or her to complete it — "I'm afraid that we may have cut Kelly off. Did you have more you wanted to contribute, Kelly?"
3. Accept feelings as valid data:
    - Summarize feelings as well as content — "You feel angry when—"
    - See that ground rules are followed.
4. State a problem in a constructive way so group members can work on a solution:
    - State the problem in such a way that it doesn't sound like blame-fixing or an accusation of the participants. Reframe issues if needed.
    - State problems, not solutions. Often, asking a question is useful.

Room Setups (continued)

Room Setup	Advantages	Disadvantages
1. Classroom	a. Allows for many people. b. Leader is clearly in charge.	a. Encourages one-way communication. b. Encourages side-bar conversations. c. Hard to hear in back of room.
2. U-shape	a. Convenient for 6 to 20 people. b. Easy for leader to have eye contact with all.	a. Discourages small group team-building. b. Reduces getting to know other people. c. Limits movement of leader.
3. Participatory	a. Builds teams. b. Easy for leader to move around.	a. Increases side-bar conversations. b. Requires wide room.
4. Herringbone	a. Allows use of tables for many people. b. Creates center aisle.	a. Hard to hear in back of room. b. Creates impersonal mood.
5. Circle	a. Hard to select a leadership position. b. Good morale for people.	a. Hard to select a leadership position.
6. Rectangle	a. Good for staff meetings. b. Leader can assert control in front of the room.	a. Limits number of people to size of table. b. Encourages discussion.
7. Focused rectangle	a. Creates leadership position. b. Allows for more people than a rectangle.	a. Creates distance between the leader and group.
8. Doughnut	a. Equalizes status of group members. b. Easy to see everyone.	a. Limits number of people to size of doughnut.
9. Office/desk	a. Creates authority. b. Allows intimacy.	a. Can be seen as threatening.

- Help clarify the areas of decision making — "As I understand it, the Wilderness Act does not allow for development of recreation areas. However, it is open to us to recommend classification of this land."

5. Suggest a procedure or problem-solving approach:
   - Point out when it may be useful to move on to the next problem. "I'm wondering if we're ready to move on to . . ."
   - Develop a visible way to make notes for later discussion.
6. Summarize and clarify direction:
   - Summarize your understanding of what the meeting has accomplished and indicate what the next steps will be.
   - When delegating tasks, be sure the "delegate" agrees to accept the responsibility and the time frame.
7. Avoid dominating behaviors:
   - Critiquing of ideas.
   - Making procedural decisions without group consent.
   - Exploiting your role to propose or argue for positions.
   - Providing lengthy comments.

Conducting the Meeting[1, 2]

1. Call the meeting to order promptly.
2. Introduce the members and guests. Consider a group building/get acquainted activity instead of formal introductions for less formal meetings.
3. With cooperation of group participants, establish priorities and decide how much time to spend on each agenda item. Ask the group for additional agenda items.
4. Keep the group focused on the subject by monitoring the discussion and informing the group when it strays from the agenda.
5. Have the group follow the time commitments for each agenda item. A 2-minute overtime may be allowed for those agenda items not completed in the allotted time. During this overtime period, the agenda item should either be completed or assigned as an agenda item for the next meeting.
6. Be attuned to, and help avoid confusion through ground rules. Present the agenda on newsprint or chalkboard. When possible, specify how many minutes can be spent on each topic and who will speak. If anyone takes up too much time on one topic, you can remind the group they need to stay on schedule. This will help move the discussion along.
   - If there is hostility about subjects to be discussed in the meeting, bring it out in the open immediately. For example, you could say, "I'm well aware that there are strong feelings about matters on the agenda today. I know some of you are not happy to be here. I understand how you feel in these circumstances." They should know that you do indeed understand.
   - Keep discussion lively and moving.
7. At the end of each agenda item:

- Check that everyone who wanted to talk was able to contribute to the discussion.
- Summarize or ask someone else to summarize. Make sure the secretary also records the summary.

8. Conduct or ask someone to conduct a feedback session during the last 10 minutes of the meeting. Ask the following questions:
   - Did we accomplish our goals for the meeting?
   - What remains to be done?
   - Was any time wasted? If so, when and how?
9. Schedule the next meeting time.
10. Call the meeting to a close.
    - If the meeting needs to be continued at another time, be sure to recap. At the end of the meeting, give a summary of what has transpired. Be positive and make sure the group understands the next steps. After the meeting, notes of relevant discussion and action plans decided upon should be recorded and distributed to the participants. This will serve as another reminder of responsibilities and assignments. It also becomes a permanent record of actions taken.[1]

After the Meeting

1. See that the meeting room is left clean.
2. Check with the secretary for clarity of minutes.
3. Transfer leftover agenda items to the agenda for the next meeting.
4. Send thank-you notes to guest speakers.
5. Distribute copies of the minutes.
6. Conduct any correspondence necessary for carrying out agenda items.
7. Contact any speakers identified for the next meeting.

Sharing Responsibilities

The facilitator's role is to ensure essential tasks are accomplished smoothly. Others can and should carry out some of the work.

Committees

Contrary to what some critics claim, committees don't have to be "many-headed monsters." Committees can open avenues for sharing work and responsibility among group members. Given realistic goal setting and careful selection of members and leaders, committees can achieve a great deal.

Unless a specific committee job can be stated in writing, a committee is probably unnecessary. Confusion and vagueness about a committee's purpose can lead to frustration. Do not appoint a committee to do a task better accomplished by one person. Re-examine each existing committee and, if necessary, redefine its purpose or eliminate it.[1]

If a committee is proposed, you must be able to answer these questions:

- Why should the committee be established?
- What is its job?
- What are its responsibilities and limitations?
- When should the committee's job be completed?
- What is the budget?
- What other resource are needed and what resources are already available?

It is the parent group's responsibility to define the committee's purpose and specify its limitations and responsibilities. A clear understanding of these factors enables committee members to function more effectively. In new situations, a group may have to develop its own goals within a broad framework.

Standing and Special Committees

Standing committees are reappointed regularly to handle ongoing concerns. Examples include membership, finance, publicity, and program committees. Special committees are ad hoc. They are appointed as needed to accomplish special objectives within a specified time. They rarely exist longer than 18 months. Examples include a special project committee, a building committee, and a one-time special event committee.

Committee Members: Selection and Orientation

Selecting committee members for a particular job is more effective than asking for volunteers. Selection enables you to consider the skills and interests of available people and to ensure that the group is neither too large nor too small to get the job done. Committees of five to nine people usually work well. Some committees have as few as three members; others have more than 15. When the size approaches 15, consider selecting subcommittees or dividing the task among several smaller committees of equal standing.

Orienting the committee is usually the responsibility of the committee chair. Members must understand the committee's purpose and specific assignment. They need to know what is expected of them individually and as a group.

For a committee to be effective, members must accept responsibility. As a member, never accept a committee assignment unless you have sufficient time and interest.

Committees should be appointed when a job is too large for one person. Committees can help define an issue, resolve a complex problem that requires several perspectives, and involve group members in the work of the organization. Planning ahead is a key element for successful committees. With proper planning, committees can reduce the workload of an organization's chair or president.

Committee Chair: Selection and Orientation

Chairing a committee means coordinating committee activities. The chair must see to it that the job is completed and that work and leadership roles are fairly distributed among committee members.

Select a chair that is a team worker — someone who is interested in the job to be done and who can motivate the committee to do it.

Train the person chairing the committee. People are often told, "take the job. There's nothing to it." This approach is both unwise and unproductive. Orientation should acquaint the chair with the specific purpose and duties of the committee, how the committee fits into the overall organization, and what will happen to the committee "product." Consider how the person's interests and skills can be used in chairing a committee. Giving people an outlet for their abilities show them how their personal involvement can help the group. Reverse the usual pattern — rather than trying to make the person fit the job, build the job around the person's skills and interests.

Building the Committee Agenda

An effective committee needs an agenda. A step-by-step outline is occasionally enough, but more often a detailed agenda is necessary. Generalized goals are too vague and provide little direction for committee members. Detailed agendas bring items into clearer focus. Items must be specific, measurable, and realistic. Poor agendas are the biggest cause of committee failures.

Follow Through with Responsibilities

The committee should write a short (one-page) report when requested, when major jobs are completed, or annually. The report should describe how the job was carried out, give suggestions for the next committee, and discuss both successes and failures.

The organization has the responsibility of responding to committees' efforts. Regularly filing committee reports shows acceptance and requires no further action, but does not necessarily imply agreement. Approving or adopting a committee report shows that the group agrees to follow the recommendations in the report. Finally, the parent organization must give the committee feedback concerning the usefulness of its work. Feedback should include how the report or recommendations were used and what results the committee's work achieved.

Summary

An effective meeting begins with a well-prepared agenda and a comfortable physical setting. Learning will be best when the participants are relaxed and the facilitator is well organized and aware of roles. With proper planning, committees have a vital function in the work of a group. The more aware participants are of their roles, the more likely the desired results will be achieved.

References

1. Moore, Dan E. and Lee Hamilton. Skills for Working Together. University Park, Pennsylvania: The Pennsylvania State University Cooperative Extension Service, 1986.

2. "The Meeting Will Come to Order," 4-H 440. Manhattan: Kansas State University Research and Extension Service.

3. "Groups: How they Decide." Family Community Leadership Curriculum, FCL 321. In Family Community Leadership Resource Packet. Pullman: Washington State University.

4. Pitrak, P. and L Hoopfer. Group Dynamite. East Lansing, Michigan: Michigan State University Cooperative Extension Service, 1979.

Learning Activity: *Introductions*

Purpose: This get acquainted activity works both as an ice breaker and for making introductions. It works best when the individuals present are not well known to each other.

Items Needed: None.

Procedures:

1. Find one person in the room that lives at least five miles from you.
2. Team up and gather the information below from your partner.
3. Introduce your partner to the group, using the information gathered.

Name:

Community:

Something you like to do that you are willing to tell someone about.	One of your favorite foods or restaurants.
A place you like to be that you feel good about.	One thing that is happening in the near future that you wish to announce.

Discussion: None

Summary: An activity such as this one generates more enthusiasm and rapport than just "going around the table" having people introduce themselves.

Learning Activity: *Puzzling Puzzles*

Purpose: For group members to communicate and cooperate while working on a task.

Items Needed: Duplicates of patterns of puzzle pictures or cardboard puzzles purchased from a local dime store.

Procedure:

1. Puzzle pieces for each puzzle should be taken off of the puzzle and put in an envelope. There should be approximately 4 to 5 people per group, with each group receiving one puzzle and an envelope of pieces. Prior to giving the puzzle packages to the groups, one piece from each puzzle should be taken out and placed in a different group's envelope, which would ensure that the puzzle could not be put together without the appropriate piece.

2. Pass out the puzzle pieces in the envelope.

3. Instruct the groups to wait until the signal to begin is given, and tell them that they should cooperate and put the puzzles together. The winning group will receive some surprise or token.

4. Once the signal is given, the participants should begin to put the puzzle together. As the participants begin to notice that they are missing a piece or have a piece that doesn't belong to them, they will begin to ask you what they should do. Where is their piece?

5. Continue to walk around observing the participants putting their pieces together. Do not respond or attempt to answer their questions.

6. The groups will generally proceed looking for their pieces, and will discover that another group has the necessary piece. The winning group is the first to put their puzzle together.

Discussion: What did this activity illustrate about communications and networking?

Summary: This activity demonstrates that by networking with group member and asking questions, a task becomes much simpler.

Learning Activity: *Improving Your Meeting Skills*

Purpose: To help determine the difference between good and bad meetings.

To help the group focus on the development of positive, effective meeting skills.

Items Needed: Activity Sheet on following page.

Newsprint, markers, pencils, and paper.

Procedure:

1. Distribute the activity sheet.

2. Have each person complete the sentences on the activity sheet.

3. Divide the large group into six small groups. Assign each small group a question to discuss. Advise the small groups to arrive at a consensus answer (reaction, response, etc.) to their assigned question.

4. Have small groups return to the large group. Ask each small group to report their group's consensus answer to their question, and record their consensus answers on a flip chart or newsprint.

Discussion: Ask the group as a whole:

Were there any similarities among the responses to different questions? For example: Was the best meeting you ever attended (question 1) the same as the meetings that you enjoy attending (question 2)? If so, why?

Summary: Everyone attends meetings. This activity illustrates the reasons why some meetings are better and more productive than other meetings. Once these reasons are recognized and practiced, participants' meeting skills will be improved.

Activity Sheet: *Improving Your Meeting Skills*

1. The best meeting I ever attended was . . .

2. I enjoy attending meetings that . . .

3. To contribute to a meeting discussion, I need to feel . . .

4. I appreciate agendas when they . . .

5. Most meetings could be improved by . . .

6. A good chairperson should . . .

Learning Activity: *Getting a Good Start*

Purpose: When planning a meeting or a discussion, remember that a good start is half the job. In this activity, you will prepare three written items to help you get started.

Items Needed: Pencils, paper, newsprint, markers, and masking tape.

Procedure:

1. Choose an issue that your group may actually use as a discussion program in the near future.
2. Divide into three subgroups. Each group should receive several pieces of newsprint, a pad of paper, and pencils.
3. Have each subgroup select one person who will report back to the larger group.
4. Have subgroups plan and prepare their reports as follows:

- Group 1: Prepare a discussion announcement (agenda) to be distributed before the actual discussion. This announcement should include a brief statement of topic, purpose of discussion, and an outline of main points to be discussed. It may also include background information, if available, and some thought-provoking questions.
- Group 2: Prepare introductory remark(s) restating the topic, the purpose of the discussion, and the ground rules.
- Group 3: Formulate a few appropriate "starter questions." The opening question should be easy to discuss, easy to understand, phrased to provoke discussion, and problem oriented.

Discussion:

1. After an appropriate work time, ask the Group 1 spokesperson to present the discussion announcement. Others should critique the announcement and, if desired, edit it.
2. Ask the Group 2 spokesperson to introduce the discussion. Others can give feedback. The introduction may have to be edited to reflect changes inserted in Group 1's presentation.
3. Ask Group 3 to present sample starting questions. The variety of openness should show how different leading questions take a discussion different ways. Other group members should critique the starter questions.

Summary: This activity demonstrates the importance of getting a meeting or group discussion off to a good start. The observers' critique of the material presented contributes to the positive learning experience.

Unit III: Group/Organizational Leadership Skills

Module 3: Group Decisions

Overview

Important decisions must be made when goals are determined during the problem-solving process, when action is implemented, and when results are evaluated.

To help groups make decisions, the facilitator must guide individuals as they work through the decision-making process each time a choice must be made. Group members must work together to define the problem, identify issues, gather information, list alternative solutions, analyze the consequences of each option, decide on an action, follow through with the action, and evaluate the results.

Groups may use informal methods, such as consensus decision-making, or more formal methods, such as parliamentary procedure, to reach decisions. The most effective method varies depending on several factors: the type of decision, the size of the group, and the timeline.

Objectives

- To improve the ability to work as a group to make decisions.
- To improve individual and group decision-making techniques.
- To assess the appropriateness of the decision-making process to the choice being made.
- To recognize advantages of group decision-making in problem-solving situations.
- To select appropriate methods for the group and the choice to be made.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning — or "learning by doing" — model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies new information or ideas by assessing the results and using the newfound information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Group Decisions

Every group makes decisions. The way a group makes decisions influences how people feel about the group. It can also determine how well the group members support the decision, as well as how they convey their support to others.

Groups make decisions regarding their functions and purposes, plans and programs, community projects, and political activities. The level of group agreement affects the feelings various group members have when decisions are being made. The way a group feels after making a decision becomes especially important if the group plans to have a continuing positive relationship.

It is increasingly difficult today to solve serious problems for two reasons: (1) the complexity of the issues facing organizations and communities and (2) the number and diversity of people who expect to participate in making decisions.

Decision-Making Processes

The following information will provide details on two very different decision-making processes: parliamentary procedure and consensus agreement.

Parliamentary Procedure

The purpose of parliamentary procedure is to help a group transact business efficiently, protect the rights of the individual, and preserve a spirit of harmony.[1]

Some groups avoid parliamentary procedure because they assume it is too complex. Others assume that they need a "professional parliamentarian." Both assumptions are wrong. A basic knowledge can make parliamentary procedure work for your group.

Most people belong to one or more organizations that use parliamentary procedure, thus they need at least a basic knowledge of the correct procedures. Parliamentary procedure's purpose is to help a group transact business efficiently, protect the rights of the individual, and preserve a spirit of harmony.

Everyone in the group must know parliamentary procedure in order for it to work. When some know it and others do not, the rules can actually prevent participation. Even the most formal meetings have a provision for clarifying procedural confusion. Under this provision, called "rising to a point of order," anyone can ask the chair to explain exactly what's going on. If the chair or some other "expert" cannot explain the procedure to everyone's satisfaction, then it is best to begin with a simple motion. Don't hesitate to request a clarification of procedure at any time. If you understand what's going on, but see that a number of people do not, ask for clarification.

Principles

Parliamentary law is simple in principle. It is based on common sense and courtesy:

- Only one person speaks at a time.
- Every member has equal rights.

- Each item presented is entitled to discussion time.
- The decisions of the majority are upheld, but the rights of the minority to offer dissenting opinions and differing views are respected. Most groups get along very well with relatively informal procedures. However, the larger the group or the "hotter" the issue, the more important a carefully planned procedure is.

The Standard Order

Groups often establish a standard order of business to give members a sense of security. Knowing what to expect allows members to focus on relevant issues rather than try to anticipate the unknown. The following agenda outline is commonly used.[2]

1. **Call to Order:**
   "Will the meeting please come to order?"
2. **Reading and Approval of the Minutes:**
   "Will the secretary please read the minutes of the last meeting?" "Are there any corrections to the minutes of the last meeting?" "There being no corrections, the minutes will stand approved as read."
3. **Officers' Reports:**
   a. President — announcements, discussion of agendas and important agenda items, time limits, "ground rules," welcomes, introductions.
   b. Vice president — reports or comments.
   c. Treasurer — given and filed at each meeting, but differs from other officers' reports in that it does not receive formal approval until it has been audited.
4. **Standing Committee Reports:**
   Standing committees are those that are reappointed year-to-year.
5. **Special Committee Reports:**
   These are special project or one-time reports prepared by ad hoc committees.
6. **Unfinished or Postponed Business:**
   Items related to this category are often included in the committees' or officers' reports.
7. **Old Business:**
   If items of unfinished business are included in officers' and committees' reports, no further old business may need to be discussed.
8. **New Business:**
   Ask the group if there is any new business to come before the meeting.
9. **Announcements:**
10. **Adjournment:**

Group decisions with substantive content are generally required in the "Business" sections of the agenda.

Motions

The main motion is the basic tool in formal decision-making. To introduce a motion, a member should first receive recognition from the chair and then state the motion. Motions should begin with the phrase, "I move that . . ." Another member, without waiting to be recognized, may say, "I second the motion." Seconding indicates that at least one other person wants the group to consider the matter. When a motion is seconded, the chair restates it and opens the matter for discussion. Members must be recognized by the chair before speaking to a motion. Normally, the first person asking for recognition is entitled to speak. However, when several members wish to speak at the same time, certain guiding principles should determine the chair's decision.

1. The chair should always show preference to the person who proposes the motion.
2. Generally, the chair should show preference to members who have not yet spoken and to those who seldom speak.
3. If the chair knows the opinions of the various members, he or she should alternate between members who favor the measure and those who oppose it.
4. The chair should confine discussion to what is before the group — the motion!

Kinds of Motions

For most groups, motions are not complicated. Even so, you should be aware of the five types of motions:

A ***Main Motion*** introduces an action to the group. It is always debatable and amendable. Only one main motion may be "on the floor" at a time.

A ***Subsidiary Motion*** proposes to alter, postpone, or temporarily dispose of other motions, usually main motions. Amendments, referring to committee, and tabling are subsidiary motions.

An ***Incidental Motion*** originates in another motion and affects the process of conducting business. Such a motion must be disposed of before action can be taken on the original motion. Motions to close nominations, to rise to a point of order, or to establish a method of voting are common incidental motions.

A ***Renewal Motion*** lets the assembly bring a previous motion back to the floor for reconsideration. Example: taking from the table and reconsidering.

A ***Privileged Motion*** is an action of the entire assembly. For example: taking a recess or adjourning.

Amendments

When someone thinks the right topic is before the group, but would like to see the wording modified, he or she can propose an amendment. The purpose of an amendment is to change a motion already under consideration. After the discussion, the amendment is discussed and voted on. Then the group votes on the motion as amended.

Technically, a motion can be amended, and the amendment to the motion can be amended, but no further amendments may be made. If more amendments are needed, the motion was probably badly phrased in the first place. In such cases, it is better to withdraw the original motion and start with a new one.

The following is an example of how amendments are proposed and voted on:

First Member Recognized by the Chair: "I move that we purchase a new coffeemaker."

Another Member: "I second the motion."

Chair: "It has been moved and seconded that the committee follow through with its report and buy a new coffeemaker. Any discussion?"

Member Recognized by the Chair: "I move that we amend the motion to read, 'a new drip coffeemaker.'"

Another Member: "I second the amendment."

Chair: "Is there any discussion on the amendment to add the word drip before the word coffeemaker?" (Following the discussion, the chair may sense that the group is ready to vote, and say, "Are you ready to vote on the amendment?" The amendment is then voted on.)

Chair: "Since the amendment to the motion was passed, we will now vote on the amended motion, which reads, "We shall purchase a new drip coffeemaker." Is there any discussion? If not, we shall proceed to vote. All in favor say yes. All opposed no. The motion as amended is passed."

Important Points and Terms

- Introduce complicated ideas by discussion; uncomplicated ideas, by motions. This practice eliminates the need for most amendments.
- Unless stated otherwise in the constitution and bylaws, the chair has the right to vote.
- A quorum is the number of persons who must be present at a meeting to take legal action on business matters. This number is usually specified in the bylaws.
- Most motions require a simple majority for passage. If a higher percentage is required, the chair or parliamentarian should tell the group what that percentage is.
- To table a motion means to delay action on it. Unless a specific time is given for removing a tabled motion, the motion automatically comes back for consideration at the next regularly scheduled meeting.
- Occasionally, as the discussion begins to lag, a member of the group may call "Question." Some take this as a mandate to move on a vote. It is not. The chair should call for further discussion and decide if it is time to vote.

Calling "question" is sometimes confused with the very formal parliamentary motion, "I call for the previous question," which is a motion requiring the end of discussion. This motion requires a second, is not debatable or amendable, and requires a two-thirds majority to pass. If the motion is passed, the chair must move immediately to vote on the main motion (without discussion). If the motion calling for the previous question fails, discussion of the main motion resumes.

Consensus Decision-Making

Consensus decision-making is a way of working together, a way in which everyone's values and interests can be considered. It is a process of coming to an agreement on a particular problem or issue.[3]

A meeting conducted by consensus is less formal than one using parliamentary procedure. A problem or opportunity for the group is brought up for discussion, without requiring a formal motion. The group discusses the suggestion, working toward clarifying the issues and the need for action. The leader/facilitator encourages input from all and then guides the group toward making a decision. A formal motion is not made, but the leader states the consensus agreement and checks to make sure everyone is willing to support the decision.

In a consensus process, different interests work together to identify issues, to educate each other about their concerns, to generate options, and then to reach agreements that all sides can accept. This does not mean that all sides will be equally enthusiastic about a solution; rather, participants recognize that it is the best solution available.

In consensus decision-making, the group can take no action that is not consented to by all members. Consensus does not necessarily mean unanimity, where everyone is of one mind and in full agreement with a decision, although it may. Everyone must agree that they can "live with" and support the decision. Consensus is a synthesis of values and ideas rather than one side winning. The consensus decision-making process is different from the use of parliamentary procedures and accepting the vote of the majority. Voting results in a "win-lose situation." Sometimes the losers are unwilling to support the winning position, which hampers implementation of the decision.[3, 4]

Why Use the Consensus Process?

Open communication. People talk with one another regarding their perceptions of the situation, the issues associated with the problem, their concerns and needs, and their ideas about possible solutions. Problems are clearly identified. This exchange provides the basis for designing workable and acceptable alternatives.

More informed decisions. Drawing on the thinking of a diverse group usually encourages greater creativity and a larger number of options. Several options may be combined to make a more satisfactory decision.

Acceptance of the outcome. People who have worked together to understand the issues and who have developed solutions using consensus will see the reasoning behind a recommendation or solution. Seldom will they challenge the results of a consensus decision.

Faster implementation. The process sets the stage for an action plan — who, what, when, where, and how. People will not block implementation if they understand that a plan reflects their interests.

Creation of new networks. Participants establish a constructive relationship with one another that serves the organization or community into the future. As new issues surface, individuals are more likely to contact one another to discuss and initiate joint problem-solving activities.

Cooperative effort. Consensus is a cooperative group effort, and all members have a share in the decision. Members are given the opportunity to propose changes, thus helping the group reach a decision.

When to Use Consensus Decision-Making

Consensus decision-making is an appropriate way to make group decisions. The process can work well whether the group is small or large. With a large group, a sequence of small group discussions is used. Reaching consensus takes more time than just voting, but the outcome is often worth it. The group leader must be willing to share control; group members must be willing to express their views honestly.[5]

The process is especially useful when:

- People must work together over a period of time.
- An issue is complex.
- Many parties are involved.
- The issues are negotiable.
- People are willing to participate.
- The concept of a losing side is undesirable.

There are times when consensus approaches are not appropriate, such as when:

- The group is facing an emergency and quick action is needed.
- The timing is not right, relevant information is not available, or there is not enough time to achieve a consensus decision given mandated deadlines.
- Legal clarification is needed.
- The group is so polarized that productive face-to-face discussions are not possible.
- The level of concern about the issue is not great.

Implementing Solutions

A consensus agreement must also address how the recommendations will be implemented. Along with a description of what is to be done, an agreement should also specify how each decision will be implemented, who will be responsible, what tasks are expected, within what period of time the tasks are to be completed, and where the resources will be obtained.

Steps in Decision-Making

The general decision-making process involves a sequence of steps. Group facilitators and members should understand each of the following steps:

1. Recognize the problem or opportunity. The process begins with recognizing a possible need for change.

2. Analyze the situation. Once a difference is recognized between "what is" and "what could be," study the situation carefully to determine exactly what is causing the difference.

3. Consider the goal or goals you want to reach. The goals you choose are influenced by the values you have — what you believe is important. Becoming more aware of your values and the priorities you put on them helps you see more clearly what is desired.

4. Look for alternatives. Look for as many alternatives as possible to solve your problem — not just the obvious or habitual ones. Creative thinking, reading, and talking to other people may uncover more possibilities.

5. Consider the consequences. One of the key elements of the decision-making process is looking ahead to see "what might happen if we do this." Consider the use of resources: how much time, energy, skill, money, knowledge, and resources are required?

6. Select the best alternative. Look at the alternatives and select the one that seems best for you. If there is no "best" alternative, or none seems satisfactory, perhaps a new alternative can be made by combining some of the possibilities.

7. Act upon the decision. Making a decision doesn't end with choosing the best alternative — it must also be put into action.

8. Accept the responsibility for the decision. Most decisions are made under conditions of uncertainty, imperfect knowledge, and limited resources. You do the best you can with what you've got.

9. Evaluate the results. The outcome or results of decisions should be evaluated to determine their effectiveness.[5]

Negotiating Decisions

Dealing with both your interests and the other person's or group's interest is the basis for negotiating a satisfactory agreement.

In focusing on interest as opposed to positions, recognize that behind everyone's position are interests that are both compatible as well as conflicting. The idea of successful negotiation is to find those interests in common. Pay attention to their interests, ideas, and choices, and generate as many multiple interests as possible.

Separate the people from the problem

Many times people confuse the problem with the personal relationship. When people become angry on a personal level, it is very difficult to reach any kind of solution even though everyone would benefit from the solution. Using your relationship as leverage will tend to damage any ongoing commitment from the other party. When a people-problem has developed, this should be dealt with directly, independently, not as part of the decision that needs to be negotiated.[6]

Listen to understand

In trying to differentiate the problem from the people, it is important that you try to listen and understand what is being said in the meeting. When you talk, you should focus on being understood rather than just making your point. People are less defensive if you talk about yourself rather than them. For example: "I am feeling uncomfortable," rather than, "You seem to be feeling uncomfortable." People are more willing to share their feelings if you can be straightforward about yours.

Try to understand the framework in which the other person is operating. If you were in their situation, what would your viewpoint be about the problem? You have certain ideas, feelings, or fears about an issue. Others may not have the same frame of reference as you do. It is helpful to discuss their perceptions as well as yours and understand their vantage point. When everyone becomes involved in the process of reaching a solution, they tend to have more ownership in the outcome, which is felt by all. Try to find areas where it is possible for you to agree without sacrificing your interests in the negotiation.

Make emotions legitimate in your discussion

Do not react to emotions or outbursts as if they were a personal attack. Deal with those feelings by acknowledging them. Whenever possible differentiate emotions from the facts in trying to solve a problem.

