Graphic artist, Arlene Byrne, designed the cover, produced many of the illustrations and assisted in the formatting of the manual. Arlene is a Vancouver artist who graduated from Emily Carr College of Art & Design. She studied Fine Arts at Simon Fraser University where she has served on the Board of the SFU Art Gallery. Since 1978 Arlene has had many exhibitions of her work, and given art classes and workshops in various B.C. locations.
Canada Geese in flight provide us with a metaphor for shared-servant leadership. When it is time to move on, one individual rises into the air and the rest fall into position in the traditional V-formation. Once they are in flight, the leadership shifts as different birds assume the position at the apex of the V. So, too, in a true community of leaders, each project begins with one person who has a vision of a goal. This individual initiates some action to get the project off the ground and headed in the right direction. Then, once events are in motion, other members of the group offer their unique skills and talents, and share the responsibility for achieving the group's common goal.
"Who trained them to do that?"
ABOUT THE AUTHORS

Wendy Thompson has a Bachelor of Music Degree and an M.A. in Educational Gerontology. She is an educator and consultant in Gerontology who has coordinated leadership training programs and been involved in the development of seniors as leaders for over ten years. She is the author of a successful book on aging titled, Aging is a Family Affair, a talented musician, and former member of Canada's Olympic Speed Skating Team. Wendy believes in lifelong learning and in the pursuit of excellence, particularly for those retired persons involved in leadership.

Sandra Cusack has a B.A. in Psychology, a Certificate in Health and Fitness Studies, and an M.A. in Educational Gerontology. She has worked with seniors' programs for the past 10 years in various capacities: as volunteer speaker for the Medications Awareness Society of British Columbia; as fitness instructor and educational program coordinator; and as program evaluator for peer counselling, widows' support and leadership training programs. More recently, she developed and taught a course for Simon Fraser University titled: Teaching the Older Adult. Sandra has special interests in leadership training, evaluation, and senior adult education.
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Thank you all for sharing the leadership.
# FLYING HIGH

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INTRODUCTION TO THE MANUAL

WHO IS THE MANUAL FOR?

If you want to improve the quality of senior leadership in your group or organization...

If you would like to offer an opportunity for seniors in leadership roles to improve their skills and their effectiveness as senior leaders...

If there is a shortage of senior volunteers who are willing to take on responsibilities and you are looking for a way to get your membership more involved and committed to projects and programs...

If you are tired of being in charge and doing all the work...

If you answered yes to any one of the above...

THIS MANUAL IS FOR YOU

We applaud your commitment and invite you to join us through the pages that follow in the pursuit of excellence in senior leadership.
WHO IS THE TRAINING FOR?

The training in this manual is targetted to a level that will serve the greatest number of people and have the greatest impact. It is a program that contains the essential components of leadership and it works for all interested members of the retired community at any level of skill and education. Seniors with a higher level of leadership experience and skill can serve as models and learn how to listen more effectively and support others. In other words, they can learn how to share the leadership and that is the ultimate goal.

The program is for:

- senior leaders who would like more people in their group or organization to assume leadership responsibilities.
- senior participants who are not happy with the kind of leadership their group or organization is providing.
- senior volunteers who would like a greater share in decision-making in their groups or organizations.
- seniors in traditional leadership roles who would like to enhance their skills.

If you really want to improve the leadership in your organization or community centre, then leadership training is for everyone - those in formal leadership roles and all those who participate in groups and may be potential leaders.

As the understanding of good leadership grows, every member learns how to recognize it and how to support it. And many will, as a result, develop the confidence to assume a greater share of the responsibility, thereby adding to the pool of leaders.
WHY A TRAINING MANUAL FOR THE RETIRED?

There is great interest in seniors as leaders, but little written material on the topic. Many community programs have aspects of leadership training but coordinators and program developers often have to reinvent the wheel, spending a great deal of time developing similar programs for different groups of people. The purpose of this manual is to offer information and practical strategies that will be helpful to a wide variety of people in planning leadership and personal development programs for their groups and organizations.

Strategies include:

- Expanding the definition of leadership to incorporate many roles and responsibilities so that group members can see themselves as having a contribution to make.

- Modelling a style of shared-servant leadership that you are striving to develop.

- Creating a supportive climate in which seniors are willing to offer their unique skills and talents.

- Offering a top quality training program.

This manual is unique because it recognizes the value of that wealth of experience and knowledge retired people have, while addressing their special needs.
HOW THIS MANUAL WAS PUT TOGETHER

We began by immersing ourselves in books and articles on leadership, checking other programs, and talking to program coordinators and leadership trainers. Because senior leadership is relatively new, we relied heavily on our consultations with professionals working with seniors and seniors themselves to highlight the issues.

Participation with Confidence, a leadership training program designed to meet the specific needs of one urban seniors' recreation centre on the west coast of Canada, provided invaluable insight into the development of a seniors' leadership training program.

Our Advisory Group of senior leaders representing a cross-section of experience, knowledge, and skills served to keep us on track. We used them to test ideas and surveys, and as editors in the production of the manual.

We participated in a Western Canadian Conference addressing the needs of Seniors as Leaders, and learned more about the broad range of activities and needs of senior leaders.

Intensive planning sessions with senior leaders representing four community centres assisted us in determining the content of the workshops for a model leadership training program.

And finally, a demonstration project provided the opportunity to test and refine a model program in leadership training for older adults which is outlined in Section III: The Workshops.
What is leadership? There are as many definitions of leadership as there are people defining it. Leadership, its definition and skills are specific to each situation and culture in which it functions. And while history is full of leaders in all walks of life who were very old, the concept of retired persons as leaders is just coming of age. Because the concept of senior leadership is relatively new, little has been written about it.

In this section we will help you to understand effective senior leadership. First, we look at various approaches to understanding leadership. With the help of some ancient experts, we propose a broad definition of shared-servant leadership that speaks well to the needs of the present. We then focus on the retirement scene, what senior leaders do, and the qualities and skills associated with their success.
WHAT IS A LEADER?

If you were asked to name a great leader, who would it be? Gandhi? Joan of Arc? Winston Churchill? Mother Theresa? John F. Kennedy? Elizabeth I? Why? Do these people have anything in common other than the fact they had many followers? And when you ask yourself if you are a leader, perhaps even a great leader, what makes you think so? What makes a great leader great?

The term leader connotes images of powerful dynamic persons who command victorious armies, direct corporate empires from atop gleaming skyscrapers or shape the course of nations. Much of our description of history is the story of military, political, religious and social leaders. The exploits of brave and clever leaders are the essence of many legends and myths.

Gary Yukl
WHAT MAKES A GREAT LEADER GREAT?

*I have nothing to offer but blood, toil, sweat and tears.*

*Winston Churchill*

Over 10,000 books and articles have been written on leadership, and it is a subject that touches all of our lives. Typically, the various approaches to understanding leadership focus on (1) the qualities and traits of a good leader, (2) the skills associated with being a leader, (3) the importance of the situation, or (4) different styles of leadership. We will consider all four aspects in order to develop a deeper understanding of how effective leadership functions in retirement.

LEADERSHIP QUALITIES

One common approach to understanding good leadership is to focus on the qualities associated with being an effective leader. You could use the words *traits, characteristics* or *attributes* which only further complicates matters. You might also want to include *attitudes, values, and abilities*.

The problem with using qualities to determine if you've got "what it takes" to be a leader or not, is that qualities don't work on their own. The qualities attributed to leadership really are not all that make leaders great. Before reading through the list of qualities that we have collected STOP. Think about the leadership qualities that you think you possess - better still, write them on a piece of paper before going on.
LEADERSHIP QUALITIES (TRAITS, ATTRIBUTES)

integrity  empathy  understanding
compassion  caring  encouraging
intelligent  organizational skill  cooperative
enthusiasm  respectful  gracious
patience  wise  inspirational
courage  imaginative  aware
conscienious  approachable  self-confidence
committed  emotionally stable  perceptive
judgement  energetic  optimistic
commitment  trust worthy  ambitious
trusting  risk taker  insightful
resilient  assertive  tenacious
stamina  approachable  charismatic
charismatic  cheerful  attractive
honest  dedicated  stress resistance
sincere  thoughtful  giving
humanitarian  perseverance  helpful
tolerant  creative  loving
forthright  strong  courteous
resourceful  desire to serve others  humorous
friendly  sensitive  relaxed
diplomatic  cheerful  thoughtful
good voice  dependable  objective
punctual  interest in people  pleasant
flexible  broadminded  initiative
dynamic  fair

Do you know of a leader who has most of these qualities? Some of them? This list is included to illustrate and emphasize how difficult it is to use qualities alone as a means of defining an effective leader.
LEADERSHIP SKILLS

Similarly, if you look at the following list of skills you might conclude that some leaders have some of these skills but seldom does one person possess them all. How many do you have? How do you know you have these skills? How do you measure them? Which ones do you think others see in you?

A LEADER IS ABLE TO

solve problems
make decisions
clarify goals
communicate
listen
inspire
make people feel welcome
chair a meeting
delegate responsibilities
get things done
build confidence
facilitate a discussion
get the best out of people
understand the needs of others
express ideas clearly
manage time
develop a team spirit
help others use their strengths
give wise counsel
organize
discipline
motivate others
evaluate
set policy
draw on personal knowledge
plan and follow through
take charge when necessary
share power and control
hold interest
arbitrate
encourage and support
deal with disruptive people
generate enthusiasm
make others feel needed

The good thing about skills is that they can be learned, and they can always be developed and improved.

Who says leaders are born?
LEADERSHIP STYLES

There is no one model of successful leadership. Excellent leaders are alike in their ability to bring together different types of people for a common goal, to transform adversarial competition into principled problem-solving leading to consensus. They differ in talents, temperament, and traits that equip them to work at different levels in a variety of organizations.

Michael Maccoby

To complicate matters even further, there are a variety of styles of leadership, each appropriate in certain situations but not others.

There is the laissez faire style where anything goes - about the only time this style may be appropriate would be on an extended vacation.

There is the democratic style where the majority rules, which works for some governments but not for others, and only some of the time.

There is the take charge, autocratic or authoritarian style of leadership which is appropriate in cases of emergency or when there is no time to make a group decision (e.g. in case of fire).

There is servant leadership which means the leader is there to serve the members of the group. He or she does not use the group to promote personal goals or for personal recognition, but listens carefully to what the members of the group need and want, and acts accordingly.

There is shared leadership where responsibility for leadership is shared among the members. Some people in retirement want to take on full responsibility for achieving a group's goals; whereas, in shared leadership the leader recognizes that each member has a contribution to make and is willing to share the responsibilities.
LEADERSHIP SITUATIONS

In leadership, performance depends upon what the (person) is, what the job is, and what the situation is.

Renato Taguin

While we recognize the value of certain qualities and skills, we must always consider the particular situation in which leadership is exercised. Each situation requires a particular set of skills and qualities. A leader's behavior may vary from one setting to another. Different situations require a different kind of leadership "know-how".

Take a shipwreck for example: In the case of the shipwreck in J.M. Barry's play, The Admirable Crichton, the butler became the leader because he knew how to survive on a desert island.
ANCIENT SECRETS OF LEADERSHIP

It is the combination of shared and servant leadership that we believe works best in retirement. But before we look more specifically at this concept, let's listen to what some wise people from other times had to say about good leadership.

Leadership has fascinated philosophers and social scientists since Plato and probably long before. From his analysis of the exploits of Attila the Hun, that notorious barbarian from the middle ages, Robert Wess has gleaned the following insights into the nature of leadership:

On leaders and leadership:

- A strong chieftain stimulates and inspires performance.

- A wise chieftain knows he is responsible for the welfare of the people and acts accordingly.

- Without challenge, potential is never realized.

A wise leader develops leadership potential in others.
Lao Tzu, an ancient Chinese philosopher had some profound thoughts on leadership that speak to the needs of the present day. John Heider offers his interpretation:

- The wise leader does not impose a personal agenda or value system on the group...the leader follows the groups' lead and is open to whatever emerges.

- The wise leader is not collecting a string of successes. The leader is helping others to find their own successes. Sharing success with others is very successful.

- Group members need the leader for guidance and facilitation, the leader needs people to work with, people to serve. If both do not recognize the mutual need to love and respect one another, each misses the point.

A wise leader follows the group's lead.
THE CONCEPT OF SERVANT LEADERSHIP

There are two kinds of leaders, according to Robert Greenleaf, a self-styled educator and administrator who based his theories of leadership on a lifetime of practical experience. There is the leader-first kind and the servant-first kind of leadership.

The leader-first type is the authoritarian leader whose focus is getting the task done. This kind of leader is often motivated by a need for power or status.

The leader who is leader-first often diminishes others.

A wise leader serves the needs of the group.
The servant leader is described as

...sharply different from one who is leader first. The difference manifests itself in the care taken to make sure that other people's highest priority needs are being served. The best test and difficult to administer is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?

Robert Greenleaf

A healthy group has balanced, strong, well-grounded, happy, committed people.

Who is the servant leader in this group? How do you know?

A wise leader acts from a genuine concern for others.
Taking all these considerations together, we offer the following definition of a senior leader:

**Acting from a genuine care and concern for others, an effective senior leader serves the needs of the group while encouraging and supporting others to develop their own potential and share the leadership.**

Building on this broad definition of shared-servant leadership, we will now focus on the world of retirement, what senior leaders do, and the qualities and skills associated with effective leadership.
WHAT DO SENIOR LEADERS DO?

In developing seniors as leaders, we must start by defining more specifically what they do and what qualities and skills they possess. Seniors take on a variety of leadership roles in the community. For example, a senior leader may be:

- a member of the Board of Directors of a community organization.

- a member at a community centre who serves on a fundraising committee to expand the facility.

- a member of a community centre who leads a discussion group on classical literature or art appreciation.

- a resident of an urban highrise who initiates community action to deal with street people who are disturbing the neighbourhood.

- a writer of a weekly column on the issues of seniors in the community.

- a spouse of an Alzheimer's victim who wants to start a community support group.

- a senior peer counsellor in a community health clinic whose role includes sharing responsibilities for program maintenance (e.g. intake, information and referral, and recordkeeping).

- a coordinator of a yearly tax clinic that uses volunteers to help seniors with their income tax returns.
WHAT MAKES A SENIOR LEADER GREAT?

A combination of qualities and skills helps us to define an effective senior leader as one who:

• has confidence in his or her abilities and instills confidence in others; shows commitment and determination in working toward group goals.

• has public speaking ability; communicate ideas, goals and objectives clearly to a group.

• understands how groups work, bringing a group together for the good of all; helps people work together toward a common goal with respect for each individual’s contribution.

• understands the roles and responsibilities of all members of a group, shares responsibility and power with others, delegates authority appropriately, and knows how to run a meeting.

• motivates and inspires; knows how to encourage and support others in sharing responsibilities for the success of group work.

• understands group process and how to solve problems and resolve conflict; encourages open discussion and participation of all members.

• listens to the views of others; empathizes, understands and serves the needs of the group.

• understands the various ways in which groups make decisions and uses techniques for making meetings more effective.

• understands the needs of retired people and the concept of sharing responsibility and leadership within a group.

How is a senior leader different from any other kind of leader?
WHAT IS UNIQUE ABOUT SENIOR LEADERSHIP?

We know there is a great need to develop senior leadership. We know seniors take on a variety of leadership roles and responsibilities and we know they have personal resources to bring to those roles. But what is it that distinguishes this area of leadership from all others?

There are four key questions that help us define the area of senior leadership

(1) What is unique about seniors as leaders?

(2) What is different about leadership training for seniors?

(3) Are there retired people who have never really played leadership roles before who can learn them?

(4) How do we motivate seniors to share their skills and talents and take on leadership roles and responsibilities?

We will address the first three questions in this section. The fourth question is somewhat more complex and needs more research: one of the answers is by offering them the opportunity to participate in a leadership training program such as the one outlined in this manual.
WHAT IS UNIQUE ABOUT SENIORS AS LEADERS?

To answer the first question, we talked to senior leaders and surveyed groups of retired people. This is what they had to say.

Leaders in retirement

- bring the wisdom of experience as leaders in other roles throughout life.
- understand better what people want and need to develop their true potential as persons.
- generally have more time available.
- may give of their time without remuneration, often looking to provide a service that they see as being needed in their community.
- have a wealth of knowledge, experience and skills gained in work-related activities that can be useful in volunteer work.
- have a genuine interest and concern for people.
- often lack confidence and awareness of the skills and talents they have to offer.

Senior leaders generally have a greater supply of the following attributes:

- wisdom
- knowledge
- time to spend
- acquired skill
- freedom to choose
- experience of a lifetime
- dedication and commitment
- deeper empathy and understanding
WHAT IS DIFFERENT ABOUT TRAINING FOR SENIORS?

While there doesn't seem to be much difference between senior leaders and leaders of any age in other organizations, there are many differences in training a senior group. If you are offering a training program, you will need to be sensitive to the needs and expectations of participants who...

- deal with a more heterogenous group of people, often making it more difficult to make group decisions.

- respond well to shared, participatory learning even when they say they prefer to listen to a lecture.

- may not have experienced training in people skills in their early years.

- need to become more aware of their talents and skills.

- need to build confidence in themselves.

- need a reason to keep on striving, a sense of purpose.

- require more patience, willingness to empathize, listen and help.

- may have attitudes developed over a lifetime that are difficult to change.

- may have to go a little slower.

- may need simplified training because many retired people don't have advanced education.

- have a great deal of experience to draw on.
• are more interested in the quality of life and personal development than skills that work in the marketplace.

• want to learn to transfer the skills they have from a different field.

• don't need to be taught responsibility as younger people do.

• may use different language and concepts.

• benefit from adaptations in presentation styles, eg. attention to audio-visual aids.

• need to put more emphasis on participatory leadership styles, group decisions and group tasks.

• need to be recognized for the wisdom and experience they have gained over the years.

• may need more help to feel they are worthy of being accepted as leaders - being retired may have reduced their feeling of self-worth.

• often lack self-esteem, having identified themselves with their job or life work which offered little satisfaction.

• do not like to be rushed.

• must understand that situations affecting seniors are very different than in the working world (e.g. money is no longer a motivator).

• must understand the needs of seniors.

• need to be made aware of the skills they already possess and to build on these as well as learning new skills.
In summary, with respect to differences between training senior leaders and other age groups in other situations, there will be more differences in methods of training than in actual content.

Briefly, for a senior training group there ought to be an emphasis on:

- appreciating the diversity of any group of seniors
- assessing the level of skill and experience of the group
- building confidence, self-esteem and the image of self as leader
- greater attention to appropriate audio-visual aids (e.g. larger print, use of microphones)
- greater patience, willingness to listen
- drawing heavily from past experiences of the group (may need to unlearn negative experiences)
- allowing more time to learn, avoid rushing
- practical application of life experience to new situations (For information on how to incorporate life experience into a training program, please refer to page 42)

With respect to content, while seniors have a lifetime of experience to draw on, they may not have had as much experience in participatory styles of leadership. "People skills", group decision-making, and understanding the needs and diversity of a senior population should be part of the training. Seniors feel that personal development (e.g. confidence-building and communication skills) ought to be part of every training program.
ARE THERE PEOPLE WHO HAVE NEVER BEEN LEADERS WHO CAN TAKE ON LEADERSHIP ROLES IN RETIREMENT?

There is increasing evidence that people who have not been leaders at any other time in their lives can take on leadership roles in retirement. We all know of individuals who have made outstanding contributions to their communities and have become models of leadership for the first time in retirement.

One of the first projects funded by the New Horizons Program of Canada was a widow’s support group in a metropolitan centre on the west coast. The impetus for that program came from one older widow who gathered emotional and social support from a small group of other widows. She emerged a leader in her own right as the executive director of an active nonprofit organization with a mandate to provide individual and group support to men and women on their own dealing with a major loss in their later years. She was recognized as an outstanding leader for the first time in her 70’s.

Yes, people can become leaders for the first time in retirement.
A leadership training program can create just the right kind of supportive environment for new leadership to emerge. Typically, participants will begin a program saying they enjoy group activities but probably less than half will be in leadership roles. Often they will admit that they don't like being in charge and they don't see themselves as leaders. By the end of one program, a woman had taken on two formal leadership positions in her centre for the first time, including an executive position on the Board. Following another program, one of the participants exclaimed, *You're not going to believe this, but I've just been elected Vice President of the Board at our centre!*

Many retired people just don't see themselves as leaders and many can become leaders for the first time after the age of 50. Twelve out of a total of 85 participants at a seniors' leadership conference did not see themselves as leaders. Do you wonder why they were there? We did. A major part of the training process will be helping seniors to recognize the skills and talents they have to offer and to see themselves as leaders for the first time.

*Many people just don't see themselves as leaders.*
HOW DO WE MOTIVATE PEOPLE
TO OFFER THEIR SKILLS AND TALENTS
AND TAKE ON LEADERSHIP ROLES IN RETIREMENT?

Seniors as a group are under-represented in volunteer programs across the country and senior volunteers are generally reluctant to commit themselves to leadership roles. Anyone who has ever worked with volunteers is aware of the critical importance of meeting the needs of the individual in order to get and keep volunteers.

Seniors are not just volunteers who are older, many are volunteers or potential volunteers for the first time in their lives and these senior volunteers have some unique needs. If we expect to harness all their skills and talents for the benefit of their groups, organizations and communities, we need to understand their needs.
Retired people tell us they need to have a sense of purpose, to feel worthwhile, and to be recognized. They also need to relax and enjoy life. Those who have worked hard all their lives, may see retirement as the time to have fun, to be spontaneous, and to be free of major responsibilities. For those who were denied an education in younger years or who devoted their lives to caring for others, retirement may be the time to pursue learning and personal development.

People need to relax and enjoy their retirement and to make time count, particularly if they have been in demanding management roles most of their lives...or if they have looked after 42 children and cooked 35,782 meals.
For many people retirement from the work force or from family responsibilities following the death of a spouse may be the first time in their lives that they actually have the freedom to choose what they would like to do - and they may choose not to become leaders.

They may choose to spend the rest of life knitting.
HOW DO WE HARNESS ALL THIS EXPERIENCE AND SKILL?

• First, we need to understand the needs of retired people and to do what we can to provide creative options that give them a sense of purpose, of making a contribution, while adding fun and enjoyment to their lives.

• Second, we need to expand our definition of leadership to incorporate many roles and responsibilities so that everyone can see him or herself as having a contribution to make.

• Third, we as leaders need to demonstrate the kind of shared-servant leadership we are committed to developing.

• Finally, we need to provide top quality training programs that are designed to meet the needs of retired persons; programs that recognize and build on their individual skills and knowledge, provide fun and enjoyment, conserve and create energy, make good use of time, and present opportunities for personal development and a meaningful contribution to the community.
There is nothing wrong with retirement, as long as it doesn't get in the way of living.

Mark Twain

The opportunity to learn new skills or to enhance what we already know can add immeasurably to the richness of life in later years. Learning, however, is different in retirement, not because of age but because of the many diverse experiences that have shaped older people's beliefs, attitudes, and personal identity. Building on life experience as part of the learning process requires a great deal of sensitivity and skill. In fact, the skill of the facilitator seems to be the most important feature of a successful workshops. It is time all older adults, many of whom have not been well-served by education in the past, have the opportunity to participate in the very best learning experiences now.