You need to learn from the group why certain ideas are acceptable, why others are not, and how they fit into the underlying interest of all parties. Many interests stem from basic needs, such as economic well-being, recognition, being well-liked, feeling secure, and being seen as a successful human being. Always make sure, if possible, that these needs are being met in any negotiation. A lot of times other people's interests can be met without any compromise of your interests. Be concise and clear about the problem and as helpful as possible in dealing with people.

Allow enough time

Avoid making difficult decisions at just one meeting. Choices are often not satisfactory when they are made before enough information has been generated. They usually end up as a single answer to a complex situation. Generate many ideas and incorporate those in meeting people's needs. There are always many ways to come up with a satisfactory solution.

Try to separate the solution from the discussion of the problem. There should always be a period of brainstorming to generate ideas before the decision is made. The broader you can make the scope of the situation, the more possibilities you generate as options. This suggests that you are trying to identify differing interests and meet as many of them as possible without giving in.

Reaching agreement

Often it is possible to generate an agreement when the various parties understand these kinds of interests and differences. When decision points are near, make it as easy as possible for the other party to accept. This may mean paying a lot of attention to people's feelings, while considering face-saving and relationship building.

In setting out to reach an agreement, try to set up objective criteria that will be mutually acceptable to all parties. Deciding on ground rules, procedures, and data sources are often the first steps to building agreement. Think about the fairness of standards with which you will judge your agreement. Tactics such as fear and threats are not productive in maintaining relationships.[6]

Summary

The decision-making process is a lengthy one that involves a series of steps. By following these steps members will feel the item in question has been clearly analyzed and they have had a part in reaching a decision.

References

1. Moore, Dan E. and Lee Hamilton. Skills for Working Together. University Park, Pennsylvania: The Pennsylvania State University Cooperative Extension Service, 1986.

2. Webster's New World Robert's Rules of Order: Simplified and Applied. New York: Webster's New World, 1999.

3. "Groups: How they Decide." Family Community Leadership Curriculum, FCL 321. In Family Community Leadership Resource Packet. Pullman: Washington State University.

4. Ayres, Janet and Laura Hoelscher. "Leadership Letter." Department of Agricultural Economics and Department of Agricultural Communication Service. Purdue University.

5. "Solving Community Problems by Consensus." Program for Community Problem Solving. Washington, D.C., 1990

6. Tirella, O.C. "Russ" and Gary D. Bates. Win–Win Negotiating: a Professional's Playbook. New York: American Society of Civil Engineers, 1993.

Learning Activity: *How Many Beans?*

Purpose: To make a group decision and compare the results to individual decisions about the same problem.

Items Needed: A large jar filled with any type of beans. Only the leader should know how many beans are in the jar.

Pencil and paper.

Procedure:

1. Introduce the exercise as focusing on the accuracy of a decision made by different combinations of people. Then, set a large jar of beans in front of the participants. (You need to know exactly how many beans are in the jar.) Tell the participants they will be asked to estimate how many beans the jar contains.

2. Have each person, working individually, estimate the number of beans. Record the estimates.

3. Have the participants pick a partner and work out a system for estimating how many beans are in the jar. Again, record their estimates.

4. Have each pair join another pair, and then have the four-person teams estimate the number of beans. Record their estimates.

5. Have those groups pick another foursome and estimate the number of beans as a group of eight. Record their estimates.

6. Have the groups of eight pick another group, and then have the 16-member groups estimate the number of beans. Record their estimates.

7. Ask for the final estimates and then tell the participants the number of beans in the jar. In groups of eight, ask the participants to discuss their experience, how they felt while making the decision, and the way in which they operated in the groups.

8. Finally, ask the groups to build a set of conclusions about the effect an increasing number of members had on the accuracy of a group decision? How did the number of members influence decision accuracy? The conclusions are shared among the participants.

(Continue to Discussion on next page)

Discussion: Ask the group as a whole:

How much did the decisions change from the first estimates to the large group estimate?

Why did members change after talking to others?

Which estimates were most accurate? What conclusions can be drawn from this?

Summary: This activity compares individual decisions to several different sizes of group decisions. It then draws conclusions on which decisions are the most accurate.

Learning Activity: *Tree of Knots*

Purpose: For the entire group to pick up a rope that has been passed around a tree and, without letting go, tie a square knot in the rope against the tree.
This activity provides an answer to the question: "What can I do with 30 feet (9 meters) of rope?"

Items Needed: 30 feet (9 meters) of rope approximately 3/8 inch to 1 inch (9 to 25 mm) in diameter.

Procedure: If you have heard the phrase, "When you reach the end of your rope, tie a knot in it and hang on," this is the realization of that phrase. Your entire group has been exploring a cave, seeing some beautiful rock formations and underground geology in the process. Suddenly, an enormous wind comes sweeping through the cave. In an effort to keep your group together, you begin to tie a strong knot around a pillar using the safety line that you are all attached to.

The solution techniques can vary considerably depending on how the group chooses to pick up the rope. If the facilitator says, "Wherever you touch the rope with your right hand, that hand must remain there throughout the activity," it is possible that some groups will realize that only using their left hands allows them to move anywhere they want. If half of the group picks up each side of the rope (which is very typical), both sides will usually complete about half the work. If a single participant chooses to hold the left side of the rope and the rest of the group is on the right side, it is fairly easy for the single participant to do all the work of tying the knot.

Learning basic knot tying is a teachable moment that can occur prior to this activity. If all of the participants are not familiar with a square knot, having enough rope segments for each participant to create their own knot will be helpful. You can also tie a square knot using a brightly colored rope at eye level on the same tree for the group to use as a model.

Discussion:

1. What was your contribution to the group's effort?
2. Did you have a clear picture of what was needed to tie a square knot?
3. Was it helpful to have an example of the knot to look at?
4. What would have made this process easier?
5. How can we connect this experience to influencing group or public policy decisions?
6. Why is this relevant?

(Continue to Summary on next page)

Summary: This activity illustrates several different concepts. You can think of the rope as an example of resources, and address the question of how best you can use these resources and how people can work together to achieve a goal. Using a square knot instead of a slip or granny knot illustrates the need to be efficient is using our resources. To apply this example to influencing policy decisions, you can think of the knot as a policy decision. Different people approach decisions in different ways, even when the goal is clear. Working together is important to accomplish a goal in a safe and effective way.

Learning Activity: *Wing It*

Purpose: Here is a simple initial problem-solving activity that teaches some useful skills and provides some interesting debriefing opportunities early in the challenge program. The challenge is for each participant to place their own wingnut on the threaded rod, and then for the group as a whole to move all the wingnuts to the far end and off the rod as quickly as possible.

Items Needed: You'll need one ¼-inch × 12-inch long threaded rod and 5 wingnuts for every group of 5 participants. You can creatively cheat and use 4 to 8 participants per threaded rod. This equipment is available at most hardware stores.

Procedure: You might be surprised to know that the solution to many of the problems presented in the challenge and adventure activities is, in fact, NOT the goal of the activity. The goal is typically to assess the ability of the group to function as a team, to work together, to be supportive of each other, and to have fun as a group. See if you can tell what the true goal of this activity is.

Rather than giving each participant their own wingnut, you can provide a bowl of wingnuts and instruct the group to "take as many as you like." The group is then responsible for using each of the nuts they take.

In addition to providing a bowl full of wingnuts, you can also mix in some regular hex nuts. These are probably more difficult for some groups to spin effectively but provide an interesting variation.

Discussion:

1. Were you able to create a plan and then stick to it throughout the activity or did you change techniques during the activity?
2. Do you think that everyone in the group had an equal role?
3. Did you feel pressured to perform?
4. What do you think the true goal of this activity is?

If you happened to be racing against other groups, answer the following questions.

5. Do you think that the equipment you were given was equally challenging?
6. Did any groups appear to have the initial advantage because of the length of their threaded rod or the number of wingnuts they had in their group?
7. Did these groups finish first?
8. What else is important here?

(Continue to Summary on next page)

Summary: This activity shows the group decision-making process. It helps the group to function as a team and be supportive of each other.

** Adapted from Teamwork and Teamplay by Jin Cain and Barry Jolliff. Kendall/Hunt Publishers, 1998.*

Learning Activity: *Nominal Group Techniques*

Purpose: This activity gives practice using the nominal group technique.

Items Needed: Paper, pencils, newsprint, markers, and masking tape.

Procedure: Select a problem confronting your group and use the nominal technique to gather information and set priorities. The nominal group technique involves having all individuals within the group give ideas that are compiled and then rated by each person in the group using a point system. The following (optional) problem may be used if desired:

(Optional) Present this problem:
An anonymous donor has just given your community $1 million to "benefit the community." Your group must decide how to spend the money. Select six to 10 priority projects or places to donate the money. You need not put a dollar amount by the projects.

Discussion:

1. Did all members participate?

2. Were new ideas or attitudes brought before the group?

3. How can this technique be used in groups you work with?

Summary: This activity gives each group member the opportunity to participate and contribute to the group discussion.

Unit III: Group/Organizational Leadership Skills

Module 4: Managing Conflicts in Groups

Overview

Conflict is defined as a "difference of opinion." With that definition, it is easier to see conflict as something that is natural to groups and relationships. Conflict is best dealt with openly. There are many techniques for handling conflict in a positive way.

In creative management of conflict, all parties seek to find common ground — that is, the goals and interests they share. This serves as a foundation for resolving differences. Reframing the issue as a question often makes it easier to look for satisfactory solutions for all parties.

Objectives

- To realize that differences of opinion are common in any community volunteer organization.
- To identify the stages of the conflict cycle.
- To recognize common causes of conflict.
- To identify their own methods for handling conflict.
- To learn techniques for managing or resolving group conflict situations.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity,
- reflects or looks back on what took place by sharing and processing, and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Include time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Managing Conflicts in Groups

Differences of opinion and the resulting conflict are common to any volunteer organization or community group. When people of different backgrounds and interests come together to share decision-making, expect disagreements. Finding common ground and resolving differences will result in a stronger organization or more effective action.

The potential for conflict exists whenever and wherever people have contact. It typically involves one or more of the following:

1. Competing interests or goals.
2. Different ideas about methods to reach the goals.
3. Incomplete understanding of (or hidden) personal values and feelings.

In public decision-making, even when a goal is agreed upon, ways to implement and finance the goal may also be a source of disagreement.

Finding Common Ground

In creative management of conflict, all parties need to find the common ground — that is, the goals and interests they share. This serves as a foundation for resolving differences. Rephrasing the issue as a question often makes it easier to look for solutions satisfactory to all parties. It is helpful for people to:

- Recognize and acknowledge that differences (conflict) exist.
- Facilitate open, accurate communication and active listening.
- Maintain an objective perspective — stay on the issues, not the personalities — while still acknowledging values and emotions.
- Find common interest and goals so everybody agrees on something.
- Make the necessary adjustments, reinforce, and confirm to make the agreement work.
- Remember that conflicting ideas lead to stronger, more effective groups.

Conflict as a Difference of Opinion

Conflict can be defined as a "difference of opinion." With that definition, it is easier to see conflict as something natural to community groups and relationships.[1]

Conflict is often suppressed in favor of group harmony. However, suppressing conflict only drives it underground — it is likely to reappear later in some more destructive form. Also, discouraging strong feelings and convictions reduces group vitality. Conflict can stimulate new thought, lead to more creative solutions, and keep a group aware of the various interests of its members. Conflict brings internal dissension and dissatisfaction into the open, where it can be used in making the group more responsive to its members.

As long as conflict is focused on the job to be done, rather than on personalities, the gains usually outweigh the costs.

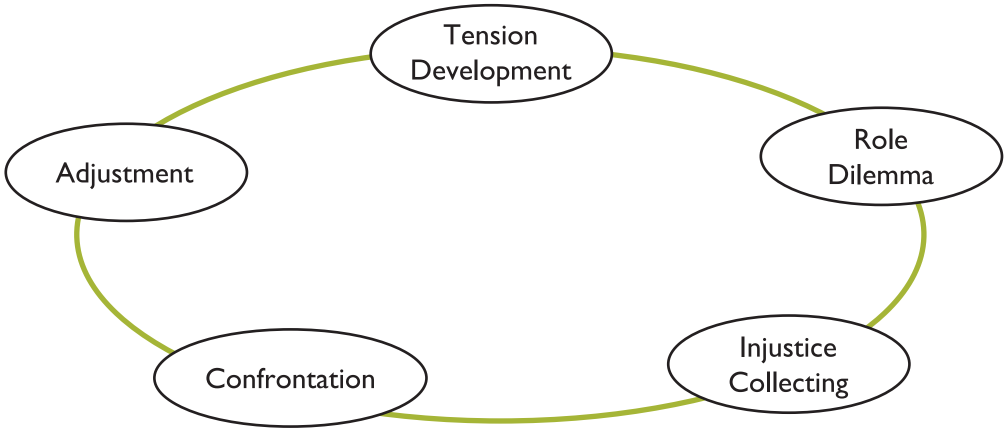
Why Does Conflict Occur?

Some conflict is inevitable in human relationships. Often clashes occur more over perceived differences than real ones. People anticipate blocks to achieving their goals that may or may not be there.[1,2] Conflict often results from:

- **A lack of communication.** Failure to share ideas and feelings allows the other person to "fill in the gap." It is easy "read in" what you think the other person or persons will say or anticipate how they will respond. Then, you often suspect negative things that provoke anxiety, which leads you to look for the worst. If this continues, trust becomes lower and you may become suspicious and defensive.
- **A value conflict in which two people have different attitudes, beliefs, and expectations.** These differences may interfere in making decisions if you are inflexible and hold rigid beliefs about the "right way" to do things. Two people choose different goals or different methods to achieve the same goals because they have different values and beliefs. Because each goal requires an investment of time, effort, and some sacrifice, you often cannot pursue one goal without sacrificing the other to some extent.
- **A lack of effective leadership or decision-making.** Lack of agreement about "who's in charge" or "how we are going to get things done" in any situation can be a source of conflict. For example, if one person in a group expects democratic decision-making (all members have input) and the other expects someone to be in charge and tell the members what to do, they may have difficulty resolving differences of opinion. Then when differences exist, members become sidetracked into a hassle over who will decide or whose opinion is going to be accepted as the "right" one or what the decision-making processes should be. The resulting conflict becomes a "win-lose" struggle.
- **Discrepancies in role expectations.** Difficulties can arise if people see their own and each others' roles differently. For example, if the officers see their role as "running the organization" and the members see themselves as not only contributing information and opinions but also having a real voice in decisions, conflict may arise.
- **Low productivity.** Being able to accomplish tasks and achieve goals is a necessary ingredient in the organizational environment. Therefore, if the task is not done, the chairperson may get angry. If the other person responds to this anger by performing the task, a response pattern of anger is established to get results. Groups with low productivity may use nagging, making trade-offs ("I'll do this if you do that"), and criticizing, but these "motivators" tend to produce only short-term success.
- **Change that causes disequilibrium.** While change is considered to be a "given" for people working and living together, another "given" is that people tend to prefer secure, predictable patterned responses to the unknown. When changes occur abruptly and unpredictably, conflict may follow.
- **Unresolved prior conflict.** As the number of unresolved conflicts increases between people, so does the possibility of future ones. Many people shy away from conflict management because memories of past conflicts still hurt. Probably the most lasting of those "scars" have been caused by conflicts with those they are closest to — family, close friends, and trusted colleagues in volunteer or work groups.

The Conflict Cycle

Conflict tends to follow a cycle, as represented in the following diagram.[2]



Tension Development: As the disagreement or threat begins to develop, the various parties start taking sides. The conflict can appear immediately or over time.

Role Dilemma: People or groups who are involved raise questions about what is happening, who is right, what should be done. They try to decide whether they should take sides and, if so, which one.

(Tension Development and Role Dilemma often happen at the same time.)

Injustice Collecting: Each party begins to gather support. Each itemizes the problems, justifies their position, and thinks of ways to win.

Confrontation: The parties clash. If both parties hold fast to their opinions, barriers may develop. Confrontation may be lessened or avoided by one or both parties making adjustments.

Adjustments: If one party is weak and the other strong, the strong party can win by "domination," but the conflict may reappear. If parties have equal power and neither party decides to change, they can wage a "cold war," each party trying to weaken the other. One party may choose to "avoid" the other. The two parties may choose to "compromise," each gaining a little and losing a little. The two parties can actively participate in looking for a solution that takes care of both parties' needs.

In most organizations and communities, only compromise or working together resolves the conflict over time. Compromise in this context means giving up some of the less important factors, not giving up one's principles. Other adjustments are, at best, short-term solutions.

Methods of Dealing With Conflict

People and groups may use several different methods of dealing with controversy. Some methods focus on preserving the relationship and resolving the issue, while others tend to have negative results.[3, 4, 5]

Avoidance

Some people attempt to avoid conflict situations altogether or to avoid certain types of conflict. These people tend to repress emotional reactions, look the other way, or leave the situation entirely (for example, quit a job, leave school, get divorced). Either they cannot face up to such situations effectively, or they do not have the skills to negotiate them effectively.

Avoidance strategies usually do not produce a high level of satisfaction. They tend to leave doubts and fears about meeting the same type of situation in the future.

Diffusion

Diffusion strategies are delaying actions that try to cool off the situation, at least temporarily. Examples include: resolving minor points while delaying discussion of the major problem, postponing a confrontation until a more appropriate time, and avoiding clarification of the issues underlying the conflict. Similar to avoidance strategies, these tactics typically result in feelings of dissatisfaction, anxiety about the future, and concerns about oneself.

Confrontation

The third major strategy involves an actual confrontation of conflicting issues or persons. Confrontation can be divided into win/lose (power) strategies and win/win strategies. Power strategies include the use of physical force (a punch in the nose, war), bribery (money, favors), and punishment (withholding love or money). Such tactics are often successful from the winners' point of view — they win; the others lose. A closer look at the power struggle suggests that it is probably not this simple. All win/lose strategies suffer from the "conflict trap." The loser has been given justification in her or his own mind for reversing the situation next time. As a result, win/lose strategies, particularly the power strategy, are as much conflict generators as conflict resolvers. The feelings of the loser are the seed from which the next round of conflict will likely grow.

Arbitration

Arbitration is often the result of a fight strategy. When both sides in the fight are equally powerful and have equal rights, a stalemate begins and a third party may be asked to decide the issue.

The problem with this strategy is that when the third party or judge decides between the conflicting parties, the loser seldom feels that justice has been done. The issue has been decided but the hostility carries over and becomes a cause for renewed conflict.

Voting

Voting is a civilized form of fighting. A vote, rather than an open fight, is possible when the following conditions are present:

1. It is possible for participants in a conflict to change their position on the issue if they are convinced (election campaign).
2. There are beliefs and commitments to principles or to an organization that hold the parties together in a continuing relationship (democracy).
3. The participants will generally abide by the preference of the majority.

Compromise

Compromise strategies use negotiation and bargaining in order to "split the difference." The premise behind compromise is that partial victory is better than winning nothing at all. Ideally, in a compromise each side gives up something of lesser value in order to achieve or retain a great goal. Compromise in this context is a form of negotiation. It does not involve giving up one's principles or values. Compromise, at its best, turns into consensus — a win-win result.

Consensus

Consensus seeks to bring all parties in the conflict to a mutually satisfying resolution of the issue. Consensus is possible in an atmosphere where better answers and solutions are likely to emerge from differences. This is often called problem-solving based on common interests.[5]

Synergy

Synergy is the highest form of conflict resolution. Imagine a ping-pong game in which your objective is to return the ball in a way that maximizes the probability that your opponent will hit the increasingly difficult shots successfully. This reverses the win/lose strategy.

Competition is invigorating, but synergy is used to increase mutual winning. The better each play, the more both win — and the more both enjoy it.

Synergistic thinking encourages you to use the mind, resources, and values of others to enlarge the amount of winnings.

In a win-win strategy, unlike power confrontations, both sides can win. The aim of these strategies is to resolve the conflict with a solution that is mutually satisfying to all parties involved in the conflict.

Conflict Management Process

In any group situation, there is occasionally a struggle over guidelines or rules: Who will set them? What kinds of rules exist? What happens when rules are broken?

Guidelines and Procedures

Here are some suggested guidelines that all parties must agree to for the creative conflict management process to proceed. If they don't, the process will quickly deteriorate as people try to "win" as much as possible.

- **Agree that now is a good time to attempt to resolve the conflict.** Allow "prime time" when energy is high and motivation is positive, not when you are angry, tired, or trying to meet a deadline to adjourn.
- **The goal of creative conflict is deeper understanding, not "I win, you lose."** The people involved share a common goal.
- **Review the ground rules for maintaining trust and respect for others.** See if the group wishes to add any others. The group, as well as the facilitator, has a responsibility to see that discussion focuses on the issue and that people listen to one another. Discuss the specific issue or specific behavior, not the person, personality, or motivation. However, emotions should be discussed.
- **Focus on the present.** Avoid engaging in fault-finding from the past.
- **Agree on which sources of information** will be used.
- **Provide "face-saving" mechanisms.** Don't corner the other person. Allow a "time out" if emotions become too intense and then set a time to resume again. Sometimes

you have to agree to disagree. At other times, a trial period to see how something works out will be useful.

After everyone has agreed on guidelines about how to resolve a conflict, implement suggestions for negotiating that consider both the relationship and the issue at stake.

Recognize that personal and emotional issues may be involved. The facilitator's job is to keep both the conflict itself and the processes of conflict resolution from including personal blame and the use of offensive language. It helps to break down a big issue into smaller parts. Increasing the number of points that can be discussed separately offers more scope for negotiation and trade-offs. Bring in factual evidence whenever possible. Skilled negotiators try to re-frame issues and provide different ways to look at the conflicting positions. They focus on interests, rather than on single proposed solutions.[5, 6, 7]

Third Party Mediation

Conflict resolution can often be assisted by a third-party mediator. From time to time, any person may serve as a mediator to help others work out differences.[5]

To be helpful, the mediator must remain neutral. The role of mediator is similar to that of a traffic cop, whose main responsibility is to direct traffic — not promote a given solution or solve the problem for the other parties. The mediator suggests different approaches to resolving conflict, ensures an open and balanced conversation flow, enforces ground rules, and protects the involved individuals from personal attack.

Conflict Resolution

The distinction between conflict management and conflict resolution is important. You can manage conflict by withdrawing, by attacking or overpowering the other person, or by working out a compromise, but these strategies will not resolve the conflict. Each of these strategies carries a certain cost to the relationship. Also, because the conflict is only managed, not resolved, the conflict is likely to resurface.

For a conflict to be resolved, two conditions must be met:

1. A cooperative rapport must be established between the conflicting parties, with a genuine concern for each other's needs.
2. A solution must be found that is acceptable to both sides.

Results of Conflict Resolution	
Successful	Unsuccessful
Better ideas are produced.	People feel defeated and humiliated.
People are forced to search for new approaches.	The distance between the parties increases.
Long-standing problems surface and are addressed.	A climate of distrust develops.
People are forced to clarify their views.	Cooperation may decrease
Tension stimulates interest and creativity.	Resistance develops when team work is needed.
People have a chance to test their capabilities.	Some people leave because of the turmoil.

A solution acceptable to both sides must be found. Not all conflicts can be successfully resolved at a particular time. A willingness to develop a cooperative spirit and to engage in joint problem-solving, along with some specific strategies, are often successful. This is often called interest-based negotiation.

Improving Conflict Management Skills

Most conflict in groups stem from "communication gaps." For the effective management and perhaps ultimate resolution of conflict, two skills are absolutely necessary — active listening and the clear sharing of concerns through "I-Messages."

Listen. The area in which people most often fall short in their efforts to manage conflict is in listening. They often fail to listen to other people — their needs, wants, concerns, fears and feelings behind them. Rather than listening, they come on strong. They question, confront, defend, and use power and influence to overwhelm the others. They feel they have heard and understood the other person's view. They instead focus on getting the point across. They try to convince others of how right they are. They bring rational, logical ideas to bear, but with limited results.

In order to manage conflict effectively, you first have to listen.[4, 6] You must:

- **Stop talking.**
- **Give the person total attention.** You are not listening if you are thinking about what you are going to say next.
- **Be attentive.** Get in a straight line with the person. Assume an open posture and make regular eye contact. Physically react — smile, nod your head in agreement, take notes. Clearly show through your actions that you are listening.
- **Open the door.** Invite the person to share his or her thoughts, feelings, or frustrations about the issue at hand. Use phrases such as: "Tell me about it." "Go on." "Good point."
- **Reflect.** Summarize back to the person what has been said. "You feel..." "You are concerned with ..."
- **Reflect the feelings** as well as the words spoken: "You were quite annoyed over..." Reflective listening clearly shows that you are listening, develops rapport, and ends miscommunication.
- **Probe.** Ask for more information: "Please explain what you mean by..." Don't interrogate — seek to clarify the person's needs, interests, and concerns.
- **Show genuine interest.** Not until people feel listened to, understood, and respected in their views will they be open to your views.
- **Use "I-Messages."** Active listening is key to your effectiveness in conflict management. Conflict is not, however, resolved through listening alone. You must also clearly convey your opinion, needs, concerns, and feelings — hopefully, to the other person's understanding and respect. Only then can collaborative problem-solving begin.
  The "I-message" provides an effective means for expressing your thoughts in an assertive but non-threatening manner. It simply involves expressing your concern, needs, opinion, or feelings through an honest, straightforward statement that begins with the word "I": "I'm concerned about…" "I would prefer if we…" "I was embarrassed by…","I suggest…"
  Take care to express yourself in a direct but non-threatening, non-judgmental manner.

Much conflict is resolved through a simple process of shifting back and forth between active listening and "I-messages." This allows the parties to clarify and understand each other's needs and concerns and the feelings behind them. As you begin to better understand each other's points of view, you move on to collaborative problem solving — to the resolution of the conflict. The key is having a willingness to be involved in the process of listening and sharing clear "I-messages."[4, 7]

Techniques to Remember

1. Initiate an open and honest discussion about the conflict.
2. Be assertive, but not aggressive. Do not be afraid to state your own position, but do it in a non-threatening way without attacking the other person.
3. Communicate the idea that even though you disagree with their views, you still love them as a person. (This is similar to the idea of telling a child that even though you may not like some bad behavior, you still love the child.)
4. Again, affirm your positive feelings for the other person. This will often open the door to more acceptance on their part. Your positive affirmation of them removes some of the threat from the disagreement and makes them more open to change.
5. Don't be reluctant to consider compromise. Meet them halfway.
6. Suggest that the other person consider a compromise. Find a common ground of agreement. Use it to help resolve the conflict.
7. Consider the use of humor to help defuse the tension in arguments.
8. Every argument seems to have at least two "innocent victims" who are each suffering a "wrong" from the other. Examine your own behavior. Are you being unreasonable or inflexible?
9. Remember, constructive conflict resolution begins with your actions, feelings, skills and willingness to change.
10. Outline a plan of action to resolve a particular conflict. What are you going to do to try and resolve the conflict? How do you expect the other person to respond? What will you do if they don't behave in the expected way?
11. Keep conflict resolution efforts constructive. Gently challenge their views, but never threaten their person.
12. Initially, you can begin your conflict resolution efforts by building a mutual climate of trust. Work together with the other person on a joint cooperative effort. Cooperative interaction builds trust and has a powerful positive effect on the relationship between two people.
13. Refrain from "labeling" the other persons' position. If you label their ideas as "wrong," "simplistic," or "ridiculous," it will elicit an equally negative reaction from the other person and may cause them to get defensive.
14. Avoid "no-win" situations where, even if you win, the relationship costs are too high a price to pay. Is the issue of the conflict really worth the grief it may be causing?
15. Define the conflict. Actually write out the issues on a piece of paper. Think small. The more limited the definition of the conflict, the easier it will be to resolve.

Summary

Conflict can be managed by withdrawing, by attacking, by overpowering the others involved, or by reaching a compromise, but these do not resolve the conflict and it is likely to resurface. To truly resolve the conflict, a cooperative rapport must be established between the conflicting groups, with a concern for each other, and a solution must be found that is acceptable to both sides.

References

1. Dunn, Douglas. "Community Leadership and Resource Development." Tucson: Arizona Cooperative Extension, 1986.

2. Robinson, Jerry Jr., Roy A. Clifford and Carol Louise Moorhead. *Management In Community Groups.* Illinois: University of Illinois at Urbana–Champaign,1974.

3. Griffin, Charlie. "Creating a Win–Win Environment in the Workplace." Presented at: Kansas State University's Annual Extension Conference Workshop. Manhattan, Kansas, 1989.

4. Lindgren, Herb. "Managing Conflict Successfully." Presented at: University of Nebraska Cooperative Extension Service Workshop. Lincoln, Nebraska, 1990.

5. Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd ed. Bruce Patton, editor. New York: Penguin Books USA, Inc., 1991.

6. Pfeiffer, J. W. and L. D. Goodstein. *The 1982 Manual for Facilitators, Trainers, and Consultants.* University Assn., Inc., 1982.

7. Walker, James L. and Lilly J. Walker. *The Human Harvest, Changing Farm Stress to Family Success.* Brandon, Manitoba, Canada: Brandon University, 1987.

Learning Activity: *Fish Boning — An Exercise in Conflict Resolution*

Purpose: To address the following case study and to determine the best recommendations to resolve the issue.

CASE STUDY:

Your organization has always had a Christmas Bazaar and Craft Sale. The strategic planning committee has recommended that this tradition be discontinued in favor of more emphasis on educational programs. However, the organization is desperately in need of money to restore the treasury balance and finance future projects.

Your group is the subcommittee that must make a recommendation to the executive committee about whether or not to accept the planning committee's recommendation.

Use the fish bone diagram to chart your group's ideas on ways to resolve this issue. What will be the recommendation?

Items Needed: Pencils, paper (see attached Fish Bone exercise form), newsprint, marker, and masking tape.

Procedure:

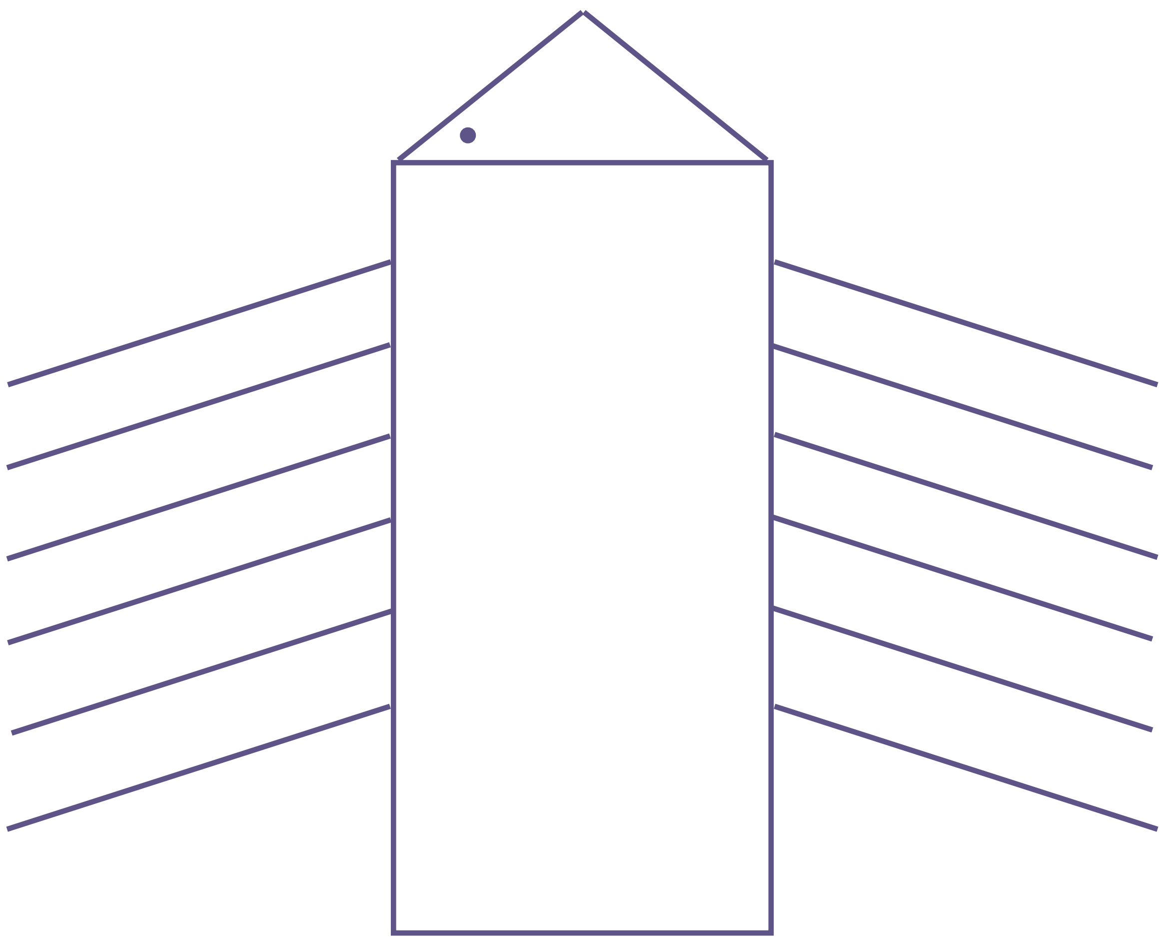
1. Agree on the problem or opportunity. This time, create an example. In real life, spend enough time discussing the problem (or opportunity) to be sure everyone is clear on a definition. Often group members move to proposed solutions too soon.
2. Select a leader to keep the process moving along.
3. Each individual should think of at least three solutions. Jot them down in the space below the fish so you don't forget them.
4. Go around the group and have each person suggest one solution. Everyone should write it on a "bone" line. Don't discuss them yet.
5. Go around again. Suggest a different solution, and write those down. Again, don't discuss yet.
6. Now, look at the total list. Have each person decide which solution he or she favors and why. Don't indicate your choice yet.
7. Begin with the person to the leader's left. That person should state which solution he or she picked and why. (Argue briefly in favor of your solution).
8. The next person on the left should indicate his or her best solution choice and tell why. Continue until everyone has had a turn.
9. With the group's help, the leader should look for similarities. Is there a consensus? If not, identify your sources of disagreement or conflict. Have people repeat (or add to) their original state-

ments (reason or arguments) to describe why their solution is the best. See whether you can compromise or reach a consensus now. If not, vote on the two top choices.

Discussion: Take a minute to reflect. Think about how you feel about the results of this exercise. Think about your own style of dealing with conflict and the method(s) the group used. Now, report back to the group and discuss the results and the feelings that were produced.

Summary: Groups must deal with conflict. This activity addresses a conflict situation and comes to a consensus on a solution.

Fish Boning — An Exercise in Conflict Resolution



Jot down your ideas here:

Learning Activity: *What Are Your Attitudes on Conflict?*

Purpose: To determine how the participants feel about conflict and the best ways to manage and/or resolve conflict.

Items Needed: None.

Procedure: Indicate the extent to which you agree or disagree with each statement by placing a check on the continuum.

1. The presence of conflict means something is wrong in a relationship or organization.

Strongly Agree — **Undecided** — **Strongly Disagree**

2. The success of individuals within an organization depends on their ability to ignore conflicts and concentrate on getting the job done.

Strongly Agree — **Undecided** — **Strongly Disagree**

3. The best way to deal with conflicts is to smooth them over as much as possible.

Strongly Agree — **Undecided** — **Strongly Disagree**

4. Most conflicts won't be resolved until one person or party accepts defeat.

Strongly Agree — **Undecided** — **Strongly Disagree**

5. Conflicts are inevitable simply because the needs of individuals are different.

Strongly Agree — **Undecided** — **Strongly Disagree**

6. Conflict is resolved by bringing rational, logical ideas to bear when emotions are high.

Strongly Agree — **Undecided** — **Strongly Disagree**

7. The use of force, law, or authority is often necessary in resolving conflict.

Strongly Agree — **Undecided** — **Strongly Disagree**

8. The only lasting basis for resolution of conflict is restoration of trust between those involved.

Strongly Agree — **Undecided** — **Strongly Disagree**

9. It is not possible to manage conflict successfully when personally involved in the conflict.

Strongly Agree — **Undecided** — **Strongly Disagree**

10. To manage conflict successfully, it is important to deal with both facts and feelings.

Strongly Agree | **Undecided** | **Strongly Disagree**

Discussion: After participants have completed the worksheet, ask for a quick show of hands to how the participants responded. (Remember that they may choose the option to pass if they are unsure or unwilling to share their opinions, because this may be a sensitive area for some.) Each of the statements is open to interpretation, so there are no definite right or wrong answers.

The following suggestions describe the usual situation.

1. *Disagree* — Conflict is normal in healthy relationships. Conflict in an organization or between individuals or groups doesn't mean that something is wrong, but rather that something is going on. There is a lack of information, misunderstanding, or unmet personal or job-related needs.

2. *Disagree* — Getting the job done to everyone's mutual satisfaction requires dealing openly with differences of opinion (conflict).

3. *Disagree* — Smoothing things over doesn't help. It only postpones.

4. *Disagree* — Accepting defeat is difficult for most people. If handled properly, conflict can be resolved to everyone's mutual satisfaction. Conflict is successfully resolved by taking a "win-win," rather than a "win-lose" approach. When conflicts end up "win-lose," the side that lost usually feels alienated even if they have "accepted" defeat.

5. *Agree* — This is a good definition of conflict, although there are others who often address conflict in specific contexts.

6. *Disagree* — Logic and rational advice are rarely effective in dealing with emotions. Feelings are involved in all conflict. Effective conflict management must begin with the feelings and then move to the facts. To ignore the emotions ensures failure.

7. *Disagree* — Force sometimes works with children, but rarely with adults. The use of force, whether physical or through fear of legal sanctions, may drive the conflict underground. It will resurface again and again. Force seldom resolves conflict, though it may manage it for a time.

8. *Agree* — Conflict is resolved only through restoration of trust and mutual respect.

9. *Disagree* — The individual's involvement is the key to effective management of conflict. People may seek assistance (a third party) to help in the process, but resolution primarily depends on the parties involved.

10. *Agree* — Unfortunately, in dealing with conflict people often tend to focus on the facts and avoid the feelings. Feelings must be dealt with before the facts if conflicts are to be resolved.

Summary: Differences of opinion and conflict are common to any community group. When people of different backgrounds and interests are brought together for community or group decision-making, differences of opinion are to be expected.

Learning Activity: *Neighborhood Problems*

Purpose: To identify stages of the conflict cycle.

Procedure:

1. Select one or more of the following letters, which describe a neighborhood problem.

2. Divide the group into small groups of five or six. Ask one person to read the letter aloud. The group's task is to decide which stage of the conflict cycle this letter represents (not to try to resolve the conflict).

3. Have someone in each group report back to the total group. There may be some overlap between stages.

4. Remind group members that conflicts are usually easier to deal with if addressed early in the cycle.

Letters:

I. Road Improvement

Dear Neighbor,

Have you noticed the wear and tear on all our cars? We know that the small amount of grading on our road isn't enough to take care of the chuckholes and mud puddles.

In the past, we've tried to form an improvement district for our area, and most people have opposed it because of the cost.

Now there are revenue-sharing funds available to pay half the cost. We would all have to agree to give up some of our frontage. Probably only about 10 feet would be needed to widen the road and put in drainage ditches.

Some people have been opposed because they would have to move their fences, take out trees, and shorten driveways. A few are concerned about property values. Other people favor the idea because it will make a better neighborhood and there is federal money to help share the cost.

I would like to invite you to a meeting next Tuesday night to discuss this possibility.

II. Crowded Classrooms

Dear Parent,

Have you seen how crowded the first- and second-grade classrooms are at Sunflower School? Many parents think the children are not getting as much individual attention as they need in the first years of school. They say all children will learn better, especially slow learners and those with learning disabilities, if the classes were smaller. As it is now, teachers are busy keeping order instead of having time to teach.

Some parents think that changing the student/teacher ratio means hiring more teachers and needing more classrooms. They worry about costs and higher taxes. Other residents, particularly those without children, just don't seem to care.

Please come to the Sunflower School PTO meeting next Monday to discuss this situation.

III. Snack Foods

Dear Parent,

Have you heard that the Extension Council is going to make a decision about the kind of snack foods the vending machines in our 4-H/Youth Camps will sell? Because some parents have complained about the candy in the vending machines at one camp site, the council had them removed in all the camps in the state.

A policy for the sale of snacks on camp property is probably a good way to settle this. But, some parents are upset. They think their children will want to leave the camp to buy snacks.

Other parents don't want snacks to be so readily available because children have been choosing snacks instead of eating the camp food. If snacks are sold at the camp, they should at least be nutritious food, they say.

Let's get together and talk about this at next Monday's Extension Council meeting

Discussion:

1. Is the issue worth the effort to resolve it?
2. HOW important is the other person/group in the conflict?
3. Will talking about the issue improve our relationship and/or productivity?
4. Are we willing to spend the necessary time and energy talking about the issue — and even more important, the necessary time and energy listening?
5. Is there a "bottom line" — something we are not willing to give in on?
6. What will happen if we can't negotiate this item? (Remember that agreeing to disagree may be an option. This is often the case where personal values are directly involved.)

Summary: The conflict cycle goes from tension development, to role dilemma, to injustice collecting, to confrontation, and finally to adjustment. This activity assists in identifying these various conflict stages in the examples provided.

Learning Activity: *"I-Messages"*

Purpose: An "I-Message" is a technique that can be learned quickly. An "I-Message" allows you to tell people what impact their behavior has on you. At the same time, it lets them decide whether or not to change that behavior. Since you describe your responses and do not evaluate behavior or suggest changes, you are not forcing them to accept your ideas.

A "You-Message," however, often makes others feel badly, and as if they have to defend themselves. Then they resist making any change at all. "You-Messages" can be orders, commands, blaming or name-calling statements. They can provide unasked-for solutions. Or, worst of all, they can be threats. This activity demonstrates how to use "I-Messages."

Items Needed: Copies of the activity below (including the situations) and pencils.

Procedure: An "I-Message" consists of three parts:

1. The specific behavior.
2. The feeling you experience because of the behavior.
3. The tangible effect of the feeling.

Example:

a. "When you tap on your desk with your pencil I feel upset because I get distracted."

b. "When I try to help you and you don't say anything, I am confused because I don't know how you feel about my help."

Practice using the "I-Message" by adapting the statements below. Pattern your messages after the two examples and use this guide:

When you

(behavior)

I feel

(impact of behavior)

because

(explanation)

Situations:

- Your co-worker on a committee keeps telling you the workload is too heavy and, consequently, you should not bother making an effort to turn reports in on time.
- You co-worker does not seem interested in helping you re-organize the office filing system so it will be more efficient.
- You and a colleague are organizing a fund-raising event. The colleague doesn't do his or her agreed upon task of arranging publicity.

Counter any defensive responses with reflective listening. Summarize back in your own words what you understood the person's verbal message and feelings to be: "You feel . . ." "You think . . ." "I can see your point." When people become defensive, it is generally useless to keep stating further "I-Messages." Instead, take time to listen. Restore mutual respect.

Discussion:

1. Was this a difficult task? Why or why not?
2. Describe how it felt to summarize back in your own words what you understood the others person's verbal message and feelings to be.
3. How does it feel to let someone know what impact their behavior has on you?

Summary: The "I-Message" provides an effective means of expressing your thoughts in an assertive but nonthreatening manner. It simply involves expressing your concerns, needs, opinions, or feelings through an honest, straightforward statement that begins with the word "I."

Unit IV: Community/Public Policy Leadership Skills

Module 1: Dealing With Change

Overview

The changing environment in American society in general — and in organizations and communities in particular — accentuates the need for strong leadership at the local level. No matter how competent an individual is, one person cannot take the responsibility or provide all the resources and expertise for solving a community's problems. Citizen involvement and leadership are key ingredients in solving the many social, economic, and infrastructure problems many individuals and groups face.

Adapting to, managing, or creating change are different ways to deal with change. A vision to be developed and shared, as well as communication, problem-solving, decision-making, and many other skills are needed to help deal with change in a positive way. Understanding change from a personal perspective builds a foundation for managing change in broader contexts.

Objectives

Participants will:

- Understand how change occurs for individuals, organizations, and communities.
- Identify attitudes and skills needed to manage change in a positive way.
- Develop strategies for dealing with organizational change.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Dealing With Change

Change has always been part of the human condition. What is different now, however, is the pace of change, and the prospect that it will come faster and faster, affecting every part of life. Changes occur so quickly that many people often feel they do not have time to adjust before more change takes place.

Change can be defined as any planned or unplanned alteration in the status quo of an organism, situation, or process. Change may happen through transmission — without deliberate or conscious social actions or decisions — or through transformation, which occurs as a result of planned or conscious social decisions or action.

Planned change is an intended, designed, or purposeful attempt by an individual, group, organization, or larger social system to directly influence the status quo of itself, another organism, or a situation.

Leadership and Change

One of the key parts of the leadership process is dealing with change. Individuals face change in many different ways. This may vary with the nature of the change and whether it is voluntary (i.e., chosen), or involuntary, happening without control or choice. Sometime it is possible to predict a change, while other changes occur in an unpredictable fashion.

Communities and organizations also experience transitions and changes. The culture of an organization or community is a composite of the individuals who live, work, or belong. Organizational change is any planned or unplanned alteration of the status quo that affects the structure, technology, and human resources of the total organization.

Stages of Change

Three stages of change can usually be identified: endings, the neutral zone, and new beginning.[1,2] Change can often be examined by starting with an ending.

Endings

The ending is actually the beginning of the transition. An end marks the death of the old — old habits are given up. Loss of a spouse, close friends moving, children leaving home, daughter and son-in-law moving back in, or a change in jobs are just a few examples of what could be described as endings.

In each of the above examples, something is always given up. In other examples, even when the change will involve a new opportunity such as getting married or getting a new job, there is an ending to an existing pattern of behavior.

Neutral Zone

The bridge between the ending and a new beginning is characterized as the neutral zone. Typically, there is a struggle with the situation, and there is mourning. It should be a time when you talk with someone about what you are experiencing and process your experience and feelings.

Information is gathered about the situation, and options and their probable consequences are identified. Experimenting with the new beginning starts, and new plans are made.

Beginning

New goals result from the planning process. New relationships are established. New or different ways of using time, money, or other resources are developed.

Gradually, different patterns of goals and behavior develop, possibly with different sources of satisfaction.

Reactions to Change

It is important to accept the neutral zone. Individuals can reduce the feeling of being trapped by finding productive things to do. It's important to maintain health and allow time for reflection and discussion. Remember that transition tends to bring on a crisis of identity for everyone, whether as an individual or as a member of a group. A community going through change may experience a similar crisis. Remember that you influence transitions and/or changes in your life, in your community, and in your group.

Many attitudes about change and diversity are formed in childhood. Diversity has many dimensions: some are visible, others are not. Many changes involve becoming more inclusive in relationships. As people become more aware of these multiple dimensions, they can better appreciate and value others. Analysis of the reasons for one's beliefs can begin with thinking about roles and role models in a variety of situations. Personality types also differ in their attitudes and acceptance of change.[3]

Most people find it helpful to have strategies for dealing with change. A plan can help a person cope with unpredictable changes as well as the predictable ones. During times of change and transition, values may be examined and either affirmed or revised. Your personality also affects the time needed to process and adjust to change.

Organizational Change

The principles in dealing with personal change and organizational change are very similar. Organizations are composed of individuals. When change occurs within an organization, individuals are affected. They can resist or accept the change that is proposed.[4] Typical reactions include:

Resistance to Change

- Tradition is threatened: "We have always done it this way" is a common comment.
- It is perceived as illogical: Costs seem greater than benefits.
- It is perceived as self-serving: Who is promoting it? Is there a personal benefit?
- It lacks clear intention and direction: Change evolves slowly. Rarely are all parts in place at the very beginning.
- It brings on fear of the unknown: This fear can produce a reluctance to trade the known (the way things are now) for an uncertain, new way.
- Positions are threatened: Will the change bring reorganization? Will power positions change?

Acceptance of Change

- The need for change is recognized.

- It is logical: Its merits are understood.
- People are involved in the change: Because they are part of it, they support it.
- It is non-threatening: Jobs will not be lost and there will be no pay cut. If this is not possible, there will at least be recognition of the problem and some strategies to help those affected.
- Its intention is very clear.
- It is perceived to have a low risk level.

Strategies for Dealing with Changes

You can make changes in many ways. Two very different styles for initiating change are summarized here. A variety of strategies for each illustrates the difference between these styles.[4, 5]

Collaborative Strategies

A collaborative strategy is one in which you work with the group to identify needs and generate new ideas to solve a problem. Collaborative strategy may involve the following:

- Providing information about the problem.
- Presenting other courses of action (such as programs and procedures).
- Requesting support for new approaches to the problem (such as new forms of service delivery).
- Appointing a task force to study and recommend alternative approaches to the problem.
- Creating new opportunities to express ideas and feelings, build trust, and learn better ways to communicate with each other.
- Appealing to conscience, ethics, and values, with a focus on the common good.
- Persuading by logical argument and presentation of data.
- Pointing out the negative consequences of continuing a specific policy.

Adversary Strategies

To bring about change using adversary strategies, you must work against the group — trying to influence people to adopt proposed changes. Adversary strategy may involve the following:

- Submitting petitions that set forth demands.
- Confronting the group openly in agency meetings and public forums.
- Bringing sanctions against the agency through external funding, standard-setting, and professional agencies.
- Publicly criticizing and exposing organizational practices through the communications media.
- Calling strikes or picketing.
- Engaging in litigation.
- Bargaining to negotiate differences and to develop compromise solutions.

Conditions for Change

Three conditions must exist for effective, planned change to take place within an organization or community:

1. Surplus resources must exist or be created.
   These resources may come in a variety of forms and can be developed in a variety of ways. They might include dollars, skills, time, information, or other resources. They can be in place as surplus resources, or be created through such actions as a budget cut or reallocating funds, attainment of a grant, or other donations.

2. The implications of change must be clear.
   A lack of clarity will bring resistance.

3. Time must be available.
   Time is critical in decision-making patterns. When many people must be involved in reaching an agreement, a long-term plan will be needed.

Leadership and Organizational Change

Understanding how organizational change takes place is not easy. Knowing how decisions are made, and who is making them, is critical in working toward implementing change within an organization. The first step in understanding organizational change is to identify or classify the types of organizations according to their decision-making patterns.[4]

Three types of organizations can be distinguished: directive, mixed, and developmental organizations.

1. Directive: Decision-making takes a minimum of time because participation in decision-making is limited.

   Change comes through:

   - Use of authority or coercion.
   - Directives "from the top."
   - Establishment of emergency rules to deal with crises.

2. Mixed: Decisions require a moderate amount of time. More people are involved, so decision-making takes more time than in directive groups.

   Change comes through:

   - Bargaining more than coercion.
   - Some exploitation.
   - Compromise over difficult issues.

3. Developmental: Decision-making is usually the slowest in this type of organization. More people are involved, and there are more decision-making levels.

   Change comes through:

   - Cooperation (team-oriented).
   - More creative alternatives or solutions.
   - Pressure for action from the bottom up.

- Reciprocal adjustments.

Becoming a Change Agent

Three categories of people are often involved in making changes in an organization: change initiators, change implementers, and change adopters.[4, 5]

Change Agent Categories:

1. **Change Initiators** — see that something needs done. Convert issues into a need for change.

Categories	Examples
First Liners: The first to confront resistance to it.	Present a topic on child abuse at a club meeting.
Patrons: Give money and endorsements	Organizational sponsorship of a candidate.
Demonstrators: Promote public discussion.	Working mothers petition school board for after-school daycare facilities.

2. **Change Implementers** — work to make the change an accepted practice.

Categories	Examples
External Experts: Have special knowledge.	Include public policy topic in every meeting.
External/Internal Experts: Know the internal system. Come as external consultants.	Hold series of meetings on topics featuring inside and outside speakers.
Internal Experts: Work with members to implement the change over along period.	Select committee project to work on during the year.

3. **Change Adopters** — practice new behavior.

Categories	Examples
Experimenters: Will try it. Normalize the change.	Try to use a new method of evaluation.
Maintainers: Don't want to fight it.	Implement new program approaches.
Users: Accept changed product or service.	Select a chairperson to institutionalize change.

Summary

Change does not come easily for many people, and those initiating change need to remember that most attitudes about change are formed in childhood. A leader must know the stages of change. If the leader is familiar with strategies for dealing with the change, a plan will help everyone cope with unpredictable changes as well as the predictable ones.

References

1. Bridges, W. *Transitions: Making Sense Out of Life's Changes.* Mass: Addison-Wesley Publishing Co., 1980.
2. Culler, Carol and Greg Tillson. "Be Prepared for Change," FCL41. Family Community Leadership Program. Corvallis: Oregon State University, 1985.
3. Walker, Katey and Carol Young. "Diversity and Ethical Decision-making." Association of Leadership Educators Conference presentation, July 1998.
4. Robinson, J. and R. Clifford. "Change Implementation in Community Groups." North Central Regional Extension Publication No. 36-6. Ames: Iowa State University Extension Service, 1977.
5. Ottaway, R.N., ed., *Change Agents at Work.* Conn: Greenwood Press, 1979.

Learning Activity: *Moving With Change*

Purpose: This activity illustrates some of the ways people experience change on a daily basis. It also gives participants the chance to stand up and stretch!

Items Needed: A large enough space to move around.

Procedure: The leader will read the following paragraph and statements to members of the group:

"I will read some typical changes encountered by Kansans. If you have experienced this change, please move to the left or right as instructed.

Everyone who had a birthday last month......................Move 1 left

Those who retired last year ....Move 4 right

Planted a garden this year ....Move 3 left

Became a grandparent in the last year ....Move 2 right

Moved to a different home last year ....Move 4 left

Purchased a new car in the last 2 years.........................Move 2 left

Changed jobs in the past year....................................Move 1 right

Will become a parent within the year...........................Move 6 left

Gone back to school...Move 3 left

Changed the color of your hair.................................Move 4 right

Dropped out of an organization
within the last year ....Move 2 right

Took on chairmanship of an organization
within the last year ....Move 1 left

Remodeled or repainted within
the past 6 months...Move 4 right

Voted in a recent election ....Move 2 left

Had a child move out of, or back into your home
within the last year...Move 1 left

Had to get bifocals in the past year ....Move 4 right

Participated in a training session
(including this one) ....Move 1 left

Discussion:

1. Were you surprised at the many different types of change you have recently experienced?
2. How do you, as an individual, regard change?
3. Do you like it or get upset by change?

Summary: Some of the changes are voluntary, some are not. Change may also be predictable or unexpected. For many people, change is usually less stressful if it is voluntary and predictable. However, individuals with different personality types, and living in different situations and cultures, may regard change in very different ways.

Note: *The questions may be adapted to focus on a particular topic or audience.*

Learning Activity: *Flower Pot*

Purpose: This activity helps people learn more about change and their attitudes toward change, as well as illustrating some skills needed to manage change. Participants will learn:

- That pots can be broken.
- That pieces are important.
- How to organize a task.
- The value of cooperation.
- The value of patience.
- How to control frustration.
- It's okay to think outside the box.

Items Needed: Paper sack, small clay flower pot, roll of tape (if you have more than one group, use a variety of tape, including masking, duct, electrical, scotch, first-aid adhesive, etc.), and written instructions with the following message:

1. Put the pot in the sack.
2. Break the pot.
3. Use the tape to put the pieces together

Procedure:

1. Form small groups of 6 to 10. Ask for two volunteers from each group to serve in a special role and come forward for their instructions. One volunteer is the Group Leader; the second volunteer is the Group Observer. Give them their instructions separate from each other.

   GROUP LEADER: Read the set of instructions to the group leaders. Ask them to give leadership to their group to complete the task.

   GROUP OBSERVER: Ask the group observer to use all their senses to observe the activity. Also give them the following questions to help them complete their task.

   a. What styles of learning did you observe?
   b. To what extent were the different styles recognized and accepted by other members in the group?
   c. How did the group face or handle those with different learning styles?

d. To what degree did all members get to participate in the activity?

e. To what degree did the leader let the members help design the plan to break the pot? Put the pieces together?

f. What leadership styles emerged? Which one(s) were more effective?

2. Then, give each group a sack containing the flower pot, a roll of tape, and written instructions. Give them 10 minutes to complete the task.

Discussion: At the end of the time allotment, ask the following questions:

1. What reflections did you have on this experience?
2. Ask the group leaders about their experiences.
3. Ask the observers to share what they observed.

To add another dimension to the activity, assign one person in each group to be "differently-abled":

- Loss of use of hands: wears mittens
- Loss of sight: blindfolded
- Loss of mobility: have to stay seated in chair
- Loss of hearing: uses foam ear plugs
- Loss of speaking: can't talk

Then also ask:

- What were the signs or evidence that the group made an effort to include those who were "differently-abled"?

Summary: Frequently, people associate change with loss or giving up something (the pot is broken). Although things will never be the same again, change can bring new configurations, which may be satisfactory — or even more interesting than before. Individuals with disabilities, or just a lack of experience, may find change harder to manage than others.

Learning Activity: *Future Squares*

Purpose: This activity helps people see change in many different ways. This may vary with the nature of the change and whether it is voluntary (chosen), or involuntary (happening without control or choice). Sometimes it is possible to predict a change, while other changes occur in an unpredictable fashion.

Items Needed: Paper, pencils, newsprint, magic markers, and masking tape.

Procedure:

1. In each category below, ask participants to list recent changes or events from their lives.
2. Let participants share their examples with each other. Write the examples on a blackboard or newsprint.

Discussion:

1. Do you prefer changes that are predictable or unpredictable? Why?
2. Are you more comfortable addressing changes that are voluntary or involuntary? Why?

Summary: Most people find it helpful to have strategies for dealing with change. A plan can help cope with unpredictable and involuntary changes as well as the predictable and voluntary ones. During times of change and transition, values may be examined and either affirmed or revised.