In preparing this section, we summarized briefly some old information that needs to be re-emphasized. We also talked to a lot of older adult learners and added some new insights (e.g. how to create energy in a group and how to use life experience) that we hope will be helpful.
Many people believe that a good teacher can teach anybody anything. If you know how to teach, you can teach any age group. Of course, you have to know your subject and you have to know your group. Once you know their level of knowledge, you just proceed according to universal principles to fill the gaps in information. It all sounds very simple. But the truth is that some people are more effective as instructors of older adults than others. Our goal in this section is to help you become one of them.

Many people hesitate to set older adults apart as a special learning group even though they will admit older learners have special needs. They fear that they might reinforce negative stereotypes of older students as being less able to learn. We don't agree. Rather, we believe that the more we know about older adult learners, the more effective we can be as their teachers. And the more we ourselves can learn from their experience.

We begin by defining older adult learners with respect to three important dimensions:

Experience

Education

Expectations.
CHARACTERISTICS OF ADULT LEARNERS

In comparison to children, adults are considered to be more problem-centred, self-directed, and independent in their approach to learning. But that is not always the case. Some claim adult learners are somewhat ambivalent, that they want to be dependent and independent at the same time, that they seek expert knowledge but want to make their own decisions and don't want other people telling them what to do.

Adult learners

- have many roles and responsibilities.
- pass through a number of life stages, each new stage stimulating a reinterpretation of past experience.
- have distinct preferences for methods of learning.
- experience anxiety and ambivalence toward learning.

A useful way of approaching adult learners is to focus on the variety and diversity of their experience and to find ways to integrate past experience and create positive attitudes toward learning. But first we would like to emphasize the irrelevance of chronological age.

What exactly do we mean by "older"? It has been said that "old" is a relative concept and usually means 15 years older than we are. For our purposes, we include anyone over 50 for the simple reason that 50 is the minimum age of membership in most seniors' community centres. But age is not very helpful in distinguishing what is different about older learners.

What is meant by aging and being old?
The youngest person I know is Elsie, who at 82 has just started her B.A. degree. The oldest person I know is Robert, age 32. He knows everything about everything. He hasn't room for one new idea. His mind is made up. His life is over. So, although he thinks he is quite young, those of us around him know he is very, very old.

David Battersby
One particular aspect of aging is worth stressing here. It has been shown that age as such has nothing to do with ability to learn. People can learn at any age - if they want to. If chronological age is irrelevant, what characteristics distinguish an older learning group? The most outstanding feature will be its diversity.

The single characteristic unifying older people into a group defined by age is their diversity of skills, education, life experience, social status, income and health. This diversity is greater in a group of older learners than for any other age group.

Snider & Ceridwyn

Aside from diversity, there are features of older learning groups that will be useful to know.

Who is the Older Adult Learner?

Older adults
• can learn at any age.
• become more different from each other as they age.
• have vast stores of knowledge and experience.
• must see that learning is relevant to them.
• learn by reflecting on past experience.
• are motivated to learn by a myriad of reasons of their own.
• may have sensory changes that interfere with learning.
• need a safe, accepting environment.
• need extra time to integrate new ideas.
• sometimes worry that they may be losing their memory.
• want to be independent and make their own decisions.
• often have negative attitudes toward formal education.
• like to learn from an expert.

We will discuss all these points as they relate to leadership and personal development programs in terms of what we shall call the E's of older learners: Experience, Education and Expectations.
Whenever we ask the question, *what is different about older learners?*, the response is invariably, *the wealth of life experience they bring to every learning situation*. Furthermore leadership has been part of their everyday experience, though many are unaware of it. Their concept of leadership, personal leadership style, and attitudes toward leadership have all been shaped over a lifetime of experience in the home, in the workplace, and in community life.

Not only will older adults have a lifetime of experience related to leaders they have known and loved, many of them will have been leaders themselves - presidents, managers, matrons, superintendents, administrators, foremen. Many others will have served in leadership roles in their family networks, their church groups, or volunteer activities, and may have a variety of leadership skills even though they never thought of themselves as leaders.

Many participants in your group will be presently engaged in a variety of leadership roles both in the community and in their family networks. In their personal lives, some may have the added burden of caring for elderly parents, grandchildren or an ailing spouse.

Apart from all that, older people are free to choose how they wish to spend their leisure time. They are people who may be searching for new experiences or new roles. The transition from work or family responsibilities to leisure and retirement activities often prompts them to seek out new opportunities. Some may be looking for ways of continuing to use their skills and experience; others may be seeking to explore undeveloped skills and talents. They are searching for new ways to feel good and to feel worthwhile.
This 70 year-old woman is constantly seeking new experiences because novelty and excitement make her feel stimulated and alive.

Is there anyone left out there who still thinks older adults are rigid and set in their ways and just want to go to Florida or Palm Springs for the rest of their lives?
EDUCATION

To this new opportunity for self-development, older adults bring a lifetime of educational experience. Individual histories may range from those who have never been educated in an English-speaking country to those with grade 8 education and those with a university degree. Regardless of the level of education they attained, however, most probably never got too excited about education. Formal education taught them a lot of facts that were probably not very useful in the real world: life experience was the real teacher. Studying history never taught anyone how to feed a family during the depression.

Furthermore, the experiences they had probably left them with a whole series of restricting beliefs (eg. learning is a painful process and involves a whole lot of memory work) and inadequate training for making decisions. The teacher was the authority who administered knowledge and the student's task was to remember it and spill it out at exam time.

And if learning is associated with remembering information and facts, and you believe that memory declines as you get older, you may well be somewhat anxious about undertaking any activity that might be classified as educational.
EXPECTATIONS

Older learners generally expect education to be information given by experts and presented in the form of a talk or lecture, and they often expect to be less able to learn than when they were younger.

Not long ago, we had lunch with a "mature" student at the university. He reflected on his first semester after being away from school for some time - he had worked as a writer for television and it was scary for him to go back into the classroom. He said all the other students looked like kids and he felt "different". He was worried that he wouldn't be able to remember things as well as the others who were much younger... and he was 26.

Another woman of 35, returning to the classroom after an absence of 15 years, had precisely the same anxieties about declining ability to learn. The same woman now has her Ph.D. at the age of 50, and no longer has any doubt about her ability to compete with "kids" in the classroom.

We also recall a man in his 70's who lived in a retirement complex. Music was his hobby and he enjoyed entertaining the residents in his building. From time to time he travelled downtown by bus to purchase new musical arrangements, a trip that took about 20 minutes. By the time he arrived home, he would have the entire musical score committed to memory. He never had a memory problem.

It is not our intention to dismiss the very real anxiety about decline in learning ability and memory that some older adults experience. Recent research, however, shows that retired persons can learn as easily as anyone else if the task has meaning for them and if they are not pressured. In the final analysis, it seems the anxiety about memory loss may be the most important factor. In other words, no matter how old people are, when they are anxious they don't remember things as well.

Their individual and collective strength lies in a rich diversity of life experiences and it is your challenge to create positive attitudes toward learning by acknowledging and building upon life experience.
STRATEGIES TO ENHANCE LEARNING

EDUCATION REDEFINED

Traditional concepts of education as the accumulation of new bits of information or preparation for a profession don't apply to learning in later life. Therefore, before we talk about strategies for enhancing learning in retirement, we need to redefine what we mean by education. We believe that the purpose of education is to help people use both experience and knowledge to their own ends, whether for self-fulfillment, personal growth, or to develop specific skills.)

Incidently, we resist using the word "old" or "older learners" and prefer "retired persons", with the understanding that the majority of retired persons are over 65. And by "retirement" we mean a stage of life that is characterized by freedom and time to engage in activities for their own sake and for self-enrichment and personal development. For many women, "retirement" may mean freedom from the primary role that comes with the loss of a spouse.

Learning in retirement needs to blend knowledge and life experience, and ought to be personal, practical and participatory. As one participant said:

_Learning needs to be more a stepping outside ourselves, becoming a part of our community...it involves more a kind of sharing of experiences, not back to kindergarten._

Teaching in this context has little to do with presenting expert knowledge. The teacher's role is one of facilitator of learning rather than transmitter of information and facts. A facilitator is someone who helps people to learn what they want to know, and to clarify and share knowledge they already have. In this sense, the relationship between facilitator and learner is one of equal participation in a shared learning enterprise.
While the role of teacher as expert authority may still be appropriate in some cases, (e.g. in teaching introductory computer skills), it is seldom appropriate when expert knowledge is derived from everyday experience. Individual participants in a leadership training program may well have more expert knowledge than the facilitator, and collectively they most certainly do.

Some students will still prefer a traditional teaching format, simply because they are most familiar with it, but it is essential that they be gently led toward a more participatory sharing of experience and ideas. For it is through participation that individuals develop an appreciation for the value of their own life-experience and the confidence to speak up and share that experience with others. And to take it one step further, it is through shared learning that we can work toward our ultimate goal, shared leadership. Clearly, the teacher's primary role in this enterprise is to facilitate individual development. While we have used a variety of words thus far (e.g. teacher, educator, instructor, trainer) to describe the person in charge of learning, from now on that person will be referred to as the facilitator or workshop leader.

Given the focus on helping individuals make use of their own experience, the facilitator's job is to plan activities and lead group discussions that serve to connect new information with life experience. To help you do this, we will now offer some practical tips on learning in retirement, on using life experience, and on presenting new information. And we are going to begin with the technical adaptations, because this is the bottom line. There is no point using sophisticated discussion methods to incorporate life experiences, if nobody can hear you.
TECHNICAL ADAPTATIONS FOR RETIRED LEARNERS

Group work may be particularly stressful for those whose hearing and vision are impaired or whose energy may be reduced by disability or illness. Creating a comfortable learning environment will serve to reduce unnecessary stress, conserve energy and facilitate learning. Some of the important considerations we note are commonsense, yet often they are not given proper attention. The following strategies are essential for any learning group for retired persons:

To compensate for hearing loss:
- Use a microphone when appropriate
- Speak in a loud voice with clear diction and maintain lower pitch
- Face your audience with as much light on your face as possible to facilitate lip reading
- Choose a place where background noise is at a minimum
- Secure attention before speaking
- Encourage constant checks and feedback from the audience
- Position the group so each member can be seen and heard

To compensate for poor eyesight:
- Allow participants to adjust lighting, move, etc.
- Provide maximum lighting
- Use larger print for all written materials
- If you are showing a movie, allow time for light/dark adaptation
- Use primary colours in presentations when discrimination is needed (e.g. combinations of blue/green make it difficult to distinguish between objects in a picture)
To conserve energy:
- Control outside distractions
- Allow for reduced energy levels in participants
- Be sensitive to the energy levels of individuals in the group
- Pay special attention to physical comfort (e.g. heat, air circulation, chairs). Discomfort creates fatigue.
- Schedule sessions when energy is highest (e.g. morning sessions are probably best for most older adults)
- Use a variety of teaching methods
- Use active learning wherever possible (e.g. get people moving in and out of small groups, writing on flip charts)
- Be sure total time is not too long (2 1/2 hours is probably the maximum to allow for a workshop)
- Allow for short nutrition and energy breaks

(For more on how to create energy in a group, please refer to page 48)

 USING LIFE EXPERIENCE

To adults, life experience is who they are. If you devalue their life experience, you devalue them as persons.

Life experience must be both acknowledged and incorporated into new learning because:

- It gives individuals a sense of self-worth to reinforce the value of their personal experiences.
- To be meaningful, new learning must connect with past life experience.
- Adults are motivated to learn material that relates to their present roles and tasks.
One of the great contributions of education to the quality of life in retirement is in helping older adults make sense of their life experiences. Learning new material is easier when it makes sense to the individual and it is connected with personal experience. This involves using life experience in a variety of ways. It includes providing opportunities to acknowledge, reflect upon, examine, and clarify individual experience; to share experiences with others; and often to reinterpret that experience in light of new information and the shared experiences of others. It is through reflecting on past experience in relation to new material that individuals are able to incorporate new information and deepen their understanding of any topic.

There is often a conflict between the relative values of personal life experience and formal knowledge. Many people are intimidated by so-called experts who tend to devalue personal life experience. This denies them the opportunity to feel good about what they have done and what they can do. It is understandable that when one is young, formal knowledge is more important because there is much less life experience to draw from. But when one is older, life experience becomes a potentially rich resource for learning.

Whether the emphasis is on formal knowledge or personal experience depends upon what you are discussing. Certainly, life experience working on a farm in Saskatchewan has little relevance to an introductory computer class. On the other hand, humanities courses may draw heavily on life experience. A professor teaching a course in the History of British Columbia found that the personal experiences of many of his senior students contributed a rich spontaneous oral history and added a valuable dimension to the educational experience for their classmates.

Wherever personal life experience is relevant (e.g. in the study of aging, history, communication, leadership) the recounting and reinterpretation of past experience will be important even if it is time consuming. One very common criticism in workshop evaluations of leadership training programs is "not enough time for discussion". That does not mean chit-chat, it means fostering the ideas and suggestions being expressed, making sure there is continuity and flow and eventually new meaning to the given topic.
PRESENTING NEW MATERIAL

• Provide an agenda for each session (be sure to tell participants what time the break is scheduled).

• Allow warm-up time at the beginning - a joke, a story, introductions.

• Introduce the topic or theme generally but clearly.

• Review and build on previous knowledge related to the topic. This not only helps people to learn new ideas but also to unlearn some old and unhelpful ones. For example, this leadership training program introduces the concept of shared leadership (new to many people) and one that is opposed to the traditional concept of leadership as authoritarian and based on one person taking charge.

• Use a variety of strategies to organize new material beginning with clear advertising and promotion of your program; concentrate on one theme per session; relate the discussion to the theme; move from known to unknown; use memory aids.

• Relate the information to real life situations: e.g. if you are teaching a problem-solving process, apply it to a specific problem that participants have.

Throughout the presentation of new information (which may not be new to everyone), the facilitator will continue to provide opportunity for discussion and an emphasis on developing personal insights and understanding by constant reference to personal experience. The goal is to transform both past knowledge and experience and new information into knowledge that is relevant to the present.
CONDUCTING AN EFFECTIVE WORKSHOP

A workshop is a special kind of learning experience that brings people together around a topic of mutual interest. It engages them actively in processing new information, reinterpreting what they already know, and making it personally relevant. This requires a trained and skillful facilitator.

What makes a workshop work?

We have all experienced workshops that really worked, leaving us enriched and energized. Many of us have also been to workshops that were a waste of time and exhausted us.

There are two critical aspects that make workshops successful - the skill of the workshop leader and their ability to create group energy. But first, here are some general principles for conducting effective workshops.
PRINCIPLES FOR CONDUCTING EFFECTIVE WORKSHOPS

1. Retired persons have a wealth of experience.
   **Effective workshops help participants convert their experience into learning.**

2. Retired persons have specific physical needs.
   **Effective workshops have appropriate chairs and tables.**

3. Retired persons have well-established habits and preferences.
   some like coffee, some hate it, some like tea, some like health drinks, some like a raucous joke, some don't.
   **Effective workshops attempt to meet their diverse needs.**

4. Retired persons like to be independent.
   **Effective workshops allow them opportunities to take on greater responsibility for themselves and group leadership.**

5. Retired persons like to make good use of their time.
   **Effective workshops use time efficiently.**

6. Retired persons have established values and attitudes.
   **Effective workshops respect these, even while offering an opportunity to change if necessary.**

7. Retired persons have experienced many changes and losses.
   **Effective workshops build confidence in trying new things and learning to live again.**

8. Retired persons like to have handouts.
   **Effective workshops provide appropriate handouts that reinforce important concepts and information.**

9. Retired persons have their own perspective.
   **Effective workshops address issues from the perspective of the retirement, not the workplace.**
THE ROLE OF THE WORKSHOP LEADER

Facilitators play a variety of roles in helping people to learn. They must have expert knowledge of the subject area and of the learners. They have both training and experience in how to share that expertise with retired people. They will use a repertoire of skills in order to stimulate dialogue and discussion, drawing on the resources and the experience of the group, helping to transform that experience and knowledge so that it becomes meaningful and useful to each member of the group.

Conducting an effective workshop, however, requires more than just skilled facilitation. While stimulating participants to contribute their personal knowledge and expertise and to get involved, the facilitator has the opportunity to model some of the basic leadership skills that are presented in the workshops in Section III. For example, an effective workshop leader must be skilled at building confidence, communicating, listening, motivating, and supporting others. And being particularly skilled in working with groups, that person will be able to inject an extra shot of energy and enthusiasm that may continue to gather momentum long after the program is over.

An effective workshop leader

- is largely responsible for setting the initial climate
- is genuinely interested in the topic
- communicates respect for each individual
- regards both self and participants as resources for learning
- supports participants' efforts; encourages new behaviours
- provides useful and timely feedback; recalls events, interactions and discussions accurately
- acknowledges new ideas; emphasizes and repeats what is valued
- models desirable attitudes and behaviours
- challenges and probes
- has a sense of humour
CREATING GROUP ENERGY

It seems useful to talk about a good experience as one that gives energy and a bad experience as one that robs people of energy. Many retired people talk about having less energy to draw on than they used to have and certainly any kind of illness or disability is a drain on one's energy reserves. As people get older, the need for energy to do the things they want to do becomes increasingly important. We have already talked about some of the strategies for conserving energy on page 42, however, creating energy requires more skill.

Individually, people are "turned on", motivated or energized by different things. A few are so self-motivated that they will sit through anything that relates to their personal interests; others catch the enthusiasm that a good facilitator projects; others are energized by new ideas or ideas they can translate into action.

A good workshop presentation will include:
- enthusiasm on the part of the facilitator
- presentation and stimulation of new ideas
- practical application of new ideas to the lives of participants.

A skilled workshop leader will do all of this and something more.
One of the greatest gifts a skilled workshop leader can give is that extra shot of energy that goes beyond motivating people individually. When the workshop leader develops a well-functioning group, suddenly people find energy they never knew they had.

People often go to parties, reunions, bars, locker rooms and church services in search of shared good feelings. To the degree they are able to rise above or forget their personal ambitions and problems, they experience a rise of energy and spirit from the communion.

McCay

Tremendous jumps in both energy and performance can be generated when members commit themselves to developing ideas and creating positive feelings. When the skilled facilitator creates a caring and supportive atmosphere in which participants share ideas and feelings freely, they develop an increasing capacity to understand themselves and the needs of others. And when members of a group all feel needed and valued, they become willing to commit themselves to the group's common goals. Thus energy is mobilized for both individual growth and group productivity.

Conducting a successful workshop takes knowledge, skill, experience, careful preparation and attention to detail. The workshop leader's checklist on the following pages is designed to help you attend to all the details. Check to be sure the program advertised is what you plan to deliver, that the room set-up is the way you want it, and that workshop evaluations are appropriate. These are all factors that contribute to the success of your workshop, and you can't afford to assume anything will be taken care of for you.
WORKSHOP LEADER'S CHECKLIST
Items to check and questions to ask yourself

☐ promotion, advertising
   What is my role?
   Is the session advertised clearly and accurately?
   Will it stimulate interest?
   Can I deliver exactly what the advertisement says I will?

☐ objectives
   What is the theme of the session?
   What will participants gain?
   What exactly do we want to achieve?
   Are objectives reasonable, achievable, flexible?

☐ agenda
   Is it clear?
   Is adequate time allowed for each item?
   Have I included:
      warmup
      introductions
      business
      activities
      discussion
      wrapup

☐ physical environment
   What is the location?
   Has it been booked?
   Is the space adequate? comfortable?
   How will the furniture be arranged?
   Who will arrange the furniture?
introductions
Will someone introduce me?
If yes, what do I want them to say?
Do participants need to introduce themselves?
Will we want nametags? Who will provide them?

learning activities
Is this the best way to achieve the objectives?
Is the time adequate?
Will participants enjoy themselves?

learning aids
What props do I need?
- chalkboard
- video
- overhead
- tape recorder
- microphone
- lectern
- flipchart
- projector
- film

other materials
- coffee
- water
- paper
- pencils
- handouts

evaluation
Did the session meet its objectives?
Is the participant evaluation clear and simple?
HOW TO SPOT AN EFFECTIVE WORKSHOP LEADER?

- Full of good ideas
- Eye on the future
- Snappy dresser
- Service with a smile
- Helping hand
- Concerned and caring
- Ready to listen
- Leadership manual
WORKSHOP LEADER'S SELF-EVALUATION

How well do you do the following?
(Rate yourself on a scale of 1 to 5)

As a workshop leader, I

☐ ensure that all necessary equipment is available
☐ ensure that group members feel comfortable
☐ clarify the purpose of the workshop, discussion, learning activities
☐ resist the urge to get involved in discussions
☐ avoid being judgemental of participants' ideas and opinions
☐ ensure that everyone is heard
☐ remember to monitor the time
☐ provide direction when solicited and appropriate
☐ show respect for others
☐ exhibit a sense of humour
☐ have an energetic and committed approach
☐ have an effective communication style
☐ am flexible and open to change
☐ use a variety of active learning techniques
☐ allow time to sufficiently debrief all activities
SECTION III

THE WORKSHOPS

Leaders are made, they are not born;
And they are made just like
Anything else has ever been made
in this country - by hard work.
And that's the price we all have
to pay to achieve that goal, or any goal.

Vince Lombard
INTRODUCTION TO THE WORKSHOPS

The 10 workshops developed for this leadership and personal development program are carefully selected, thoughtfully designed, and systematically ordered. (For information about the research and development process, please refer to page 4.)

The program is designed to accommodate individual differences found in the population of retired persons, ranging from the potential leader to the person with much leadership experience. For example, group activities often call for more experienced individuals to take an active or vocal leadership role, while others may be needed to interpret, listen, and give feedback, and still others may record, summarize and report. This range of skills is necessary for the different leadership situations in which senior volunteers participate.

There are opportunities for more seasoned leaders to model effective leadership behaviours, an element of group work that is stimulating and challenging and seldom used. As well as actively modelling a leadership role, these more experienced persons can begin to break away from the traditional role of being in charge by practising the important skills of observation and listening.

It is when experienced leaders can remove themselves from the more active and vocal positions to make way for the less experienced participants that shared leadership begins.
MATERIALS FOR EACH WORKSHOP

• flip chart and paper
• felt pens (mostly black)
• masking tape
• overhead, projector, screen or clean wall
• handouts
• evaluation forms

TEACHING TECHNIQUES

• brainstorming
• group discussion
• role play
• individual activities
• group activities
• mini-lecture
• debriefing

Being the leader doesn't make you one -
you must have specific skills and knowledge.
PROGRAM DESIGN

The content of the workshops is purposefully selected and systematically ordered, one building on the next, enabling participants to gradually build new skills and confidence and to renew sometimes forgotten abilities. There are increased opportunities for taking risks, speaking out, decision-making, and taking charge of some of the proceedings. (For example, by workshop 3 or 4 participants may feel comfortable and confident enough to open and close the sessions). As participants progress from workshop 1 through 10, so does the content and skill level of the workshops.