	Voluntary	Involuntary
Predictable		
Unpredictable		

Learning Activity: *Imagine That*

Purpose: To encourage participants to practice creative thinking by responding to unusual questions.

Items Needed: Imagine That worksheet and pencils (one for each participant).

Procedure:

1. Distribute one copy of the Imagine That worksheet to each participant. Explain that individuals should use their imaginations to answer each of the 10 questions as fully and descriptively as possible.

2. Allow approximately five minutes for this part of the activity to be accomplished.

3. When the participants have finished, ask them to gather into small work groups. The group members should discuss their answers, giving some reasons why they responded as they did.

Discussion:

1. Which questions were the most difficult to answer? Why?

2. Were there many similarities between one person's answer and others in the group?

3. Did other members in your group have difficulty making a connection between your imagery and the concept? Why?

4. How do we use similar descriptions in our everyday communication?

5. How does creativity help in problem-solving strategies?

Summary: This activity illustrates how creative thinking can relate to different concepts. It also indicates that there may be many unique strategies to choose from in solving problems.

** Adapted from Getting Together: Icebreakers and Group Energizers by Lorraine L. Ukens. Copyright © 1997 by Jossey–Bass/Pfeiffer. San Francisco, CA.*

Imagine That Worksheet

1. What shape is a **WISH**?

2. What color is **TODAY**?

3. What temperature is your **CAREER**?

4. What does a **HUG** sound like?

5. What does your favorite **SONG** feel like?

6. What does **QUALITY** smell like?

7. What does **HAPPINESS** taste like?

8. How much does **ANGER** weigh?

9. What is the distance of your **LIFE**?

10. What is the texture of **SUCCESS**?

** Adapted from Getting Together Icebreakers and Group Energizers by Lorraine L. Ukens. Copyright © 1997 by Jossey–Bass/Pfeiffer. San Francisco, CA.*

Unit IV: Community/Public Policy Leadership Skills

Module 2: Strategic Planning and Mobilizing Resources

Overview

Why are some groups — committees, organizations, or communities — able to plan and complete one project after another? Others seem to get little accomplished except complaining and bickering. Why are outsiders sometimes able to quickly help a group identify problems and suggest solutions that have perplexed local people for years? On the other hand, why do outside experts sometimes suggest solutions or goals that community members are unwilling to support?

Part of the answer lies in having a vision supported by everyone involved. Another part of the answer lies in knowing how to organize and what steps to follow. Still another part is the ability to align people and other resources to put a plan into action.

There are many different models and processes for planning and action. Most include development of a vision and goals, an assessment of the existing situation, identification of strengths and weaknesses, formulation of an action plan, and finally implementation and evaluation of the plan. Involvement of all citizens or members in the process is a key factor in success. Enough resources must be obtained or created to make change possible.

Objectives

Participants will:

- Identify the key factors in developing a strategic plan.
- Define the concepts of vision, mission, goals/objectives, strategies, and action plans.
- Describe some techniques for helping a group develop a strategic plan.
- Explain ways to align resources with planned directions.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and

- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Strategic Planning and Mobilizing Resources

The meaning of a purpose cannot be wholly conveyed by the words of charters and mission statements. Organizations and committees use the vision of a desired future to represent and communicate their purpose. This vision embodies people's highest values and aspirations (for self-actualization, excellence, service, and community). It inspires people to reach for what could be and to rise above their fears and preoccupations with current reality.

The process of creating visions enables people to clarify and realize what they really want, independent of what presently seems possible. It encourages them to develop their visions of the future and then builds a bridge between the current and desired states. Building the bridge may require problem solving, but the solutions are likely to be less limiting, more effective, and more satisfying.

Strategic Planning

Strategic planning provides a systematic approach to planning for future development and allocating needed resources for anticipated changes. Strategic planning considers possible future events and trends, and then bases planning and resource allocation on anticipated changes. Implementation strategies link the plan with resources and action.

The crux of strategic planning is "anticipated" change. The organization plans for the future by envisioning what the future will be like.[1, 2] The questions to be asked are "How will the future be different?" and, "What decisions can we make now, based on this perception of the future?" How can the group move toward their desired vision for the future?

Why Use Strategic Planning?

Strategic planning is for small groups, for organizations, and for communities as a whole.

Strategic planning considers possible future events and trends and then bases planning and resource allocation on anticipated changes. The central focus of strategic planning is on dealing with change.

Implementation, as well as visioning and goal setting, are important components.

Both the product (the actual plan) and the process of development have important benefits. Effective strategic planning encourages consensus-building. The process enables people to work together more effectively for a common purpose.

A good plan attracts people and resources. It identifies short-range and long-range goals that can be monitored for success. Communication among stakeholders is also made easier. Strategic planning helps people look at the big picture, rather than just parts or one issue in isolation, and considers how the parts fit or relate to the whole. The focus is on critical issues and actions, rather than overwhelming details.

Learning and experiencing a process that focuses on a more holistic, rather than a fragmented approach, helps build synergy and make good use of resources. People are motivated when they determine where they want to go and develop the methods to get there.

What Type of Structure and Process is Needed?

Strategic planning deals not only with the long-term, but also the short-term and the intermediate planning period. Thus, those involved should be working toward goals that address important issues for the next one to six months as well as issues that will take longer to resolve.[2, 3]

The process is inclusive rather than exclusive, and all interested citizens should be encouraged to participate. However, it is important to identify people who have a large stake in the community and personally invite these individuals or their representatives to participate in the process. If these stakeholders are excluded, whether intentionally or not, the strategic planning process will be weakened.

It is extremely helpful to have an outside facilitator (someone not directly involved with the community or organization) who understands the planning process. This helps the group keep its focus, lets group members express their opinions fully, and avoids bias.

Strategic planning has benefits whether an organization or collaborative group is newly formed, has been around for several years, has no plan in place, or is in need of reviewing and refining an existing plan. A variety of different models are available. Two examples are described here.

The VMOSA Model

The "VMOSA" model or framework for the strategic planning process is one effective model.[4] It consists of a:

Vision **M**ission **O**bjectives **S**trategies **A**ction Plans **A**ction Steps

Several definitions and criteria are used in this model.

The Vision: is the dream — the idea of the way things ought to be. The vision should be shared by all, stated concisely, and be easy to communicate. It serves as the guide for setting directions.

The Mission: tells what and why. It also needs to be clear, concise, and easy to communicate. The mission will be more detailed than the vision. It often refers to the general purpose of the organization, or the beliefs and culture of a community.

The Objectives: describe measurable results. They indicate how much will be accomplished, how well it will be done, and in what time period. Objectives should be specific, measurable, achievable, relevant, and timed. (In some models, objectives are referred to as goals, or more specifically, "Smart Goals." When goals and objectives are distinguished, goals are a general statement of intent, while objectives are more specific.)

The Strategies: tell how the objectives will be met. They also should be specific, measurable, achievable, relevant, and timed.

The Action Plans: indicate what steps will be taken, by whom and when. They add another step to the strategies by initiating a plan for action.

Action Steps: answer questions such as,

- What?
- How much?
- By whom?
- When?
- Costs?

These steps, taken together, provide clear guidelines for directing organizational or community change. The steps should be clearly written down and in sufficient detail so they provide an effective guide and monitoring function.

Strategic plans should engage multiple sectors in the community, include all the stakeholders, and identify community changes.

Building consensus requires dialogue to ensure that the proposed changes are regarded as important, feasible, and sufficient. Compromise among different interest groups is usually needed. Both the actual change and the method of achieving the change must be included in the discussion.

Vision to Action Model

Another model is the Vision to Action process, which helps a community or an organization:

- identify its vision for itself;
- specify its mission and purpose;
- find its niche; and
- focus on strategies and action projects to reach that vision in light of the community it serves.

This relatively recent approach to community building through modified strategic planning incorporates identifying assets, building capacity, bringing diverse players together, building on community strengths, and finding common ground.[5]

The Vision to Action Planning Process is based on the following questions as a framework:

- Where have we been?
- Where are we now?

- Where do we want to go?
- How will we get there?
- How will we know when we get there?

Definitions and criteria in this model include:

The Vision: addresses the question of **what**. What are the ideal characteristics? It is a description of what things would be like if they were what you wanted. A vision is not concerned with how to get to where you want to go, just where you want to go.

Strategic Priorities: the conditions that must exist in order to create successful action projects.

The Action: what needs to be done to move the community closer to a vision element.

The Action Project: work ready to be done, an action planned in detail. Includes specifically what needs to be done, who can do it, when it will be done, and how it can be accomplished now that it is a project ready for work.

Other Models

Other frequently used models include determination of a shared vision, and identification of weaknesses, barriers or limitations. Characteristics may also include identification of strengths or assets, and development of top priority goals and action steps.

Many approaches today endeavor to place more emphasis on asset preservation and development, and less focus on needs or problems. Sometimes this seems to be just a matter of wording, but a more important result is the ability to maintain and promote a positive approach.

Some Tips on the Planning Process

- Be inclusive.
- Manage conflict.
- Use brainstorming rules.
- Be efficient.
- Communicate products of planning.
- Provide support and encouragement.

Aligning and Mobilizing Resources

One or two individuals, or a small group, usually take charge of mobilizing resources and setting a strategic plan in motion. The larger planning group will have prepared the overall blueprint. They should have worked to separate needs from wants, since people who are emotionally involved in an issue may confuse their own "wants" with community "needs." It's essential to sort out which issues are the important ones. Priorities are set as groups determine which is most important, which is second in importance, third in importance, and so on. Then, the correct sequence and strategies for attacking the top priorities are developed in detail. This may involve further refinement in the overall plan as human and other resources are developed and aligned with the goals.

In most cases, the nominal group process is the best technique for setting priorities. Others may be considered, including an attitude survey, group discussion, and consensus building. Again, involve as many people as possible.

Review Goals and Objectives

If you are in charge of "mobilization" or fund-raising, determine what needs to be done about each priority and state it as a goal. Then, break the goal down into more specific objectives.

Remember that a goal is a general statement of intent. An objective tells who will do what by when. Well-written objectives are challenging, realistic, specific, measurable, simple, and not too confining. These terms are often used interchangeably, so it's important to specify the level of action expected.

Assess Resources

What human, financial, and physical resources are available to carry out the objectives? If the resources are inadequate, for any reason, then the objectives may need to be rewritten to make them more realistic.

Techniques that may help assess resources include a local resource inventory, public meetings, or discussions with individuals who are aware of the area, state, and federal resources. Most potential donors or contributors prefer to contribute to a specific project, so framing your requests in this way will be helpful. Communities can take advantage of both local and outside resources.

Alignment/Agreement

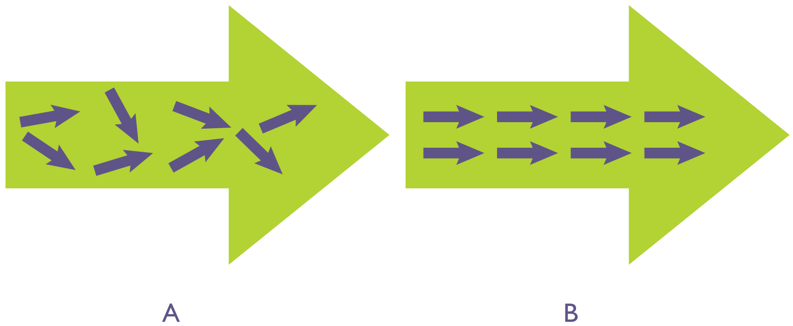
Alignment is the special condition wherein people operate freely and fully as part of a larger whole. It is created when people see their group's purpose as an extension of their personal purposes. People who are aligned identify with the organization and consciously assume responsibility for its success. They naturally support each other out of a recognition that "We are a part of the same whole."

Alignment is more than people agreeing on where they are going. A strategic planning session may produce agreement on joint goals and individual objectives, while generating a lot of immediate enthusiasm and commitment. Several months later, however, even though individuals are keeping their agreements, collective goals are not accomplished, people are dissatisfied, and there may be a pervasive feeling that the plan is not working. In most organizations and communities, people have fundamental agreement on general goals, but these groups lack alignment. Alignment deals with the more inspirational aspect of purpose or vision, while agreement often deals with the mechanics of goals and objectives. People who agree may be saying no more than, "We share the same good ideas."

People in aligned groups are more likely to keep their agreements with each other because of their deeply felt personal commitment to a common purpose. They also are more capable of both disagreeing about ideas and resolving these disagreements because their commitment enables them to transcend their differences. Financial and other non-human resources also must be carefully aligned to fit the group vision and goals.

Aligned groups value personal power, because when people are fundamentally committed to the same direction, the increase in their individual power increases the total power of the organization.

Consider a group of people within an unaligned organization (A). While people are generally moving in the same direction, which could be viewed as the purpose of the organization, they are somewhat unaligned, or pulling in different directions. By contrast, people in an aligned organization (B) pull in the same direction.



Revise the Plan

The objectives as well as activities for meeting the objectives should be included in the plan. The plan should specify individuals' responsibilities and a time by which each activity will be completed. The plan coordinates all the resources so the overall goal is accomplished logically and efficiently.

In delegating responsibilities, keep in mind that some people are willing to help plan, some will legitimize, some will provide resources, and some will be workers. If planners are called on to be workers, they may rebel and fail to deliver. Using people in the wrong roles is a common mistake. Be sure people are committed to do specifically what the plan requires of them.

Implement the Plan

Constantly refer to the written plan to guide the work.

Techniques needed at this point include effective communication, conflict resolution, group dynamics, and publicity. If the plan has been carefully written, individuals who have the necessary skills will have the responsibility to use those skills at the right time.

In some communities, people lack some of the critical skills or at least the confidence to use them. In that case, the community should organize training to develop necessary skills before plunging ahead.

Evaluate Results

Encourage feedback from everyone involved. As people implement the plan, they will invariably run into snags. Everything cannot be anticipated in the plan. At this point, it may be desirable to adjust the plan to make it more realistic before proceeding. Maintain an attitude of flexibility, which will enable minor adjustments or, if necessary, a major adjustment where the entire plan must be rewritten due to a major snag.

When you think the project is completed, check the objectives to be certain nothing has been overlooked. You may want an outsider to conduct a formal evaluation in some cases.

You will at least want to record what you did, right or wrong, to improve chances of success on future projects.[3]

An Ongoing Process

The process described above is sequential. However, once you get into aligning resources with objectives, you may want to change your thinking. When you backtrack to make changes, follow the effects of those changes through each succeeding step.

Summary

The difference between a group accomplishing many projects and a group that seems to get little accomplished is in having a vision supported by everyone involved. This vision is not enough, though, as the group must know how to organize and what steps follow. People must also be aligned and resources lined up, before the plan can be put into action.

References

1. Darling, David L., Jr. and Steven G. Bittel. "Strategic Planning for Community Development," (L-830) Manhattan: Kansas State University Agricultural Experiment Station and Cooperative Extension Service, February 1991.

2. Kolzow, David R. "Strategic Planning for Economic Development." Shiller Park, IL: American Economic Development Council, 1988.

3. Woods, Mike D., and Gordon Sloggett. "Strategic Planning for Economic Development in Rural Areas and Small Towns in Oklahoma," AGEC #859. Stillwater: Oklahoma State University Extension Service, 1988.

4. Kansas Health Foundation. "Grant Application Guidelines." Wichita, Kansas, 1998.

5. Vision to Action, a Planning Process. Iowa State University, Cooperative Extension Service, unpublished materials, 1999.

Learning Activity: *Point North**

Purpose: To illustrate that everyone may not be headed in the same direction (both in the context of a place of movement and in decision-making).

Items Needed: None.

Procedure: Ask all participants to close their eyes for about 10 seconds and then ask them to remain with their eyes closed and to take their right hand and their pointer finger and point north. As soon as everyone is pointing, ask the participants to open their eyes.

Discussion: What does this activity illustrate about giving good directions or to understanding someone else's direction and interest?

Summary: The point of this activity is to be sure that people examine their understanding of the direction in which they might be heading as well as other people and not to assume that everyone is headed the same way if it hasn't been discussed.

[*] Adapted from More Energizers and Icebreakers by Elizabeth S. Foster–Harrison. Educational Media Corporation, 1994.

Learning Activity: *Goal Tending*

Purpose: To let participants work in groups to practice setting and achieving goals.

Items Needed: A tennis ball; a wastebasket; a chair; index cards (one card for each subgroup); felt-tip markers (one marker a different color for each group); masking tape; a flip chart. In the meeting room, place a wastebasket approximately 8 feet away from a designated starting point (which you can mark with masking tape on the floor). Place a chair 3 feet in front of the wastebasket (5 feet from the starting point).

Procedure:

1. Explain to the participants that after subgroups are formed, the chosen representatives of each team will attempt to bounce a tennis ball in front of the chair so it clears the chair and drops into the wastebasket.

2. Divide the entire group into at least two teams with a maximum of six members each. Distribute one index card and a felt-tip marker to each group (each group should receive a separate color marker for identification purposes.) Explain the follow rules:

   a. Each team will select two representative players.

   b. Each player will have three chances to bounce the ball so that it goes into the wastebasket. Each player will be allowed one practice shot before the actual "tournament" begins.

   c. Each team needs to set a goal based on the total number of successful shots it anticipates making (e.g., 2 players x 3 balls = 6 total attempts per team). Stress that the goal should be realistic, yet challenging. Allow the teams a few minutes to choose their representative players and set goals. Each group should record its goal on the index card provided.

3. Collect the cards, which you will use to post the groups' goals later. Next, start the game by instructing two designated players from each team to throw the tennis ball three times per representative player. Note the number of successful attempts on the flip chart and record the total for each team.

4. Compare the stated goal and the number of successful throws for each team. Report the results by recording the team color, the goal, and the actual successful attempts on the flip chart.

Discussion:

1. How well did you do in accomplishing your goal?

2. How did you determine who would represent the team?

3. How did you determine the goal?

Summary: This activity utilizes the nominal group process in setting goals and developing an action plan. It also examines the process of determining and achieving goals.

Learning Activity: *Juggling**

Purpose: To pass an increasing number of objects between group members using a somewhat random but established pattern. If your group has ever felt like they were juggling too many jobs at one time, this activity is probably ideal for them.

Items Needed: A variety of soft, colorful, diverse objects that can be tossed without hurting anyone. Useful objects include: tennis balls, horseplay balls, beanbags, plastic fruit, flying disks, pieces of upholstery foam, stuffed animals, inflatable pool toys, rolled-up socks, pillows, and balloons.

Procedure: Typical presentation, storyline, or metaphor:

Well, it is the end of the month, and there are still 40 things left to do before the close of business today.

It takes concentration to keep all of your most important projects going. See how many of these critical projects you can keep moving for 2 minutes. You may want to prioritize which projects are the most important and protect these the most.

In addition to varying the size, shape, and texture of the objects, this activity can be greatly altered by having the participants wear gloves. Provide a variety of gloves such as new medical examination gloves, cotton work gloves, knitted mittens, slick ski gloves, cycling gloves, welding gloves, etc. Even the best athlete will be humbled by their performance using gloves. Playing with your non-dominant hand is also a challenge.

Another variation includes having the participants say their name as they receive the object, or say the name of the person they are passing the object to. Players may also make a unique sound as they catch the object.

It is important to establish a pattern by passing a single object across the circle of participants. Make sure participants know that they are passing the object to the same person each time. This means that there are only two people that each person has to watch, the person they are receiving the object from, and the person they are passing the object to. Start a single object randomly across the circle of participants, passing it to every participant before returning it back to the starting position. It is sometimes helpful to have group members hold up their hands until they have received the object. This helps to identify which members still need to receive the object.

Discussion:

1. What is the maximum number of "projects" your team could handle at one time?
2. Was it easy to concentrate during this activity?
3. What was most distracting during the activity?

4. Were you pleased with the performance of the person tossing the objects to you, and the person receiving the objects thrown by you?

5. What would have improved your efficiency in this task?

Summary: There are many goals that need to be accomplished within the confines of a community. How the leadership in communities sets goals and prioritize resources often becomes a juggling act. This activity illustrates the complexities of juggling too many jobs or goals at one time, especially when a few unforeseen variations are added to the mix.

* *Adapted from Teamwork and Teamplay by Jin Cain and Barry Jolliff. Kendall/Hunt Publishers, 1998.*

Learning Activity: *Finding the Connection*

Purpose: To network with people and identify and share resources.

Items Needed: 3” × 5” cards and pencils.

Procedure: Give each person a 3” × 5” card and a pencil. Tell participants not to write their names. Instead, tell each to write:

1. Something you like to do for fun.
2. Something you would like to get information or help on, for example, How to find a walking partner.
3. Some information or skill you have that you could share with others. (Make it fairly general for purposes of this activity. For example, “Computer word processing and printing.”)

Ask members to put their cards face down on the center table. Mix them up a bit.

Each person in turn draws a card. If someone gets her own, she should put it back and draw another. If it’s the last card, she can pretend it’s someone else’s.

After drawing cards, the first person reads aloud the first item on the card and tries to guess whose card it is. If the guess is NOT right, let the group try to guess . . . just one or two tries. If unsuccessful, the person who wrote the item should introduce herself.

Have the next person repeat the process. Continue until all cards are drawn.

Then say:

“Now, let’s put this exercise in the perspective of networking. Please stand up and move around the room, introducing yourself to someone, if you don’t know them, and asking whether they can help you with the second item on your card (what you need) or whether they can refer you to someone who could. If you know everyone, just select someone, and ask for help. If the resource person is someone in the room you know, that’s great. Go ahead and talk to that person. If not, ask if they know a person outside the group who might help.

If you’re not doing well at connecting, discuss with someone near you the type of information or expertise you wrote down as the third item (information or skill you could share).”

Discussion: Ask for members to share questions or experiences. With most groups, sharing of their own experiences is helpful and fun. Watch the time, and keep the discussion moving to avoid too much repetition. You may want to emphasize the idea of exchange . . . giving as well as receiving.

Summary: The characteristics of this activity are similar to initiating a network. The idea is to create connections in order to give and receive help. Think about who you are, what you can offer, what you want to get.

Unit IV: Community/Public Policy Leadership Skills

Module 3: Public Issues

Overview

Public policy education, more often called public issues education, is the process of helping citizens clarify public issues, explore alternative solutions, and analyze the consequences of different policy choices. No choice or option is favored by the educator. Public issues education also includes helping people develop the ability to convey their opinions to the appropriate decision-makers and bring about change.

Advocacy, in contrast to education, means working for a particular candidate or party, or working toward a particular choice or solution to a public problem. Organizational or professional maintenance is the process of generating support and retaining funding for programs in an organization or profession.

Although the methodology is similar, there are important distinctions between these three approaches. Each have quite different goals, but they are often grouped together and labeled generically as "public policy involvement." The distinction is important because public issue educators should be as neutral as possible, without imposing their personal values on their clientele.

Objectives

Participants will be able to:

- Identify issues in their communities.
- Analyze a public issue in terms of the underlying problem and options for resolution.
- Communicate effectively with policy makers and other citizens.
- Learn how to find or develop groups interested in local or state issues.
- Identify different goals and methods for public policy involvement.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Public Issues

Do you have an idea that could benefit your community? Is there a concern in the back of your mind that keeps nagging at you? Is there a law that needs updating, or a community problem that someone should do something about? Could that someone be you?

Public concern about a policy issue develops over a period of time. Frequently, people become disturbed by a particular situation, resulting in discussion, tension, and conflict, which, in turn, leads to a search for solutions. There are often many issues surrounding a problem or concern.

The terms "public issue" and "public policy" can be defined in several ways. A private problem or issue becomes public when consequences of individual or group action go beyond those directly involved. And, there is an effort by others to influence those consequences. As more people become involved, leaders and interested citizens become aware of the concern. Discussion clarifies and defines the problem or opportunity — the gap between "what is" and "what could be." The issue emerges as different ideas about what could be done are developed.[1, 2]

Public issues are controversial because different groups of people are affected in different ways. Even when a goal is agreed on, different ways of reaching the goal and/or financing the new outcome may be favored by different individuals or groups. An advantage or benefit for some may be a disadvantage or cost for others. For example, the problem may be a community's high rate of illiteracy in adults. The policy options might include reading programs, parent education, or school policies to reduce dropouts. Doing nothing (maintaining the status quo) is also an option.

Public policy consists of statements or principles underlying government action. Policy is expressed in local, state, and federal government action as legislation, resolutions, programs, regulations, appropriations, administrative practices, and court decisions. Less formal policy also includes customs and traditional ways of doing things.

The Issue Evolution Cycle

Public issues and policies can be examined from many perspectives. They have consequences that affect society, either directly or indirectly. The effects may include social, economic, and environmental impacts. They are felt by all individuals, families, industry, agriculture, management, labor, consumers, producers, and taxpayers.

Issues usually evolve gradually over time, although sometimes a crisis may precipitate a need for rapid action.[1, 3] The issue resolution cycle generally includes these stages:

1. Growing concern and interest.
2. Involvement of officials and/or citizens.

3. Specification or framing of the fundamental issue (not just a list of symptoms).
4. Identification of alternative solutions (including maintenance of the status quo).
5. Determination of consequences of each alternative.
6. Selection of one alternative (or combination of several).
7. Implementation of the choice.
8. Evaluation.

Issue Evolution Cycle

Issue Analysis

Public issues can be studied in many ways. You must learn the facts; there is no substitute for information. You must also learn about other people's points of view. You must distinguish between facts, myths, and values. Remember that people with different values and goals can reach different conclusions from the same facts. Frequently, not all facts can be discovered. This is particularly true when the impacts of a choice will not be known for many years. The following suggestions will help guide your study.[4, 5]

1. **Define** the problem.

   Identifying the problem is the foundation of issue analysis. Try to state the basic problem in neutral terms, or as a question, rather than in terms of a symptom or proposal for change.

   Then, determine the issues relating to the problem. They may originate from many sources, such as citizen groups, educators, consumer activists, governmental bodies, business groups, or combinations of these groups.

2. **Explore** the possible alternative solutions and their consequences.

   Controversial issues are accompanied by strong opinions. It is important to gather as many facts as possible in order to make a thorough evaluation. Make a complete list of alternatives and consequences so the data you gather will provide the balance you need for objectivity. Avoid classifying the consequences as advantages and disadvantages, since an advantage for some persons may be a disadvantage for others.

Some possible consequences or impacts are listed below. Depending on the particular situation, some will be more important than others to different groups of people. Ask yourself about the effects or consequences of a policy choice on:

- Family
- Health or safety
- Freedom of choice
- Quality of life
- Environment

Be sure to consider the long-range implications of the consequences to avoid costly mistakes and reduce the need for a future reversal. Also remember that there are many individual variations within categories such as families and employees.

3. **State** your position.

   Think through all the choices very carefully. Your decision will be based on both facts and your values. Then, go on to examine the issue in terms of the policy-making process. When you have reached your conclusion, write it in your own words with your own reasons for reaching your decisions. Writing helps you clarify your thoughts and makes it easier to discuss your opinion with others. Dialogue with others who have different viewpoints is helpful at this stage.

   As an educator, you provide information in as neutral and objective a way as possible. As a citizen leader, you may advocate for a particular choice of action or for support of your organization or group. Whether your goal is to get a law passed or to establish a community project or program, your position will be strengthened if you can provide information about the human, financial, and physical resources available, as well as possibilities for obtaining or developing other necessary resources.[1, 2, 5]

4. **Determine** the current status of the issue.

   It is usually best to become involved in an issue as early as possible. The further it progresses from discussion to action, the more difficult it is to make a substantial contribution.

   Find out if the issue is in the discussion stage, or what action may have been taken. Has a resolution been passed or a regulation proposed? Has legislation been introduced?

5. **Find out who** will be affected by the issue.

   Is the issue local, or does it affect a large segment of society? Who has the most to gain or lose with respect to the issue? How does it affect you as a consumer, taxpayer, or citizen? Are there citizen or consumer activist groups, professional associations, or other organizations working on this problem?

6. **Determine where** the issue will be decided.

Will it be decided at a local, state, or national level? Who has the authority and jurisdiction to make the decision? Will it be decided by a legislative body, commissioners, or a regulatory agency?

7. **Find out when** the decision will be made.

   Is this an issue that will be decided in the near future or over a period of time? This will determine your schedule of action. All too often, people do not register their opinions until a decision has already been made.

8. **Recheck** the status of the issue.

   Before taking action, recheck the status of the issue. During your study process, the issue might have advanced further along the route to a decision. It is important to know the current status so your opinion is directed to the proper source.

Moving Toward Action

Citizen participation means that individuals exercise their freedom of choice to decide when, where, and how they might become involved in community decision-making. This choice is fundamental to a democratic society. Individuals participate when they have reasons important to them. People get involved in different issues, activities, and groups to the extent that their personal needs and interests are appealed to and met.

Most citizens are willing to become more involved in the decision-making process, but they may hesitate because they don't know how to get started.[6] Factors promoting participation include:

- Learning how the government or policy-making process works.
- Developing leadership and communication skills.
- Analyzing issues and finding possible solutions.
- Building networks and coalitions.
- Mobilizing human, financial, and community resources to accomplish goals.

A citizen who wants to be more effective in analyzing issues and influencing policy decisions has many choices. The first thing to do is get information and decide how to participate. Everyone who votes or attends a fund-raising event for a favorite candidate, cause, or political group is starting to influence public policy. Attending meetings and discussion groups is a good first step, particularly for the person who is somewhat hesitant.

You can join and support an organization working to establish or support the activities you favor, lobby on your own, or work for candidates who share your views. Lobbying means influencing other people's ideas — it need not be a formal action only at the capital. Self-confidence is gained through study, practice, and experience.

What's Your Style?

Some people enjoy being "center stage," others prefer "building the sets." Both make important contributions. Citizens with experience in basic organizational skills offer valuable services to any study group or political action group. Those who are willing to share information (names, contacts, phone numbers, community backgrounds), who can make and follow through on a time and task commitment, and who are able to meet changing deadlines and to pitch in where needed, are essential to most volunteer citizen groups.

Think about the type of activities you like to do. For example, if you like to read and do research, you can provide a service by pulling together data to develop an issue and possible solutions. If talking on the telephone is your favorite occupation, you might volunteer to call people to set up meetings, interview others about their ideas and opinions, or get out the vote.

Once you have identified an issue that interests you, moving from ideas to action involves getting your suggestions into the decision-making process. What steps can you take? What can you do to make your efforts effective? Find out who else is working on, or is interested in that issue. This often leads you to a group who might support your work. You may find others with similar interests in an existing organization or in an important group that works together on the issue.

Some groups are interested in solving problems, while others only want to discuss the issue, or just complain. As you look for support, encouragement and resources to bring about change, remember that diversity and dialogue usually lead to a stronger plan or project that is more widely accepted. If differences of opinion occur, as they will, make sure the process of conflict resolution and reaching consensus is carried out.

Join a Group

Ask the mayor's office, county clerk's office or state agencies for lists of citizen advisory boards, terms of office for current members, and when and how new appointments are made. You can form a group (such as a task force, committee, or study group) by initiating a meeting of people interested in a particular issue. If your group has an issue that no existing mechanism is set up to handle, ask that a city or county committee be appointed to study and make recommendations, and ask that you or some of your group's volunteers be appointed.

Before joining an existing group, consider it carefully to make sure your interests are similar and productive.

Educators and Advocates

In almost every community, there are some who look beyond current issues and put their emphasis on promoting understanding through high-quality public discourse. These are the people concerned about preparing the community's future leaders. They are also concerned about nurturing a community-wide capacity to address issues. Such people may hold elected or appointed public positions, or belong to an organization. They are committed to building the know-how to solve problems and seize opportunities.

There are also community leaders who have strong positions on their community's issues. Their public role involves promoting their own point of view, their own way of framing the problem, and their own set of solutions. Their priority is advocacy, but they also see the need to function in a context of learning and dialogue.

The Educator Role

As a public issues educator, your job is to plan and help carry out learning activities related to public issues. You may be an individual who is concerned with improving the way issues are addressed or associated with an organization or community task force. The functions of a public issues educator require several different types of expertise. Frequently a team of people share these leadership roles.

The role or function of a public issues educator may include:

Convener: Calls a group together for mutual learning, skill building, or collaborative problem-solving.

Program planner: Attends to the design of learning activities and the way they mesh with planning, problem-solving, and decision-making.

Facilitator: Leads a group through a process of learning, information sharing, and problem-solving.

Information provider: Identifies relevant information and delivers via lecture, print, or electronic means.

Adviser/analyst: Gathers and interprets relevant information, and participates actively in identifying alternatives and anticipating consequences.

Forecaster: Analyzes emerging issues to help a group begin to address issues as early as possible.

Models of Public Issues Education

Four frequently used models include the:

1. **Alternatives and Consequences Model:**

   The alternatives and consequences model stresses the middle stages of the issue resolution process: clarifying options and anticipating the impacts of each. This model assumes that an issue has been defined and focuses on the central elements of a thoughtful choice. This focus on the key concepts of identifying alternatives and solutions, then analyzing the consequences — the "what-ifs" of each alternative — is so important that the same steps can be found in nearly all other models as well.

   An important feature of the alternatives and consequences model is that it avoids favoritism toward any one alternative. It is possible to use this model to facilitate discussion in which participants themselves identify and analyze the alternatives and consequences. However, the model has more often been used as an aid for organizing experts' presentations about public issues. Experts in such a role need to spend a great deal of time with colleagues and other knowledgeable people to pinpoint the analytical heart of an issue. Then, they need to incorporate that insight into their educational approach in ways that avoid divisiveness. Some people believe that the educator must know more about the issue than anyone else to lead a discussion. Others believe that a good facilitator can call in experts and ask them questions to bring out the points needed for group discussion and educated decision-making.

2. **Issue Evolution/Educational Intervention Model:**

   This model consists of stages or steps — alternatives and consequences are in the middle. Early stages include the emergence of a problem or concern out of which the issue develops. This model also clarifies the decision-making, implementation, and evaluation stages.

   The stages before "alternatives" and after "consequences" offer additional roles for the educator. A key feature of this model is the possible roles it suggests. The model assumes that an educator can determine an issue's stage, and then design and implement educational interventions appropriate for that stage. For example, in Stage 1, educators may help people understand a problematic situation. In Stage 2, they might help identify decision-makers and affected parties and get them involved. In Stage 3, they might help participants clarify their goals and understand the conflicting goals of other participants.

3. **National Issues Forums Model:**

   The national issues forums model emphasizes steps that are similar to the alternatives and consequences model, and interest-based problem-solving model, even though the terminology is different. The national issues forums are also geared toward exploring alternatives, but in this approach, the intended participants are ordinary citizens who don't necessarily have an official policy-making role, or even a direct personal stake in the issue. It especially emphasizes preparation of discussion leaders, agreement on ground rules, and "closing." The latter is a step that asks participants to reflect on what they have come up with that is different from the usual positions taken on public issues.

   The national issues forums model takes the form of a town meeting and engages the public in deliberation about an issue. Written materials, called "issue books," provide background information and outline three or four major options. The forums are discussions led by trained facilitators. The goal is to get people to move from initial opinions, to more thoughtful judgments that incorporate an understanding of others' viewpoints. The model emphasizes that making choices is difficult and illustrates this point. Group members are asked to work through their own conflicting emotions about the trade-offs that will have to be made to resolve the issue.

4. **Citizen Politics Model:**

   The primary goal of the citizen politics model is to "bring the public back into politics." This is accomplished by counteracting the dominant role played by politicians and professional policymakers. The idea is to make politics something in which the public participates. The model is built around several key concepts:

   - The idea of a "public world" that is different from people's private lives, but equally important.
   - "Self-interest" as a legitimate starting point for seeking solutions to shared problems.
   - "Diversity" as a source of relevant experience and knowledge.
   - "Power" as something that can be created by building relationships.

   In practice, emphasis is usually placed on the early stages of the policy-making process — where problems are defined. People understand how they are affected, and key players are identified and brought into the perspectives. It also involves bringing diverse interests to the table, eliciting self-interests through storytelling, and building a mission statement that reflects the varied interests of the group.

Participants are often normally uninvolved in public life (young people, the elderly, the poor, racial and ethnic minorities). These groups receive help in building relationships with other key players who already work together redefining and solving problems.

The Advocate's Role

Individuals and groups are motivated to participate in public policy decision-making in response to some interest with which they identify. People use a variety of techniques to clarify their opinions, consider the viewpoints of others, and convey these ideas to the relevant policy.[2]

Advocacy means promoting a specific solution to a problem, a policy choice, or a candidate. Advocacy is sometimes called lobbying. Anyone who can make a phone call or write a letter can lobby. Lobbying is an important part of citizen leadership.

Why? First, because virtually every aspect of people's lives, every institution, every activity is affected by government at some level. Government responds to the wishes of the people. At times this may not be apparent and at times it seems to take forever, but sooner or later the actions of our government reflect the wishes of the people. There is one big IF. Government reflects what the people want ONLY if you and enough others take the trouble to let policy makers know what you want.

The second reason why you should lobby is that if you don't someone else will. Every cause has its advocates. Lobbying is often essential to explaining and building support for your cause. Any program or organization that does not lobby well, may be left out.

Summary

When issues are identified in a community, leaders need to step forward as public educators. Sometimes they may be advocates with a specific solution in mind, but more importantly, they are needed to analyze the issue, look at options for resolution, communicate effectively with citizens and policy makers, and be aware of different methods for public policy involvement. With the proper training and desire, the public issues educator can make a difference in the community where they live.

References

1. Barrows, Richard. "Public Policy: Education." Madison: University of Wisconsin, Department of Agricultural Journalism, No Date.

2. Dale, Duane. *Public Issues Education: A Handbook. Tools, Techniques and Tips For Extension Educators.* Madison: University of Wisconsin Cooperative Extension Service, September 1993.

3. "Issues Identification." In *Family Community Leadership Resource Packet.* Pullman: Washington State University, 1988.

4. "Issue Analysis and Resolution." In *Family Community Leadership Resource Packet.* Pullman: Washington State University, 1988.

5. Stevens, G. L. and K. L. Vance. "Increasing Competence In Resolving Public Issues." In *In-service Guide: A Supplement to Public Issues Education.* Lincoln: University of Nebraska Cooperative Extension, 1995.

6. Walker, Katey. "Making Your Voice Count: Citizen Involvement in Public Policy Decisions." Manhattan: Kansas State University Agricultural Experiment Station and Cooperative Extension Service, June 1985.

Learning Activity: *The Picket Line*

Purpose: To have participants learn more about each other.

Items Needed: 12" × 18" poster boards in several colors — two per person; markers or crayons in many colors; string; hole punch, tables and chairs plus a large open space.

Procedure:

1. Distribute two pieces of poster board per person. Let them choose the colors that appeal to them
2. Ask them to think of something that illustrates who they are, what they value, an achievement, a special interest, or a hobby. Give them time to think.
3. Have them draw their symbol on one of the poster boards.
4. Now ask them to think of a phrase, key word, or sentence that represents them, such as "I'm a winner," or "share with others." They are to write their words on the second poster board.
5. Use the hole punch and string to make picket signs. Connect the two signs, one below the other, and use a large loop of string to hang the double sign around their necks.
6. Have the group move to the larger space and walk up and down as if in a picket line.

Discussion:

1. Do these signs help you learn something about one another?
2. How will this knowledge be helpful as you work on public issues?

Summary: This activity identifies people in the way they see themselves. These self-identified resources/talents might be matched with those qualities needed to address specific public issues.

Learning Activity: *Townville Tree Issue*

Purpose: The *Townville Tree Issue* is a public concern of the community. This concern resulted in discussion, tension, and conflict. There are many problems surrounding this issue but alternative solutions must be found.

Items Needed: A copy of the case study scenario for each participant.

Procedure:

1. Have each participant read the following case study scenario and volunteer for one of the interest group roles.
2. Have each interest group meet and prepare comments that support their position.
3. Hold a mock town meeting called by the "tree neighbors" and authorized by the city council.
4. A neutral facilitator will present the issue and ask for comments from each of the interest groups.
5. Following the comments, the "tree neighbors" will present the alternative courses of action and their possible consequences.
6. The goal of the town meeting is to hear from the various groups in the community that have an interest in this public issue and identify alternative solutions.

Discussion:

1. Did the interest groups present their beliefs in a clear and concise manner?
2. Did the facilitator do an effective job in presenting the issue and maintaining a neutral position during the meeting?
3. Were members of the "tree neighbors" effective in summarizing the alternative courses of action and their possible consequences and in identifying possible solutions?
4. Did the results of the town meeting make a decision from the town council easier to make?

Summary: Almost everyone has an opinion in regard to a controversial public issue. It is best for such issues to receive a complete hearing from all groups that have an interest in the issue before alternative solutions are recommended.

*Townville Tree Issue** Case Study

Townville has a population of 6,000 and the town is laid out around a central square. The layout includes a bank, the library, a church, old homes, new housing developments, a school, the courthouse, and green space. A key feature is the 300-year-old oak tree, a town landmark.

Situation:

Old Mr. White, a resident of Townville for 92 years, has recently passed away. There are no close relatives and his property must be sold. The property includes the Oak Tree.

Rumors abound:

- An apartment building will be built on the site.
- The property will be subdivided and several small homes built.
- The tree will be cut down.

Opinions also are multiplying:

- The town needs new business.
- We don't need more people. The tree is part of our history.
- The tree is a beautiful part of the town.
- The tree is just a tree, and money is more important.

The town was small and growth had been slow. No one had ever bothered to set up zoning regulations. The City Council always made all the decisions.

People described the issue in various ways:

- Should we save the tree or cut it down?
- Who should decide how to develop private property?
- Is the economic vitality of our town more important than sentimentality over the past?

People of Townville were beginning to move into groups based on their opinions as stakeholders:

- Property owners.
- Townspeople who lived near the tree and loved it.
- Townspeople who didn't live near the tree and loved it.
- People who wanted to buy the property.
- Town council members.
- People who hadn't thought much about all this.
- The executor of the estate where the tree was located.
- A group of "tree neighbors" to explore alternative courses of action.

Emotions were running high. The matter was placed on the Council agenda two weeks from now.

A group of "tree neighbors" got together to explore alternative courses of action and their possible consequences. Some of them used the term "scenarios," meaning an imaginative trip into the future. They thought each set of stakeholders would have different opinions about the "best" or "fairest choice." They decided to call a town meeting to hear from the various interest groups and to help determine alternative solutions to the issue. They received verbal support from the town council to call a town meeting. A qualified individual from another community agreed to serve as the neutral facilitator for the town meeting.

** Adapted from Townville Tree Issue: Outline for Discussion. J.C. Penney Company Education Materials. Adapted from A Grassroots Approach to Action.*

Learning Activity: *Where Do You Stand?*

Purpose:

1. To help participants practice issue analysis.
2. To help participants observe the different beliefs people have about various issues.
3. To help participants realize that public policy decisions are based on beliefs as well as facts.

Items Needed: Issue statements, masking tape, and signs on poster board or newsprint reading:

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

Procedure:

1. Post the signs of 'SA', 'A', 'U', 'D', and 'SD' around the room in five locations.
2. As the facilitator reads the short statement describing the issue to be analyzed, or a possible solution to an issue, each participant should think about the statement and then stand in front of the sign that most closely expresses their agreement or disagreement with the statement.
3. The facilitator reads five (or more) statements, allowing participants time to move around between each one and observe an estimate of the overall feelings of the group.
4. Resume as a large group and the facilitator summarizes the overall beliefs of the group, pointing out that this activity shows how people prefer different solutions to public issues, based on their beliefs about what is "fair" or "equitable," "affordable," and being financed in the "right" way.

Discussion: How do you feel during this activity (particularly if you were alone in your belief)?

Summary: This activity demonstrates that no two people have the same beliefs regarding a variety of issues. In public policy issues, there is rarely a right or wrong answer or a solution that everyone can agree with.

Statements: *Where Do You Stand?*

1. Curriculum offerings in the elementary school should be limited to the basic reading, writing, and arithmetic. Classes should be geared to the average American child. Parents should pay for special offerings, such as art, music, and computer use.

2. It is widely recognized the KSU faculty are underpaid relative to most peer institutions. The state legislature should pass a law stating that tuition and registration fees should be waived for dependent children of faculty at KSU.

3. KanWork is a program that provides training and job search skills to mothers on welfare. The state legislature should expand this program throughout the state. Mothers of children over the age of 1 should be required to participate in this program in order to receive assistance such as SRS services or food supplements.

4. Local school districts should be mandated to provide after-school supervision and recreational activities for children whose parents are employed. A sliding scale of fees should be charged, with low-income parents paying a very low fee.

5. Charity begins in the local community and should help local people. Nationwide or international problems are not our responsibility as long as people are hungry and homeless within our state.

6. Federal government should provide us only with defense and international trade, and federal income taxes should be lowered as the budget is reduced. Responsibility for all other services, such as education, health care, transportation, social and business welfare should be limited to a local or state responsibility.

7. Crime rates in Kansas are rising. Since most criminals come from the city, city residents should pay most of the cost of the prison system. Prisons should be built and maintained within the metropolitan areas.

8. Smoking should be prohibited in all public buildings, such as schools, offices, restaurants, and meeting rooms. Smoking should also be prohibited on all airline flights.

9. Ownership and control of a person's own land is an absolute right. Planning and zoning boards should not interfere with the use of private property.

10. Cost and responsibility of caring for our society's elderly should be borne primarily by the family, not the taxpayer.

NOTE: These are examples of discussion. When using this exercise, you may want to rewrite localized issue statements.

Learning Activity: *What Would You Do?**

Purpose:

1. To help participants identify their own analysis attitudes.
2. To help participants practice analyzing individual reactions toward group issues.
3. To help develop an overall understanding of Issue Analysis.

Items Needed: Copies of the questionnaire *What Would You Do?* and pencils.

Procedure:

1. Distribute a copy of the questionnaire and a pencil to each participant. Direct participants to circle their reaction (choose one: a., b., c., d.) to each of the five issue situations on the questionnaire. Then have them total the number of a's, b's, etc. at the bottom of the questionnaire.
2. After participants have totaled their responses to the questions, have all of those with "a," as their largest total in one group, "b," as their largest total in a second group, and so on . . .
3. Ask small groups to discuss the pros and cons of reacting the "a" way, "b" way, "c" way, and "d" way.
4. Bring the small groups back together as a large group.
5. Ask small groups to report some of their pros & cons.

Discussion:

1. What type of people are the "a's," "b's," "c's," and "d's"?
2. Were there any issue situations where "it wouldn't matter what an individual would do?" If so, which ones?
3. After discussing in your small groups the different ways to act as an individual, did anyone change their mind about how they would act next time? If so, why?

Summary: This activity helps participants see trends in their own thinking pattern and helps them recognize thinking trends in others. The exercise provides a better understanding of the many aspects of issue analysis.

* *Adapted from Kansas Family Community Leadership Notebook. Kansas State University, 1994.*

Questionnaire: *What Would You Do?**

1. Someone makes a suggestion at your club meeting to add another officer with the title of Vice-President of Community Affairs. You:

   a. Support the idea and volunteer to have your name put on the ballot.

   b. Offer to help write a position description.

   c. Recommend the club try it for a year.

   d. Oppose the suggestion since it has never been done before.

2. Your neighbor brings over a box of a new product she purchased at the grocery store and guarantees to make dinner a delight. You:

   a. Suggest you both prepare it right away to see how it tastes.

   b. Make her promise to keep a sample for you when she makes it.

   c. Put it on your grocery list to buy a package.

   d. Offer to take her to the hospital after she serves it to her family.

3. Your club president wants to give $50 to a candidate who is running for mayor. You:

   a. Make the motion and offer to deliver the check personally.

   b. Offer to write a letter of reasons why the club supports the candidate to accompany the check.

   c. Vote yes on the motion.

   d. Abstain from voting on the motion because the club has never supported a candidate in the past.

4. The Community Projects Committee has studied possible community projects and suggests raising money for the Center for Rape and Family Violence. You:

   a. Were on a committee and spent three months gaining committee support for the idea.

   b. Support the suggestions and volunteer to be on the publicity committee.

   c. Support the suggestion and volunteer to give an old chair to the yard sale.

   d. Vote 'NO' because you think inadequate child care is more of a problem in your community than domestic violence.

5. The mayor has declared this week Library Week and encourages everyone to read at least one hour/day for the entire week. You:

    a. Check out 20 books from the library and pass them out to your friends.

    b. Jump at the encouragement and spend 3 hours/day in the library.

    c. Buy a new magazine every day and read it over a cup of coffee.

    d. Head for the library but get diverted at the clothing store and never make it to the library.

Tally your score: Count the numbers of times you circled each letter and record it in the space below.

Number of a's = ______ b's = ______ c's = ______ d's = ______

* *Adapted from Kansas Family Community Leadership Notebook. Kansas State University, 1994.*

Unit IV: Community/Public Policy Leadership Skills

Module 4: Influencing Policy Decisions

Overview

Citizen leadership and public policy education are based on the concepts that public participation in government decisions is valuable. If the democratic process is to function effectively, citizens must be well-informed about issues. They must also be able and willing to express their views and participate in the decision-making process.

When you are serving in a leadership position, it is vital to your credibility that you distinguish between your role as an educator and your role as an advocate. In most cases, it's better to select one role or the other and not try to mix the two.

Objectives

Participants will be able to:

- Select effective strategies for conveying their opinions and reasons for their decisions.
- Participate in dialogues among interested individuals, groups, and policy-makers.
- Enhance their skills in consensus-building and collaborative decision-making processes with other individuals and groups.
- Create and use networks, coalitions, and other groups or teams to strengthen their ability to develop and support resolution of public issues.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Influencing Policy Decisions

Citizens with skills and interests in the policy making process will find themselves much needed in the coming years. Pressing social and economic conditions and conflicting ideas about what to do about many problems lead to growing demands for creative leadership. This makes it worthwhile to learn about ways to become involved in the policy making process.

Communities need people who can:

- Define public problems and issues in a precise way.
- Obtain unbiased facts about issues and their impacts on people of different backgrounds.
- Come to agreement in conflict situations.
- Think through solutions to public problems that are in the majority interest but also protect the rights of the minority.

Citizens have a responsibility to make choices about how to solve problems — government alone cannot solve them all. Citizens' views often differ from those of officeholders. Deliberation may reveal new possibilities for action that neither citizens nor officeholders saw before.

Advocacy, in contrast to education, means personally working for a particular solution to a public problem. An advocate proposes and/or supports one position, action, or group in a policy debate. A person's advocacy position is based on emotions or personal values as well as facts.

Public Deliberation

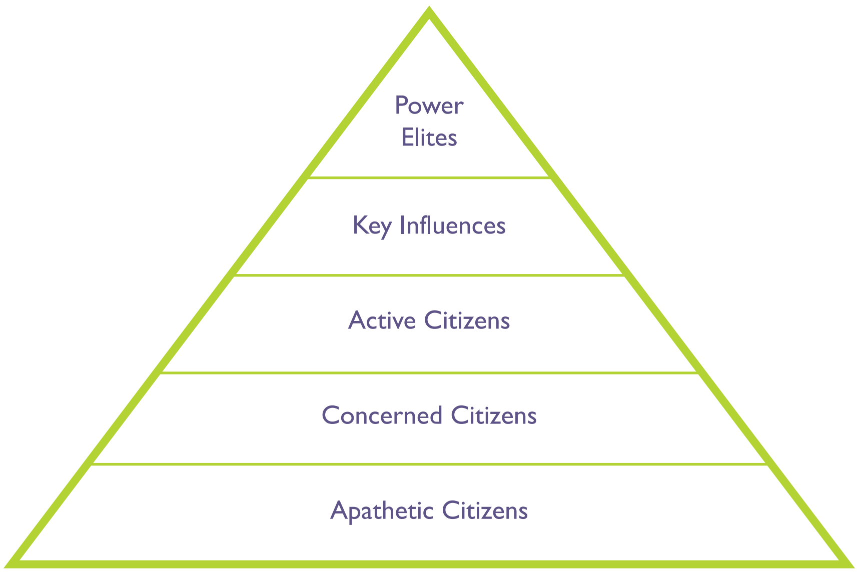
Democracy requires an ongoing deliberative dialogue about challenging public policy issues. Public deliberation occurs when people gather to talk about a community problem important to them. Participants deliberate with one another (eye-to-eye and face-to-face) to explore options, weigh others' views, and consider the costs and consequences of public policy decisions. Public meetings or forums where people can both advance their own opinions and listen to those of others is a foundation for finding common ground.[1, 2]

Public deliberations enrich participants' thinking on public issues. The process helps people see issues from different points of view. At their best, forums help participants move toward shared, stable, well-informed public judgments, based on what is valuable to them about important issues. Through deliberation, participants move from making individual choices to making choices as a public. Deliberation involves discussion and an exchange of ideas, whereas debate occurs after opinions have polarized.

Often citizens are seen as clients or customers of government. However, public forums operate on the premise that citizens must take responsibility for and act on their problems. Citizens cannot act together until they decide together. Public deliberation is a precondition for public action. Forums result in defining the area between agreement and disagreement, called common ground for action. This provides a general direction in which to move.

Citizen Participation

Individuals and groups are motivated to participate in community activities in response to some interest with which they identify. They may hope to protect a private or public resource, advance an agenda, or balance or block the influence of another group. Based on differences in roles, technical expertise, and willingness and ability to commit time and energy to a process, individuals will participate at different levels. People tend to move from apathy to concern or active involvement when an issue directly affects them. One way to picture this is the pyramid or triangle model illustrated here.[3]



Participation in consensus-building and collaborative decision-making processes should be thought of as dialogue between interested parties. Effective communication involves sharing and dialogue — getting information out to other citizens and interest groups, and collecting their ideas, issues, and concerns. Citizen leadership includes formulating one's own choice, sharing this opinion with others, and listening to the views of others. Often this results in some modification of the original choice.

Participation Techniques

There are many ways to involve interested parties in a consensus-building process. Several common techniques to involve citizens in a process and solicit feedback are listed here. Many other methods, or combinations of methods, can be tailored to the needs of a specific community or situation.

Public Meetings and Workshops

Public meetings — whether town meetings, public hearings or workshops — are the most widely used public participation techniques.

Public hearings are usually formal meetings at which people present official statements of positions and assertions of fact. Such meetings do a good job of meeting legal requirements for the preparation of a formal record, but they are not well suited to bringing people together to solve difficult problems.

Problem-solving workshops may include problem identification, goal determination, brainstorming and priority-setting as methods of building group consensus about an issue.

Electronic Town Meetings

An increasing number of communities broadcast important meetings, such as city council meetings, over local television channels. Several have experimented with more participatory uses of electronic media.

Focus Groups

Focus groups have been used by market research experts for decades. They help assess consumer reaction to particular products, services, or messages. More recently, this technique has been used to gain an understanding of public opinion. In a focus group, a small number of people are brought together in a confidential setting to discuss an issue with the assistance of a skilled facilitator.

Interviews

People will often provide more information through conversation than in public forums. For this reason, interviews offer a good way to gather detailed information on specific issues. Interviews can be used as a quick way to learn how citizens view a particular problem, or how they might be engaged in a public-involvement process.

Locating the Decision-Makers

Finding your way through the courthouse or city hall and locating the appropriate official or agency can be a challenge. A variety of choices are available to citizens who want to participate in the decision-making process in their community. Entering into the political arena is often accidental for many — they become involved because they are interested in a particular issue. Lacking experience, they succeed in a trial-and-error fashion.

By finding out "why you go where" in local government, contrasting the different levels, and determining what can be reasonably expected from each level, the system becomes more understandable. Identifying consequences of these action choices can also be a tool for citizen groups. This identification can help them decide how to intervene in the policy-making process in the way that is best suited to their purpose. Although the sequence follows the flow of an issue through all potential channels, it is possible for citizens to select any approach at any time.[4]

Choices for local political action include:

Staff: (Administrative support to executive branches of government — agency personnel, committee staff, etc.) Staff members are a source of information, advice, and opinion. They can make small decisions within the scope of their procedures. As a rule, they have no authority for policy changes.

Elected Officials: These persons are a source of information, advocates for policy changes, and intermediaries for citizen groups, citizens, and staff.

Committees: (Standing, ad hoc, citizens, or subcommittees) Committees are typically an advisory level of government. They prepare recommendations for higher levels of government, and conduct the work leading up to decisions. They are characterized by greater informality, more candid and detailed staff reviews, airing positions of all interested parties, and brokering or negotiating trade-offs between interest blocks.

Councils/Boards/Commissions: These groups are the final action, decision-making level for most cities, counties, districts, and planning bodies. Frequently, decisions are results of committee recommendations. They are characterized by more formal procedures and presentations. The likelihood of action without a committee recommendation or referral is remote.

Media: The media is relevant to any discussion of the political process, although it is not a bona fide category of political action. Letters to the editor, feature stories, talk shows on current events, editorial board support, and electronic and social media are strategies for influencing public officials and contributing to the public debate.

Express Your Opinion

Whether you call it lobbying, persuading, or influencing, it's important to know how to express your opinion effectively.

Lobbying is trying to persuade policy-makers and/or other citizens or groups — whether in city council, county commission, state legislature, or congress — to enact or change a policy to be favorable to your cause. It's that simple. The legislation may set up a new program, change an existing one, guarantee certain rights, appropriate funds, or other actions*.[5, 6]

There are still some persons for whom the word "lobbying" carries an ugly connotation. To them it conjures up visions of shady deals, bought and sold favors, and money passed under the table. Today, despite a few well-publicized exceptions, the great majority of legislators, and lobbyists alike, are honest and dedicated servants.

Lobbying is Not for Experts Only

Sometimes people won't lobby because they're afraid they don't know how. They are supporters of their cause, they recognize the importance of lobbying, and they know it pays off. Yet, they hold back because of a mistaken notion that lobbying is only for experts. Like anyone else, the more you know about how to lobby, the better you will be. But again, if you can make a phone call or write a letter, you can lobby.