Each workshop includes techniques and topics that work with the retired population; each session moves from theory to practice, beginning with an introduction to the topic, followed by a sample workshop using a variety of active learning techniques (e.g. brainstorming, role-play, discussion) and resource materials. The design of workshops 1 and 10 is modified to allow for introductions, start-up procedures, and program closure; and to avoid duplication of content material referred to elsewhere in the manual. Workshop No. 6 is longer and should ideally be given in two separate sessions: we have combined it into one in order to maintain a 10-week program schedule.

The emphasis throughout is on creating opportunities for sharing experiences and ideas that stimulate and challenge participants to learn new skills, renew others, and strengthen a sense of self-worth and confidence. That is the major goal of this 10-week program. And it works, provided the right people are chosen to coordinate and facilitate.

If you are considering selecting only certain workshops, we advise against it. The order, the allotted time and the process have been carefully planned to achieve the desired results.

Finally, to be complete, a lifelong learning program needs to address the special needs of older adults, and particularly persons who are hard of hearing. (Please refer to page 122 in Workshop #3 for special tips for communicating with the hard-of-hearing).
FORMAT OF THE
SAMPLE WORKSHOP

Purpose
- Increased self-awareness.
- Increased knowledge and understanding.
- Active practice of skills.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Welcome/Business/Update</td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td>Work Session</td>
<td>activity</td>
</tr>
<tr>
<td>15 min.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>55 min.</td>
<td>Work Session</td>
<td>activity</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homework/Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

It is important to start and end on time and to keep the break to 15 minutes.

Thompson & Cusack

Flying High 59
As for the best leaders, people do not notice their existence. The next best, people honor and praise. The next, people fear and the next, people hate. When the best leader's work is done, the people say, 'we did it ourselves!'

Lao-Tzu
Leadership And You

This workshop is based on concepts of leadership described in Section I: Leadership Yesterday and Today. If you are not familiar with the concept of shared-servant leadership, you will need to spend some time reading and thinking about it, as it is not only the basis for the first workshop but reflects the approach to leadership upon which all the workshops in this training program are based.

**Acting from a genuine care and concern for others, an effective senior leader serves the needs of the group while encouraging and supporting others to develop their own potential and share the leadership.**

_The Authors_

An effective leader

- fosters co-operation
- is willing to accept responsibility
- is calm and efficient under pressure
- helps the group determine its needs, clarify goals
- competently guides members through meetings or discussions
- has confidence in the ability and trustworthiness of others
- is willing to suspend judgment and personal opinions
- helps the group develop strength and unity
- helps others to succeed
- is willing to accept new ideas
- is not prejudiced or biased
- is a good listener
- admits errors
- sticks to facts
- uses praise
STYLES OF GROUP LEADERSHIP

What do we mean by "group"? For our purpose the word "group" is used to mean a number of people who come together with similar aims in mind. This kind of group may or may not involve collective activity.

Types of Groups
People belong to many groups in the course of a lifetime, ranging from family, to Cubs, to a firm's Board of Directors, to the PTA. Different groups have different styles of operation and different kinds of leadership. People belong to groups as diverse in style as:

- an army self-defense workshop where the trainer behaves like a "benevolent dictator"
- a mainstream Adult Education evening class where the tutor acts as "guide"
- a planning team where the leader acts as "catalyst"
- a support group where there is "shared" leadership

Group Processes
What happens in groups in the time people spend together pursuing their similar aims can be generally classified under two headings - task process and people process (see page 65).

Task process includes any aspect of behavior which contributes directly to bringing group members closer to their goals. Broadly speaking, the whole business of who does what, why, when, how, and with whom - whether these matters are decided consciously or otherwise - constitutes task process.

We can expect anything that happens in connection with any of the following to be part of the task process of the group, as these are all procedures connected with how group members will achieve their goals:

- planning and preparation
- performance
- assessment
- evaluation
- record-keeping
**Directive and Non Directive Styles**

We can look at the roles group members and leaders play in relation to each other in terms of this continuum:

<table>
<thead>
<tr>
<th>Directive Style</th>
<th>Non-directive Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>Members</td>
</tr>
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At one end of the continuum we have the directive leader who takes the responsibility for most task-related and people-related decisions. This person will decide what work will be done, who will work with who, and, if there are any problems with "difficult" members, will have a word with them confidentially.

At the other end of the continuum is the non-directive leader who has handed the responsibility for many decisions over to the group. They will decide how the work will be done and will have their own procedures for dealing with differences of opinion and arguments.

In between is a sliding scale showing that the group takes on responsibilities in proportion as the leader relinquishes them.

This is not to say that the leader’s role becomes less important as we move along the continuum from left to right, but rather that it undergoes a change. As the leader gives up one kind of responsibility, in fact, they take on another. The leader now becomes responsible for making sure that members find ways of coping with their new responsibilities. The leader becomes more of an enabler or facilitator, rather than a director. Often what happens in groups is that consciously or unconsciously the leader sets the tone for the group. It now becomes the leader’s job to bring this kind of issue out into the open so that decision-making can become a group matter.
A directive style tends to be typified by statements or questions which are really commands:
- This is a good way to do it.
- Why don't you do it this way?
- Could you just have a look at this?

A non-directive style tends to be typified by genuine questions such as:
- How are you going to tackle this?
- Why did you decide to do it this way?
- What are you going to do next?

Most situations are a combination of the two approaches.

Where Are You?
If you are a group leader you can find out roughly where you are on the continuum by asking yourself questions about both the task and behavior aspects of your group. For example:

**Task Process**
- Who decides what to do next?
- Who decides how it will be done (discussion? individual effort? etc.)
- Who decides who will work with whom?
- Who decides how long to spend on each activity?
- Who evaluates completed work?

**People Process**
- Who deals with people who hog discussions?
- Who deals with people who antagonise each other?
- Who deals with people who lack commitment?
- Who decides whether it's okay to smoke, be late, interrupt others, etc.?
- Who deals with people who do not meet expectations?

If you answer "leader" to most of the questions then you're fairly near the left-hand end of the continuum. If you answer "members" to most of them, then you're near the right-hand end.
Changing Membership

A group does not usually have a static membership. Rather, people move through it. There is usually some tension on the part of newcomers and some discomfort on the part of old hands until they get to know each other.

Changing membership also means that at any one time there may be members who are heavily dependent upon the leader for support and guidance, members who are capable of organizing their own affairs, and others who are somewhere in between. This makes it difficult to achieve a consistent style of leadership.

What this means is that the leader must develop some sensitivity to what style of leadership is appropriate when, and learn to adjust personal style in response to the changing climate of the group. The whole group may slide along the continuum, depending on membership. Or it may be possible to use a non-directive style with a sub-group within the group, but necessary to use a directive style with other members. The skill of the leader lies in being able to adapt to many different situations.

Although leaders have an important part to play in initiating change, they cannot insist upon it. The leader is only one member of a group which, in the end, must determine its own rate of change. The leader can only relinquish responsibilities to the extent that other members of the group are prepared to take them on. Sometimes things will go smoothly; sometimes the leader will initiate and the members will reject, or the members will initiate and the leader will have to catch up.
Leadership and You
WHAT SENIORS SAY

Some years ago a leadership course was offered at a seniors recreation centre. After the course was finished some of the participants decided to start a drama group. What has a drama group got to do with leadership? We have travelled into many different areas and have seen people blossom. We live better, speak better and we're doing a service for others. It's amazing what it has done for us and it all began with a leadership training program!

When we asked them what the concept of "leadership" meant, they said:

• It sounds like personal development on the one hand but it is getting things done, delegating, acting as a role model, taking charge, and dealing with problems.
• It is personal development: life itself is personal development. We all want to be able to do things better.
• It is communicating with people to lead them to a goal or solve a problem.
• Leadership is a way of life, not just a part of it.

And when we asked retired people what motivated them to take on leadership roles, they said:

• It is an opportunity for self-expression.
• Some of us have a need for power and status and some don't.
• We are simply willing horses when no one else will do the job.
• We get involved because we care for others.
• We have ideas and enjoy seeing them put into practise.
• Satisfaction comes from making something happen.
WE THE WILLING
LED BY THE UNKNOWING
ARE DOING THE IMPOSSIBLE
FOR THE UNGRATEFUL

WE HAVE DONE SO MUCH
FOR SO LONG WITH SO LITTLE

WE ARE NOW
QUALIFIED
TO DO ANYTHING
WITH NOTHING!
SAMPLE WORKSHOP

Leadership and You

Purpose
- To raise awareness of what volunteer groups expect of leaders.
- To assess personal qualities and skills.
- To begin to enhance personal leadership potential.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>15 min.</td>
<td>Welcome/Introductions</td>
<td></td>
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<tr>
<td>10 min.</td>
<td>Preview of the Program</td>
<td></td>
</tr>
<tr>
<td>30 min.</td>
<td>Formal registration/evaluation</td>
<td></td>
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<tr>
<td>10 min.</td>
<td>1. What is Leadership mini-lecture</td>
<td></td>
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<tr>
<td>15 min.</td>
<td>Break</td>
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<tr>
<td>30 min.</td>
<td>2. Qualities and Skills of Leadership small group activity</td>
<td></td>
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<tr>
<td>35 min.</td>
<td>3. Leadership and You individual activity</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>Wrapup/Homework/Evaluation</td>
<td></td>
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</table>
INTRODUCTIONS, PREVIEW, AND EVALUATION

A good deal of time in the first session must be devoted to introductions, setting the climate, making people feel comfortable, and giving them a brief overview of the program. You will also need approximately 30 minutes to engage participants in filling out formal registration and preliminary evaluation forms. (Please refer to Section IV: Evaluating Your Program for details about formal evaluations).

1. WHAT IS LEADERSHIP?

MINI-LECTURE

Supplement the following information with background information from Section I: Leadership Yesterday and Today.

We all have our own ideas about what and who is a leader. But the leader is not just the person standing there, because he or she must also have a group. To be a leader you have to have others: other people have to be involved in some way. Leaders have qualities, skills, and personalities. Members have expectations, and past experience. And both are affected by the situation, the task, and the times.

If we look at the aspect of time, we see that through history different kinds of leadership were in style. To understand the process of leadership, we can begin by looking at the two major "players" - the leader and the group members. Each has their own qualities, experience and skills, and more importantly, their own set of expectations.

Throughout western history, the typical behaviours of leaders and group members have shifted depending on the expectations that each held of the other. Their roles have always been interdependent and influenced by the situation in which they are operating and the tasks involved.
FROM LEADER AS GOD TO LEADER AS SERVANT*

The ancient Egyptian Pharoah was believed to be God-incarnate with total power over the life and death of the people. As leader, the Pharoah held supreme power in politics, the army, and religion. Even the priests and the various Gods they worshipped were under the Pharoah's control. Pharoah made decisions according to whatever whim or skill he possessed. As with any God, the people did not expect to understand these decisions, only to live with their consequences.

In Medieval Europe, the king ruled by divine right, as the representative of God. Although his power as leader was still supreme, the king had to answer to God for his actions. Priests began to acquire more power in their role of interpreting the will of God.

As commerce and trade increased, various families and individuals began to acquire power through family, through tradition, and through wealth. The British House of Lords represented this type of leader - brought up from birth to believe in their rights and their duties as leaders of the nation and of the Empire.

Gradually, subject peoples began to demand more input into the decisions of their leaders. The spirit of democracy grew stronger, and from the concept of one man elected by his peers to represent many came the House of Representatives. Nevertheless, in early democratic systems, only white male landowners were allowed to vote for that representative or leader.

The twentieth century has seen increasing changes in the relationship of leader to group member. As more people began to question the authority of leaders they had no voice in choosing, massive social changes evolved and the concepts of leadership have shifted dramatically during our lifetime.

The autocratic owner or "boss" gave way to a board of directors, and they in turn were more influenced by committees, unions, and management teams.

*Adapted and printed with permission, Sharon Syrette, 1990.
Thompson & Cusack

Flying High 71
A more recent leadership concept is situational leadership where the leader assesses the skill level and experience of group members and the particular situation they are in before making a decision. In case of an emergency, the leader may behave autocratically, announcing the decision to members and expecting to be obeyed. In business negotiations, the leader may consult other managers, or may engage them in making a decision by which they will all benefit.

Much of the business literature of the 80's refers to the leader as "coach" of a team. Just as in sports, the leader's role is to surround himself or herself with the best players, ensure that they practice, improve their skills, and understand the requirements of their positions to ensure that the team emerges as winners. This win-win style of leadership is now common and is proving successful in a wide variety of situations.

The next decade is expected to bring continuing changes. A concept of "leader as servant" is emerging: the best leaders are expected to serve the needs of the group and to use their considerable talents to ensure that leadership is truly a service to the people.

Throughout history the leader has been able to take on these various roles because the people allowed and expected them to do so. Pharaoh could behave as a God because the people believed he was God. The British Empire flourished as long as both the colonizers and the colonized believed that the wealthy white aristocracy had the right to lead. Today, people expect to be part of a team that works together with their leader to ensure success.

We seem to have gone from one extreme to the other, from leader as God to leader as servant.
2. QUALITIES AND SKILLS OF LEADERSHIP

SMALL GROUP ACTIVITY

Instructions: Divide participants into groups of 6 or 7 people. The following are some qualities and skills of a leader. Post each word on a separate sheet of paper on the walls around the room.

- problem-solver
- decision-maker
- flexible
- organizer
- teambuilder
- cheerful
- communicator
- initiator
- charismatic
- cooperative
- dynamic
- resourceful
- teacher/facilitator
- stable
- tolerant
- initiator
- advocate
- empathetic
- delegator
- ambitious
- risk-taker
- creative
- trusty
- optimistic
- knowledgeable
- motivator
- helper
- advocate

Instructions to participants: Walk around the room and pick a quality or skill that best describes you. Return to your table and discuss why you chose it in your small group. Then have a recorder list the qualities and skills in your group on a sheet of flipchart paper.

Discuss in your small groups:

1. How the qualities represented in your group might help you function as a team?

2. What qualities or skills are missing that would make an effective team.

Ask one member of your small group to present the results of your discussions.
3. LEADERSHIP AND YOU

INDIVIDUAL ACTIVITY

Instructions: Distribute the handouts, Leadership Style: What's Yours? (pages 75 & 76) and Functions of a Group Leader (page 77). Ask participants to consider the five points on the handout, Leadership Style: What's Yours? and discuss them in their small groups.

WRAPUP
You are encouraged to conclude each session as appropriate for your group - with a summary, anecdote or poem.

BOSS OR LEADER
Do you know the difference?

H. Gordon Selfridge built one of the world's largest department stores in London, England. He has achieved success by being a leader, not a boss. Here is what he had to say about the differences.

The boss drives his people; the leader coaches them.
The boss depends upon authority; the leader on goodwill.
The boss inspires fear; the leader inspires enthusiasm.
The boss says: 'I'; the leader says 'we'.
The boss says: 'Get here on time';
    The leader gets there ahead of time.
The boss fixes the blame for the breakdown;
The leader fixes the breakdown.
The boss knows how it is done; the leader shows how.
    The boss says: "Go"; the leader says, 'Let's go'!

Associated Truck Lines Dispatcher

HOMEWORK
Ask the participants to think about confidence during the week. What is self-confidence? Where do you experience it? How can you get more of it?

EVALUATION
If you have engaged participants in a preliminary evaluation, you will want to dispense with a formal evaluation of the first workshop.
LEADERSHIP STYLE: WHAT'S YOURS?

When talking about the personal style of a leader, we mean the personal approach each person takes when acting as the one who is responsible for initiating and maintaining group activity.

Behavioral scientists have spent much time thinking and writing about leadership styles; the possibilities available to a leader for dealing with people in a structured organization or setting. One model defines style as a "consistent set of attitudes" which shape a leader's manner of expression.

A leader's style, or way of relating to and dealing with members of the group, results from conscious and unconscious choices with respect to the following factors:

1. **AUTONOMY** is the amount of freedom a leader grants individuals; the latitude members have for deciding what to do and how to do it; and the variety of options they may exercise without the leader's explicit permission.

2. **RESPONSIBILITY** refers to the degree to which the responsibility for the process is shared by the leader and the group members; including the way in which this issue is discussed, negotiated, accepted, and exercised by all participants.

3. **DISCIPLINE** refers to methods the leader uses to reward or to punish group members for their behavior, contributions, and performance of tasks.
4. **SHARING** is the extent to which leaders reveal themselves to groups, and the degree to which group members feel comfortable being honest, admitting weaknesses, and sharing personal experiences and difficulties. It also includes a measure of how much group members can influence the leader's plans, opinions, and ideas, and inclinations to listen to them and to accept criticism.

5. **GROUP PROCESS** is the extent to which the leader promotes action and collaboration among the group; facilitates cooperation, interdependence, and a feeling of togetherness; participates in group process; and models appropriate behavior and strategies for encouraging group interaction while accomplishing the organization's goals.

Any leader's methods and techniques for dealing with people in a group are very much a matter of personal habit and conviction. They are learned over many years and through a variety of experiences. To a certain degree, they are also influenced by conscious choices, by an awareness of the various styles and techniques available, and a conscious decision to employ one or more of them in a particular group or situation.
# FUNCTIONS OF A GROUP LEADER

<table>
<thead>
<tr>
<th>MANAGING/CHAIRING</th>
<th>STIMULATING CREATIVITY</th>
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<tbody>
<tr>
<td>• gatekeeping</td>
<td>• challenging</td>
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<tr>
<td>• structuring time</td>
<td>• skill building</td>
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<tr>
<td>• receiving reports</td>
<td>• probing new areas of involvement</td>
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<tr>
<td>• suggesting procedure</td>
<td>• confronting &quot;blocks&quot;</td>
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<tr>
<td>• enforcing standards set by the group</td>
<td>• assessing skills</td>
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<tr>
<td>• taking care of housekeeping details</td>
<td>• suggesting new ideas or approaches</td>
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<tr>
<th>MONITORING GROUP DYNAMICS</th>
<th>CLARIFYING MEANING</th>
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<tr>
<td>• observing, being aware of how others interact</td>
<td>• reflecting</td>
</tr>
<tr>
<td>• recognizing strong emotion</td>
<td>• explaining</td>
</tr>
<tr>
<td>• balancing power</td>
<td>• linking</td>
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<tr>
<td>• acting as a catalyst</td>
<td>• defining</td>
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<tr>
<td>• clarifying roles</td>
<td>• interpreting</td>
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<tr>
<th>DEVELOPING RELATIONSHIPS</th>
<th>TEACHING/ RESOURCE PERSON</th>
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<tr>
<td>• accepting</td>
<td>• explaining</td>
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<tr>
<td>• supporting</td>
<td>• providing knowledge or information</td>
</tr>
<tr>
<td>• modeling appropriate behavior</td>
<td>• providing structured exercises or experiences</td>
</tr>
<tr>
<td>• encouraging collaboration</td>
<td>• asking questions</td>
</tr>
<tr>
<td>• understanding</td>
<td>• suggesting new ways of doing things</td>
</tr>
<tr>
<td>• caring</td>
<td></td>
</tr>
<tr>
<td>• encouraging teamwork</td>
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Thompson & Cusack

*Flying High* 77
But where was I to start? The world is so vast, I shall start with the country I know best, my own. But my country is so large. I had better start with my town. But my town, too, is large. I had best start with my street. No: my home. No: my family. Never mind, I shall start with myself.

Elie Wiesel
Confidence Building

Confidence is a thread that weaves its way throughout all the workshops. The way you see yourself and how effective you feel affects everything you do and how you do it. If everyone had a healthy dose of self-confidence there would be no need for the personal development components in this program. You would already be confident and could then concentrate on brushing up or learning specific leadership skills and techniques. How simple it would be.

The whole issue of self-confidence is a lot like happiness, we all want more of it, but what is it? and how do we get it? These two questions form the basis of this workshop.

What is Self-Confidence?

If you have self-confidence, you probably feel good about who you are. You may, however, be very confident leading a group of retired persons through a workshop, but if someone asked you to demonstrate how to attach an oxygen tank to a scuba diver, your confidence level might plummet (unless, of course, you also happen to be an expert on scuba diving).

The point is, knowledge adds to self-confidence. If you also have a level of skill and experience and the ability to communicate effectively, then you will be truly self-confident. When you have confidence in yourself, others have confidence in you, which in turn increases your confidence in yourself, resulting in ever-increasing levels of confidence.

The equation looks like this ...

\[
\text{Knowledge} + \text{Experience} + \text{Skill} = \text{Self-Confidence}
\]

Most of you reading this will, after a little thought, agree with the equation. And after a little more thought you will become aware that it is incomplete, it doesn't account for something. Before reading on go back and look at the equation again. Dig into your own experiences and try to figure out what is missing.
We all know people, and maybe you are one of them, who get nervous before they give a report, make an announcement, speak up at a meeting or deliver a speech. These same people have knowledge, experience and skill, so why is their confidence shaken? We believe there are two possible explanations. First, anyone who is "worth their salt" will experience some anxiety if they are going to perform well. A case of the jitters prior to making a speech or presentation to a group is a normal pre-requisite, it starts the needed adrenalin flowing. The second reason may be that the person doesn't really believe in themselves.

While a little anxiety may be a good thing, it may also reflect an underlying lack of self-confidence. Maybe they start doubting what they can do and negative self-talk takes over and further erodes their belief in themselves. People who feel good about themselves, those who have self-esteem, will have enough self-confidence to do anything they want.

*Whether you believe you can do a thing or not, you are right.*

*Henry Ford (1863-1947)*

The Roots of Self-Confidence

Very early in life, and much earlier than most parents would believe, as a child you develop feelings and ideas about yourself. At first it was an awareness of your body, hands, legs, nose, mouth, etc. Then you developed ideas about who you are. For example, if you were loved and your actions and efforts were met with acceptance and encouragement by those looking after you, then you felt good and began to see yourself as attractive. On the other hand, if you were not smiled at, played with or rocked, you may have begun to believe you were disgusting or unwanted. As each day and year went by you built thousands of images of who you are.

It is generally accepted that by age five, you will have formed a fairly solid picture of the kind of person you are and how you measure up to others. You have started making sense of your world, how you fit in, and what you must do to survive. You were given many messages from
others around you including: parents, teachers, peers, etc. You may have taken in many "good" messages but more frequently you took in "bad" messages, for it is easier to find fault than to give praise.

There is a build-up of beliefs that are held to be true that become your self-concept. Some of these beliefs are very important, while others are not so vital. Some are positive and some are negative. The following diagram is helpful in understanding self-concept.

Imagine the large spiral as representing the idea of self. It is made up of parts which are represented as small spirals in varying positions close or distant from the centre. These small spirals represent beliefs one holds about oneself, e.g. (wife, mother, Canadian, Pakistani), as well as attributes (tall, thin, ugly, young, shy). A person has countless beliefs, some of which are central (closer to the center of the spiral) and others that are near the outer edge of the spiral and not so important.

The horizontal lines of the diagram represent the fact that each little spiral has a negative or positive value. For instance, one spiral might represent "being an Indian is a central part of me;" the belief "it's not good to be an Indian" has a negative value.