An effective lobbyist needs the following three things:

1. A few basic facts.
2. Belief in the cause.
3. Common sense.

The most important thing a lobbyist needs to know is the subject. What is the substance of the legislation you are proposing (or opposing)? Why is it so important? What will happen if it passes? What will happen if it does not pass? How much will it cost? Who will pay for it?

A new level of public involvement, often called citizen politics, has emerged in which citizens see public policy setting as a collaborative effort. This is especially true when either the problem and/or the solution is not clearly definable. This collaborative process empowers citizens to decide on the issue, expand the communication process, and develop an equitable and fair solution.

The results are more opportunities for community debate on many alternatives and consequences. Facilitators who have the skills and abilities to lead citizens through volatile discussions are needed by organizations and communities.

Consensus is reached by ranking ideas and solutions from all participants. Citizen lobbyists move from the group discussion or educational setting to the active or advanced stage.

Guidelines for Lobbying

Although the role of a lobbyist may appear extremely complex, the citizen lobbyist can be effective if a few simple rules are followed.[6,7] Today's general public is more aware of community issues than citizens were a decade ago. Citizens with inquiring minds and the courage to speak up are not afraid to ask high-level people questions, or to bring information to the attention of the media. While many issues are still being decided by powerful and financially strong interest groups, the ability of the average citizen to collect relevant information, address issues with intelligence, and initiate public meetings has made the public influence much stronger.[5]

Know your facts, and be accurate in expressing them.

Despite the myth that successful lobbying implied influence peddling, most effective lobbyists trade facts — not influence. What the citizen lobbyist may lack in experience and contacts, he or she can compensate for in knowledge and research. Accuracy and thoroughness are the hallmarks of successful lobbying campaigns. Self-interest is the starting point for seeking solutions to shared problems. Self-interest is not selfish interest, but an expression of values, concerns, and experience.

During the course of any emotional campaign, there is always a temptation to overstate your case, manufacture statistics to fit your argument, or misrepresent your opponents' views. Resist this temptation. Your long-term credibility is far more important than any temporary advantage you may gain through prevarication.

Know the opposition.

For every cause, there will be opposition. An effective lobbyist will identify his or her opposition early in a lobbying campaign. The lobbyist will also try to fairly and accurately analyze the arguments and power sources of his or her opposition and attempt to neutralize them. At least as much time should be devoted to analysis and repudiation of your opponents' position as in developing your own case.

Look for common ground.

Look for common ground and shared interests. It is often more effective to negotiate than win "at any cost." Again, the watchword of a consistently successful lobbyist is honesty and accuracy. Mischaracterizations of an opponent's position can be as damaging to your own credibility as misstatements of facts in arguing your own case.

Correct errors immediately.

Although expert lobbyists try to be accurate in every document or statement they make, errors inevitably creep in. This can result from the passage of time, changes in the facts, or simple misinterpretations of statistics, dates, legal citations, etc. And, with more individuals participating in a lobbying campaign, the more likely errors will occur.

Mistakes should be corrected as soon as possible after they are discovered. It is not enough merely to admit a mistake was made; you or your organization should also supply the accurate information at the time it corrects its error. Finally, your degree of public acknowledgment of the error should be dictated by the seriousness of the mistake. Usually, warning the recipients of the inaccurate information (that it should not be relied upon) and correcting the mistake in a low-key manner will be enough. It is always embarrassing to admit you're wrong, but it is political suicide if you don't.

Plan, coordinate and follow-up on each contact.

Much time, energy, and intellect is wasted each year by lobbyists who have not carefully planned their approach. Each contact you make should be thoroughly researched in advance, careful notes should be kept of the content and results of meetings, and each meeting should be followed up with written notes.

It does a lobbyist little good to develop a network of allies and then not use them. Friends should be kept fully informed of your activities, their questions and comments promptly addressed and, above all, they must be thanked for their contribution to your cause. Your skills and diligence in using your contacts will be a measure of your success.

Testifying at a Public Hearing

Testifying at a public hearing is one effective way to make your voice count. As you become interested in the policy-making process, attend meetings, forums, and public hearings to see for yourself how the process works. Most of them are open to the public. Usually a phone call is required to get your name on the agenda if you wish to speak at a hearing. Giving testimony simply means expressing your views about a proposed regulation, law, or other policy.[6, 8] The same principles for preparing any other presentation apply. Emphasize what you would like done very clearly, particularly if the information is already known to the group.

Purpose of Hearings

Many governmental bodies hold public hearings to give individuals and groups a chance to interact and exchange information. They are also held to provide citizens the opportunity to express their opinions to the policymaker.

- A governmental body may hold hearings to inform the public about a potential problem.
- Officials hold hearings to get help from the public in drafting regulations or developing long-range plans.
- Officials also hold hearings to find out how well a policy is working, or to respond to questions or complaints about a procedure or regulation.

Why Participate?

It is your right and responsibility as a citizen to be involved. It is important for you to voice your concern or interest in a decision (or potential decision) and provide reasons why it affects you and your family or community. You may be able to give information that can affect a decision. Decision-making bodies do not always see all the alternatives or perspectives until concerned citizens express their views.

You might also represent a group that wishes to make a public statement about an issue to show support or disapproval of a plan or decision. Do not imply that you represent an organization unless you are authorized by the organization to do so.

Preparing to Testify

Know the issue. Read the proposal, understand the implications, and talk to people with different views. Even if it is a local hearing, and you are planning informal, individual testimony, take the time to do your homework. You will feel more confident and will come across as a competent citizen.

It is also appropriate to raise questions in your testimony. You may have a question about the results of an action that no one else has thought about.

Written testimony is important for a legislative hearing and/or if you are representing a group. Prepare neatly typed copy with your name, the name of the group, the issue, and date. Make copies for each member of the board or committee and for the press.

Find Out the Time Schedule

Many legislative committees and other policy-making groups operate on very tight time schedules. Therefore, there may be a timer or some other signal when the minutes of your appointment are up. So plan to highlight the most important thoughts first.

Giving Your Testimony

1. Stand and identify yourself immediately. State your name and tell who you are, for example — homemaker, parent, or resident of the neighborhood to be affected. If you are representing a group, give the name in the first sentence. State the position of the group, and briefly tell how member opinion was determined.
2. Outline the problem as you see it, and provide alternative suggestions or solutions if you oppose a proposal. Be clear and concise. If relevant, refer to present laws or procedures and indicate how the proposal would affect those laws.
3. Address only one issue at a time. Don't wander off the subject. If you have detailed, technical information, don't include it in the testimony. Make group members aware of this information and attach it to copies of the testimony.
4. Avoid duplication. If several other speakers have already said what you planned to say, quickly summarize these points and try to concentrate on a point that hasn't been emphasized or on how the decision will affect you.
5. Be prepared to answer questions about your testimony. If you don't have the information to answer the question, try to follow-up after the meeting.
6. End your testimony with a one-sentence summary of your (or your group's) opinion. Thank the committee or board for the opportunity to testify.

How to Contact Government Officials

An elected official seldom tires of hearing from constituents. Letters from constituents are important, and the quantity and quality of mail has been known to reverse many governmental positions.

It is important that government officials know your side of the story and how the proposed issue (action) affects you. Government officials cannot read your mind, nor can they listen in on your conversations with your family, friends, or neighbors. *You must tell them*. Do not think your message is unimportant and would impose on your representative. When making up their minds on an issue, government officials consider information and opinions given to them by their constituents. Most appreciated are informative letters requesting action on a specific subject of real concern.[6, 8]

Writing the Message

- Email messages are acceptable.
- Provide your address.
- Use your own identity — not your company position.

Guidelines for the Message

1. Write on only one subject at a time.
2. First put your thoughts in draft form. Then, delete the nonessentials and organize the letter into a brief, clear message. If possible, the letter should be limited to one typewritten page.
3. Explain briefly who you are and why you are concerned. If you are writing for a group, give its name and membership. (Numbers are important.)
4. Explain briefly what action you think should be taken and why.
5. If you are writing to several public officials on the same subject, do not send identical or photocopied letters. Individualize each, and use your own words.
6. If you are writing to a government official about a particular bill, identify it by number and name or content.
7. If you are writing about technical information, indicate your technical competence to do so.
8. Be courteous at all times, and personal when appropriate. Never threaten — either directly or by implication.
9. Consider proper timing. Write shortly before or at the time the particular subject (issue) is being discussed by the decision-making body.
10. Close with a statement of thanks and an expression of continued interest in future action.
11. Don't limit your letter to support or opposition to a particular action. Send a note of appreciation to members of the decision-making body when they have taken action of which you approve. They, too, like praise.

How to Address Letters

Local Officials

Mayor	**Councilman (Councilor if a woman)**
The Honorable (full name) City or Town Hall City, State, ZIP Dear Mayor (last name) Sincerely yours,	Councilman/Councilor (full name) City or Town Hall City, State, ZIP Dear Mr./Mrs./Ms. (last name) Sincerely yours,

Local governments (city, county, school district) often have contact information for elected officials posted online.

State Officials

Governor	**State Senator**	**State Representative**
The Honorable (full name) State Capitol Building City, State, ZIP Dear Governor (last name) Sincerely yours,	Honorable (full name) State Senate State Capitol Building City, State, ZIP Dear Senator (last name) Sincerely yours,	Honorable (full name) House of Representatives State Capitol Building City, State, ZIP Dear Representative (last name) Sincerely yours,

Find contact information for Kansas officials, including addresses, email addresses, and phone numbers at http://www.kslegislature.org/li/b2013_14/members/

Federal Officials

The President	**U.S. Senator**	**U.S. Representative**
The President of the United States (one line) The White House Washington, DC 20500 Dear President (last name) Sincerely yours,	Honorable (full name) Russell Office Building Washington, DC 20510 Dear Senator (last name) Sincerely yours,	Honorable (full name) House of Representatives House Office Building Washington, DC 20515 Dear Congressman (last name) Sincerely yours,

Find contact information, including addresses, email addresses, and phone numbers for federal officials at http://www.usa.gov/Agencies.shtml#Elected_Officials.

Making Telephone Calls

A phone call to your governmental official can communicate as well as a letter. If there is a time deadline, a call can be even more effective. During the legislative session, the Kansas legislature maintains a toll-free telephone number. A citizen can call this number and ask to have the legislator or a staff member return the call, so there is no expense to the citizen. Toll-free telephone service is also available to provide information about the status of legislation under consideration.

Use the same guidelines for telephone communications that you would when writing a letter or email. Above all, be organized, well-informed on the subject, brief, and courteous.

Faxes and emails should also follow similar guidelines. Electronic communication methods can be fast and effective. In general, brevity and clarity are even more important through these media.

A follow-up letter of thanks is appropriate and welcomed by governmental officials. In this letter, summarize the conversation (thus documenting the information) and thank the official for his or her time and interest.

Making Personal Visits

A common difficulty encountered by people just beginning to get involved is not knowing where to go within the governmental institutions. Take time to get acquainted. Ask questions and try to find out who the decision-makers really are. In most policy-making processes, much of the work is done by staff, committees, and interested citizens — before the decision comes up for a public vote. This is often the time when your opinion has the most impact.

Talk to many people as you explore the different parts of your government. In your own community, find the locations where informal discussion leads to important decisions — often in a restaurant or other place where community leaders tend to gather. Attend meetings of the city council, county commissioners, chamber of commerce, and board and committee meetings. Introduce yourself — don't just sit in the back row.

It's usually more convenient for everyone if you make an appointment prior to the meeting. When you call, identify yourself and the issue or topic you wish to discuss. You can ask to see either your official or one of his or her top staff persons. You might also schedule an appointment just to get acquainted — to tell your official that your organization is expanding its work on public citizenship, public issues, or to indicate your interest in a particular problem or opportunity. Getting to know your representatives before you ask for something is a valuable strategy.

If you are visiting about a specific issue, you should plan to provide the official with a brief summary of your views.

Working Through Groups

Public decisions are usually most effectively influenced by the actions of groups, although one person can be highly persuasive when acting alone to initiate action. As with other groups, teams, or organizations, attention to the stages of group development and goal setting are critical. When citizens as individuals and as groups work together, their power is multiplied. Synergy increases their effectiveness and expands the resource base.

Types of Groups

There are many ways of defining community groups that engage in problem solving and policy influencing behavior.[7] Some commonly used definitions are:

Alliance: Individuals or organizations working together in a common effort for a common purpose to make more effective and efficient use of resources, a coalition.

Coalition: Individuals or organizations working together in a common effort for a common purpose to make more effective and efficient use of resources, an alliance.

Collaboration: The process of individuals or organizations sharing resources and responsibilities jointly to plan, implement, and evaluate programs to achieve common goals.

Cooperation: Individuals or organizations associating to accomplish a common goal.

Coordination: Individuals or organizations working together to accomplish a common goal.

Network: Individuals or organizations who share information, ideas, resources, or goals to accomplish individual or group goals.

Partner: An individual or organization working with others to accomplish a common goal with a shared sense of purpose and sharing responsibility for the outcome.

Partnership: Individuals or organizations working together in a side-by-side effort to accomplish a common goal with a shared sense of purpose and a shared responsibility for the outcome.

Teamwork

Teamwork is certainly nothing new. Every group of team develops its own pattern of interaction as it goes through various phases. As trust and cooperation develop, group members and the leaders or facilitators begin to think in terms of "We" instead of "I" or "They." Loyalty and respect for one another are shown. Working together for the common goal and taking responsibility for group tasks becomes a high priority.

The word "synergism" is often used to describe what teamwork can accomplish. Synergism means a cooperative action where the total effect is greater than the sum of the effects taken independently. This is the benefit of successfully uniting individual talents.

Networks and coalitions as examples of cooperative community groups are described in the following section.

Networks

The ability to create and use networks is an important strategy for sharing ideas and gaining support. In the simplest terms, a network is a collection of people you know who you can count on for some kind of help — and who you may be able to help.

Networks are informal and functionaI. They can help everyone by exchanging information, skills, and resources. Sometimes informal networks develop into more structured coalitions or other groups. The ability to create and use networks is an important strategy for personal success — on-the-job, in professional organizations, in volunteer work, and for political action. Networking helps you gain information, ideas, resources, and influence in order to accomplish goals.

When your group is planning to work on a community project or study an issue, it is wise to take time during a meeting to develop a network list. Share ideas about individuals and other groups who might have some interest in linking with your group for information, resource-sharing, or strategies to achieve a common goal. Also, make a list of members from your organization who could provide information, services, or access to other groups. You can make this information available to staff people, officials, or other policymakers or potential funders. These persons often need information on issues and projects. Let these people know that you have referred others to them. Don't hesitate to list yourselves — informed citizens or consumers often are hard for decision-makers to locate.

Coalitions

Coalitions are alliances, usually between organized groups and sometimes including individuals outside an organized group. They can be informal or formal. To develop a coalition, members of one group contact and join with other organizations that also support this goal. Coalitions can be effective because they increase the number of people involved, and they bring more power to your cause. Coalitions can sometimes be in name only — but they are far more effective if people and other resources of the organizations are committed to the cause. Coalitions are often formed to deal with one issue only, and they disband when the issue has been solved.[7]

Steps to Organizing a Coalition

1. Consider all possible groups that might join a coalition.

   Get groups by soliciting them from members or by looking up social service agencies, chamber of commerce, and local social service directories in the yellow pages.

2. Classify by type of organization.

   Is it a service organization, special interest, social, or religious? Is one group predominant? If so, then that could provide a clue as to the make-up of the community.

3. Do some homework on each group.

   What does this organization do? Have they been involved in solving community problems before? Have they supported issues similar to yours? By gathering information on a group, you will learn its views, who its members are, how much power it has, and who controls it.

4. Evaluate which organizations you think would or would not support your issue.

   It is important to know who your opponents are. Knowing how and what your opponents think (and why they think the way they do) can be invaluable to your cause.

5. Approach the groups.

   When you approach an organization to join your coalition, define the issue in a way that will appeal to their interest and benefit, as well as your own.

Only ask organizations to join your coalition if the organization will contribute more than it demands, and if that organization will not create problems that will weaken your organization or cause a split on the issue.

Cultivate your allies.

There is hardly an issue that does not attract or repel a number of groups for widely different reasons. Your chances of succeeding in a lobbying campaign will be enormously enhanced if you join with other groups who share your aims. Allies don't just happen, they must be sought out and cultivated. In the nation's capital you are likely to find them in the most unlikely places — even among groups that have traditionally opposed you. In seeking allies, keep your eye on the ultimate objective of the lobbying campaign, not the positions of personalities of your allies. Few political objectives worth achieving can be gained without allies of some sort.

Merely gaining allies, however, is not enough. You must be sure they do their part. Specifically, make sure your friends keep their promises and abide by the same standards of credibility and integrity you set for yourself. In writing, announce specific goals and projects each group will be expected to perform. Make sure you keep your part of the deal and they keep theirs.

Summary

As educators, leaders make valuable contributions by helping people learn the methods to express their preferences most effectively. Special communication techniques, such as testifying, interviewing, or lobbying; planning and conducting public meetings; building networks, teams, and coalitions, and developing relationships with decision-makers are skills that can be acquired. The educator leader also enlists the aid of those with technical knowledge to provide and interpret information, and distinguish facts from myths.

As active citizens, people use a variety of techniques to clarify their opinions, consider the viewpoints of others, and convey these ideas to the relevant policymakers. The decision to become an advocate is an important one with several implications; each person's advocacy stance incorporates personal values, because even in the same organization or profession, the same values are seldom held by everyone.

There are several effective strategies for influencing policy decisions. It's important that your voice and that of your organization is heard. Democracy requires an ongoing deliberative dialogue about challenging public policy. Public involvement by personal contact, lobbying, testifying, networking, and coalitions can all make a difference in the decisions affecting your community.

References

1. Barrows, Richard. "Public Policy: Education." Madison: University of Wisconsin, Department of Agricultural Journalism, No Date.

2. Stevens, G. L. and K. L. Vance. "Increasing Competence In Resolving Public Issues." In *Inservice Guide: A Supplement to Public Issues Education.* Lincoln: University of Nebraska Cooperative Extension, 1995.

3. Erickson, Donald B. "Leadership for Healthy Communities: Working with the Power Constituents in Communities." Manhattan: Kansas State University Agricultural Experiment Station and Cooperative Extension Service, 1996.

4. "Finding Your Way Through City Hall." In *Family Community Leadership Resource Packet.* Pullman: Washington State University, 1988.

5. Dale, Duane. *Public Issues Education: A Handbook. Tools, Techniques and Tips For Extension Educators.* Madison: University of Wisconsin Cooperative Extension Service, September 1993.

6. "Influencing Public Policy." In *Family Community Leadership Resource Packet.* Pullman: Washington State University, 1988.

7. Clark, Richard, Ph.D., Director. *Building Coalitions.* The Ohio Center for Action on Coalitions for Families and High Risk Youth. Columbus: The Ohio State University Extension. 1992.

8. Walker, Katey. "Making Your Voice Count: Citizen Involvement in Public Policy Decisions." Manhattan: Kansas State University Agricultural Experiment Station and Cooperative Extension Service, June 1985.

Learning Activity: *Moving Paper Clips*

Purpose: Concentration. (You might use this activity to introduce goal setting or influencing policy decision.)

Items Needed: Paper clips and string

Procedure: Have the participants tie a thin piece of string (approximately 10 inches long) to the top of a small paper clip. (An alternative to this would be to have all the clips ready with the string attached.) Have the participants hold the string in front of them with the string end in the fingers about eye height. The paper clip should be dangling at the end. Tell the participants to keep their hands still and just concentrate on the paper clip and think about moving the clip to the right and the left. Within about 30 seconds, everyone's paperclip should be swinging, just by concentrating on the clip, looking at it intensely, and thinking "moving" thoughts.

Discussion: Think about goal setting and influencing policy decisions by discussing the importance of their vision and their determination. They can make things happen and change if they have enough direction and concentration. Then let them move the clips and wait for responses of surprise!

Summary: This activity portrays the power of concentration and focusing. Changes can occur if one has a vision and is determined.

Learning Activity: *Speaking Your Piece*

Purpose: To illustrate effective communication with legislature through role play.

Items Needed: Six copies of *Speaking Your Piece* skit, pencils, and props and costumes (optional).

Characters Needed:

- Buzza Round
- Dizzy Lizzy
- Tellim Off
- Timid Tillie
- Rita Writer
- Larry Legislator

Procedure:

1. Assign above characters roles to participants.
2. Direct participants to act out roles noticing which one of the roles they resemble most.

Discussion:

1. Could you identify with any of the roles played in this skit?
2. Are there any advantages of any one role over the others?
3. Do you think that your letters to legislature will be more effective if you follow the advice of Larry Legislator?
4. How did you feel about this activity (particularly if you were alone in your belief)?

Summary: This activity shows how people prefer different solutions to public issues, based on their beliefs about what is "fair" or "equitable," "affordable," and being financed in the "right" way. People's beliefs determine if and how they communicate with legislators.

Adapted from an activity in the Family Community Leadership Resource materials, author unknown.

Skit: 'Speaking Your Piece'

BR: "I am Buzza Round from the radio station KFCL — your roving reporter. Today I'm out on the street, talking to some of our local citizens, asking them the question of the day. Have you ever written to your local legislator?"

"Here we have a person who seems willing to talk to us. Hello. I'm from the station KFCL. Would you like to answer our question of the day? Have you ever written to your local legislator? And would you tell us your name please?"

DL: " My name is Dizzy Lizzy, Yes I have written to my legislator, sort of. Last year when the Mothers Club I belong to was concerned about seat belts, I signed a photocopied letter and sent one to each of our three legislators. It really didn't take very long and I don't suppose it makes a difference if you take time to use your own thoughts and words, does it? The letter may have arrived after the bill was acted on, but it's the thought that counts, isn't it?"

BR: "Thank you Mrs. Lizzy (aside) but I have heard that public officials appreciate letters written just to them and that arrive in time to influence thought."

"Here is a gentleman who might be interested in sharing with us. Sir, would you like to talk to the KFCL audience? Our question is 'Have you ever written to your local legislator?'"

DL: "I sure would."

BR: "Could you tell us your name?"

TO: "My name is Tellim Off, and have I written to my legislator? You bet I do. Every time those guys make a move, I get a hold of them and let them know how I want them to vote. The way I want — or else. I don't bother to give them reason, I just tell them what to do. I remind them how important I am in the district and how I could get them defeated in the next election. Why, sometimes I write 3 to 4 times about the same issue, same letter too. If I can take time to write a six-page letter, they better take time to read it carefully. And they better take time to vote the way I tell them, see?"

BR: "Yes sir, Mr. Off. I surely do see sir, thank you sir. We'll move along now, thank you, sir."

"Moving on down the street, who's this in the corner? Sir, sir, could you come out and talk to us? We'd really appreciate it. We're visiting today on the question, 'Have you ever written your local legislator?' Please come out. (Timid Tillie — takes several false starts before finally appearing). Could you tell us your name please?" (Disappears once, but does reappear).

TT: "Oh — My name is Timid Tillie. What was the question?"

BR: "Have you ever written to your legislator?"

TT: “OOOHH, I thought about it once. But I was afraid I’d say the wrong thing, or that I might hurt someone’s feelings — or that they couldn’t read my writing — I didn’t think they would be interested in my opinion. S-o-o-o — I just never got the letter written and sent. Come to think of it, the vote didn’t go the way I wanted it either.”

BR: “Yes, that’s too bad ___Tillie___ (aside). If your legislator knew how people in the district felt about the issue, maybe the vote would have been different. Any letter, even the copied one sent, is better than no letter at all.”

BR: Here’s another person. “Ma’am, could you tell us your name and answer the question, “Have you ever written to your legislator?”

RW: Rita Writer. “Yes, I have, and I do. When an issue affects me and my family, I take time to tell my legislator my side of the story and how the proposed action will affect me. I try to keep the letter short, no more than one typewritten page, and to talk about only one subject. I tell who I am and why I’m concerned. The letter should get there while the issue is before the legislator for study or action. It’s also a good idea to send a note of appreciation to legislators when they have taken an action you like.”

BR: “Thank you, ___Miss Writer___.”

“Well, here is one of our local legislators now, ___Larry Legislator___, would you talk to the KFCL listeners about our question of the day about writing to your legislators?”

L: “Buzz, I’m really glad you asked me. Letters from my constituents are really appreciated. Opinions from home about a certain bill (using the bill number) can be a big help with a decision on that bill. I like well thought out letters that present a definite position, even if I don’t agree with it. Timing is important too. I’d like to have those letters while we’re in committee on the law. I must say I like a pat on the back once in a while too when a citizen approves of an action or position I’ve taken.”

BR: “Thank-you, ___Mr. Legislator___, and to all the people we’ve interviewed today. This is ___Buzza Round___ returning you to station KFCL.”

Learning Activity: *Who Should Be Involved in the Coalition?*

Purpose: To define the vision of the coalition and identify the various major interest groups.

Items Needed: Circle worksheets and pencils.

Procedure:

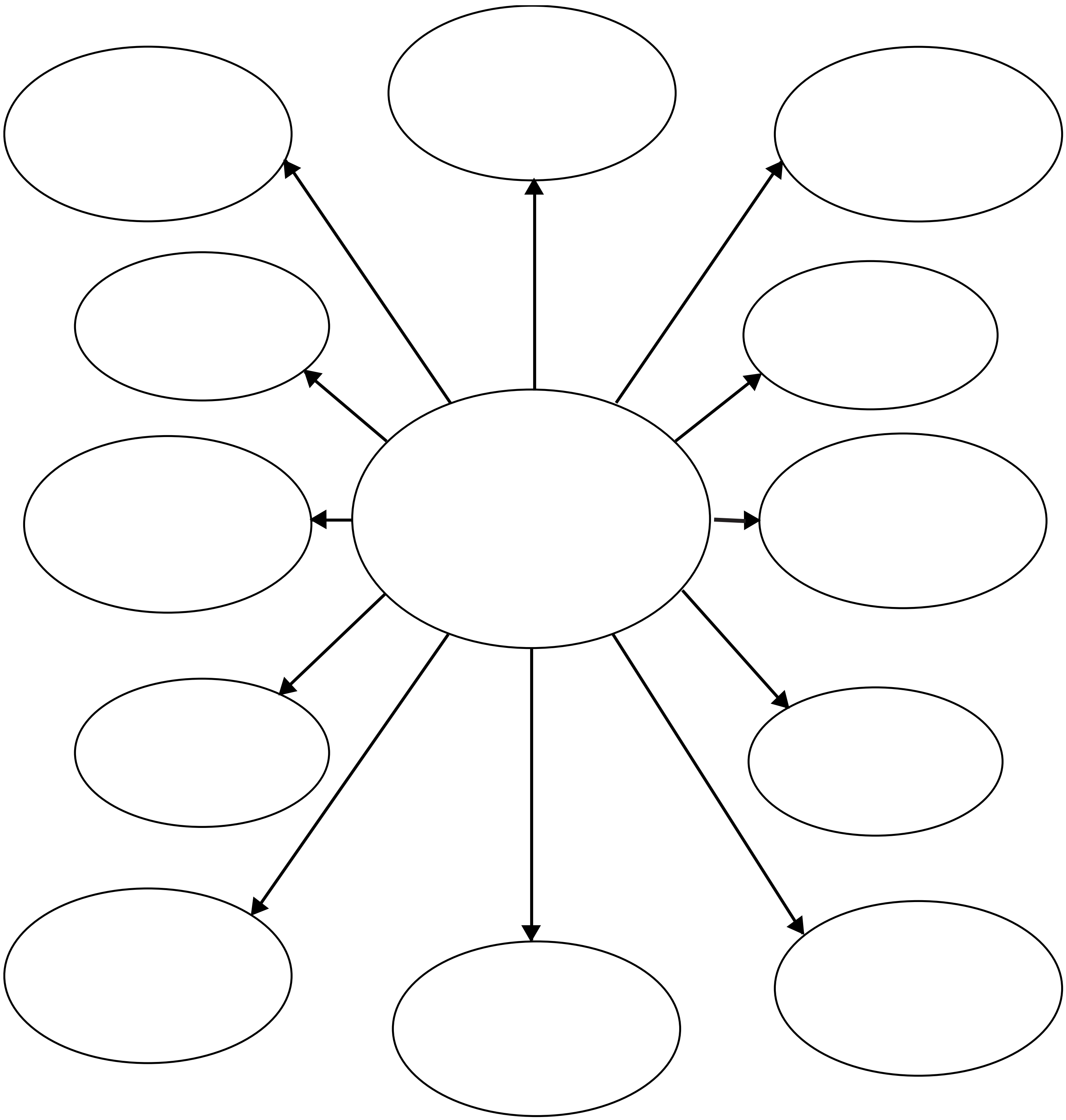
1. Distribute the worksheet and a pencil to each participant.
2. As a group, write a brief vision statement in the center oval. The statement should identify who is the target audience of the coalition. (Will the coalition target senior citizens, youth, or limited resource families, etc?)
3. Brainstorm to identify individuals, agencies, and organizations in the community who may also be concerned about this target audience and place their names in the outer circles.

Discussion:

1. How does each interest group relate to the target audience of the coalition?
2. Does the vision statement meet the needs of the coalition?

Summary: Prior to developing a coalition it is important to determine its vision and identify all interested parties. This activity illustrates how to begin that process.

Worksheet: *Who Should Be Involved in the Coalition?*



Learning Activity: *Lobbying Case Situations*

Purpose: This role-playing activity focuses on three scenarios that present problems that need to be resolved through influencing policy decisions.

Items Needed: A copy of the case studies (with discussion questions) for each participant.

Procedure:

1. Divide the participants into groups of 5 to 8 people.
2. Assign one of the three problem scenarios to each group.
3. Give the group time to review and discuss their scenario and to assign people to role-playing parts.
4. Have the groups role-play the scenario they were assigned in front of all participants.
5. Following each group's presentation have all participants comment on the discussion questions.

Discussion:

1. What was the objective/goal for the meeting?
2. What were the real problems the meeting needed to address?
3. What seemed to prevent discussion?
4. What are some of the hidden agendas and personal positions?
5. What could a facilitator have done to:
   a. Help set the stage for discussion and participation?
   b. Clarify the issues?
   c. Help people hear other positions?
   d. Help identify positions and linkages?
   e. Provide answers to questions?
   f. Involve more participants?
   g. Keep the discussion positive and directed?
   h. Bring effective closure to the meeting?

Summary: Policy decisions can be influenced in a variety of ways. This role playing activity demonstrates some of those ways. It also points out the attributes of a good facilitator.

Scenarios: *Lobbying Case Situations*

Case Situations:

1. You are lobbying for an art program in your school district. The decision-makers are school board members from your community. They have been handed a 15 percent cut in funds and have not outlined how the cut will be implemented. You have one month before the decision will be made.

2. Your county zoning board will be deciding on how many housing units per acre will be allowed in an area two blocks from your home. A condominium developer wants the density allowance changed from 8 per acre to 20 per acre. The board meets on the issue in one month.

3. Your city council is deciding whether to commercialize part of the largest city park. A park developer has made recommendations, but there is strong opposition from area residents. Unfortunately, area residents are not organized. They all oppose commercializing the park for different reasons.

Discussion:

1. What was the objective/goal for the meeting?

2. What were the real problems the meeting needed to address?

3. What seemed to prevent discussion?

4. What are some of the hidden agendas and personal positions?

5. What could a facilitator have done to:
   a. Help set the stage for discussion and participation?
   b. Clarify the issues?
   c. Help people hear other positions?
   d. Help identify positions and linkages?
   e. Provide answers to questions?
   f. Involve more participants?
   g. Keep the discussion positive and directed?
   h. Bring effective closure to the meeting?

Designing Leadership Programs

Overview

This section of the LEADS resource notebook focuses on one particular type of program activity: Delivering leadership development programs. It involves ongoing commitment to a group of individuals interested in improving their leadership abilities and better addressing public issues directly affecting the local community. This section is designed to assist extension educators in developing, organizing, and providing leadership programs.

The leadership program model in this section uses the educational activity resources in other sections of this notebook as well as reinforces the opportunity of tapping into local community resources for funding, speakers, tours, facilities, etc.

A leadership program may be organized with a formal, ongoing structure or informally as needed. Both types of programs are addressed in this section. It is important that the program have a strong leadership development component, which is experienced in a way to involve class participants in a growth process.

Many Kansas communities are in short supply of capable people willing to take on leadership roles. Factors affecting the pool of leaders include:

- changing populations,
- aging of current leaders,
- out-migration of younger residents, and
- demands of business, employment, family, and other responsibilities.

In Kansas, these programs are often organized at the county level. A county leadership program can increase the volunteer pool and enhance the ability of volunteers to make a difference in their county's quality of life through gaining new knowledge and developing new leadership skills.

Major goals that can be achieved through a county leadership program include:

1. identifying, training, and motivating potential leaders for voluntary positions within the county;
2. providing these potential leaders with an awareness of the issues and opportunities facing the county;
3. developing a format for ongoing communications among emerging and established leaders — a networking of ideas and involvement; and
4. encouraging these trained and skilled leaders to increase their involvement in local community affairs by matching their skills and interests to existing needs.

Leadership programs should be unique, based on the characteristics and resources of the local communities involved. A successful program will be tailored to fit the needs of the people and the communities.

The suggestions and examples of resources given in this section are based on the following assumptions:

- The leadership program is offered county-wide.
- A series of six sessions will be attended by all participants.
- 15 participants are selected through an application process.
- Sessions are one day long, held monthly from October through April.
- The program will be called "Leadership _________" (name of county);
- The Board of Directors will have 12 members serving three-year terms.
- Officers of the Board will be: Chair, Vice Chair, Secretary, and Treasurer.
- County/district extension agents will be advisors, and the local extension office will be the principal office of the program.

Variations of this model are encouraged. However, it is helpful for each program to be defined in a similar manner as the program is being designed. Each county or district will need to decide individually such issues as the number of directors, legal structure, number of class members, and content of sessions, locations, and speakers as appropriate in the county or district.

The authors wish to express appreciation to the following leadership programs, which provided information on which this material is based: Leadership Butler, Leadership Barber County, Leadership Coffeyville, Leadership Lawrence, Leadership Marion County, and Leadership Thomas County.

Resources in this section include:

How Extension Agents can use LEADS

Organizing Committees

Marketing

Possible Funding Sources for County Leadership Programs

Sample documents:

Budgets

Bylaws/guidelines for Operation

Brochure

Application Procedure and Form

Solicitation for Nominees

Acceptance Letter

Evaluation Forms

Planning an "Informal" Leadership Program

How Extension Agents Can Use LEADS

Here are some scenarios that demonstrate how a sound leadership development program can be used in a county or district.

There's a big debate in your county on corporate hog farming. Citizens feel strongly on both sides of the issue. The LEADS program can equip citizen leaders with skills in conflict management, issue analysis, and public policy.

Your Community Development Program Development Committee (CD PDC) is unsure of what its role should be. Other groups in the county are already doing industrial development activities. The LEADS program is a specific activity that several counties have begun through their CD PDC.

The new chair of the PRIDE committee has come to you for help with her new position. She's concerned about chairing meetings and wants to improve her public speaking. The LEADS program includes Leadership, Communication, Presentation Skills, Group Dynamics, and Effective Meeting Skills.

A former 4-H member has graduated from college and returned to your county. He enjoyed 4-H and is looking for a way to continue to use and polish his skills, and get reacquainted with the business leaders of the county. The LEADS program can provide a natural opportunity.

Your county commissioners just returned from a statewide commissioners meeting. One of them heard about a county leadership program in another part of the state, and wonders why it isn't being done in your county. The LEADS program includes sample materials that can be used easily to organize and initiate a program.

You have been approached by the nursing home directors in your county for assistance pertaining to volunteers. They have expressed a need for information and resources on how to work effectively with volunteers. The LEADS program includes such information as part of Group Dynamics.

Your 4-H PDC has identified the need for a program to help teens develop organizational and leadership skills. The LEADS program provides a model for such youth programs.

Organizing Committees

Steering Committee

Once the decision has been made to start a county leadership program the first step is to organize a steering committee. The primary purpose of the steering committee is to conceptualize, organize, market, implement, and evaluate the first year of the leadership program. This steering committee could include members of the Extension Community Development PDC or their designees, members of an area Chamber of Commerce, or any group that has interest in increasing the current leadership pool within the county. Steering committee members should be diverse and be representative of the communities within the county. Often, the steering committee becomes the first Board of Directors.

The steering committee provides structure to the program. It identifies desired skills in future community leaders, creates the leadership curriculum, identifies local resources and trainers, recruits and selects participants, and coordinates the training curriculum. At the completion of the first class, the steering committee collects data on participant development, identifies training strengths and weaknesses, and establishes an alumni organization to build support for additional training.

Once the program has completed the first year and has been evaluated, a Board of Directors can be formed from the graduating members of the class. As future class members graduate, those members may serve on the board as prescribed in the bylaws or operating guidelines (see examples on pages 12 and 16). The county or district extension agent(s) may serve as an advisor.

The board may appoint standing committees such as the Curriculum Committee, Selection Committee, Alumni Activities Committee, Marketing Committee, and Budget/Finance Committee, or the board may prefer to perform some of these functions itself. Following are the responsibilities for each of the standing committees:

Curriculum Committee — Responsible for planning and conducting sessions of the current class.

Responsibilities:

1. Carry out the purpose of Leadership ___________(county name) by conducting sessions on matters of broad and continuing interest.
2. Plan for an introductory session prior to the first session in order that participants may become acquainted with each other.
3. Work toward designing the curriculum so there is a good balance between leadership skill building and community experiences.
4. Plan and execute a minimum of _______________(number) monthly sessions beginning in ___________(month).
5. Recommend details and agendas of the sessions for approval by the Board of Directors prior to the first session.
6. Make arrangements for speakers, facilities, transportation, meals (breakfast, lunch, and afternoon snack), and other functions of the program.

   * Each committee member is responsible for the following:

   a. Initial call to speakers associated with his/her day.
   b. Follow-up letter to confirm phone conversation.
   c. Reconfirm by phone or letter two weeks prior to session.
   d. Introduce their session and speakers.
   e. Send thank you notes after each session to each speaker.
7. Coordinate with the alumni committee for the end-of-day socials.
8. Evaluate sessions and make recommendations to next year's committee.

Selection Committee — Responsible for selecting up to ____________(number) participants and ___________(number) alternates representative of a cross-section of the county to participate in the current class program.

Responsibilities:

1. Select for approval by the Board of Directors a group of participants from a cross-section of the county with different career, educational, political, social, and cultural backgrounds.
2. Select not more than one participant from a company/organization or subsidiary or affiliate in any one program year, if possible.

Alumni Activities Committee — Responsible for providing an activities program of continuing education, personal development, and networking for Leadership ______ (county name) alumni.

Responsibilities:

1. Coordinate and arrange financing for the social hours following each current class session.
2. Coordinate a minimum of ___ (number) activities each year for program alumni.
3. Coordinate the publication and distribution of a directory of program alumni.

Marketing Committee — Responsible for promoting and building awareness of the leadership program.

Responsibilities:

1. Develop a marketing plan for the program.
2. Contact businesses for support and potential nominees.
3. Conduct a publicity program involving news releases to local newspapers and radio/TV.

Budget/Finance Committee — Responsible for conducting the fiscal planning for the Leadership _____ (county name) Program.

Responsibilities:

1. Develop an operating budget for approval by the Board of Directors by a mutually agreed-upon deadline.
2. Identify prospective donors for the Scholarship Fund.
3. Solicit donors to finance expansion of the program.
4. Promote contributions from program alumni.

Marketing

Once the decision has been made to develop and implement a county leadership program, it is important that it be marketed and promoted. For such a program to be successful, it must show the potential participants how it would benefit them as well as how it would benefit the county. There are a number of ways to accomplish this task. A brochure is the most used promotion for a county leadership program. An attractive well-written brochure is a necessity. Other ways to share the information include:

Word of mouth:	One of the best ways because it is free, sincere, and believable. This can include using social media.
Logo:	Creates an identifiable image if used consistently.
Business cards:	Add professionalism.
Stationery:	Adds professionalism, especially if the logo is included.
Newspaper:	Articles in the county newspaper can be effective.
Radio/television:	May be costly, but is also effective.
Community:	Sharing information with community/county
Organizations:	Organizations may spread the word and also reach a target audience directly.

There are also a number of marketing tools that can be effective in the promotion of a county leadership program. These include:

1. a one-page brochure,
2. a program impact or fact sheet,
3. a slide show or video,
4. a promotional newsletter,
5. a promotional packet/manual,
6. a one-page fundraising brochure,
7. an alumni roster, and
8. a visitation program or speaker's bureau.

Possible Funding Sources for County Leadership Programs

**Participant Tuition — Must Be of Reasonable Cost

Participant's Employer

County Commissioners

County Banks

Insurance Agencies

Real Estate Agencies

Accounting Firms

Chamber of Commerce

Economic Development Groups

Grocery Stores

Any Local Business

Local and Regional Foundations

Grants — May be local, state, or national.

Sample Monthly/Quarterly Budget Report
Leadership ______ County
(Dates covered)

Category Description	Actual	Budget	Difference
INCOME/EXPENSE			
INCOME			
DONATIONS		$1,900.00	
GRADUATION		100.00	
GRANTS		1,000.00	
TUITION ($200 × 15 participants)		3,000.00	
TOTAL INCOME		$6,000.00	
EXPENSES			
ORIENTATION/ART OF LEAD-ERSHIP			$1,400.00
ECONOMIC DEV./AG		400.00	
HEALTH/EDUCATION		400.00	
STATE GOVERNMENT		1,400.00	
CITY/COUNTY GOV.		400.00	
GRADUATION EXP.		1,000.00	
OTHER		500.00	
WRAP UP		500.00	
TOTAL EXPENSES		$6,000.00	
TOTAL INCOME/EXPENSES			

Sample
Leadership ______ County
Annual Budget

Session	Cash	In-Kind
Orientation/Art of Leadership		
Speaker(s)	400	60
Materials/Supplies	150	50
Meeting Room		100
Transportation/Gas		140
Meal	200	
Cope Course	300	
TOTAL	$1,050	$350
Economic Development/Agriculture		
Speaker(s)	250	
Materials/Supplies	30	25
Meals	150	
Meeting Room		50
TOTAL	$430	$75
State Government		
Transportation/Gas		460
Lodging	720	
Meals	320	
TOTAL	$1,040	$460
Education/Health Care/Agencies		
Speaker(s)	200	100
Materials/Supplies	100	25
Meals	120	
Meeting Room		50
TOTAL	$420	$175
City/County Government		
Speaker	300	100
Meals	140	
Materials/Supplies	60	25
Meeting Room		50
TOTAL	$500	$200

Session	Cash	In-Kind
Wrap Up Session		
Speaker(s)	700	
Materials/Supplies	40	25
Meeting Room		50
Meals	120	
TOTAL	$860	$75
Graduation		
Speaker	30	100
Materials/Supplies	200	25
Meals	520	
Meeting Room		50
TOTAL	$750	$175
Other Expenses		
Brochure	200	
T-shirts	200	
Notebooks	550	
Materials/Supplies		200
TOTAL	$975	$200
TOTALS FOR ALL SESSIONS:		
Speakers	1,880	360
Materials/Supplies	580	375
Transportation/Gas		600
Meals	1,570	
Meeting Room		350
Lodging	720	
Cope Course	300	
Brochure	200	
T-shirts	200	
Notebooks	550	
	$6,000	$1,685

Sample
By-Laws
Leadership ______ County

Article I — General

Section 1. Name. This organization shall be known and designated as Leadership ________ County.

Section 2. The objective of Leadership ________ County is to ensure the continuing vitality of our community by providing for a planned and continuing source of motivated leaders who are educated about the community and its issues, as well as trained to accept future leadership roles in ______ County.

Section 3. Principal Office. The principal office of Leadership ______ County shall be located at the _______ County Extension Office, (address).

Article II — Board of Directors

Section 1. General. Leadership _______ County shall be governed by a Board of Directors as hereinafter provided. The Board shall consist of twelve directors representing communities throughout _______ County and diverse interests including but not limited to: city/county/government; business; agriculture/rural; education; churches; health care; finance; and civic organizations. Membership on the Board should be balanced and diverse in terms of geographic representation, gender, and age. The immediate past board chair and other members of the community may serve at the discretion of the board. Extension agents shall serve as advisors.

Section 2. Nomination. The Leadership _______ County Board shall elect two members-at-large to the Board of Directors each year, and the graduating class shall elect two members to the board from members of the graduating class of that year.

Section 3. Election. The Leadership ______ County Board of Directors and Graduating Class Alumni shall be the only voting members to elect the Leadership board members.

Section 4. Term of Office and Eligibility for Re-election: Directors shall be elected to rotating three-year terms. Directors are eligible for re-election to an additional three-year term. Following the completion of two (2) three-year terms, they shall not be eligible for re-election until after an interval of at least one (1) year following the completion of the final year of service.

Section 5. Vacancies. The seat of any elected member of the Board of Directors may be declared vacant upon a majority vote of the Board of Directors after the absent Director shall have been absent without an explanation from two consecutive regularly called meetings of the Board. Upon a declaration of vacancy, the Leadership ______ County Board of Directors is authorized in each case to appoint a successor by a majority vote of the Board of Directors.

Section 6. Functions of the Board. The functions of the Board of Directors shall be those commonly ascribed to such bodies.

Section 7. Meetings of the Board of Directors. Meetings of the Board of Directors shall be held as often and at such times and places as may be decided upon by the Board. Special meetings of the Directors may be called by the Chair of the Board of the Directors, or on written request of at least six Directors. Five days written notice shall be given to all

Directors prior to any regular or special meetings of the Board of Directors. Fifty percent of membership is necessary for a quorum.

At meeting of the Board of Directors, votes by proxy shall not be officially recognized. No member of this Board may vote who is not present when the question is completely put. Members who are necessarily absent from such meetings may designate a representative to appear and speak for them, but such a representative shall not have any official vote in the proceedings, nor shall he or she represent more than one absent member.

Article III — Officers

Section 1. Officers to be Elected. The elected executive officers of the organization shall be a Chair of the Board of Directors, a Vice Chair, a Secretary, and a Treasurer. Only members of the Board of Directors shall be eligible to hold office. Such officers shall be elected for terms of one year by the Board of Directors following the election of new Directors at the conclusion of each year's program.

Nomination and Election of Officers. Nominations for Chair of the Board of Directors, Vice Chair, Secretary and Treasurer shall be made by the Leadership _______ County Board of Directors. The election shall be held at the Directors meeting scheduled after the final program session for each year's class. In addition, any Director may nominate any other Director for any such office at the Director meeting at which the election occurs. In the event of death or resignation of any of the Leadership ___ County officers, any Director may nominate any eligible person for any such office at the Board of Directors meeting. The Board of Directors shall then proceed to elect an officer to fill each such vacancy as may exist.

Section 2. Duties of Officers. The Chair of the Board of Directors shall be chief officer of the organization, be its chief spokesperson, and shall preside at all meetings of the organization's Board of Directors. The Chair also appoints persons to chair any necessary Leadership ______ County committees. The Vice Chair shall serve as second in command, shall preside at all meetings where the Chair is not present, and shall assume the duties of the Chair should he or she not be able to fulfill his or her responsibilities.

Section 3. Parliamentary Procedures. The organization at its meetings and the Directors and committees in their deliberations shall be governed by Roberts Rules of Order insofar as same may be consistent with this instrument.

Article IV — Finances

Section 1. Fiscal Year. The fiscal year of the organization shall be established by the Board of Directors at their discretion.

Section 2. General Receipts and Disbursements. The Leadership _____ County Treasurer shall collect all fees and tuition and deposit them in the Leadership ______ County account in such banking institution or institutions as Leadership _____ County may designate. Receipts of funds may be placed in a revolving account, upon which any two of the Leadership _____ County board officers shall have authority to discharge the individual financial obligations with approval of the board of Leadership _____ County within the annual budget constraints.

Article V — Amendments

These bylaws may be amended by a majority vote of the Leadership _____ County Directors present at any meeting of the Board, provided that notice of the substance of the proposed amendment has been stated to each Director at least seven days prior to the meeting at which amendment is to be considered.

Leadership ______ County
Guidelines for Operation

Name

The name of the organization shall be Leadership _______ County.

Objectives

The objective of Leadership ______ County is to develop and encourage leaders in the region. Each year, the organization will identify and involve a class of ______ Countians who have demonstrated their leadership potential. The program is dedicated to the development of future ______ County leaders.

Program

The program shall consist of six sessions held monthly except December. The sessions will begin in October and end with graduation in April. Participants are REQUIRED to attend all sessions to successfully complete the program. Applicants need not apply if their schedule will not allow them to attend all sessions in their entirety, but are encouraged to apply the following year.

The program will combine informative presentation by area leaders; panel discussions; dialogue between participants and community decision makers; and tours, including a trip to Topeka. Social opportunities will foster a mutual interest in working together to find a better future.

Participants

Fifteen class members will be chosen by an anonymous selection committee from applicants received. The class shall be a diverse group selected from various businesses, professional, governmental, educational, religious, and civic organizations. Candidates should be promising representatives of organizations or firms.

Requirements of Participants

Candidates are REQUIRED to attend all sessions. Participants will be asked to sign an attendance policy. Candidates must have a minimum of one-year residency in ______ County at time of application.

Board of Directors

The board of Directors shall be composed of 12 members plus the county extension agent as an ex-officio member and program facilitator. Membership shall be eight former Leadership _______ County alumni and six at-large community members. At-large community members shall be appointed by the Board of Directors. Two class members shall be chosen by their class to serve a three-year term on the Board. Only one term may be served by alumni members. If a Board member is unable to fulfill his or her term, the Board of Directors shall make the appointment to fill the term.

Responsibilities of Board of Directors

A Chair, Vice-chair, Secretary, and Treasurer shall be elected at the first meeting of the fiscal year. The fiscal year of Leadership _____ County shall commence _____ of each year and end ______ of the following year. The Chair shall preside at Leadership ______

County Board meetings. The Vice-Chair shall preside in the absence of the Chair. The Secretary shall keep records and minutes of Leadership ______ County. The treasurer will manage funds of Leadership ______ County. Financial reports shall be provided to the Board of Directors at scheduled meetings. Board members are encouraged to attend any or all sessions as spectators, but should refrain from actively participating in the class sessions.

Executive Committee

The Executive Committee shall consist of two community and one alumni board member selected by the Board of Directors. The Executive committee will have such powers and duties as may be conferred upon them by the Board of Directors.

Leadership ______ County Alumni

Alumni shall be expected to help with recruitment for future classes. They shall take an active role in the community as opportunities arise. They shall support and cooperate with the Leadership _____ County Board of Directors and future leadership classes.

Guideline Amendments

Guidelines may be amended by a 2/3 vote of the Board of Directors.

Application
Leadership ______ County

Please type or print legibly.

I. Personal Data

Name: ____
First Middle Last

Home Address: ____

Home Phone: ___________________ Email ________________________

Business Address: _____________________________________

Business Phone: ________________________ Fax: ___________________

Email ____

II. Introduction

In 200 words or less, tell about yourself: Your education, employment, family, background, activities, goals, priorities.

III. References

Name ________________________________ Title __________________________

Business Address ________________________________ Phone ________________

Name ________________________________ Title __________________________

Business Address ________________________________ Phone ________________

Name ______________________________ Title _______________________

Business Address _____________________________ Phone _______________

IV. Commitment

Employer's Agreement: I fully support the application for the Leadership _____ County program, and I am willing to make available the necessary time for full participation in all scheduled classes and activities.

Signature ___________________________________ Date ________________

(If self-employed, please obtain the signature of the responsible person in your absence.)

Applicant's Agreement: If selected as a participant in Leadership _____ County, I am willing to attend all the functions sponsored by the program, and I understand that attendance is required at all scheduled classes and activities.

Signature ___________________________________ Date ________________

Class size is limited to 15 participants. The tuition fee is $___ payable by _____________. If selected you and/or your employer will be responsible for full payment of the tuition fee. Will you need scholarship assistance in order to participate?

Send completed application to:

____

____

____

Applications must be received at the ______________ office by 5:00 p.m. on _________. Class participants will be announced on ______________.

(Solicitation for Nominees)
Leadership ________ County
Return Address

Date

As the Chief Executive Officer of your company, business or organization, you are invited to apply or to nominate someone for the Leadership __________ program.

The purpose of Leadership __________ is to establish a network of present and potential leaders and give upcoming leaders an opportunity for growth and experience with the guidance and assistance of those who presently hold positions of leadership.

The series of ___ sessions will focus on all aspects of community life. Since sessions are full days and held generally on ___, a time commitment from both participant and employer is required.

We hope you will contribute to the future of ______ by participating in this effort to motivate and develop leaders. One way to do that is to nominate an interested person.

Another way to contribute to this effort is to sponsor a participant or provide a scholarship for one of the selected nominees who does not have a sponsor.

If you know of a person who lives or works in the ___ area and has leadership potential, we encourage you to nominate him or her. Each nominee will be asked to complete a formal application. The Board of Trustees will then select up to ___ persons from the applications received. Final selection of participants for next year's Leadership _______ Program will be completed by ___.

Please complete the enclosed form and return it by ______, to Leadership ___________, (address).

Sincerely,

John Doe

Chairman

enclosure

Your Logo

Nomination Form

Deadline: __________________

I wish to nominate the following person(s) for Leadership ________; please send an application:

Nominee ____

Address ____ Zip ___________

Home Phone ____________________ Work Phone __________________________

Employer or Sponsoring Organization ____________________________________

Nominated By ____

Nominee ____

Address ____ Zip ___________

Home Phone ____________________ Work Phone __________________________

Employer or Sponsoring Organization ____________________________________

Nominated By ____

Nominee ____

Address ____ Zip ___________

Home Phone ____________________ Work Phone __________________________

Employer or Sponsoring Organization ____

Nominated By ____

______ Our firm/organization would be willing to sponsor the tuition for our candidate(s).

______ Our firm/organization would be willing to sponsor the tuition for a participant selected who does not have a sponsor.

Request for Application

I wish to apply for Leadership ________; please send an application to:

Nominee ____

Address ____ Zip ___________

Home Phone ____________________ Work Phone __________________________

Employer ____

Leadership ___________________

Return Address

(Letter to Nominees)
Leadership _______________
Return Address

Date

John Doe

Address

Dear John:

Congratulations! You have been nominated by ______ for the Leadership ________ Program. Leadership ________ is a great opportunity for a person to further sharpen his or her leadership skills and gain greater insight into our community. The program is sponsored by ________. __________ enabled the development of the program.

We invite you to take a few minutes to review the enclosed brochure explaining the program. After doing so, we hope you will apply for the next class. The DEADLINE for receipt of your application is ___.

There will be ___ individual sessions. Most sessions will start at approximately ___ and conclude around ___. The dates you will need to reserve are the following: ___. The program will conclude with a graduation on the evening of _______. Your attendance is important so please apply only if you will be able to attend each of these program dates.

The cost of Leadership ______ is ___ per participant, which includes all lunches and expenses. Business firms and organizations usually pay _____ of the fee for their participants. Each participant is responsible for the remaining _____. A limited number of scholarships are available for those who otherwise would be unable to participate. Tuition fees are not due until the first class, so you should not send your fees with your application.

Please have your completed application back to us by ______. We will notify you by approximately ______ of the outcome of the selection process.

Do not hesitate to call if you have questions. We strongly encourage your application.

Sincerely,

Jane Doe

Program Coordinator

enclosures

Session Evaluation
Leadership ___________

Topic of session____________________________________ Date________________

1. What was most useful about this session?

2. What was least useful?

3. How would you improve this session?

4. How will you use the results of this session to benefit the community?

5. Additional comments:

Leadership ______ Session Evaluation Form

Answer the questions according to your own opinions about the session. Circle the number on the scale from 1 (poor) to 5 (excellent) that reflects your opinion.

1. **Organization of the session**

   1 2 3 4 5

   (Poor: too tightly controlled; lack of clarity concerning the topic or the method of presentation; much confusion)

   (Excellent: well organized; flexible enough so we were able to guide it; all flowed smoothly)

2. **Participation in the session**

   1 2 3 4 5

   (Poor: few dominate; some passive; some not listened to; several talk at once or interrupt)

   (Excellent: all are involved; all are listened to; open and lively discussion)

3. **Content of the session**

   1 2 3 4 5

   (Poor: did not learn much; not enough content; not appropriate to our needs)

   (Excellent: learned a lot; was informative; content appropriate to our needs)

4. **How would you rate the success of the session in terms of your learning?**

   Poor 1 2 3 4 5 Excellent

5. **Success in creating a challenging session**

   Poor 1 2 3 4 5 Excellent

6. **Your initial level of motivation and involvement in the session**

   Low 1 2 3 4 5 High

Don't Forget the Back !!!!

7. **Your final level of motivation and involvement in the session**

   Low 1 2 3 4 5 High

8. **Did the session meet your expectations?**

   Deeply disappointed 1 2 3 4 5 Exceeded expectations

9. **What about the session did you like most?**

10. **What about the session did you like least?**

11. **What recommendations would you make?**

12. **What leadership concepts did you learn during this session and how do you plan to use them?**

Additional Comments:

Overall Program Evaluation
Leadership ______ Curriculum Evaluation

1. **Describe the most significant benefit you have experienced so far as a result of your participation in the Leadership ______ program.**

2. **How do you anticipate your participation in the Leadership ______ program to benefit you in the future?**

3. **What do you consider the best part of the Leadership _______ curriculum?**

4. **What do you suggest we change/improve in the Leadership _________ program?**

There's more on the back!

5. **Is there anything we did not include as general information during the orientation that you feel would have been helpful to know?**

6. **Please add any other comments, ideas, or suggestions you would like to make about the Leadership ______ program.**

7. **How would you like to contribute to next year's Leadership ____ program?**

    _____ Serve as a board member

    _____ Help with sessions

    _____ Speak at sessions

    _____ Donate funds

    _____ Other

    (explain)____

Name________________________________

Overall Program Evaluation

Please complete and return this questionnaire. The following items refer to the total program. Answer them as thoughtfully as you can. Your views are important for planning future programs.