Furthermore, what happens to one ability affects other seemingly unrelated abilities. For instance, if a person fails at a test and feels that he had the ability to pass, then his idea of being good in that subject is
lowered, and this makes all the other abilities he has seem lower. The converse is true: if he succeeds in one area of his life, then all the other areas seem better to him also.

Every self-concept, like every person, is unique and special.

*Every person born into this world represents something new, something that never existed before, something original and unique. It is the duty of every person ... to know ... that there has never been anyone like him in the world, for if there had been someone like him there would have been no need for him to be in the world.*

*Every single person is a new thing in the world and is called upon to fulfil his particularity in this world.*

Martin Buber

Like thumb prints, no two people are the same. We all observe behaviour and we describe people by saying they are shy or easy-going or thoughtful. This general constant idea we have of a person is said to be their personality. People preserve their own ideas about themselves and so the personality does not change easily. In fact, we try to maintain the same ideas because it makes us feel safe. If we feel we are a failure in life, we resist any idea that we can succeed because we know from past experience that we fail. To change self-concept is possible, but takes place slowly in small safe steps.

No value judgement is more important than the one you pass on to yourself unconsciously, which becomes the measure of your self-esteem. Self-esteem means liking the total you, since you are worth as much as you think you are. Self-esteem means the absence of complaints about yourself. Although you should foster feelings of self-acceptance, it is often easier and less risky to put yourself down than to build yourself up. The good news is: it is never too late to change. You are continuously "becoming" whether you have consciously decided to or not.
If you are motivated to make just one change, you are on the road to discovering more about yourself and becoming a more successful and happy person.

Over time, a continuing and steadfast focus on the positive in life, on our strengths and on the strengths of others, can help to restore in us feelings of power and a sense of worth so we can see ourselves as positive forces who can contribute to the task of building a better world.

Canfield & Wells
Who Are You Anyway?

Before you can make some changes, you need to understand who you really are. The more you know about yourself the easier it will be to build on your strengths and skills and thereby increase your self-confidence. Some people don't want to know themselves better for fear of finding their real selves. So they put on a mask and hide behind it. Many people, like the one in the following poem, mask their true selves. Do you?

Please Hear What I am Not Saying

Don't be fooled by me
Don't be fooled by the face I wear.
   For I wear a mask. I wear a thousand masks,
   Masks that I'm afraid to take off.
   And none of them are me.
Pretending is an art that's second nature with me,
   But don't be fooled,
   For god's sake don't be fooled.
I give you the impression that I'm secure.
   That all is sunny and unruffled with me,
   Within as well as without.
   That confidence is my name and coolness my game
   That water's calm and I'm in command,
   And that I need no one.
But don't believe me,
Please,
My surface may seem smooth, but my surface is my mask,
   My ever-varying and ever-concealing mask,
   Beneath lies no smugness, no complacence.
   Beneath dwells the real me in confusion, in fear,
   In aloneness.
But I hide this
I don't want anybody to know it.
I panic at the thought of my weakness and fear being exposed
That's why I frantically create a mask to hide behind.
   A nonchalant, sophisticated facade to help me pretend
   To shield me from the glance that knows.
But such a glance is precisely my salvation,
My salvation, and I know it.
That is, if it's followed by acceptance. If it's followed by love
It's the only thing that can liberate me from myself,
   From my own self-built prison walls,
   From the barriers that I so painstakingly erect.
It's the only thing that will assure me of what I can assure myself,
   That I am really worth something.
But I don't tell you this, I don't dare.
I'm afraid to.
I'm afraid your glance will not be followed by
   acceptance and love.
I'm afraid that deep down I'm nothing,
   That I'm no good,
   And that you will see this and reject me,
So I play my game,
   My desperate pretending game,
   With a facade of masks,
   That glittering but empty parade of masks.
   And my life becomes a front.
I idly chatter to you in the suave tones of surface talk.
I tell you everything that's really nothing,
   And nothing of what's everything,
   Of what's crying within me.
So when I'm through my routine
   Don't be fooled by what I'm saying.
Please listen carefully, and hear what I'm Not saying.
   What I'd like to be able to say,
   What for survival I need to say,
   But what I can't say,
I dislike hiding.
Honestly.
I dislike the superficial game I'm playing,
   The superficial, phoney game.
I really like to be genuine and spontaneous,
   And me, but you've got to help me
You've got to hold out your hand,
   Even when that's the last thing I seem to want, or need.
Only you can wipe away from my eyes the blank stare
   of the breathing dead.
Only you can call me into aliveness.
Each time you're kind, and gentle, and encouraging,
  Each time you try to understand because you really care,
  My heart begins to grow wings, very small wings,
    Very feeble wings
        but wings.
With your sensitivity and sympathy
  And your power of understanding,
    You can breathe life into me.
I want you to know that.
I want you to know how important you are to me.
    How you can be a creator of the person that is me,
      If you choose to,
        Please choose to.
You alone can break down the wall behind which I tremble,
You alone can remove my mask.
You alone can release me from my shadow-world of
    panic and uncertainty,
        From my lonely prison.
So do not pass me by.
Please, do not pass me by.
It will not be easy for you,
A long conviction of worthlessness builds strong walls.
The nearer you approach to me, the blinder I may
    strike back.
It's irrational, but despite what the books say about man,
    I am irrational.
I fight against the very thing I cry out for.
But I am told that love is stronger than strong walls,
    And in this lies my hope.
My only hope.
Please try to beat down those walls with firm hands.
    But with gentle hands.
Who am I, you may wonder?
I am someone you know very well.
For I am every man and woman you meet.

Anonymous
To Change or Not To Change

The essential ingredients for changing your level of confidence are the desire to feel better about yourself and the commitment to finding ways of doing so. No matter how low your self-esteem may be, you can bring it up to any desired level by conscientious effort.

You can build self-esteem if you:

- actively participate in life
- are objective and spontaneous
- are emotionally and intellectually honest
- accept the pleasure and discomforts that come with self-revelation
- are able to take pride in your abilities and share in others' talents
- are able to enjoy solitude
- can handle unconventionality at times, not simply for the sake of rebellion
- are not rigid with respect to rules
- grant others their right to opinions and values
- accept, nourish, trust, respect and love yourself
## The Self-Change Process

### Desired Outcome

<table>
<thead>
<tr>
<th>GOAL</th>
<th>What would you like to be, do, learn, or change in your life? Set a goal that is realistic, attainable and clear, a goal you know you can achieve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESOURCES/STRATEGIES</td>
<td>What resources and supports can help you achieve your goals? What are your strengths and weaknesses. What works for you? (e.g., doctor, daily journal, support group, materials, family, books, friends, classes, better use of time...)</td>
</tr>
<tr>
<td>PLAN</td>
<td>What is your plan? What are the steps you are going to take to achieve your goal? How are you going to get the result you want? What is it you are going to do?</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>What would success be for you? Record a baseline ... the way things are before you put your plan into action. Specify what would be minimum success and what result would be optimal, beyond your wildest expectations.</td>
</tr>
<tr>
<td>REWARD</td>
<td>How are you going to reward yourself? Promise yourself a treat. Share your success with others.</td>
</tr>
</tbody>
</table>

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Thompson & Cusack

*Flying High* 89
Lack of self-confidence and feelings of low self-esteem are barriers for many older people, preventing them from recognizing and contributing their unique skills and talents. Because self-concept develops over a lifetime and because self-worth is invariably associated with productivity and skill in the workplace or the raising of children, building self-confidence in retirement requires special sensitivity. Self-confidence in retirement can be different as people take on new challenges requiring new skills.

**What is self-confidence?** Self-confidence relates to feelings of self-worth, being able to cope with whatever life presents, being able to speak out and to share the leadership. More specifically:

**Speaking out means**
- getting up and saying what you think
- presenting your ideas without feeling self-conscious, or worrying about what other people might think of you
- putting ideas across effectively
- keeping a group interested
- being able to speak out succinctly in a group discussion
- being able to get up at meetings and voice your opinion even if it is controversial

**Coping means**
- the ability to cope with life situations
- the ability to tackle any confrontation with the knowledge that you will do your best
- accepting failure as a sign of your limits, without frustration
- being able to face life's problems with strength and confidence
**Self-worth** means
- feeling comfortable in any situation
- being happy with your appearance and behaviour
- generally feeling good about yourself
- liking yourself and others
- showing your real self to others
- being aware of your strengths
- being self-assured
- believing in yourself

**Self-confidence** is developed by
- providing a thorough training program
- helping people get involved
- allowing people to make mistakes
- developing trust
- sharing the responsibilities
- allowing people to express their opinions
- active listening
- focusing on skills and strengths, regardless of level of formal education
- setting realistic goals
- learning to overcome the limitations of the past
- encouraging self-evaluation

**Sharing the leadership** means
- having ideas to help yourself and others
- being unafraid of expressing your talents and energy
- being willing to take on any role pertaining to leadership

To build confidence in a group, the leader has to trust and value every individual and appreciate their uniqueness. A leader who talks down to a group will quickly erode individual self-confidence. And you will know you have self-confidence when you are able to accept criticism.

*Remember: No one can make you feel inferior without your consent.*

*Eleanor Roosevelt*
SAMPLE WORKSHOP

Confidence Building

Purpose
- To broaden your awareness of what self-confidence is.
- To raise some important questions to ask yourself.
- To assist you in making changes that will help you feel more confident.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Introduction/Business/Update</td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td>1. I am ...</td>
<td>Individual activity</td>
</tr>
<tr>
<td>25 min.</td>
<td>2. Confidence</td>
<td>Discussion</td>
</tr>
<tr>
<td>15 min.</td>
<td>3. Self-confidence and Self-concept Theory</td>
<td>Mini-lecture</td>
</tr>
<tr>
<td>15 min.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>35 min.</td>
<td>4. Goals for Personal Development</td>
<td>Discussion/Individual Activity</td>
</tr>
<tr>
<td>20 min.</td>
<td>5. The Self-Change Process</td>
<td>Individual Activity</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homework/Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE WORKSHOP
Confidence Building

1. "I Am"

INDIVIDUAL ACTIVITY (in small groups)

Distribute the handout, I Am Statements (page 96)
After participants have filled in the "I Am" statements, have each person in turn read their list and add any explanations. Other group members listen attentively (practice their listening skills). After each person has read their list, the listeners summarize their impressions.

2. Confidence

DISCUSSION
Ask: What is confidence?
How do you get more of it?

3. Self-concept and Self-confidence Theory

MINI-LECTURE
Use background information from pages 80 to 84.

4. Goals for Personal Development

DISCUSSION (in small groups):
Give out handouts pages 97 to 100.

INDIVIDUAL ACTIVITY
Give out the handouts on page 101.
5. The Self-Change Process

INDIVIDUAL ACTIVITY

Explain the self-change process and have participants fill out the Personal Change Contract. Encourage small groups to discuss behavior changes they would like to make or skills they would like to improve. Circulate around to each small group and assist individuals to focus on a specific change and how they plan to make that change.

Risk
To laugh is to risk appearing the fool -
To weep is to risk being called sentimental -
To reach out to another is to risk involvement -
To expose feelings is to risk showing your true self -
To place your ideas and dreams before the crowd is to risk being called naive -
To love is to risk not being loved in return -
To live is to risk dying -
To hope is to risk despair -
To try is to risk failure.

But risks must be taken,
Because the greatest risk in life
Is to risk nothing.
The people who risk nothing
Do nothing,
Have nothing,
Are nothing, and
Become nothing;
They may avoid suffering and sorrow,
But they simply cannot learn to feel and change, and grow,
and love and live ...
Chained by their servitude, they are slaves;
They have forfeited their freedom.
Only the people who risk are truly free.

Author Unknown
1. "I AM" Statements

In each of the spaces below, write a sentence about yourself beginning with the words "I am .....". Do these fairly quickly, without weighing each one or making judgements about them. Put a check beside the 3 that are most important to you at this time.

I am

I am

I am

I am

I am

I am

I am
GOALS FOR PERSONAL DEVELOPMENT

This form is to help you think about various aspects of your relationship with others in groups and your skills in various group situations. It gives you a chance to decide your strengths and weaknesses and then to set goals for personal growth.

The steps in using it are as follows:

1) Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you would like to do less. Mark each item in the appropriate area.

2) Some skills that are not listed may be important to you; write these skills on the blank lines, and rate your ability.

3) Go back over the list and circle the numbers of a few activities that you would like to focus on.

4) Decide on your goal, what you will need to do to reach it, how often you need to practice, and how you will know when you have accomplished it. (Personal Change Contract)

5) Follow your plan; practice the skill in safe and comfortable surroundings, and be sure to reward yourself for your success.

<table>
<thead>
<tr>
<th>Doing all right</th>
<th>Need to do more</th>
<th>Do it less</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a group, I am likely to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) speak up in group discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) speak briefly and concisely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) be forceful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) draw others into discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) listen alertly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) ask others to contribute an idea or opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) ___________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) ___________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thompson & Cusack
GOALS FOR PERSONAL DEVELOPMENT

B. Observation Skills:

I will usually

1) notice others' responses
2) sense people's mood
3) note the "talk patterns"
4) sense individual reactions
5) notice other's habits, likes, dislikes
6) notice when someone needs something
7) __________________________
8) __________________________

C. Organizing Skills:

Normally, I will

1) suggest we develop a plan
2) assign tasks to people
3) ask for volunteers to do things
4) make a list of things needed
5) check that everything is ready
6) tidy up, put things away
7) record minutes or expenses
8) offer specific action
9) __________________________
10) __________________________
GOALS FOR PERSONAL DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>Doing all right</th>
<th>Need to do more</th>
<th>Do it less</th>
</tr>
</thead>
</table>

D. **Problem Solving Skills:**

I will usually

1. state what I see as a problem
2. ask for facts, information
3. suggest ideas or approaches
4. evaluate others input to a problem
5. summarize discussion
6. clarify issues
7. ask "what will this mean..."

8. ____________________

9. ____________________

E. **Encouraging, Motivating:**

Normally, I

1. show interest in others
2. encourage others to talk
3. help people reach agreement
4. speak up for individual's rights
5. compliment others for their effort
6. remember and use people's names
7. show my appreciation to a person

8. ____________________

9. ____________________
GOALS FOR PERSONAL DEVELOPMENT

Doing all right | Need to do more | Do it less

F. Interpersonal Relationships:

In a group, I am most likely to

1) be competitive
2) be shy or submissive
3) show respect and caring for others
4) ask others for help
5) help others when I see they need it
6) introduce people to one another
7) sit with the same people
8) choose to work with someone I don't know

8) __________________________

9) __________________________
PERSONAL CHANGE CONTRACT

My goal is to ________________________________________

__________________________________________________

By _________________________________

(Write in time by which you hope to achieve this goal)

In order to achieve this goal, I will ______________________

(Write in your plan of action here)

__________________________________________________

I will check my progress by __________________________

(Write in your evaluation plan)

__________________________________________________

I will reward myself by ___________________________

__________________________________________________

(Date) __________ (Your signature) ____________________
No (person) is great enough or wise enough for any of us to surrender our destiny to. The only way in which anyone can lead us is to restore to us the belief in our own guidance.

*Henry Miller (1891-1980)*
The difference between the right word and almost the right word is the difference between lightning and the lightning bug.

Mark Twain
Communication

This workshop is not intended to be comprehensive. Rather, its purpose is to highlight some of the communication methods to employ in groups of retired persons.

As a leader of a group, your prime responsibility is to get things done through people. However sound your ideas or well-reasoned your decisions, they become effective only as they are transmitted to others and achieve the desired action or reaction. Communication, therefore, is your most vital "people" tool. You communicate not only with words but through apparent attitudes and actions. How well you function in a group depends on how well you communicate in this broad sense.

Communication is a two-way exchange. The speaker sends a message through words and actions. The listener receives the message and acknowledges it through words and actions. Without this acknowledgement or feedback the communication is incomplete.

The message sent and the message received are not always the same. Many factors can effect a misunderstanding, ranging from vocabulary, sentence structure and pronunciation, to self-esteem, fatigue and noise level. Many of these factors are beyond our control but others can be improved through increased awareness and skill acquisition.

What counts most when communicating is having a "give and take," a balance between talking and listening. If this does not happen in a conversation or a group there is little satisfaction and the commitment to any program or project will suffer. Ineffective communication is a basis for lack of involvement or attrition in almost all group situations.

Attention to the following areas of communication can, with practice, improve relationships between individuals and participation in groups.
**Body Language:** Notice the actual physical distance at which you feel comfortable communicating with various individuals (e.g. strangers, associates, friends, authority figures). How much eye contact do you maintain when talking and when listening? What do you do with your hands—your feet—your posture—your breathing? What does this body language communicate about you to others and about them to you?

**Listening:** Do you take time to reflect on what the speaker is saying? Are you wondering about the intentions behind the words? Or is your mind pre-occupied with what you have to do next? Do you hear the feelings as well as the words? Do you use the silence to form a response? Do you give feedback through eye contact and body language?

**Paraphrasing:** This skill is simply reflecting to the speaker what has been said to you in a condensed version. There is no attempt to interpret or give advice. You are letting the speaker know that you have heard what was said. Paraphrasing is particularly useful during pauses and allows the speaker to clarify any misunderstanding. Shared understanding leads to shared trust. This understanding and trust greatly helps a group to function well.

**Empathy:** Empathy is reflected in the homile, "Don't ever criticize a man until you've walked a mile in his shoes." No one can know exactly how another feels but we all share common emotions. To the degree that we can communicate shared feelings, we increase the sense of understanding and solidarity.

Sometimes empathy is confused with sympathy. Sympathy, however, with its "poor you" attitude, places the other person on a lower level. Empathy, on the other hand, creates a feeling of mutual equality. Sympathy may lead a person to feel victimized, as in the statement, "Well, you sure get more than your share of rotten luck!" whereas empathy conveys a sense of understanding, "I guess her refusal left you feeling pretty disappointed."
"Shoulds" as judgements: Many of us have biases and prejudices which lead us to form judgements about people and events. These judgements may express themselves in sentences like, "People in our society should care more about old folks," or "You should try to slow down - you'll live longer." We often refer to our own behaviour with "shoulds" as well. For example, "I should be more patient," or "I shouldn't be so critical." These self-directed "shoulds" are often followed by "but" and an excuse why we don't or won't change our behaviour accordingly.

Some "shoulds" are well-founded and help us achieve desirable goals. Other "shoulds" stem from outdated or unrealistic standards and cause us to feel guilty and alienate others. For example, the self-directed, "If I can't say something nice, I shouldn't say anything at all," "I should always be ready to listen when someone comes to me with a problem or complaint"; and other-directed, "You shouldn't feel so bad, it could be much worse," and "You shouldn't let people walk all over you the way you do." By listening to the times when we use "should" in our communications, we can eliminate those that are not helpful.

Underminers: Many of us have acquired undermining tactics as part of our regular communication repertoire. These include blaming ("you never listen when I'm talking to you"), demands ("cheer up," try harder," "be realistic"), and intimidating questions ("Did you send two invitations to Mr. Jones?"). There is little way for the listener to respond with more than a few shreds of dignity. Because these guilt-producing, ego-deflating underminers have been so ingrained in our culture we may use them without realizing their effect on others. Again, awareness is the first step to better communication.

A Final Comment: The communication factors briefly described here are only a few that influence everyday conversations between individuals and in groups. The intent is to increase awareness of the subtle ways in which our communications can evoke unintended responses. Communication is a daily, lifelong activity and we all have much to gain from making it as effective, efficient, and enjoyable as possible.
Interpreting Communicated Messages

55% Non-Verbal Cues

- movement
- posture
- appearance
- facial expression
- possessions
- gestures
- setting
- context

38% Voice

- tone
- inflection
- volume
- cadence

7% Words

Thompson & Cusack

Flying High 107
TEN INGREDIENTS FOR EFFECTIVE COMMUNICATION

1. Seek to Clarify Your Ideas Before Communicating
   The more systematically you analyze the problem or idea to be communicated, the clearer it becomes. This is the first step toward effective communication. Many communications fail because of inadequate planning. Good planning must consider the goals and attitudes of those who will receive the communication and those who will be affected by it.

2. Consider the Purpose of Each Communication
   Before you communicate, ask yourself what you really want to accomplish with your message (e.g. obtain information, initiate action). Identify your most important goal and then adapt your language, tone and approach to serve your objective. Don't try to accomplish too much with each communication. The sharper the focus of your message, the greater its chance of success.

3. Consider the Physical and Human Setting
   Meaning and intent are conveyed by more than words alone. Many other factors influence the over-all impact of communication, and each of us must be sensitive to the total setting in which we communicate. Consider for example, your sense of timing - the circumstances under which you make an announcement or render a decision; the physical setting - whether you communicate in private, for example, or otherwise; the social climate that influences relationships within the group and sets the tone of its communications; custom and practice - the degree to which your communication conforms to, or departs from, the expectations of your group. Be constantly aware of the total setting in which you communicate. Like all living things, communication must be capable of adapting to its environment.
TEN INGREDIENTS FOR EFFECTIVE COMMUNICATION

4. Consult with Others in Planning Communication
   Frequently it is desirable or necessary to seek the participation of others in planning a communication or developing the facts on which to base it. Such consultation often helps to lend additional insight and objectivity to your message. Moreover, those who have helped you plan your communication will give it their active support.

5. Be Mindful of Overtones as well as Content of your Message
   Your tone of voice, your expression and your apparent receptiveness to the responses of others, all have tremendous impact on those you wish to reach. Frequently overlooked, these subtleties of communication often affect a listener's reaction to a message even more than its basic content. Similarly, your choice of language, particularly your awareness of the meaning and emotion in the words you use, predetermines to a large extent the reactions of your listeners.

6. Take the Opportunity to Convey Something Helpful
   Consideration for the other person's interests and needs, the habit of trying to look at things from their point of view, will frequently present opportunities to convey something of immediate benefit or long range value. People are most responsive to others whose messages take their own interests into account.

7. Follow up your Communication
   Your best efforts at communication may be wasted, and you may never know whether you have succeeded in expressing your true meaning and intent, if you do not follow up to see how well you have put your message across. This you can do by asking questions, by encouraging the receiver to express his reactions, by following up contacts. Make certain that every important communication is followed by feedback so that complete understanding and appropriate action result.
TEN INGREDIENTS FOR EFFECTIVE COMMUNICATION

8. Communication for Tomorrow as Well as Today
While communications may be aimed primarily at meeting the demands of an immediate situation, they must be planned with the past in mind if they are to maintain consistency in the receiver's view; but most important of all, they must be consistent with long range interests and goals. For example, it is not easy to communicate frankly on such matters as poor performance or the shortcomings of a committee chairperson but postponing disagreeable communications makes them more difficult in the long run and is actually unfair to your members and to the group.

9. Be Sure your Actions Support your Communication
In the final analysis, the most persuasive kind of communication is not what you say, but what you do. When a person's action or attitudes contradict their words, we tend to discount what they have said.