1. **Length**

   The program was: Too Short About Right Too Long

   How many days should the program take (assuming the same goals as the present program)? ____ Days

2. **Topics to Add**

   What topics, if any, should be added to the program?

   Topics Suggestions

3. **Topics to Drop**

   List the topics covered that you feel should be dropped or could be dropped without hurting the overall quality of the program.

   Topics Suggestions

4. **Major Benefit**

   What is the major benefit you received from attending the program?

5. **Class Projects**

   Should Leadership ________ have class projects? If yes, what method would you use to ensure successful, community-oriented projects?

DON'T FORGET THE BACK!

6. **Which meeting facilities should we continue to use, which should NOT be used, and what ones did we overlook?**

7. **Are you comfortable with the methods utilized to resolve student questions and concerns during presentations?**

8. **What was the best session? Why?**

9. **What was the worst session? Why? Can it or should it be saved? How?**

10. **With the new awareness of your community received through Leadership ___, do you intend to become more involved in community affairs? If so, how?**

ADDITIONAL COMMENTS:

Planning an "Informal" Leadership Program

The term "informal" as used here indicates a leadership development program that is less structured than the county leadership program described in the first part of this section. An "informal" program does not have the organizational structure or by-laws described in that section. It generally will not have the detailed nomination or application procedure, employer support requirement for the time commitment, or the expense of the more formal program.

Informal does not mean that the program is less carefully planned or conducted. The curriculum will be chosen carefully, with careful attention to specific needs, interests, and experience levels of the target audience.

Informal programs may be designed for adult or youth audiences, or a combination. Participation of potential audiences in the planning process is encouraged.

Sessions may vary in time and schedule, ranging from a one-session, single-topic lesson to a sequence of day or evening sessions.

As you read the following pages, please view these guidelines as a working document. You may supplement these suggestions with materials from throughout this notebook.

Note:
There are also some programs that are already well developed but which require targeting the audience, marketing the program, or other steps prior to implementation. Partners in Community Leadership (the program developed as a North Central Region project that involves adults and older youth working as partners in leadership and community development) is one example. TAXI (Taking Anybody into Expanded Involvement) includes eight modules that feature elements of leadership and of volunteer management.

Following are guidelines and suggestions for planning informal leadership programs.

Planning An "Informal" Leadership Program

Rationale for the program

- **Identify need/interest/opportunities in general.** Then try to determine:
    - Specific characteristics of audience.
    - Whether they are beginners or have some experience.
    - What their time schedules are.
    - Whether they view themselves as already leaders or just beginning to think about leadership.
    - If they have immediate specific needs (how to be a board member, how to conduct a youth leadership project, etc.).

- **Partners/sponsors**
    - Decide if they are needed and if so, who is appropriate.
    - Consider cooperating with a specific group, such as 4-H leaders or junior leaders, not-for-profit boards, civic clubs, or religious organizations. Although not essential, working with a group provides a confirmed audience.

- You may still invite others or have the sessions open to the general public.
- Cooperation also provides a source of additional ideas and expertise and contributes to the team spirit.

- **Support of your Board/PDC, others as needed.**

Plan the program (overall goals, specific objectives, curriculum, and learning experiences)

- **Decide on topics**
  - If you are doing a series of sessions, develop a logical sequence.
  - Select lesson materials and learning activities
  - Determine teaching methods, speakers, etc.
  - Include a variety of methods, such as mini-lecture, group discussion, guest speaker or panel, case studies, skit or role plays.
  - Select and confirm guest speakers.
  - Review the principles of adult learning (a good resource is *Teaching as a Volunteer Leader*, MF-971)

- **Evaluation or feedback**
  - For each session, decide on your specific objectives.
    - — What do you want participants to be able to do?
    - — When should they be able to do this (immediately after session, after a time period for practice, etc.)?
    - — How well will they be able to do this (get through it, well polished, etc.)?
  - A simple post-session evaluation can ask questions to assess changes in knowledge, attitude, skills, and aspirations (plans).
  - A follow-up several months after the program will provide some "impact" data. Surveys by mail, email, or telephone can determine how behavior has changed (how knowledge and skills are being applied).
  - Observation can also provide information on changes in the way participants conduct meetings, plan events, communicate with others, etc.

- **Celebration and reporting**
  - Most participants enjoy receiving a certificate or other symbol of successful completion of the program.
  - Some sort of celebration (need not be a formal recognition banquet) helps maintain enthusiasm.
  - Consider having the participants plan this, rather than doing it yourself.

- **Time schedule** (for program itself and who is to do what by when)
  - Write down the details and the schedule.
  - Be sure that everyone knows and accepts their responsibilities and agrees to meet the time frame.

- **Budget, finances and facilities**
  - Prepare a simple budget.
    - — Opinions vary as to the benefits of charging a registration fee. Some think charging a fee encourages people to follow through on their commitment to attend. Others prefer to offer sessions without charge unless money is needed to provide supplies, rent facilities, etc.
    - — See if you can find a local sponsor to provide refreshments, meeting room, etc.
  - Arrange for facilities
    - — Book facilities as early as possible. A comfortable meeting room, easily accessible is always a plus.
    - — Determine and arrange for audio-visual needs and other supplies.

- **Marketing, publicity, promotional brochures**
  - If you are trying to attract people, you will need some information/marketing effort. It need not be complicated, but it does need to be accomplished well in advance of the program.
  - Work with local media, sponsoring groups, etc. as appropriate.

- **Follow-up:** (personal invitations, phone calls, etc.)
  - Many busy persons make their decision on the basis of personal contact — someone telling them this program is really going to be worth their time.
  - Reminders and help with transportation also encourage participation.
  - Speakers often prefer their information in writing. A map or directions are appropriate if the meeting site is not known to them. Find out if they need equipment and be clear as to whether you will provide it or they should bring their own.

Conducting the program:

- **An effective introduction includes:**
  - ice breaker/focusing/group building activity,
  - opening/introduction,
  - objectives/expectations/benefits to participants,
  - non-threatening get-acquainted or focusing activity, and
  - preview of session.

- **Learning Session**
  - Provide information.
  - Have participants practice or experience skill building activities.
  - Reflect and generalize about learning.

- **Conclusion**
  - Summary of information provided.
  - Debriefing to promote retention and transfer of learning.

- Benefits (repeat from introduction).
- Evaluation if not done earlier.
- Plan for future action (individual or group, assignments for next session, etc.).
- Closure.

- **Suggestions for skill-building topics for leadership programs**
  - Basic leadership topics and skills, What is a leader? Motivating yourself to realize your leadership potential, etc.
  - Public speaking, presentation skills.
  - Leadership styles and understanding how to work with others.
  - Conflict management and resolution.
  - Dealing with change, from standpoint of individuals and organizations.
  - Others to suit your audience.

Evaluation Tools

Evaluation Tools Overview

Purpose of Program Evaluation

The fundamental purpose of evaluation is to help in decision-making. Evaluation provides information for making decisions about: (1) the value or merit of educational programs, (2) how well the programs have met their objectives, and (3) if additional, unplanned side effects have occurred. Evaluation results serve as the basis for effective planning of future programs. These results are also the foundation of accountability (justification of time, money, and other resources expended), which is increasingly required to maintain program support by clientele, policy makers, and sponsors.

Information Needs

When planning how you will assess the program, consider the full process. What information will be needed? What are the important decision points? Who should be asked for their observations or perceptions? What methods should be used for obtaining the information? What resources are available to carry out the evaluations?

A cycle of information gathering, analysis, planning, and decision-making is necessary throughout the process of developing and implementing the program. Sponsors, participants, presenters, and community members will also want information. It is helpful to get their input on what is to be evaluated, why the information is needed, and how it will be used.

Types of Evaluations

There are two general types of program evaluations: formative and summative.

- Formative (process) evaluations are conducted while a program is being conducted. Their primary purpose is planning for improvement of future sessions of the program.
- Summative evaluations are carried out after a program is completed and expected to have achieved results. The purpose is to gather data about the accomplishments of a program, identifying both short-term results and long-term impacts of a program.

Time Line for Evaluations

Evaluation procedures should be planned at the beginning of the program, rather than being "tacked on" at the end because no one thought about it.

Process and progress

Regardless of what other evaluation efforts are made, the facilitator/planning committee needs some mechanism to check the process for making decisions and check on progress in implementing the program. Information-gathering and assessment should occur throughout the process to help avoid mistakes and omissions and to keep things running smoothly. Developing a checklist of critical activities and time lines is very helpful.

Individual program sessions

A brief assessment of each session helps determine the effectiveness of the presenters, the content, the materials, and the format. Additionally, factors relating to physical comfort, such as room temperature, seating, and noise levels should be considered. Make changes based on this feedback as the program progresses — don't wait for next year's session to respond to suggestions.

Overall program

At the conclusion of the program, an overall evaluation can assess strengths, weaknesses, relative value of sessions, and other information useful in planning future programs and measuring success in meeting goals. Evaluation should include discussion and assessment of what people have learned as well as how they intend to apply it.

Community impact and long-term change

The real effectiveness of the program can be measured after the participants have had an opportunity to put their learning to use in the community. At selected intervals following the program, it may be helpful to explore the participants' perception of its usefulness and effectiveness, how the information has been used, what current activities are taking place, and how the graduates participate in community affairs or other leadership roles. Six months is a commonly accepted point in time for a follow-up survey. This may be too soon for planned actions to be put in place, so a later follow-up is desirable.

The impact of the program needs to be gauged in time sequences: at the conclusion of the program, six months later, one year later, and two years later. A program may be viewed positively by its graduates and sponsors, yet not serve its intended purpose. The following questions may serve as a guide to the long-term impact of the program:

- Are graduates more involved in the community?
- Has the quality of their participation improved?
- Has their leadership influenced others?
- Are citizens and community leaders more effective in working for the development of the community?
- Are new or better things happening in the community as a result?

Evaluation Methods

While evaluation is important, it should be concise and nonintrusive. A combination of formal and informal assessment is most effective.

Informal methods may include conversing with participants, sponsors, and committee members and asking things like "How are we doing? What could we do better? Are you getting what you need?" Observation, listening, and informal discussion can provide valuable insights throughout the process. The facilitator or coordinator can stimulate this kind of conversation at each session. Steering committee members may ask questions in less formal settings.

To determine if participant objectives or expectations were met, participants may be asked to write them down at the beginning of the program. Ask basic questions such as: For what reasons are you involved in this program? How do you expect to benefit? How do you plan to use the information? The responses can then be compared to answers to the same questions (in the past tense) at the end of the program and several months to a year later.

Session evaluations are usually brief questionnaires completed by the participants at the end of each session. Members of the steering committee should also meet with the instructors to assess each session and discuss how it might be strengthened.

The overall program evaluation may be through a group discussion or questionnaire at the end of the program, interviews, mail (or email) or telephone surveys at selected intervals, or a combination of methods. Open-ended questions generally provide more useful information than closed questions, although they may be more difficult to tally. Interviews can provide valuable information that is difficult to get from written surveys, particularly when considering overall and long-term impact. A variety of questionnaires, checklists, and other assessment tools can help in discovering this information.

Observation is also critical. What do you and others see or hear in the community? What is the community's perception of the program? Simply reading local newspapers may give some clues to impact. Are new activities being started? Are existing groups more active or effective? Are program graduates involved? It's useful to get feedback from people who weren't involved in the program as well as from those who were.

Evaluation Tools

Types of tools for gathering the effects of the program include:

- Reports of number of participants involved, activities and events, time contributed by volunteers, and other program participants, etc.
- Knowledge tests (such as pre- and post-tests to be administered to specific program participants).
- Observation, by extension agent, planning committee member, or an "outside observer," using a checklist to identify key skills or practices demonstrated by the participants.
- Visual techniques, such as photographs or video, that illustrate accomplishments of participants. These might be prepared by the agent/partners or participants themselves.
- Collection of perceptual data and self-assessments of changes in behaviors and impacts on organization or community.
- Compilation of "success stories" or detailed case studies.
- Others to meet goals and needs of specific situation or targeted program.

It's important that results can be aggregated and summarized for state and federal reports.

Indicators of accomplishment of objectives

Even though some effects of the program may take months to become visible, there are still immediate indicators of the program's success. Some examples include:

- Participants agreed on goals.
- Participants increased their knowledge of leadership concepts.
- Participants demonstrated increased leadership skills.
- Participants became more actively involved in leadership roles.

- Participants accomplished goals specific to the particular situation or targeted program.
- Program increased the use of leadership competencies in extension and/or non-extension roles.
- Program enlarged pool of competent leaders.
- Program improved the functioning of community and other volunteer groups.

Sharing the Program Results

Participants can benefit from assessing their experiences in the program and comparing them with those of others. Feedback on individual sessions is helpful to both present and future presenters. Planners and organizers need assessment information for multiple reasons. Sponsors should be informed of results in order to show appreciation, demonstrate the value of their investment, and encourage their continued support. All these parties may also need some evidence to justify their continued contributions of time, work, and other resources for planning future programs.

The best style and format for presentation of the information will vary with the intended audience. Numbers are often smaller in leadership development than in some other types of educational programs. Dollar amounts are often difficult to use but some estimates may be possible. Summaries and highlights of the overall evaluation, using quotes from participants, presenters, and steering committee members, is one useful format. These can be distributed to sponsors, community organizations, and news media, and used in fundraising and publicity efforts for new programs. News articles are a good way of reaching community members. If the program activities have been in the news periodically, people will certainly be interested in the results. Sponsorship and recruitment of future participants is also influenced by demonstrating positive results!

References

University of Missouri, Missouri Rural Innovation Institute.

Smith M.F., *Evaluability Assessment: a Practical Approach.* Mass: Kluwer Academic Publishers, 1989.

Evaluation Tools

EXAMPLE

SESSION EVALUATION
LEADERSHIP

Topic of session____
Date______________

1. What was most useful about this session?

2. What was least useful?

3. How would you improve this session?

continued on back

4. How will you use the results of this session to benefit the community?

5. Additional comments:

EXAMPLE

LEADERSHIP __________ SESSION EVALUATION FORM

Answer the questions according to your own opinions about the session. Circle the number on the scale from 1 (poor) to 5 (excellent) that reflects your opinion.

1. **Organization of the session**

    1 2 3 4 5

    (Poor: too tightly controlled; lack of clarity concerning the topic or the method of presentation; much confusion)

    (Excellent: well organized; flexible enough so we were able to guide it; all flowed smoothly)

2. **Participation in the session**

    1 2 3 4 5

    (Poor: few dominate; some passive; some not listened to; several talk at once or interrupt)

    (Excellent: all are involved; all are listened to; open and lively discussion)

3. **Content of the session**

    1 2 3 4 5

    (Poor: did not learn much; not enough content; not appropriate to our needs)

    (Excellent: learned a lot; was informative; content appropriate to our needs)

4. **How would you rate the success of the session in terms of your learning?**

    Poor 1 2 3 4 5 Excellent

5. **Success in creating a challenging session**

    Poor 1 2 3 4 5 Excellent

6. **Your initial level of motivation and involvement in the session**

    Low 1 2 3 4 5 High

7. **Your final level of motivation and involvement in the session**

    Low 1 2 3 4 5 High

8. **Did the session meet your expectations?**

    Deeply disappointed 1 2 3 4 5 Exceeded expectations

continued on back

9. **What about the session did you like most?**

10. **What about the session did you like least?**

11. **What recommendations would you make?**

12. **What leadership concepts did you learn during this session and how do you plan to use them?**

Additional Comments:

EXAMPLE

Overall Program Evaluation
Leadership __________ Curriculum Evaluation

1. Describe the most significant benefit you have experienced so far as a result of your participation in the Leadership ___________ program.

2. How do you anticipate your participation in the Leadership ___________ program to benefit you in the future?

3. What do you consider the best part of the Leadership ___________ curriculum?

4. What do you suggest we change/improve in the Leadership ___________ program?

5. Is there anything we did not include as general information during the orientation that you feel would have been helpful to know?

continued on back

6. Please add any other comments, ideas, or suggestions you would like to make about the Leadership ___________ program.

7. How would you like to contribute to next year's Leadership ___________ program?

   _____ Serve as a board member

   _____ Help with sessions

   _____ Speak at sessions

   _____ Donate funds

   _____ Other

   (explain)____

Name________________________________

EXAMPLE

OVERALL PROGRAM EVALUATION

Please complete and return this questionnaire. The following items refer to the total program. Answer them as thoughtfully as you can. Your views are important for planning future programs.

1. **Length**

   The program was: Too Short About Right Too Long

   How many days should the program take (assuming the same goals as the present program)? ____ Days

2. **Topics to Add**

   What topics, if any, should be added to the program?

   Topics Suggestions

3. **Topics to Drop**

   List the topics covered that you feel should be dropped or could be dropped without hurting the overall quality of the program.

   Topics Suggestions

4. **Major Benefit**

   What is the major benefit you received from attending the program?

5. **Class Projects**

   Should Leadership ________ have class projects? If yes, what method would you use to ensure successful, community-oriented projects?

6. **Which meeting facilities should we continue to use, which should NOT be used, and what ones did we overlook?**

continued on back

7. **Are you comfortable with the methods utilized to resolve student questions and concerns during presentations?**

8. **What was the best session? Why?**

9. **What was the worst session? Why? Can it or should it be saved? How?**

10. **With the new awareness of your community received through Leadership ___, do you intend to become more involved in community affairs? If so, how?**

ADDITIONAL COMMENTS:

Please return to: ________________________________

Example

Note: The content outlined below would, in this example, be used in a questionnaire mailed to participants in the leadership development program about six months after their last session or "graduation."

This tool is not designed to be used as is; the format and wording should be adapted for use in a particular program or situation.

County Leadership Course
Participant Survey

Please take a few minutes to complete the following survey. The survey will be used to measure impact of the leadership course and as a tool to improve the course for future participants.

1. Year you participated in the Leadership Course:

   ___2009-10   ___2010-11   ___2011-12   ___2012-13

2. Please rate yourself on the items below. Check the blank that best reflects your assessment of your skills, abilities, or knowledge: Very Poor (1); Poor (2); Fair (3); Good (4): Very Good (5).

	Before Leadership Program						**After Leadership Program**				
	1	**2**	**3**	**4**	**5**		**1**	**2**	**3**	**4**	**5**
A. Your ability to lead or facilitate a group.											
B. Your ability to work with people.											
C. Your ability to motivate and inspire people to work together											
D. Your ability to influence community affairs.											
E. Your knowledge of resources to use in solving public problems.											
F. Your confidence to openly promote causes about which you feel strongly.											
G. Your knowledge of state legislative process.											

continued on next page

	Before Leadership Program						After Leadership Program				
	1	2	3	4	5		1	2	3	4	5
H. Your ability to deal effectively with local political leaders.											
I. Other. Please add. ________________ ________________ ________________											

3. Please indicate by the following statements the extent to which you agree or disagree. If you strongly disagree, check 1; disagree, check 2; undecided, check 3; agree, check 4; strongly agree, check 5.

	Before Leadership Program						After Leadership Program				
	1	2	3	4	5		1	2	3	4	5
A. I find it easy to express my ideas in public.											
B. I believe I have the necessary skills to function as an effective community leader.											
C. I consider myself to be a leader in my community.											
D. I have the skills necessary to have an impact on public issues.											
E. When working with groups, I feel it is easy to assume a leadership role.											

continued on next page

4. Have you written or talked to any public officials (elected or appointed) during the last six months to let them know what you would like them to do on a public issue in which you are/were interested?

   A. Yes ____ B. No ____

   If yes, what types of public officials and how many times was each type contacted over the six-month period? (Check the appropriate box.)

Type of Official	Number of Times Contacted		
	1-5	6-10	11+
Local officials (Mayor, council member, commissioners, school superintendent, school board members, etc.)	___	___	___
State officials (state legislator, governor, etc.)	___	___	___
National officials (congressional representative, senator, etc.)	___	___	___

5. Did the program increase your awareness of _______________ County issues and/or problems?

   1._____ Greatly increased awareness

   2._____ Increased awareness

   3._____ Slightly increased awareness

   4._____ Program had little effect on awareness

6. On the whole, did you find the program interesting?

   1._____ Very Interesting

   2._____ Interesting

   3._____ Neutral

   4._____ Uninteresting

   5._____ Very Uninteresting

7. Please list any new leadership activities, memberships, appointments, or election to a position or organization since participating in the leadership course.

   ____

   ____

   ____

   ____

continued on next page

8. List any business changes, job promotions, or new work-related leadership activities you are now involved with since taking the leadership course.

____

____

____

____

9. Since taking the ________________ County Leadership Course have you taken any additional leadership training?

A. Yes____ B. No____

10. Would you be interested in taking an advanced leadership course if offered through the ________________ County Extension Service?

A. Yes____ B. No____ C. Maybe____

If yes, NAME (Optional):

E-mail:

Address:

Telephone:

11. What topics or suggestions would you have for improvements of the leadership course?

____

____

____

____

12. Would you recommend this course to someone else? Why?

____

____

____

Thank you for completing this survey. Your cooperation is greatly appreciated.

Return to: Local Program Coordinator

Example

(Note: The content outlined below would, in this example, be used in a questionnaire mailed to participants in the leadership development program about six months after their last session or "graduation."

This tool is not designed to be used as is; the format and wording should be adapted for use in a particular program or situation.)

County Leadership Course
Employer Survey

Please take a few minutes to evaluate the impact the _______________ County Leadership Course has had on your business and employees. If more than one employee has participated in the course, you may answer the questionnaire as a composite, or photocopy the survey and answer for each individual employee.

For the following statements, please indicate with a check mark (√) the extent to which you agree or disagree. If you strongly disagree check (1), disagree (2), undecided (3), agree check (4), and strongly agree (5).

Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)

1. Your employee vocalizes their opinion more openly since taking the leadership course.

   1. ____ 2. ____ 3. ____ 4. ____ 5. ____

2. Your employee exhibits more confidence since taking the leadership course.

   1. ____ 2. ____ 3. ____ 4. ____ 5. ____

3. Your employee has become more involved in the community since taking the leadership course.

   1. ____ 2. ____ 3. ____ 4. ____ 5. ____

4. Your employee is more receptive to suggestions and change since taking the leadership course.

   1. ____ 2. ____ 3. ____ 4. ____ 5. ____

5. Your employee's ability to work with others has increased since taking the leadership course.

   1. ____ 2. ____ 3. ____ 4. ____ 5. ____

6. Your employee's ability to solve problems has increased since taking the leadership course.

   1. ____ 2. ____ 3. ____ 4. ____ 5. ____

continued on back

7. List any job promotions, changes or new activities your employee is involved with since taking the leadership course.

____

____

____

8. How has your employee's participation in the ____________________ County Leadership Course benefitted your business?

____

____

____

9. What new group dynamics or communication skills do you see your employee utilizing as a result of information gained from the leadership course?

____

____

____

10. Would you be willing to continue to support employee participation in the ________________ County Leadership Course?

    A. Yes _____
    B. No _____
    C. Undecided _____

11. We are always open to suggestions for ways to improve the course. What are your thoughts and comments?

____

____

____

____

Thank you for your time and cooperation. Your support is greatly appreciated.

Return to: Local Program Coordinator

EXAMPLE

Note: The content outlined below would, in this example, be used in a questionnaire mailed to participants in the leadership development program about six months after their last session or "graduation."

This tool is not designed to be used as is; the format and wording should be adapted for use in a particular program or situation.

County Leadership Course

Leadership Skills Evaluation

Introduction: Within the last year, you were enrolled in the _____________ County Leadership Development Program.

Please answer the questions below and add any comments that might help improve the program or describe its success. Your answers will be summarized; your individual response will be confidential.

I. Skills improved: The leadership skills listed below were covered in the program. If you were already competent (or had the skill) before the program, please check the line in the left hand column. Check the degree to which the program helped you improve:

Already Competent		How Much Did the Program Help You? None	Little	Moderate	Much
______	Planning an agenda	____	____	____	____
______	Working with committees	____	____	____	____
______	Chairing a meeting	____	____	____	____
______	Presenting a report	____	____	____	____
______	Using consensus decision-making	____	____	____	____
______	Facilitating discussions	____	____	____	____
______	Involving others	____	____	____	____
______	Setting group goals	____	____	____	____
______	Reaching decisions	____	____	____	____
______	Resolving conflicts	____	____	____	____
______	Identifying community problems	____	____	____	____
______	Seeking appropriate information	____	____	____	____
______	Other				

Please Specify ________________________________

____

Comments:

continued on next page

II. Skills applied: Check any of the skills below that you have applied twice or more since the program ended.

______ Planning an agenda

______ Working with committees

______ Chairing a meeting

______ Presenting a report

______ Using consensus decision-making

______ Facilitating discussions

______ Involving others

______ Reaching decisions

______ Identifying community problems

______ Seeking appropriate information

______ Other. Please specify. ____

____

____

Comments:

III. Citizen involvement:

A) During the last six months did your organization(s) sponsor any opportunities for citizen involvement? Yes___ No___

If yes, check any below that apply; if "other", describe briefly.

______ Public meeting(s)

______ Study group(s)

______ Community survey(s)

______ Citizen task force(s)

______ Fundraising

______ Other — what? ____

B. If your organization did sponsor some opportunity for citizen involvement during the last six months, approximately how many citizens were involved?

Number ___________

continued on next page

Comments:

C. How does this compare with citizen involvement in the same organization(s) a year ago?

______ This is less

______ About the same

______ This is more

Comments:

IV. Community problem-solving:

A) Please check any of the local problems listed below which have been addressed during the last six months by organizations in which you have a leadership role. (If a problem could be identified by more than one topic listed, check the topic you think is most applicable.) Add any others to the list.

______ Children's needs

______ Community housing, facilities

______ Community recreation

______ Community water supply, water quality

______ Crime prevention, safety

______ Domestic violence

______ Economic development

______ Education/school issues

______ Fire protection

______ Land use planning

______ Solid waste management

______ Soil/water/natural resource conservation

______ Work force preparation

______ Youth at risk

______ Other — what? ____

____

____

continued on next page

Comments:

B. How many community problems have you dealt with in the groups in which you have a leadership role THIS YEAR? _________

How does this compare with the number of community problems A YEAR AGO?

______ This is less

______ About the same

______ This is more

If you have done LESS this year, have you dealt with the problem more comprehensively? Please explain.

Comments:

V. About you: A) Please fill in the following information to help us in analyzing the feedback from you and the other participants.

Organizations to which you belong	Number of years	Current leadership position (if any)

B. How many years have you held a leadership position? ____ years

C. How many years have you lived in your community? ____ years

VI. Suggestions for the Leadership Program:

continued on next page

VII. Would you be interested in taking an advanced leadership course if offered through the ________________ County Extension Service?

A. Yes____ B. No____ C. Maybe____

If yes, NAME (Optional):

E-mail:

Address:

Telephone:

Thank you for your help. Please complete this form by _______________________.

RETURN TO: Local Program Coordinator

LEADS Program Evaluation: State Summary

Information for extension agents to enter into the K-PICS system.
(https://kpics.ksre.ksu.edu)

1. Number of people who attended leadership trainings.

2. Number of programs which were conducted.

   Of these,

   - How many were new?
   - How many were revised substantially?
   - How many were on-going?

3. Type and extent of Extension agent involvement (indicate primary roles or activities.) Check all that apply.

   _____ Initiated program planning.

   _____ Advisor or member of coordinating committee.

   _____ Facilitator of a program session.

   _____ Presenter at a program session.

   _____ Recruited or selected participants.

   _____ Applied for/obtained funding.

4. What were the participants' benefits? Check all that apply.

   _____ Increased knowledge.

   _____ More positive attitude.

   _____ Improved skills.

   _____ Changed aspirations (plan, set goals, etc.)

   _____ Use new knowledge and skills.

   _____ Changed practices (behavior).

   _____ Increased participation in organizations or community.

5. What were the community's (organizations, work place, etc.) benefits. Check all that apply.

_____ More or better community dialogue.

_____ Better collaborations.

_____ Saved the community something.

_____ Started a community project.

_____ Demonstrated skills which improved organizational performance.

_____ Increased capacity of community members to carry out public roles.

Leadership Development
Federal Report: State Program Evaluation Summary

(The state summary for the Annual Federal Report must include the following categories and is limited to one page plus one page for a case study and/or success story.)

Key Program Area: Leadership Development

State: ______________

Program Title: __________________________________

Program Description:

(1) Purpose:

(2) Audience:

(3) Evaluation methods:

(4) Keys to Success: (a brief description, outcomes, and impacts (both quantitative and qualitative summaries)

Contact Person: ________________________________

Return to: Paula Peters

KSU, Extension FSHS

343 Justin Hall

Manhattan, KS 66506-1411

Publications from Kansas State University are available at: ***www.ksre.ksu.edu***

Publications are reviewed or revised annually by appropriate faculty to reflect current research and practice. Date shown is that of publication or last revision.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service
K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

S137 May 2014