10. Be a Good Listener
Seek not only to be understood, but to understand. When we start talking, we often cease to listen in that larger sense of being attuned to the other person's unspoken reactions and attitudes. Even more serious is the fact that we are all guilty, at times, of inattentiveness when others are attempting to communicate to us. Listening is one of the most important, most difficult and most neglected skills in communication. It demands that we concentrate not only on the explicit meanings another person is expressing, but on the implicit meanings, unspoken words, and undertones that may be far more significant. We must learn to listen with the inner ear if we are to know the inner person.
GUIDELINES FOR GIVING CRITICISM

Before beginning feedback you should check to see that the person is open and prepared for it. (Ask, "Could I talk to you about something that is bothering me?" or "Could I give you some feedback about that?"). When you have established that the other person is willing, the following points are important.

When giving criticism:

1. Be direct, don't beat around the bush.
2. Let your conversation be one-to-one, in private, not in a group.
3. Be specific and try to relate your criticism to observable behavior.
4. The best feedback is solicited rather than imposed.
5. Be centered on your own emotions, non-accusatory (i.e. say, "I felt frustrated in the meeting when you said..." not "you were not thinking of the rest of the members when you said...").
6. Direct your comments to things that can be changed.
7. Be descriptive but not evaluative.
8. Let your motivation be to help.

When receiving criticism:

1. Listen to the feedback and try to understand the other person's point of view. Try not to be defensive.
2. Ask questions to clarify what the person means.
3. Ask for concrete facts/examples if you feel the feedback is unjustified/unclear to you.
4. Be ready to try to change if possible.
5. If this is not a good time for you to receive feedback, let the other person know and set another time.
RESISTING INTERRUPTION

When someone interrupts, you can end up feeling angry, annoyed, frustrated, or you can take assertive action to make sure that your point is heard. The next time someone interrupts you, try one of the following tactics.

1. Raise your voice slightly to signal that you would like to finish your comment.

2. Repeat your opening phrase so that you don't lose your train of thought, "I think ... but I do think that ..."

3. Continue talking without hesitation (i.e. engage in parallel talking for a short while).

4. Don't look at the interrupter; look at those who are attentive.

5. Ask the interrupter to wait until you have finished your statement, "I think the best thing to do would ... please wait a minute ... would be to start a new program."

6. Hold up your hand to signal that you would like the interrupter to stop.

7. Pause briefly, then quickly resume your comment, "I think that ... the new program is a good one."

When your work speaks for itself, don't interrupt.

Henry Kissinger
Communicating with older adults requires special sensitivity to visual and hearing losses commonly associated with the aging process. Remember you are dealing with people who are unique and have special needs. You should attend to the adaptations to compensate for hearing and visual deficits outlined below.

Be sure to:
- express your ideas clearly
- outline specific skills that can be learned
- allow time to practice these skills as a way to build self-confidence
- have a sense of humour

**Special Communication Techniques**

Because hearing loss is so common in an older group and because it is often a hidden disability, we are including special techniques for communicating with the hard-of-hearing. Older adults often misunderstand and are very aware of appearing stupid or making fools of themselves. They do not want special attention; they do not want to stand out. Therefore, every effort should be made by everyone involved (i.e. the coordinator, facilitator and other participants) to insure that the techniques outlined are utilized.

The handout, *Communicating with a Hard of Hearing Person*, pages 122 to 124 cover the broad range of situations for the hearing impaired. Select the ones that are particularly relevant to groupwork (e.g. eliminate extraneous noise, avoid standing in front of the glare from a window) and use the rest in your everyday life.
Visually, physically, or educationally disadvantaged people need special consideration too. The important thing is that people are aware of the different kinds of disabilities. One solution is to ask what, if any, are the problems and how they can be compensated. Most individuals need very little assistance and are appreciative of any that is given. This also helps to make people feel accepted.

**Examples:**

A person in a wheelchair, a person with a stiff knee or hip requires more room to sit comfortably.

A person with a speech defect requires opportunity and time to voice an opinion. Consider a flip chart or board to write.

A vision impaired person might require assistance with written material/time for verbal questions and answers.
Purpose
- To understand the elements of effective communication.
- To become more aware of personal communication style.
- To practice dealing with various forms of disruptive behaviours.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Welcome/Business/Update</td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>1. The Self-confident Communicator</td>
<td>brainstorm</td>
</tr>
<tr>
<td>25 min.</td>
<td>2. Styles of Communication</td>
<td>group activity</td>
</tr>
<tr>
<td>15 min.</td>
<td>3. Disruptive Communication</td>
<td>brainstorm</td>
</tr>
<tr>
<td>15 min.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>30 min.</td>
<td>4. Factors Affecting Communication: Change and Taking Risks</td>
<td>mini-lecture/discussion</td>
</tr>
<tr>
<td>25 min.</td>
<td>5. Dealing with Disruptive Behaviours</td>
<td>roleplay</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homework/Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
1. THE SELF-CONFIDENT COMMUNICATOR

BRAINSTORM

Ask: How do we recognize the self-confident communicator?
What are the characteristics?
List participant's suggestions on the flip chart.

Some Typical Responses

The self-confident communicator
• knows what they are talking about (i.e., has facts)
• uses eye contact
• can accept criticism
• has a sense of humour and is able to laugh at self
• has pleasing/appropriate physical appearance, expression and posture
• has a clear and easy-to-listen-to voice
• can anticipate and take action
• keeps discussion on track
• has a good sense of timing
• listens to what is being said
• is flexible in dealing with the group's needs
• can hold the interest of the group
• recognizes uniqueness of the group and adjusts to their level
• gives people comfortable distance (doesn't invade people's personal space)
• evaluates feedback and acts on it.
2. STYLES OF COMMUNICATION

GROUP ACTIVITY

Instructions:

i) Ask participants to rate themselves on the following scale (in this particular setting)

1 2 3 4 5 6 7 8 9 10
Quiet Very Vocal

Ask each person to consider "Is this how I want to be?"
(Do not have participants respond - allow 1 or 2 minutes just to think about it.)

ii) Have participants form groups according to their ratings:

Quiet Group 1 - those in the range of 1, 2 & 3
Middle Group 2 - those in the range of 4, 5, 6, 7
Vocal Group 3 - those in the range of 8, 9, 10

iii) Ask each group to address the following questions and write their answers on a large sheet of flip chart paper.

1. How does our communication style hinder or block the group from getting the job done?
2. How does our communication style help the group reach its goals?

Put each sheet on the wall and have everyone walk around the room to read the lists.

Invite participants to add anything they wish to any group's list.

It is a good idea to use black felt pens for the initial groups and any other colours for the "walk around." This makes it easy for the facilitator to distinguish the initial group work from the added comments and helps in the general debriefing and discussion that follows.
The following are typical responses:

**Quiet Groups** say they hinder by:
- not offering enough
- having voices too soft
- not being as confident
- being slow to react

They help by:
- listening
- offering only valid points
- being dependable
- providing quality rather than quantity

**Vocal Groups** say they hinder by:
- preventing others from expressing their views
- intimidating others
- creating tensions

They help by:
- keeping the group going
- achieving goals
- keeping people on track
- encouraging others

**Middle Groups** say they:
- have no faults
- only say what needs to be said
- make the best group participants

**DEBRIEFING**

The facilitator may go to the sheets and highlight the pertinent details for the group or ask the group for details. This debriefing needs to be kept "short and sweet," as most people at this point want to reiterate what they have already written and read.

Give a few (three at the most) people the opportunity to make a point and then ask: "Is there something you want to change in the way you communicate?" Allow two or three responses and then ask: "What are you going to do differently?" and "How are you going to do it?"
3. DISRUPTIVE COMMUNICATION

BRAINSTORM WITH DISCUSSION

Ask: How do people disrupt a group?

Some Typical Responses:
- interrupting
- dominating and monopolizing
- late comers
- negative attitudes
- getting off the subject
- holding on to one idea.

Ask: What can each person in the group do to deal with disruptive behaviours?

Some Typical Responses:
- be honest - tell people "I have the floor"
- raising the voice
- be direct - say "I haven't finished my point," and use direct eye contact
- talk to the person privately afterwards
- ask for cooperation from the group
- give them a task

It is important to have a leader who models good communication and shares the responsibility for dealing with disruptive behaviors.
4. FACTORS AFFECTING COMMUNICATION

MINI-LECTURE WITH DISCUSSION

The following is a list of factors that affect how we communicate. Go around the room asking people to explain how the factors affect communication or to give another factor. This needs to be done quickly, preventing a lengthy discussion of each item.

- physical setting
- physical well-being
- context
- facts
- values
- prejudice
- culture
- expectations
- assumptions
- choice of words
- nonverbal indicators
- emotions
- timing
- interpretation

Changing and Taking Risks

_The purpose of life, after all, is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience._

_Eleanor Roosevelt_

How do we encourage disruptive people to change?
How do we make change ourselves?
All change involves some risk. It is important to remember that:
1. Change is inevitable.
2. Change is the result of natural growth.
3. A positive response to change is:
   - getting involved
   - planning
   - choosing the direction you want to go
   - doing it

Reasons we hesitate to change:
- fear
- particularly fear of the unknown
- past messages and old sayings, for example: "A bird in the hand is worth two in the bush"
- habit ("Old habits die hard")
- complacency, etc.
5. DEALING WITH DISRUPTIVE BEHAVIOURS

ROLEPLAY

Instructions: Ask participants for examples of different kinds of disruptive behaviours that are problematic in groups they belong to. Ask each small group to pick one behaviour and to present a short roleplay demonstrating the behaviour and, if possible, an effective way of dealing with it.

HOMEWORK

In preparation for next week, think about:
What motivates you - what gets you up in the morning?

Communication should be a part of every workshop. Be prepared to spend a few minutes during subsequent sessions to reinforce positive communication or deal with communication problems.
COMMUNICATING WITH A HARD OF HEARING PERSON*

1. It is important to have the deaf person's attention before speaking. Since deaf people can't hear the usual call to attention, they may need a tap on the shoulder, a wave of the hands, or other visual signals to gain attention.

2. Look directly at the person while speaking. Even a slight turn of the head can obscure the deaf person's vision. Other distracting factors affecting communication include moustaches obscuring the lips and habits such as smoking, pencil-chewing, and putting hands in front of the face.

3. Speak slowly and clearly, but don't exaggerate or over-emphasize words. This distorts lip movements, making speechreading more difficult.

4. Pantomime, body language and facial expression are important factors in communication. Be sure you use all of them.

5. Try to maintain eye contact with the deaf person. Eye contact helps convey the feeling of direct communication. If an interpreter is present, continue to talk directly to the deaf person, who can turn to the interpreter if the need arises.

6. Try to rephrase a thought rather than repeating the same words. Sometimes a group of lip movements is difficult to speechread. If the person doesn't understand you, try to restate the sentence.

7. Don't be embarrassed about communicating via paper and pencil. Getting the message across is more important than the medium.

8. In communicating with a deaf person it is a good idea to remember that intelligence, personality, age at onset of deafness, language background, listening skills, lipreading and speech abilities all vary with each deaf person, just as the skills and personality of each person vary.

* Reprinted with permission from: "Aging Is A Family Affair" by Wendy Thompson.
9. Every deaf person will communicate in a different way. Some will use speech only; some will use a combination of sign language, fingerspelling and speech; some will write; some will use body language and facial expressions to supplement their interactions. In any case a deaf person will use every possible way to convey an idea to another person.

10. The hearing impaired person's understanding of conversation is partly your responsibility.

11. Most hearing problems do not benefit from loudness so it doesn't help to shout to someone wearing a hearing aid.

12. Other people's accents are a problem for the hearing impaired person. If you have an accent, be ready to use a pen and paper.

13. At parties, or meetings, don't limit the conversations to essentials or niceties. It can be frustrating for a person to be without the chance to join in.

14. Accusations that hard-of-hearing persons "hear only what they want to" are unjust. In order to pick up information, they have to concentrate harder and tire easily. So, in actuality, they do hear "only what they can". When tired, distracted or ill, they are less able to hear and understand. Ability to hear changes with each situation.

15. Impatience with another's listening behaviour will not help; it will only cause them to tense up and hear less. The more relaxed and accepted the hard-of-hearing person feels, the better the communication.

16. Find out if the person has a "good" ear. Speak to that side.

17. A "deadpan" face is difficult. Remember that the tone of voice may not be heard so use all your acting powers to help project the meaning.

18. Hearing aids do not restore 100% hearing. They amplify sound and increase the distance at which the wearer can hear it, but they cannot restore lost frequencies. Be prepared for confusions and help your friend to laugh at them.
19. Hearing loss need not mean loss of fun. Theatre, music, dancing can all, with a little forethought, still be part of their life.

20. Loss can bring loneliness to the hard-of-hearing. Too often they begin to feel isolated. Too often others stop talking to them or feel embarrassed with them simply because they don't know how to "get through." A little informed courtesy can make the loss seem less.

21. Be aware of possible emotional responses such as: embarrassment, denial, anger, frustration, disorientation, confusion.

22. Begin every conversation by positioning yourself close to and in front of the hard-of-hearing person. This will help them relax and know that you care by the effort that you are making.

23. If you are not being understood, ask the person what you can do differently.

24. From time to time ask the person how well you are doing. They often respond with a positive comment that will make you feel appreciated for your effort.

25. A pad of paper and pencil are often necessary for writing down key words or phrases. Be aware, however, of the elderly person who can't read; they may be too embarrassed to tell you.

26. Candlelight dinners are not a treat for a deaf person who can't see your face. They need to see your face to facilitate lipreading. Also they can't eat their food while it's hot if they are watching you talk.

27. Take time to include the deaf person in a group situation; they feel hurt and frustrated because of missing so much.

28. Don't talk to the deaf person's friend just because it is easier. Try several different ways of communicating with a deaf person until you find one or a combination of ways that work.

29. Most important of all - don't give up.

If you give up on communicating, you give up on the person.
Treat people as if they were what they ought to be and you help them become what they are capable of being.

Johann Wolfgang von Goethe
(1749-1832)
UNDERSTANDING YOURSELF AND OTHERS

Why Do People Behave As They Do?

What motivates human beings? What is motivation? How do you motivate the people around you? There are many questions, all of them seeking to develop some understanding of how to motivate ourselves and others. One of the ways of defining motivation is to say that it is the force that causes an individual to take action. And there are two kinds of forces that cause people to act: internal forces and external forces.

External forces are rules, laws, orders, expectations, forces that can be classed under the simple heading of "shoulds". I should save money. I should brush my teeth. I should work. I should go to church. Many things, many actions may be deemed by others to be desirable. What, in fact, do I do? It would be nice to believe that people do what they should.

People seldom do what they should do; more often, they do what they "want to do". They respond to the internal force - the "wants". It is true that in many cases, my "shoulds" and my "wants" coincide, in which case I'm probably able to take some fairly definite action without fear of consequence. On other occasions, however, my "wants" conflict with the "shoulds" around me and I may have some difficulty in resolving these opposing forces. This is normal.

If we accept the concept that people are more likely to do what they want to do, then it becomes important to understand people's wants and desires. While individuals differ, it is possible to generalize about the overall structure of human desires, and this has been done for us by Abraham Maslow, an industrial psychologist who created what is known as "Maslow's Need Hierarchy".
Maslow's Need Hierarchy is based on a number of premises. First, human needs arrange themselves in a hierarchy and the emergence of one need is based on satisfaction of a more basic need. Second, humans are always "wanting" and are never satisfied. Third, no need is discrete in that it is based on the satisfaction of a previous need. In other words, we may experience more than one need at the same time. And finally, needs differ between individuals and groups at any given time.

How did we get from the concept of wants to the concept of human needs? Simply by realizing that what a person wants to do is satisfy some sort of perceived need. If I am hungry, I have a need and I want to satisfy it. If I am tired, I have a perceived need and I want to satisfy it by sleeping. If I am lonely, I have a perceived need for human contact and I want to satisfy it by experiencing some companionship.
Maslow's Hierarchy of Needs

Abraham Maslow has organized human needs into a hierarchy that helps us to understand behavior. This hierarchy describes five basic needs:

**Physical Needs** are the needs of the body for food, water, shelter and clothing. Man, like most other animals, has a strong drive toward self-preservation. Satisfaction of these needs is necessary for survival.

**Security Needs** are of two types: physical security (i.e. a desire to be safe from personal harm) and economic security. Economic security is the desire to reach a reasonable economic level and then not to worry about loss of income due to old age, loss of job, accident, etc. Thus, the desire is to avoid both present harm and the threat of future harm.

**Social Needs** refer to the need to feel a sense of belonging, of being an accepted member of a group and an integral and important part of the organization to which one belongs.

**Ego/Recognition Needs** represent the ego in operation, and include such things as status, recognition, prestige, and self-respect.

**Self-Actualization** is the need to feel one is making progress toward reaching one's full potential, whatever that may be; that the individual is doing what they are best fitted for in terms of skill and ability - that they are doing what they should and want to be doing.

Needs at lower levels **must** be satisfied first (e.g. physical comfort before challenges). If needs in one area are not met, it is difficult to move up - if physical safety is threatened, it is very hard to feel positive self-esteem, to feel good about oneself, or to develop one's full potential.
MASLOW'S HIERARCHY OF NEEDS

SELF-ACTUALIZATION
(Self-Fulfillment)
challenge & potential

ESTEEM NEEDS
Self-Respect: Achievement
Confidence, Independence,
Freedom
Respect of others: Reputation, Prestige,
Internal and External recognition

SOCIAL NEEDS
Love, Affection: spouse, children, friends, family
Belonging: Groups, Community
Closeness

SAFETY NEEDS
Economic: Security, Savings, Pensions
Physical: Safety, Protection
Psychological: Order, Stability, Known vs. Unknown

PHYSIOLOGICAL NEEDS
food
sexuality
air
water
Basic: Hunger, Thirst, Shelter
temperature
elimination
absence of pain
rest
warmth

Thompson & Cusack

Flying High 129
How does Maslow's Hierarchy of Needs apply to the question of leadership and group involvement?

First, it provides a structure for understanding why people do things; why some people seem to be caught at a certain level of development and cannot proceed beyond it.

Second, the theory provides a basis for understanding some of the dynamics that operate in a group, and perhaps a new point of view for dealing with people. If some members of the group are stuck at the level of concern for personal safety and security, it is unlikely that they will be able to function effectively in social settings that require them to move beyond that level.

Third, this theory helps us see motivation in a new way. The traditional ideas, that people worked in order to provide money, food, and a roof over their heads need to be revised in the light of this hierarchy of needs. If basic physical needs are met, they are no longer a concern; and people become more interested in "higher" things such as job satisfaction, recognition for effort, and a chance to learn and meet new challenges.

The challenge is to be true to each stage of life. Old age, too, has a purpose, and we must choose to either sacrifice or actualize it.

Leo F. Buscaglia
Motivating and Encouraging Leaders

- attend to the physical comfort of the group
- help each individual to feel a sense of belonging
- build trust and create a safe environment for members to express themselves freely
- create an atmosphere of mutual understanding and respect
- recognize potential
- have the skills to get a difficult person back on track
- use group members/participants to find solutions
- believe that both task and process are important
- try to get everyone in the group involved
- maintain a sense of optimism about tasks; believe it can be done.

Motivation is a matter of human understanding. It becomes a process of encouraging people to go as far as possible toward reaching their hopes and dreams, and helping them achieve their full potential. This requires giving people opportunities to show what they can do and recognizing their efforts. They must be made to feel wanted; and this can be done by making them aware of how their efforts contribute to the group or organization.

Motivation is similar to friendship: a motivating leader is like a good friend. A friend attempts to understand you, and to help and support you in achieving your aims, knowing that they can count on your support in return. And so it is with motivation in a group. Leaders who are genuinely concerned about each member of the group can supply a great amount of encouragement and support.

_The world is moving so fast these days that the person who says it can't be done is generally interrupted by someone doing it._

_Elbert Hubbard_
Motivation is the process of influencing the feelings and ideas of others to create a positive attitude toward a given task or longer term activity. As a result of this positive shift of attitude, the behavior of participants will change, indicated by signs of enjoyment of activities (smiles, laughter), greater initiative, acceptance of responsibility and so on.

Motivation is what causes people to act, to perform, to want to do something. Everyone has different incentives based on their individual needs (remember Maslow?), and it is crucial to recognize this when working with people. There is no one way to motivate people. As a group leader, motivating people to accomplish the goals of the group will be your biggest challenge. There are, however, some universally accepted principles that, if applied correctly, always result in increased motivation.

**MOTIVATING THE INDIVIDUAL**

- **Maintain or enhance self-esteem**

  When a participants' self-esteem is lowered by a credible person (such as the group leader), the participant tends to become defensive and any discussion becomes non-productive. By maintaining or enhancing the individual's self-esteem, the discussion becomes more productive as the participant becomes more open and helpful. A participant's self-esteem is enhanced when the leader treats them as though they are competent. An active belief and interest in participants' skills and individual development is one way of enhancing self-esteem.

- **Listen and respond with empathy**

  Everyone has a need to be heard and likes to be listened to. But empathy is not sympathy. Both terms refer to the ability to understand another person's feelings. Sympathy, however, is normally used when both persons are experiencing the same feelings at the same time. Empathy is used when a person is able to understand another's feelings while not experiencing those same feelings at that particular time.
In listening and responding with empathy, the group leader not only responds to the content of what the participant says but also indicates an understanding of the feelings involved. For example, the group leader may acknowledge that the participant feels frustrated because they cannot accomplish a task or is enthusiastic because of a new project.

- **Ask for help in solving a problem**

Participants like to be asked for their input in solving problems and to be involved in the decisions that affect group life and activities. This is why leaders place so much emphasis on group planning. In all situations, participants can and should have input into problem-solving even though the leader may retain the responsibility for the final decision. The problem may be task or behavior related, but participants themselves are often closest to the problem and can offer the most qualified solution. (Workshop No. 9 deals with problem-solving strategies)

**MOTIVATING THE GROUP**

Some theories of motivation stress that motivation is tied to perceived rewards to the individual. In groups the main reward is personal growth. By consistently referring to the benefits and relationship between task and process, a group leader can contribute to the motivation of the participant to achieve the group's goals.

There is a very close relationship between motivated group members and committed group members. If you do not have a motivated group member, it is going to be difficult for him or her to feel committed to meeting the group's goal. When you help someone meet his or her needs, you are motivating that person; when someone is motivated, there will be a positive response. It is this positive response that indicates there is a high level of commitment. Being committed to a group means being committed to achieving a common goal.

**The task of a group leader is to motivate group members to commit their energy toward the achievement of the group's goals.** When one approach doesn't work, a second must then be tried, then a third. This is the leader's mandate and greatest challenge.
REMEMBER: to develop group motivation and commitment

- be in touch with both group and individual needs
- prefer a developmental approach
  i) assess needs
  ii) set realistic goals
- believe in the potential of the group
- consider the emotional level of the participants
- consider timing
- focus on providing opportunities that are relevant, enjoyable, challenging and occasionally different

By encouraging participants to assess their personal contributions to the group and their goals for the future, the group leader can generate enthusiasm and a spirit of cooperation. Progress means building on small changes and improvements, while maintaining the balance between the needs of individuals and the goals of the group.

You cannot strengthen one by weakening another; and you cannot add to the stature of a dwarf by cutting the leg off a giant.

Benjamin Franklin (1706-1790)
Motivating, Encouraging and Supporting
WHAT SENIORS SAY

They are motivated by

• an enthusiastic speaker
• ideas they can put into practice
• a challenge
• a chance to share what they know
• ideas that get them thinking
• new ways of looking at things

It is important to an older person to know that their life experience and skills can still be useful in the community. If individuals feel they can no longer be of use to their family or community, self esteem diminishes and depression may follow. An effective leader will assess the person's most likely area of contribution to the group and ask them to take over some responsibility in that area. The leader then acknowledges a great idea or a job well done and gives recognition in a way that makes the person feel valued and useful.

While Maslow's Hierarchy of Needs helps us to understand individual needs in a general way, it omits some of the unique needs of seniors in retirement. Senior volunteers are not just volunteers who are getting older - many are volunteers for the first time in their lives. Furthermore, retirement may be the first time they have had a choice, after a lifetime of responsibilities, to do as they choose. And they may need a chance just to play and have fun. Humour is particularly important. (Please refer to Section I: Leadership Yesterday and Today for more information about the needs of people in retirement).
PRIME MOTIVATORS FOR HUMAN ACTIVITY

ENJOYABLE WORK
RECOGNITION
RESPONSIBILITY
INVOLVEMENT
OPPORTUNITY
ACHIEVEMENT
RELATIONSHIPS
CREATIVITY
ENCOURAGEMENT
CHALLENGE
HUMOUR
SAMPLE WORKSHOP

Motivating, Encouraging and Supporting

Purpose
• To help people become aware of what motivates them.
• To understand personal assumptions about people that affect the ability to motivate and encourage others.
• To practice ways of encouraging and motivating others.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>METHOD</th>
</tr>
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<tbody>
<tr>
<td>10 min.</td>
<td>Welcome/Business/Update</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>1. What Motivates You</td>
<td>brainstorm</td>
</tr>
<tr>
<td>40 min.</td>
<td>2. Assumptions about People</td>
<td>individual activity</td>
</tr>
<tr>
<td>15 min.</td>
<td>3. Maslow's Hierarchy of Needs</td>
<td>minilecture</td>
</tr>
<tr>
<td>15 min.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>35 min.</td>
<td>4. Motivating and Encouraging</td>
<td>roleplay</td>
</tr>
<tr>
<td>10 min.</td>
<td>5. Sharing Individual Goals</td>
<td>individual activity</td>
</tr>
<tr>
<td>10 min.</td>
<td>6. Tips for Motivating Volunteers</td>
<td>mini-lecture</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homework/Evaluation</td>
<td></td>
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</tbody>
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Thompson & Cusack
SAMPLE WORKSHOP
Motivating, Encouraging and Supporting

1. WHAT MOTIVATES YOU?

BRAINSTORM

Ask participants to think of what really motivates them.

Some Typical Responses:

• music, because there is enthusiasm
• a speaker can create enthusiasm by her personality and also by the material she uses
• meditation and thinking
• doing things now that I haven't done before, i.e. the challenge
• anger, pain, overcoming a disability
• reaching goals
• decorating a room
• having an opportunity to be creative and use my skills and then to get recognition

2. ASSUMPTIONS ABOUT PEOPLE

INDIVIDUAL ACTIVITY

Instructions: Distribute the handout (pages 143 to 145).

Each pair of statements (a,b) has a combined score of 10. Read the pair of statements and divide 10 points between them.

Example:
The chair should control group discussion    (a)    7
Each person has a responsibility              (b)    3

When you have finished rating the 10 questions, add up your totals of x and y.
DEBRIEFING

Ask: What were your scores for X and Y?

Example:

37 - 63
20 - 80
70 - 30

Pass out the handout, *Attitudes About Human Nature* (page 146), and go through it with participants.

Ask participants for their comments.

Some Typical Responses:

- *We were raised under theory X and we didn’t like it. Now we won’t put up with it. It doesn’t leave any room for personal growth.*
- *Under X many people just did what they had to but they didn’t really learn anything.*
- *As a volunteer you wouldn’t work under X.*
- *Volunteers are looking for a reward.*
- *Volunteers need recognition.*
- *In the volunteer world we aren’t going to do things unless we get a payoff and we don’t want to be told what to do.*

3. MASLOW’S HIERARCHY OF NEEDS

MINI-LECTURE

Refer to the content material at the beginning of this workshop.
4. MOTIVATING AND ENCOURAGING OTHERS

SMALL GROUP ACTIVITY

**Instructions:** Divide participants into four groups. Give each group one of the following scenarios to play.

**Scenarios:**

A. A man and his wife come into the center for the first time. They have different ideas about what interests them.

B. The social planning committee has just recruited 2 new members. How do you get them involved right away?

C. A member of your center is very quiet - always behind the scenes. How do you encourage her to take a more active, leadership role?

D. Problem - A previously active member has become withdrawn. How do you motivate her again?

**Instructions:** Ask each group to decide...
1. who will play each role.
2. what added details or information they need.
3. what they intend to illustrate.

Ask the groups to role play their scenarios.

**DEBRIEFING**

After all groups have finished, ask participants: What are some general suggestions that you would give to others about motivation and encouragement?
Some Typical Responses:

- be helpful
- enquire about personal interests
- find out about a person's skills on a one-to-one basis
- encourage people to demonstrate and share their skills
- tell people how much you appreciate them and/or miss them
- take initiative when you think someone needs help

5. SHARING INDIVIDUAL GOALS

GROUP DISCUSSION

The preceding role play stimulates participants to think about their own motivating, encouraging and supportive behavior.

Ask participants to respond to the following questions:

What is one goal you would like to set for yourself?
How can the group assist you?

Some Typical Responses:

- My goal is some kind of leadership:
  the group can help by sharing their knowledge.

- My goal is to be more outgoing:
  the group can help by giving me the opportunity to get to know others.

- My goal is to be less nervous in a group:
  the group can help by allowing me to practice and contribute.
6. TIPS FOR MOTIVATING VOLUNTEERS

MINI-LECTURE

Traditionally, we have been very informal about placing volunteers in suitable jobs - either we ask someone who has already done this before and has done it well, or we ask "who will contact the media about new releases?" and hope that someone will step forward, and that they will know how to do the tasks for which they have volunteered.

Using Maslow's Hierarchy of Needs can help us to match the needs of our volunteers with the tasks that our group needs to get done. Make a list of all the activities that are done by volunteers and then sort them into clusters depending on how much responsibility is required to complete them. Refer to Maslow's Hierarchy to determine which of your volunteers' needs are most likely to be met by doing each of these tasks.

Some volunteers like the security of routine structured work; they may need to be given tasks where the level of responsibility is low. Others volunteer for social reasons - give this volunteer a stack of letters to stuff into envelopes at home and you may never see her again. Instead, organize a "work bee" where volunteers who need to socialize can work together, even if it's a boring task such as stuffing envelopes. Better yet, find her "people-oriented" work, like making phone calls or greeting guests.

Some volunteers like a more demanding role. Identify the most responsible activities and give these to people who will find the responsibility is a challenge. Although this approach takes more time and thought, it often repays your efforts by showing volunteers that you recognize and are concerned about their needs.
ASSUMPTIONS ABOUT PEOPLE

These questions are designed to help you better understand the assumptions you make about people and human nature.

There are ten pairs of statements; assign a weight from 0 to 10 to each statement to show the relative strength of your belief in the statements in each pair. The points assigned to each pair must, in each case, add up to ten.

Be as honest with yourself as you can and resist the natural tendency to try to find the "right" answer. There are no right or wrong answers; the questions are intended as a stimulus for reflection and discussion.

1. It's only human nature for people to do as little as they can get away with.
   
   ______ (a)

   When people avoid work, it's usually because they can see little meaning in what they are doing.

   ______ (b)
   = 10

2. If people have access to any information they want, they tend to have better attitudes and to behave more responsibly.

   ______ (c)

   If people have access to more information than they need, they will usually misuse it.

   ______ (d)
   = 10

3. One problem in asking for ideas from volunteers is that their perspective is too limited for their suggestions to be of practical value.

   ______ (e)

   Asking volunteers for their ideas broadens their perspective and results in the development of useful suggestions.

   ______ (f)
   = 10
ASSUMPTIONS ABOUT PEOPLE

4. If people don't use much imagination and ingenuity, it's probably because they don't have much of either.
   [g]

Most people are imaginative and creative but may not show it because of limitations imposed by themselves or by others.
   [h] = 10

5. People tend to raise their standards if they are accountable for their own behavior and for correcting their own mistakes.
   [i]

People tend to lower their standards if someone is not watching over them for misbehavior and mistakes.
   [j] = 10

6. It's better to give people both good and bad news because most of us want the whole story, no matter how painful.
   [k]

It's better to withhold bad news or critical remarks because most of them really don't want to hear them.
   [l] = 10

7. If you give people enough money, they are less likely to be concerned with intangibles like responsibility and recognition.
   [m]

A person's prestige is increased when he admits to mistakes and supports whoever was right.
   [n] = 10
ASSUMPTIONS ABOUT PEOPLE

8. If you give people enough money, they are less likely to be concerned with intangibles like responsibility and recognition.

     ______ (o)

If you give people interesting and challenging work, they are less likely to complain about pay and other benefits.

     ______ (p)
     = 10

9. If people are allowed to set their own goals and standards of performance, they tend to set them higher than anyone else would.

     ______ (q)

If people are allowed to set their own goals and standards, they tend to set them lower than someone else would.

     ______ (r)
     = 10

10. The more knowledge and freedom a person has about a task they are doing, the harder it is to keep them in line, and the more controls need to be imposed.

     ______ (s)

The more knowledge and freedom a person has, the fewer outside controls are needed.

     ______ (t)
     = 10

TO GET YOUR SCORES, add up the points you assigned to:

(X) Sum of  a d e g j l m o r s

     ______ ______ ______ ______ ______ ______ =______

(Y) Sum of  b c f h i k n p q t

     ______ ______ ______ ______ ______ ______ =______
ATTITUDES ABOUT HUMAN NATURE

An important element in the success of an organization is the attitudes and beliefs of the people involved, their evaluations of other people and their assumptions about human nature.

These attitudes and assumptions are often a result of previous experience, personal philosophy, and feelings or 'gut reactions' rather than of conscious choice or rational decision making.

Douglas McGregor, who studied behavior of managers in various large firms, theorized that there are two basic sets of assumptions about people which influence management behavior. He called these Theory X and Theory Y management.

THEORY X

1. People do not like work and will avoid it whenever possible.
2. People must be coerced to be productive.
3. People are interested only in their own personal gain.
4. A person's major desire is for security.
5. People respond best when disciplined and controlled.
6. People work hard to avoid punishment.
7. People do not want to be responsible.

THEORY Y

1. People enjoy work.
2. External control is not the way to get productivity.
3. People are interested in others.
4. People want challenge, excitement and meaningful work.
5. People work harder for rewards, even when these are intangible.
6. People want responsibility; they may require support and training.
7. The potential of most groups is only partly utilized.
**ENERGIZERS -- CHALLENGES**

Knowing the activities and situations that make us feel good can help us to seek out positive, rewarding experiences. List four or five specific examples in each box.

<table>
<thead>
<tr>
<th>I seem to get new energy when</th>
<th>I feel better than when I started when I</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get a sense of doing something worthwhile for others when I</td>
<td>I get a sense of doing something worthwhile for myself when I</td>
</tr>
<tr>
<td>I am encouraged to discover new possibilities in the world by</td>
<td>I am encouraged to discover new possibilities in myself by</td>
</tr>
</tbody>
</table>

Thompson & Cusack

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ANALYZING YOUR GROUP INVOLVEMENT

<table>
<thead>
<tr>
<th>De-motivators</th>
<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Exhausters)</strong></td>
<td><strong>(Energizers)</strong></td>
</tr>
<tr>
<td>Tasks or aspects of your group involvement which tend to tire you out of proportion to the real energy expended.</td>
<td>Anything in your group involvement which actually seems to release or create new energy; a task which leaves you more invigorated than when you started.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Horizon Narrowers</th>
<th>Renewers, Revealers of New Horizons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those things you do which tend to separate you from a sense of doing something worthwhile; to cause feelings of being &quot;in a rut&quot;; a kind of meaningless activity.</td>
<td>Aspects of your involvement which reveal the &quot;why&quot; of what you are doing, which make sense of your life, which allow you to discover new possibilities in yourself, the group, the world.</td>
</tr>
</tbody>
</table>
WORKSHOP NO. 5

Group Dynamics and Team Building

True leadership is the art of changing a group from what it is to what it ought to be.

Virginia Allan
GROUP DYNAMICS: This term is used to describe what is going on within a group that either helps to get the work done or prevents members from working together effectively.

TEAM BUILDING: In team sports, the coach is constantly developing individual team members into a unit that can "win the game". A community group leader is often in a coaching position, trying to meld together the skills and abilities of the members in order to reach an objective.

One fine day it occurred to the Members of the Body that they were doing all the work and the Belly was having all the food. So they held a meeting, and after a long discussion, decided to strike work till the Belly consented to take its proper share of the work. So for a day or two, the Hands refused to take food, the Mouth refused to receive it, and the Teeth had no work to do. But after a day or two the Members began to find that they themselves were not in a very active condition: the Hands could hardly move, and the Mouth was all parched and dry, while the Legs were unable to support the rest. So thus they found that even the Belly in its dull quiet way was doing work necessary for the Body, and that all must work together or the Body will go to pieces.

Aesop’s Fables (ca. 600 B.C.)
If someone from above looked down on the planet earth they would see that we earthlings do almost everything in groups. We play in groups, work in groups, learn in groups, socialize in groups and live in groups. Many of us need to be part of some kind of group throughout our lives.

Some of the most exciting things in life happen in groups. A group has a life of its own and for a retired person it can be a real challenge to connect the vastness of personal wisdom and experiences to the life of a group. It is through others that our individual lives are enhanced. Whether working or playing or learning together, an effective group becomes a team. A team is a group; a group can be a team.

Most people like to be part of a group, to be a player on the team. But in later years they don't want to be on just any team; they want to be part of an effective and enjoyable team. They don't want to "stick it out" or put up with the problem people they tolerated during earlier years. They won't tolerate working in groups with conflict, dissension, "show hoggers", "one-uppers" and so forth.

We have heard it said: "There is always 'one' in every group." The "problem people" don't diminish with age; they stay around just like the good guys do and both types are found in all groups. (More later on the problem people). The shape of a group is determined by all the people in it, not just the leader. Because every person is different, every group is different. What are group norms? What is a team? And what are the stages in group/team development?
GROUP NORMS THAT ENCOURAGE MEMBERSHIP

If we want to encourage active group participation, we need to review our expectations periodically. We need to make sure that everyone understands them, and has an opportunity to question or change them. This is because people choose to belong to groups that they enjoy, that offer a chance to meet personal goals and that provide a comfortable place or status that they find rewarding.

Group Norms

Every group has its own way of doing things. We call these norms: norms for structure, procedure and for behavior. The challenge in joining a new group is to discover and adapt to these norms. Group norms can be defined as rules, standards, expected behaviors and acceptable conduct within a group.

These norms may be of two kinds, distinguished in the following way:

1. **Formal** *(explicit, stated)*
   - (a) outlined in constitutions, by-laws, policy, contracts, job descriptions
   - (b) may also be recorded in minutes, correspondence, memos
   - (c) may have been around a long time
   - (d) may have been set by others
   - (e) may have been discussed, agreed to and written down
   - (f) members have an active role in negotiating and maintaining these norms

2. **Informal** *(implicit)*
   - (a) unstated, undiscussed, seem to have just "evolved"
   - (b) often only noticed when broken or changed
   - (c) assumptions in people's heads which often lead to misunderstanding and problems

---

People choose to belong to groups that they enjoy, that offer a chance to meet personal goals and provide a comfortable status they find rewarding.
WHAT IS A TEAM?

The most satisfying groups to belong to are those that function as teams.

A Team is:

- A group of individuals who work directly together to get things done.

- An energetic group of people who are committed to achieving common objectives, who work together and enjoy doing so, and who produce results of satisfying quality.

- People who together produce outstanding results and succeed in achieving despite difficulties.

- Committed individuals who feel responsible for the output of the team and act to clear difficulties standing in their way.

Characteristics of an Effective Team

**Objectives**
- An effective team has a purpose that its members share, understand, and feel to be worthwhile.

**Structure**
- An effective team is concerned with leadership, organization, roles and procedures. It builds in negotiation process for thorny issues such as control.

**Energy**
- An effective team energizes its members. Collectively they feel more potent. Team activities renew their vitality and creativity.

**Output**
- An effective team is productive and delivers the goods.

**Atmosphere**
- An effective team develops a distinctive spirit. This spirit encourages openness and trust among members and enhances enjoyment of the task and of one another.

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HOW DO YOU BUILD A TEAM?

A TEAM IS an energetic group of people who are committed to achieving common objectives who enjoy working together who produce results.

TEAM BUILDING GOALS

1. A better understanding of each member's role in the group/team (see Workshop #6).
2. A better understanding of the purpose or role of the group (see Workshop #6).
3. An increase in communication among team members about issues that affect the tasks (see Workshop #3).
4. Greater support among group members (see Workshop #4).
5. A better understanding of group process, i.e. the behavior and dynamics of the group (see Workshop #8).
6. More effective ways to solve conflicts and problems (see Workshop #9).
7. The ability to use conflict positively rather than in a destructive way (see Workshop #9).
8. A sense of interdependence among group members (see Workshop #8).

Team Building Goals are closely linked to all the other workshops. These workshops fit together just like members of an effective team.
TEAM BUILDING IS the process of deliberately creating an interactive group of people who are committed to getting things done.

A TEAM CONSIDERS:

- What are we here to do?
- How shall we organize ourselves?
- Who will be responsible for what?
- Who will benefit from our efforts?
- How can we make things happen?
- What do we need to do to "win"?

The designated leader has the initial responsibility but each member of the group is equally responsible for group health and productivity.
SUCCESSFUL TEAMS REINFORCE

- a shared sense of purpose
  - common goals
    - open supportive, trusting communication

- varied roles based on interest and performance
  - interest and concern for others
    - freedom to disagree
    - nurturing of individual potential

- personal responsibility for behavior
  - accountability to the group
    - consensual decision-making
    - respect for individual differences

- innovative problem solving
  - a responsiveness to change

- balanced interdependency
  - flexibility
STAGES IN GROUP/TEAM DEVELOPMENT

Coming together is a beginning
Keeping together is progress
Working together is success
Achieving the goal is celebration

Groups, like individuals, go through a series of developmental stages. Just like individuals, some groups seem to move effortlessly from one stage to the next, while others seem to be continuously bogged down with problems. Just as an understanding of the development of children from infancy through to adulthood may help parents cope with developmental changes, so an understanding of team development may help those involved in groups.

All teams pass through four stages:

1. Forming
   (1) Getting to know one another
   (2) Checking out expectations

2. Norming
   (3) Exploring roles and responsibilities
   (4) Establishing rules, format, structure

3. Storming
   (5) Testing of power
   (6) Issues of control

4. Performing
   (7) Concrete accomplishments and successes
   (8) Consensus decision-making
   (9) Collaboration, teamwork, interdependence

These stages are not mutually exclusive, and individual members or subgroups within the total membership may be at different stages. Groups do not always proceed smoothly from step 1 to step 9; often there is shifting back or forward one or two steps until members begin to wonder "why are we going through this again?" Shifting through previous steps often occurs when new members join the group, leadership or membership changes, the focus of the group changes to other issues, or divisive issues arise.
To change...that is the answer.

If your group is not currently functioning as a team, it is time to look at how you can change the situation.

Before embarking on change, however, consider carefully:

Is this group willing to deal with change?

What needs are being met by the present norms?

A discussion involving everyone in the group may provide an opportunity to pinpoint some of the informal norms that have been blocking the group from being a more effective team.

And remember...

The easiest things to change are those that people do not have a strong commitment to: i.e. the time, location, physical arrangement of the room, length of meeting, "housekeeping" details (who makes coffee, etc.).

The most difficult changes are those which challenge our expectations and which may involve a change in our behavior.
STEPS TO CHANGING GROUP NORMS

1. Establish your credibility in the group.

2. Ask a friend to act as mentor, as a resource, to share ideas and as monitor to the change process.

3. Write down the desired outcome - be specific; include time, date, exact behavior or rule.

4. What are the steps necessary to reaching this desired outcome? Be specific. List each step, who is involved, anticipated problems, timeline, where you will get support, etc.

5. Start easy, with the kind of action that is most likely to succeed.


7. Plan for the consequences - the degree of success may be small.

8. Establish follow-up so that the change will have lasting impact.

9. Believe in the group's ability to change.

10. Bring in a neutral outsider as moderator if there is hostility to overcome, personality clashes, etc.

Never talk about success and failure, only about "degree of success". Even if the degree of success is small, there will be more willingness to "increase that success" than there would be to "rectify the failure".

Al Elmanski

Thompson & Cusack

Flying High 159
If you want to build an effective team...

- Understand the process of group dynamics and group development.
- Be committed to the group process.
- When possible choose people who appear easy to work with.
- Each person must have a genuine interest in the subject or project.
- Be sure people know they can contribute and are needed.
- Encourage loyalty to the group.
- Build in celebration activities at periodic milestones and on completion.

The need to build a team is particularly important in any group that comes together voluntarily. People who freely choose to participate can freely choose to drop out if they don't feel they are needed and valued.
Group Dynamics and Team Building

Purpose
- To increase understanding of group dynamics and why people participate in groups.
- To understand the stages in group development.
- To raise awareness of personal group behaviour.
- To raise awareness of team building and blocking behaviours.
- To understand leader's and member's responsibilities in building an effective team.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Welcome/Business/Update</td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>1. Why Belong to a Group?</td>
<td>brainstorm</td>
</tr>
<tr>
<td>35 min.</td>
<td>2. Word Puzzle Activity</td>
<td>small group activity</td>
</tr>
<tr>
<td>15 min.</td>
<td>3. Group Dynamics</td>
<td>mini-lecture</td>
</tr>
<tr>
<td>15 min.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10 min.</td>
<td>4. Stages in Group Development</td>
<td>mini-lecture</td>
</tr>
<tr>
<td>15 min.</td>
<td>5. Team Building</td>
<td>small group activity</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homework/Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE WORKSHOP
Group Dynamics and Team Building

1. WHY BELONG TO A GROUP?

BRAINSTORM

Ask participants, Why do we belong to groups?

Some Typical Responses:

• a need to socialize, we are natural joiners
• for a sense of belonging and companionship
• a need to be needed
• to share experience, culture
• for stimulation
• to feel healthier
• to feel useful
• need for recognition
• to exchange ideas
• to share problems and knowledge
• to learn
• to solve problems
• to continue to grow
• interest in a cause or purpose
• from a sense of responsibility for self and others
• to develop your abilities and talents
• for the sense of accomplishment, ownership
• for a sense of achievement in reaching a goal

Research shows there are definite health benefits from volunteering and belonging to groups.
2. WORD PUZZLE ACTIVITY

SMALL GROUP ACTIVITY

Goal: To illustrate, through a team building exercise, the roles that emerge on a team; to observe how a group handles a task and the roles that individuals adopt in groups.

Group Size: 5 to 7 people on a team; best with 3 or 4 teams to compare results from group to group.

The Task: Each team will receive an envelope containing strips of paper with a word printed on each. These can be related to the work of committees eg. a Finance Committee may receive the words BALANCE, INTEREST, LIABILITIES, RECEIPT, INVENTORY, DEBT, OVERHEAD. Given only the single instruction "each team will be given a puzzle to solve", the teams are expected to come up with a "solution" to the puzzle.

Time: Variable (15 minutes to an hour depending on the experience of group members and de-briefing time needed). You can control the time by stating "your team will have 10 minutes to come up with a solution" or you can let teams continue to work for as long as it takes them all to solve their puzzle.

Materials: A set of 7 or more words for each group
Observer's Sheet (see page 170)
Debriefing Summary (see page 165)
INSTRUCTIONS

Appoint a skilled observer in each group; give them the Observer's Sheet, and ask them to sit slightly apart from the rest of the group members where they can see everyone clearly. They will be asked to report to their group at the end of the session, giving specific examples of the behaviour of each team member that they observed.

Tell the participants that each team will be given a puzzle to solve and that they will be timed to determine how long it takes. Without further discussion or explanation, give each team an envelope with their puzzle pieces in it.

Observe the process in the various teams and keep track of how long this stage takes. (If you want to add an element of competition between teams, announce how each team is doing..."Team one has completed the puzzle") Some individuals, or teams, may begin to get very frustrated and anxious. Allow this to continue without intervening; it is part of the process of experiencing how teams function.

Distribute a Debriefing Summary sheet to each participant when all teams have completed their puzzle.

Debrief the activity by either having each individual respond quickly in writing to the question, directing each team to discuss the questions amongst themselves, or facilitating a group discussion of the questions.

Allow time for team observers to point out specific behaviours to their team-mates (not to the whole group).
DE-BRIEFING SUMMARY

1. How did you feel when the envelope was placed in your group without instructions? What thoughts went through your mind?

2. How did your group begin its work? What role(s) were important in helping your group get started?

3. What procedure did your group use to complete the puzzle? What roles in the group emerged at this stage?

4. Were all members of your team satisfied with their and each other's participation? Why? Why not?

5. What was missing on your team that would have allowed you to complete the task quicker? More efficiently?

6. In what ways is this experience similar to what happens in other groups you belong to when there is a task to be done? Did you learn anything that could help your group work better as a team?
De-Briefing Points to Make

1. A team has to understand clearly what its objective is in order to accomplish the task.

2. It is important to clarify expectations.

3. Members of a team must all participate; roles will vary; one individual may adopt a number of different roles; it helps the team if the individual roles and responsibilities are clearly understood.

4. Clear communication is essential to getting the task done.

5. It helps the team to accomplish its task if everyone knows the skills of other team members.

6. In order to get the job done, team members must talk about and agree to what they are trying to do and the rules and procedures.

A Sample Solution:
Groups can get quite creative and decide the "answer" is entirely different. For example, they might use all the words in a committee report and write a "dictionary of terms".

```
D
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S
```

Comparing creative approaches and solutions also leads to interesting discussion on how groups often act as if there is one right answer to their problems, rather than lots of things that would work with different results.
3. GROUP DYNAMICS

MINI-LECTURE

Refer to the content material at the beginning of this workshop.
Use handout, Group Norms (page 152).

4. STAGES IN GROUP/TEAM DEVELOPMENT

MINI-LECTURE

Refer to the content material at the beginning of this workshop.

5. TEAM BUILDING

SMALL GROUP ACTIVITY

Instructions for each group:

- Choose one group stage as a focus.
- Brainstorm: What are some blocking behaviours?
  What are some team-building behaviours?
- Record responses on a large sheet, put it up and have someone who has not presented before address the group.
### TYPICAL RESPONSES:

<table>
<thead>
<tr>
<th>Team Building Behaviour</th>
<th>Blocking Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Forming</strong></td>
<td></td>
</tr>
<tr>
<td>• check expectations</td>
<td>• axe-grinder</td>
</tr>
<tr>
<td>• have a written purpose</td>
<td>• no structure</td>
</tr>
<tr>
<td>• list jobs</td>
<td>• nobody volunteers</td>
</tr>
<tr>
<td>• ask for volunteers</td>
<td>• personal incompatibility</td>
</tr>
<tr>
<td>• for compatibility use a &quot;buddy&quot; system</td>
<td>• no flexibility</td>
</tr>
<tr>
<td>• provide directions</td>
<td>• frivolous attitudes</td>
</tr>
<tr>
<td>• have an agenda</td>
<td></td>
</tr>
<tr>
<td><strong>2. Norming</strong></td>
<td></td>
</tr>
<tr>
<td>• goals and objectives</td>
<td>• rigid structure</td>
</tr>
<tr>
<td>• have written structure</td>
<td>• no structure or goal</td>
</tr>
<tr>
<td>• regular meetings</td>
<td>• people not accepting responsibility</td>
</tr>
<tr>
<td>• open communication</td>
<td>• negative attitudes</td>
</tr>
<tr>
<td>• mutual respect</td>
<td>• hidden agendas</td>
</tr>
<tr>
<td>• commitment</td>
<td>• personality clashes</td>
</tr>
<tr>
<td>• commitment</td>
<td>• no accountability</td>
</tr>
<tr>
<td><strong>3. Storming</strong></td>
<td></td>
</tr>
<tr>
<td>• bring about change</td>
<td>• power struggles</td>
</tr>
<tr>
<td>• promote understanding</td>
<td>• withdrawing</td>
</tr>
<tr>
<td>• energizing activity</td>
<td>• cliques of power</td>
</tr>
<tr>
<td>• clarifying objectives</td>
<td>• not rocking the boat</td>
</tr>
<tr>
<td>• discussion</td>
<td>• attention seeking</td>
</tr>
<tr>
<td>• discussion</td>
<td>• over-anxiety or caution</td>
</tr>
<tr>
<td><strong>4. Performing</strong></td>
<td></td>
</tr>
<tr>
<td>• excited conversation</td>
<td>• there's never enough time or money</td>
</tr>
<tr>
<td>• high energy</td>
<td>• be aware of possible burnout</td>
</tr>
<tr>
<td>• cooperation</td>
<td></td>
</tr>
<tr>
<td>• active listening</td>
<td></td>
</tr>
<tr>
<td>• lot gets done</td>
<td></td>
</tr>
<tr>
<td>• feelings of accomplishment</td>
<td></td>
</tr>
</tbody>
</table>

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**DEBRIEFING**

**Ask:** What makes a group successful?

List the responses on a flip chart.

**Some Typical Responses:**
- **knowledge of goals**
- **reasonable expectations**
- **intelligent and well-informed leaders**
- **financial support and stability**
- **members are willing workers**
- **cooperation - working well together**
- **good communication between members**
- **regular attendance and participation**
- **ability to compromise**
- **sense of humour**

**Ask:** How many of the groups you belong to have some of these qualities?
OBSERVER’S SHEET

INSTRUCTIONS FOR THE LEADER-OBSERVER

Analyzing Group Involvement

Who started the discussion?
Who spoke most often?
Who spoke at most length?
Who did not speak at all?
Who spoke rarely, or only when spoken to?
Did anyone interrupt?
Did anyone want to speak more but didn’t? Why?
Who acted as monitor to keep the group on track?
  to keep track of time?
  to ensure that instructions were followed?
Was everyone in the group happy with this monitoring?
Did anyone in the group summarize?
  attempt to clarify someone else’s point?
  ask pertinent questions?
The apparent level of satisfaction of this group with their activity is
  low  medium  high
The words 'leader' and 'leadership' are used to cover a wide range...of meaning. Often by 'leaders' we mean no more than those whom fate (or) luck...have placed at the head of a group or organization without reference to the quality of leadership which they exercise, or its influence on others for good or ill.

Viscount George Montgomery
THE LEADERSHIP ROLE: TO FACILITATE ACTION*

Volunteer leaders are not born - they learn certain roles and take responsibility for their actions.

Volunteer activity plays an important part in shaping and developing the people in our society. Within each group there is a leader, or leaders, responsible for guiding and directing the activities of the other volunteers. Often the leader seems to be the single most vital influence in the system. We may forget the activities and programs we planned, and whether we served coffee or put up posters, but many of us remember certain leaders who have been particularly helpful or obstructing our efforts.

People learn all sorts of things from working in groups, some of them very useful, and some not so useful. The leader and group members are in a special type of helping relationship. Group members have the opportunity to grow, to discover, to increase skills and knowledge, and to accomplish something that is important to them. Each member expects the leader to be knowledgeable and skillful in providing just the right blend of direction, guidance and encouragement.

Often in groups a dependent relationship develops, with the leader doing the telling and the members doing the listening and carrying out the work assigned to them.

The moment the leader takes over the choices, decisions, and responsibilities of the group as a whole, dependence begins. Group members look to the leader for answers, solutions, and 'reasons why'. Ultimately, the entire responsibility for the success or failure of the group and of its activities is placed squarely on the shoulders of the leader.

* Reprinted with permission from TEAMBUILDING IN COMMUNITY GROUPS, Sharon Syrette, 1990.
Some leaders see their central role as being responsible for all group activities. The assumption that the leader is in charge of everything disregards each individual's right and responsibility to manage their own lives. When there is no sense of shared leadership, the kind of participation that makes being part of a group an exciting and challenging enterprise is inhibited.

Today, we view the leader/member relationship more as one of interdependency, because neither can function without the active cooperation and participation of the other. A leader can no more lead without a follower than a salesperson can sell without a buyer. Like the old refrain: "You can't have one without the other."

The role of an effective leader is to facilitate the group efforts to reach its goals. This places joint responsibility on the leader and the group members. The members are equally the principal protagonists in the search for change, new and improved skills and knowledge, and more effective ways of getting things done.

*Group members need the leader for guidance and facilitation, the leader needs the people to work with, people to serve. If both do not recognize the mutual need to (support) and respect one another, each misses the point.*

*John Heider*
Group Roles and Responsibilities

THE CHAIRPERSON

The chairperson orchestrates the meeting, much as a conductor orchestrates a symphony, keeping everyone on track and ensuring that no one element takes over to the detriment of the whole.

There is no ONE correct way to chair (despite Roberts' Rules). Much depends on your personality, the situation, the expectations within your group, and the nature of the people at the meeting. You, as chairperson, must pick the technique that seems appropriate at the time, keeping in mind that your group members, just as the musicians in the symphony, are really making the 'music' through their skill, knowledge, and creativity. It is important, however, that the group understands your position and knows what to expect from you as chairperson. If you are changing what has become a norm for your group, let them know in advance, and ask for their reactions and suggestions.

The chairperson assures that there is an agenda, keeps track of time, helps set priorities, recognizes the next speaker(s), and ensures that the meeting moves toward an objective.

The next time you have to serve as chairperson, use the following suggestions to improve the effectiveness of the meeting:

• remain neutral; the chairperson votes only in case of a tie that cannot be otherwise broken
• do not evaluate or make judgements
• focus the discussion on the task at hand
• make suggestions on ways to proceed
• refrain from talking too much; hold off on giving your own opinion until all other discussion has ceased
• make sure everyone has a chance to express their views; call on the quieter members, keep a lid on the more vocal ones
• keep the meeting on a positive, constructive note; provide encouragement and recognition to group members
Group Roles and Responsibilities

HOW TO CONDUCT A MEETING

The Chairperson

1. Calls the meeting to order.

2. Keeps to the order of business: follows the agenda.

3. Creates a comfortable atmosphere in which:
   • every member who wishes to has a chance to speak
   • all speakers are kept tactfully to the rules of order and to the question
   • pro and con speakers have alternating opportunities to speak
   • discussion is kept to the point.

4. Avoids entering into discussion.

5. States each motion, allows discussion, puts the motion to a vote, and announces the outcome.

6. Votes only if a majority is needed.

7. Appoints committees when necessary if there are no volunteers or suggestions.

8. Monitors the executive.

9. Suggests motions but does not make them. (NB. a motion is not required for adjournment: the chairperson may state, "if there is no further business, I declare the meeting adjourned").

USE OF THE GAVEL: (not usually used for informal meetings)

- Rap once to call meeting to order.
- Rap once to maintain order.
- Rap once to declare adjournment.

Motto: Do it, Delegate It, or Ditch It
Group Roles and Responsibilities

ORDER OF BUSINESS

A Step-by-Step Guide for the Chairperson

1. Chairperson: The Meeting will come to order.

2. The secretary will read (or has distributed) the minutes of the last meeting.

Minutes are read.

Are there any corrections to the Minutes?

Corrections are suggested without motion or vote.

If there are no corrections the Minutes stand approved as read. (as corrected).

3. We will have the report of the ...

Report by treasurer

Committees

Motion is made to adopt treasurer's report. If committee report contains a recommendation, reporting member (usually chairman of the committee) moves that the recommendation be adopted.

4. Is there any unfinished business?

Discussion is completed on any business not settled when last meeting was adjourned.

5. After unfinished business ...

Is there any new business?

Each motion is discussed and settled before another main motion can be proposed. (See Handling Main Motions)
6. After business is completed.

Are there any announcements?

7. If there is no further business, the meeting will stand adjourned.

If no business is presented...

The meeting is adjourned.

Handling of Main Motions

1) Members stands: Chairman

2) Chair recognizes speaker: Miss X.

3) Miss X makes a Motion.

4) Mr. Z: I second the motion.

5) The motion has been made by Miss X and seconded that ...

Is there any discussion?

Discussion must be addressed to the chair. The motion may be changed by amendment. If the group does not wish to take final action on the motion, they may dispose of it in some other way.

6) When discussion stops ...

If there is no further discussion (silence is taken as consent) the motion is ...

All in favor please say "Aye" (Yes).

All opposed, please say "Nay" (No)...

If the chair is able to tell from this "voice vote" whether there are more "Ayes" or more "Nays", he announces the result.

7) The Ayes (or Nays) have it. The motion is carried (or is defeated).

If any one calls "Division" (questions the voice vote), the chair calls for a show of hands or a standing vote. (All in favor raise your right hand [or stand]. All opposed ...).
Amendments Change Motions

1) After a main motion has been made and seconded...

I move to amend the motion by...

- Inserting or adding a word, phrase or sentence.
- Striking out a word, phrase or sentence.
- Striking out and inserting a word or phrase or substituting a sentence or paragraph.

2) I second the motion to amend.

Chairperson

3) It has been proposed to amend the motion to read as follows ...

Chair states the main motion and the amendment, so the group will understand how the amendment changes the motion. Amendment is handled in the same way as a main motion, with ...

Discussion: 4) Is there any discussion?

Question: 5) If there is no further discussion, the amendment is ...

Vote: 6) All in favor of the amendment...

Chair announces the outcome: The amendment is carried (or defeated). The motion now before the group is...

(Motion plus the amendment, if carried)
Group Roles and Responsibilities

DEFINITION OF TERMS

Intelligent people are sometimes intimidated by the procedures of meetings because of the stilted, unnatural nature of the ritual language. Remember these are only words; this is your meeting, nothing more.

1. **President, Chairman, Chairperson, Chair, CEO** (*Chief Executive Officer* - this is not a God!)

   This is the person responsible for the orderly and democratic conduct of the meeting necessary to get the business done.

2. **Facilitator** (from the French: facile [easy] ... to lessen labor of)

   This is a person designated to see that conduct of business is democratic and according to rule - is often useful to balance an autocratic chairperson. This term is sometimes used to designate the person in the chair; appropriate only with informal groups.

3. **Quorum** (from the Latin: qui [who] and quotus [how many])

   Usually this is a majority of the members; sometimes fixed as a definite number by rule of the society. No major decisions or money matters can be decided without a quorum present.

4. **Agenda** (from the Latin: agere [to act] ... something to be done)

   This is the order of business as planned by the chairperson and secretary or by the Executive. The order is initiated by the secretary; the business is initiated by the president with reference to the minutes of the previous meeting.

5. **Notes** (from the Latin: nota [a shorthand letter] ... surprised?)

   This is an informal record of the business transacted. For clarity, these follow the same general rules as for minutes but are not an official record and do not have to be approved by the group. This term is sometimes used to designate the informal nature of a meeting or when there is no quorum.
6. **Minutes** (from the Latin: minutum [a very small portion] so cut it short, kid!)

This is the official record of the transactions and important events of the meeting.

Minutes must be **COMPLETE**
**EXACT**
**BRIEF**
**IMPERSONAL**

Exclude details not necessary for future meetings or business (i.e., "delicious lunch served")

7. **Motion** (from the Latin: motio [a movement] a proposition presented)

This is a suggestion by a member for a course of action. A seconder is required to ensure that at least two people want it to be discussed. Discussion and a vote is then required.

8. Amendment (from the Latin: amendere [free from blemish] ... to make better)

This is a suggested change to a motion.

9. **Recorder** (NOT a musical instrument ... maybe "a registering apparatus"?)

A person who acts as secretary at an informal meeting, or by designation at staff meetings.
Group Roles and Responsibilities

EXPLANATION OF TERMS

To Make a Motion one must have a Mover and a Seconder. The Chairperson must then ask for discussion on the Motion and allow sufficient time for debate. He or she must see that all opinions are fully aired, keep the topic constantly in focus for the group and not let it wander. If several shy people have not spoken, the entire group can be canvassed for an expression of opinion, encouraging people to participate. When the discussion appears to be thoroughly discussed, the Chair will ask for the Question to be called. Then there will be a vote on the Motion.

Discussion The Chairperson should make a list of speakers as they indicate their desire to speak and indicate the order of speakers. The Chair must see that remarks are not made of a personal nature and discussion is not repetitious. The Chair must insist that only one person speak at a time and require all unruly or unrecognized speakers to be seated. If feelings get high, the Chairperson suggests that a five-minute recess is a good way of relieving the tensions and calming things down.

Tabling means to put aside. This can be used as a tool when the Chairperson wishes to avoid an either/or situation or to allow more time to gather information.

To Refer Back is a useful tool to allow more time to work out details, get more information, and time to re-think proposals. Referring back is usually with instructions to the executive officers about how to deal with the matter further.

What to do About the Person who 'Hogs the Floor" The Chairperson might gently ask the speaker if he/she had anything new to say on the topic and that only new points would now be made. If the Chairperson is doing an excessive amount of talking, a member might suggest that it is inappropriate and that perhaps the Chairperson should vacate the chair for that particular time in order to freely take part in the debate.
Group Roles and Responsibilities

THE SECRETARY

Behind every successful executive is an indispensable woman - the secretary.

What follows are the various duties the secretary of an organization may be expected to carry out during the term of office. The most visible of these is the **Recording of Minutes**, the official documentation of events of a meeting. The **Agenda** is also prepared in consultation with the **chief executive officer** (CEO), who may be called **president** or **chairperson**.

**Preparation**

a. Check for availability and reservation of a room of appropriate size and then advise CEO. Advise custodian of set-up of room, date and time.

b. Remind members of regular meeting or notify if an unscheduled meeting is called.

c. If a guest speaker or facilitator, photographer, etc. is to attend, arrange to meet them, or for another member of the group to do so and escort them to the meeting room.

d. The **Agenda** may be typed or written and distributed, or, in small meetings, written on a flip chart placed at the front of the room.

**At the Meeting**

The tools of the trade for a secretary are:

a. a **note pad** - to be used for this organization only. The date should be put at the bottom right corner of the page for easy future reference. It is not necessary to have a shorthand skill.

b. a couple of pens and pencils.

c. a **small tape recorder**, rather than a large, very noticeable machine. Tapes should be of 90 or 120 minutes. Once you have recorded your minutes, these tapes may be re-used.
At the Table

- The secretary sits next to the CEO in order to present any documentation. Sit quietly so as not to cause distractions.
- Record the attendance. Count the number of people attending and so record. Confirm a quorum is present.
- Note in the minutes the names of the executive officers present and those absent.
- Listen quietly and carefully to all discussions. It is not necessary to take notes verbatim; jot down the main points. In the minutes, the subject of the discussion should be recorded and the action taken (e.g. "tabled until a later date", or "so-and-so has offered to pursue this matter and will report back at a later date").
- If a Motion is made, it MUST be written verbatim in the minutes. If you did not hear/understand the motion, ask immediately to have it repeated slowly, so you can record it correctly. You may wish to repeat the motion yourself to the meeting, to be certain you have it correct. Be very careful with figures. In large groups, a form is often used on which members write out the motion they wish to present to the meeting, and pass it to you. Members know from the agenda the items to be discussed and that they wish to make a motion on that item. By writing it out ahead of time, they can write the exact wording they want. Often a word/phrase omitted or misplaced can make a vast difference to the motion made.

Be certain you record correctly the names of the persons making and seconding the motion. Indicate the result of the motion, whether carried or defeated. It is not necessary to record motions withdrawn.

Reports

The secretary receives all reports presented to the meeting and records that this has been done. The reports themselves are attached to the minutes.

The minutes of the previous meeting may have been written up in a newsletter, or in some cases distributed to members, or read by the secretary at the meeting.

An outline of the format of minutes is attached.
The Minute Book

Handwritten minutes are recorded in a bound book, and typewritten minutes are kept in a loose-leaf notebook. Minutes, when handwritten in a regulation or scribbler type notebook, should begin at the ruled margin and be written on each ruled line. When typewritten, they should have a 1 1/2 inch margin, be double-spaced, with main headings capitalized. For future clarity every page should be dated and numbered.

Do not use abbreviations in minutes; always indicate the full date (e.g. September 14, 1989). Amounts of money may be written out and in numeric form, if desired. One Hundred Forty Dollars ($140). Give full names always, Bob Forsythe, not just Bob.

If a lengthy and controversial discussion takes place, but with no motion being made, this may be indicated by:

**Discussion** took place as to whether our group should contribute or make a donation to the Extended Care Home. The consensus of the meeting was to table this item until our fiscal year-end.

**Motions** should be discernible in the minutes so they may readily be seen at a later date, if required. e.g.

**MOTION:** That we make a donation of One Hundred Fifty Dollars, ($150) towards the purchase of a video recorder at the Extended Care Home in New Westminster.

Bill Armstrong/Evelyn Shultz carried

Indicate whether **carried** or **defeated**

Defeated motions, unless about contentious issues, are not recorded.
Other Duties

Always have a copy of the constitution and by-laws on hand for reference.

Keep a record of all committee reports submitted to this office.

Attend to correspondence, unless group is large enough to have a recording and corresponding secretary.

Contents of Minutes and Format

**HEADING:** Centre and capitalize - e.g. Century House Association

**SUB HEADING:** Centre and capitalize - e.g. CROQUET CLAN

**DATE, TIME AND PLACE:** November 17, 1989, 10 a.m. at Century House

**NAME OF PERSON PRESIDING, NUMBER PRESENT OR ABSENT**

Minutes of last meeting read/distributed. Record moved/seconded by, if this procedure is used. It is not necessary, however, to have members of the group move and second the adoption of the minutes of the last meeting.

After reading/perusal of the minutes, the chairperson may ask if there are any errors or omissions. After resolving this the CEO may then state, "I accept these minutes as read (or as corrected)".

IF any corrections are to be made to the minutes, they should be shown in the left margin, adjacent to the particular item, hence the 15 space margin.

The secretary will state that these minutes will be corrected.
Group Roles and Responsibilities

SAMPLE AGENDA

Name of Group

Time and Date

CALL TO ORDER

ROLL CALL (if applicable)

MINUTES — May be read or distributed

CORRESPONDENCE

BUSINESS ARISING

COMMITTEE REPORTS

EXECUTIVE REPORTS

NEW BUSINESS

DATE/TIME OF NEXT MEETING

ADJOURNMENT

The order of items may be altered to suit the group.
The regular meeting of the Learners of the World Society was held at the Seniors' Bureau on June 22, 2001. Chairperson Otto Kratt called the meeting to order at 9 a.m. Present: Crystal Poole, Wade Aminutt, Ella Carte, Ella Mode, Ray Awflite, Neva Missus, Ivy Green, Izza Browne, Robin Legge.

REGRETS: Regrets from: I.M. Absent, Ollie Wayzlate

GUEST: Mr. B.I.G. Brother

MOTION: Minutes were approved as read.

CORRESPONDENCE

Correspondence: 1) A letter of thanks from Frank Enstein, our guest at last months' meeting.

2) A letter from Mafia Contract Company soliciting a donation

TREASURER'S REPORT: Treasurer Hi Fynanse presented his report.

MOTION: M/S/C that treasurer's report be received.

BILLS: Bills presented for payment:

1) Creative Book-keeping Co. for annual audit $100.00

2) Eager Escort Associates for services rendered $10.00

3) Rose Garten Plumbing for repairs to mole-infested patio $10.25


Thompson & Cusack

Flying High 187
MOTION: Moved by Wade Aminutt, seconded by Robin Legge that above bills to a total of $120.25 be paid. Carried.

REPORT: Ella Carte, chairperson of the Ways and Means Committee reported a successful "Snatch and Run" event. net realized $17.43. There were no expenditures.


UNFINISHED BUSINESS: Business arising from minutes: Combining a Skinny Dip party at Crystal Pool's with the annual meeting.

MOTION: M/S/C that the annual meeting on July 1st (Year) be combined with Skinny Dip party at Crystal Poole's.

NEW BUSINESS: Response to solicitation for funds from Mafia Contract Company.

MOTION: Moved by Ivy Greene, seconded by Izza Browne that proceeds from "Snatch and Run" of $17.43 be forwarded. Carried as amended.

Amendment: M/S/C "with a letter of excuses for dues in arrears."

MOTION: M/S/C that strong letter of reproach be sent to I.M. Absent and Ollie Wayslate, regarding their total non-attendance.

SPEAKER: Chairperson Otto Kratt introduced B.I.G. Brother who will be our guest speaker after the business meeting. His topic is "Achievements of our Project."

NEXT MEETING: Next meeting will be on June 31 (Year) at the home of Ella Mode.

There being no further business chairperson Otto Kratt declared the meeting adjourned at 10 a.m.

Neva Missus, Secretary
CORRESPONDENCE

Parts of the Business Letter

1. Letterhead OR return address, using plain bond paper when letterhead is not available.
2. Date
3. Inside address - to whom letter is being sent
4. Salutation - Greeting, Dear Mrs. Brown
5. Body
6. Complimentary close - Yours truly
7. Organization signature - Croquet Club
8. Hand-written signature - signed by person writing letter
* 9. Typed writer's name - followed by title, position, if applicable
* 10. Reference initials - person actually typing the document
11. Enclosure(s)

* Used only if letter typewritten and by someone other than the writer.

Styles

**Personal business letter** — when no letterhead available. In this style of letter YOUR address and the date both begin at the centre of the page, as well as your complimentary close and signature. You do not use reference initials in a personal business letter, whether you type or handwrite it, as presumably you are writing it yourself.

**Punctuation** — use a colon after the salutation and a comma after the complimentary close. Both may be omitted if you wish.
Ms. Prominent Speaker
456 12th Street
Your town, Province
Postal Code

Dear Ms. Speaker:

Thank you for accepting our invitation to address the members of our __NAME OF PROGRAM__ on the occasion of our graduation luncheon, __DATE__. We know you always have an excellent message to convey to your audiences and our members are eagerly looking forward to the one you will be giving them.

As you are a very busy person, we do appreciate your fitting us into your schedule. We have arranged a reserved spot for you in our parking lot directly ahead as you enter in No. 3. Mr. __NAME__, a board member, will greet you at our main door and bring you to the __NAME__ room where we will be holding our festivities. We are happy you can join us for some of these. They begin at 11:30 a.m. Lunch will be served at 12 noon. We have scheduled you to speak at 1 p.m. so you should be able to leave at 1:30 p.m. as you mentioned.

We are all looking forward to meeting you at 11:30 a.m. __DAY__, __DATE__.

Yours sincerely,

__NAME OF PRESIDENT__
president
SIX ELEMENTS OF A PERFECT LETTER

1. **COHERENT**
   Gives vital information to the reader. It tells him what he wants and needs to know with all information connected in a consistent and logical manner.

2. **CLEAR**
   Tells the reader exactly what he wants and needs to know in language and format so clear he can understand it with just one reading.

3. **COMPLETE**
   Tells the reader all he wants and needs to know. There should be no questions left unanswered.

4. **COURTEOUS**
   Do not insult the reader, but enhance his goodwill and self-esteem. By doing so, you enhance your image of quality and prestige.

5. **CONCISE**
   Take the fewest number of words to give information which is clear, complete and courteous.

6. **CORRECT**
   All major and minor parts in the proper format properly written. It contains no errors in punctuation, vocabulary, spelling, or grammar. They are neat and attractive in appearance.

It takes all six of these characteristics to make a perfect letter.

It takes the absence of only one to make an imperfect letter.

A letter can be communicative, clear, complete, concise, correct - but, if it isn't courteous it misses the mark.
Group Roles and Responsibilities

THE TREASURER

Motto: We Get — We Give

Keeps accurate records of all financial transformations:
   Takes responsibility for all expenses, income, and banking.

Opens a bank account:
   Arranges for signing authority. Three executive members must be designated as signing authorities. Two of these signatures are required on all cheques.

Writes cheques and withdrawals:
   Care is taken to use the correct dates; written amounts and figure amounts must be the same; never have signatures on a blank cheque.

Reviews bank statements:
   Reconciles statements with personal records.

Collects all group money (eg. donations, raffle tickets, fees, etc.):
   Is responsible for banking; arranges for "floats" for events as required.

Submits written reports for meetings.
Group Roles and Responsibilities

THE ROLE OF GROUP MEMBERS

A complete understanding of the interactive method (pages 195 to 200) of everyone in the group can result in some very positive and fulfilling consequences. One thing to keep in mind is that everyone, the executive, the committees, the general members, have equal importance and responsibility for getting things done.

Group members are the life and breath of any meeting. It is the members who will be called upon to implement tasks, decisions, and procedures that result from the meeting. The quality of the meeting depends on the quality of participation. Group members are expected to:

• express their own views on the subject freely
• offer encouraging and constructive comments, ideas, suggestions
• be good listeners; don't agree or disagree until they have heard all
• keep an open mind, try to be positive, participate in decisions that are of maximum use to the group as a whole in meeting its goals
• be open to disagreement and criticism; use it constructively to develop ideas further
• prepare ahead of time for anticipated agenda items
• ask for clarification, examples, or more information on items that they don't understand
• help the chairperson by summarizing comments, noting the time, providing new information
• question, challenge and support ideas in order to help your group come up with the "best" solution
• explain ideas, and then let them survive on their own merits; the more personally ideas are identified with people, the harder for others to accept them without bias
• give recognition when recognition is due.
Group Roles and Responsibilities

GROUP MAINTENANCE ROLES

Which of the following roles do you play in a group?

1. **Encouraging**: being sincerely warm and friendly to others and encouraging them to participate by expressing a positive evaluation of their contributions; this includes the thoughtful consideration of both the merits and weaknesses of contributions made by others.

2. **Gate keeping**: making it possible for individuals to be brought into the discussion by asking their ideas or opinions and, in some cases, by restraining the more vocal so that others have a chance to talk.

3. **Standard setting**: expressing standards or criteria for group operation which will help the group arrive at decisions objectively, and rejecting those decisions which do not meet these standards.

4. **Expressing group feelings**: summarizing how the group seems to feel about an issue.

5. **Diagnosing**: determining sources of difficulty, and proposing the appropriate next steps.

6. **Compromising**: trying to provide compromises for opposing points of view, raising questions that when answered will eliminate sources of misunderstanding, or offering to modify one's own position in order to achieve group agreement.

7. **Harmonizing**: draining off negative feeling with humour or shifting to a broader point of view.

8. **Consensus**: testing - sending up a trial balloon to test a possible group conclusion.

9. **Following**: serving as an interested audience while others are talking.

10. **Other**

11. 

12.
The objective of an interactive meeting is to get as many of your members as possible really involved. Interactive meetings are essential to shared-servant leadership. They work best with fewer than 30 people but with some adaptations for seating, and perhaps some small group involvement, can be used with very large groups as well.

When conventions or annual general meetings break into smaller working groups which then report back to a large plenary session, the leaders are trying to adjust the structure of an interactive meeting to the needs of large numbers of people, limited time, and formalized procedures.

Most groups become comfortable doing things a certain way; this is useful for saving time and providing the security that their expectations will be met, but it can lead to inefficiency and boredom. Try one or two new ideas in your group!

1. Procedure. Structure

This interactive style needs very strong leadership, and written rules which have been discussed openly. The more these things are in the open, and the more members have been involved in setting them up, the more likely they are to participate appropriately. This does, of course, take more time than simply adopting Roberts Rules of Order, but it pays off in increased involvement and commitment from more people.

Using the interactive model successfully depends on:

- a strong belief that people want to be active, involved, responsible
- commitment from the executive to train others in required skills (chairing a meeting, taking minutes, doing PR...)
- up-to-date knowledge of the skills, interests, past experience of members of your group
• written job descriptions for all positions, executive, committee chairpersons, etc. should contain a summary of duties, average time required, duration of 'contract' to do this task, statement of overall purpose, any expectations that the group has about performance, meeting attendance, etc.

• commitment from everyone to participate in formulating rules and procedures that will work best for this group

• time available to re-structure and to rethink old habits

• ability to change and commitment from all members to make the agreed upon change

2. Physical Arrangement

People need to see everyone else; a circle or large open u-shape works well. The power of an executive group should be split up by seating them around the room, rather than in a block beside one another. Committee chairpersons, and any others who will be making reports, should also be spaced around, with "ordinary" members in between.

3. Preparation:

a. An overhead or flipchart can be an excellent device for use during a meeting. It can be used for motions and focussing the attention of the group. It can also be used for reports.

b. Provide a few pencils and some writing paper. Have a few extra minutes available.

c. Three weeks is ideal notice for a meeting. Try to make members responsible for their own attendance so you can avoid having to phone them.

d. Pre-circulate agenda, reports and other items that need decisions.

e. Provide name-tags if people don't know each other.
4. **Agenda**

   a. Start **every** meeting by summarizing its purpose or focus, reviewing the agenda and getting agreement on items and times.

   b. There are typically four ways that items are handled at a meeting. These are action items, information items, a referral to a committee, or tabling.

   c. With action items the use of an overhead to record motions is encouraged. Motions begin with the word "that". Don't forget a notation to indicate whether a motion has been carried. Provide opportunity for people who are opposed to be recorded as such.

   d. With information items, encourage members to indicate at the outset when they are speaking to an item, whether it is an action item or an information item.

5. **Committees**

   a. In referring something to a committee, make sure you designate someone as most responsible for the initial meeting.

   b. Always set a time limit for each committee.

   c. At their first meeting, the group as a whole should take time to define the task.

   d. Each committee should be encouraged to generate a written and pre-circulated report.

   e. Encourage members at large to participate on committees.
6. **Preparation of Reports and Documents**

   a. Always present committee reports in the same order.

   b. Colour code them.

   c. Begin with a Summary for Convenience.

   d. Don’t forget to date the document and number each page.

   e. Under the summary have an intention block indicating whether it is an action paper or an information paper. If it is an action paper, put the proposed action in a proposed motion form. Don’t forget to use appendices if the document is complex and don’t overlook the financial implications, if any. Pre-circulate the report.

   f. Take questions after the report, not during it. Ask people to record questions during report and ask them at appropriate time.

7. **Summary of Outcomes — an alternative to minutes**

   a. If your group has been providing a detailed set of minutes to each member, and these don’t get used, try instead a one-page Summary of Outcomes that lists only time and date; decisions that were made, and list of responsibilities (who will do what); add date, time and location of next meeting and tentative agenda if there is space on the single page.

   b. This summary should go out to all members **within three days** of the meeting. If possible, photocopy and give to members before they leave the meeting.

   c. One set of detailed, traditional minutes is kept by the Secretary (with copies to executive members if they really need them); anyone who needs this complete record can refer to it as needed.
d. To be really useful, complete minutes should contain a summary of discussion and relevant points made, as well as final decisions; when evaluating action later on, you won't need to go through the whole process again - just read the original list of ideas that were considered. Often, useful information about how we came to a decision and the various options considered is lost forever, because no one recorded the details.

8. Leadership Ideas

a. The chairperson should avoid dominating the group.

b. The chairperson should be prepared and able to sum up the discussion of the group.

c. The chairperson should use the overhead if available in difficult situations to focus the attention of the group on the topic at hand.

d. Parliamentary procedure is a tool not a weapon. The only way you can avoid it being used as a weapon is to know parliamentary procedure well.

e. Humor is an extremely important device for the chairperson to use.

f. If you want to really civilize a group and make it effective, invite observers in to watch the group. If you do that, make sure that the observers are given the courtesy of receiving pertinent documentation and also invite them to partake of refreshments available to the regular meeting members.

9. Participation Ideas

a. Table go-round. Each person has twenty-nine seconds to make a comment on a particular item.

b. Initiation by the Chair: the chairperson asks reticent people to speak on a given topic.

c. A silent period where everyone thinks for a couple of minutes about a particular item.
d. A buzz session in pairs after the silent period.

e. Brainwriting, similar to brainstorming except people write ideas on cards and then exchange them. When you get someone else's card you look through the ideas and add anything at the bottom that has been triggered off in your own mind.

10. **Time Saving Devices**

(Devices that the chairperson can use to get the group to move on)

a. Take emergency items and place them on the agenda the first thing, but handle them at the end of the meeting.

b. The chairperson should sit where a clock is visible.

c. Use an unusual start time and start each meeting on time.

d. An egg timer is a good device to discourage long-winded participants.

e. The chairperson can close off items by summing up, asking if there are no objections to a particular summation, and requesting that the agreed solution be written in the minutes.

f. The chairperson, if tending to go on at great lengths, can have a person in the group to remind them to speed things up.

g. Always take the questions after reports.

h. Make the group time-conscious by encouraging people to get into the habit of estimating how long each item will take as they speak to it.
Making Meetings Work

GETTING MEMBERS INVOLVED

Tips for Leaders

Some creative ways to get all members (including new ones) involved in discussion and decision making:

• orient them to the group, including written material
• use small group discussion (2 or 3) before decisions on a question
• involve the group in discussion leading to the vote
• use a buddy system, pairing compatible people
• implement a three-month evaluation session, regularly ask 'how are we doing?'
• write job descriptions for board member, executive, committees, etc.
• make effective use of committees
• send out written committee reports and an agenda with notice of a meeting
• list on a flip chart all recommendations to be voted on at meetings
• use phone calls, for both information and input
• visit other committees and the facilities of the organization
• training sessions during board meetings
• use newsletters or a bulletin board with information items, between board meetings
• run a top meeting - no committee work should be done at a board meeting
• use members in committees that interest them
• use members for reasons related to their initial interest
• be sensitive to needs, feelings, time commitments, health
• give recognition; plan rewards, offer genuine praise and encouragement
• contract with Board members re: agenda items; who will be responsible
• try changing order of agenda; captures attention and may allow for new participation (people not as tired, etc.)
• brainstorm at a meeting to collect ideas from the members
# Making Meetings Work

## BEHAVIORS THAT BLOCK OR BUILD A GROUP

<table>
<thead>
<tr>
<th>Things That Block a Group</th>
<th>Things That Build a Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not listening</td>
<td>1. Humour</td>
</tr>
<tr>
<td>2. Unclear Issues</td>
<td>2. Starting on time</td>
</tr>
<tr>
<td>3. Disorganized meetings</td>
<td>3. Short meetings</td>
</tr>
<tr>
<td>4. No facilitator</td>
<td>4. Fun</td>
</tr>
<tr>
<td>5. No defined goals/objectives</td>
<td>5. Compromising</td>
</tr>
<tr>
<td>6. Not buying into goals and objectives</td>
<td>6. Similar backgrounds</td>
</tr>
<tr>
<td>7. Not being involved in decision-making</td>
<td>7. Common goals</td>
</tr>
<tr>
<td>8. Impatience with the group decision-making process</td>
<td>8. Enthusiasm</td>
</tr>
<tr>
<td>9. Being afraid to speak up at a meeting because of what others might say</td>
<td>9. Cooperation</td>
</tr>
<tr>
<td>10. Using words and jargon that some members might not understand</td>
<td>10. Assigning a leadership role on a temporary basis (rotating facilitator)</td>
</tr>
<tr>
<td>11. Lack of information</td>
<td>11. &quot;Be a little nasty nicely&quot;</td>
</tr>
<tr>
<td>12. Not listening to what others have to say</td>
<td>12. Taking an extremely absurd position to help others realize where they stand</td>
</tr>
<tr>
<td>13. Suppressing conflict</td>
<td>13. having clear goals/understood by all</td>
</tr>
<tr>
<td>14. Rejecting other's ideas without hearing them out</td>
<td>14. Alternative ideas</td>
</tr>
<tr>
<td>15. Animosity &amp; dislikes in the group</td>
<td>15. Consensus decision-making</td>
</tr>
<tr>
<td>16. Lack of one-to-one communication</td>
<td>16. Respect</td>
</tr>
<tr>
<td>17. Time pressures</td>
<td>17. Defined roles/written down</td>
</tr>
<tr>
<td>18. Outside pressures</td>
<td>18. Commitment</td>
</tr>
<tr>
<td>19. Using Robert's Rules as a barrier to others who don't know them</td>
<td>19. Flexible structuring</td>
</tr>
<tr>
<td>20. Ego</td>
<td>20. Support from others</td>
</tr>
<tr>
<td>22. Hidden agenda/self-interest</td>
<td>22. Cooperation</td>
</tr>
<tr>
<td>23. Lack of well-defined roles</td>
<td>23. Sensitivity to people's differing needs</td>
</tr>
<tr>
<td>24. False humor or too much humor</td>
<td>24. Trust</td>
</tr>
<tr>
<td>25. Inflexible group structure</td>
<td>25. Being process-oriented, not task-oriented</td>
</tr>
<tr>
<td>26. Self-interest</td>
<td>26. Listening</td>
</tr>
<tr>
<td>27. Lack of planning</td>
<td>27. Follow through and accepting responsibility</td>
</tr>
<tr>
<td>28. No prepared agenda</td>
<td>28. Dealing with the affects of power differences on group process</td>
</tr>
<tr>
<td>29. Executive/membership become &quot;us vs. them&quot;</td>
<td></td>
</tr>
</tbody>
</table>

202  *Flying High*  
Thompson & Cusack
If your meetings don't seem to be working as well as they might, then you need to identify specific problems and take some position steps to change them.

Do you recognize any of the following problems in your group?

1. Tunnel Vision (coming for one specific purpose)
2. Insensitivity to needs of others
3. Not enough delegation (lack of trust of others to do it well)
4. Poor attendance
5. Lack of enthusiasm and participation
6. Manipulating people to do what they don't want to do
7. Lack of priorities
Group Roles and Responsibilities

WHAT SENIORS SAY

• Know the goals of the committee.
• Help whenever you can.
• Try to be productive and positive.
• Understand what others want and need but attend to what benefits the whole group.
• Be careful not to show favouritism.
• Have job descriptions.
• Have a specific vision of where to go. You need a roadmap.
• Encourage other people.
• Working together is an opportunity, not something you have to do.

Making Meetings Work

• Maintain control; don’t allow one person to go on and on.
• Pay close attention to time, make time count.
• Keep on topic.
• Have an agenda.
• Thank people and acknowledge their contribution.
• Always have a purpose.
• Leave discussion until the end of the meeting and encourage people to save their comments for that time.
• Allow exchange of ideas without duplication.
• Remember who has spoken and give everyone a chance.
• Finish unfinished business.
• Use humor.
• Try to summarize at the end.
• Leave personalities and gossip out.
• Forget the postmortems.
SAMPLE WORKSHOP

Group Roles and Responsibilities
and
Making Meetings Work

Purpose
• To understand the various group roles: eg. secretary, treasurer, chairperson.
• To understand the group members role and how to encourage commitment.
• To understand the role of the leader in making meetings more effective, productive and enjoyable.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Introduction/Business/Update</td>
<td></td>
</tr>
<tr>
<td>25 min.</td>
<td>1. Roles and Responsibilities</td>
<td>brainstorm/discussion</td>
</tr>
<tr>
<td>20 min.</td>
<td>2. Who Does What</td>
<td>small group activity</td>
</tr>
<tr>
<td>15 min.</td>
<td>3. Job Descriptions</td>
<td>brainstorm/discussion</td>
</tr>
<tr>
<td>15 min.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>25 min.</td>
<td>4. Meetings</td>
<td>role play/discussion</td>
</tr>
<tr>
<td>10 min.</td>
<td>5. Improving Meetings</td>
<td>mini-lecture</td>
</tr>
<tr>
<td>20 min.</td>
<td>6. Committee Functions</td>
<td>mini-lecture/handouts</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homework/Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE WORKSHOP
Group Roles and Responsibilities

1. Roles and Responsibilities

Put a sign at the door saying:

SEATING

Please choose a table based on your primary role:

1. executive board or steering committee member
2. committee member
3. active volunteer (service-oriented)
4. general group member

Put a sign on each table identifying the primary roles e.g.

Sit here if you are an
ACTIVE VOLUNTEER
Maximum 5 people

If the groups are not equally distributed an adjustment will have to be made.

DISCUSSION

Ask the group: What is the difference between a role and a responsibility?
Some typical responses:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>the part you play in a group</td>
<td>types of things you do to be</td>
</tr>
<tr>
<td>• titles, positions, e.g.:</td>
<td>successful</td>
</tr>
<tr>
<td>president, treasurer, etc.</td>
<td>• commitment you’ve made</td>
</tr>
<tr>
<td>• a job — sometimes difficult to define,</td>
<td>and are expected to keep</td>
</tr>
<tr>
<td>e.g. coordinator</td>
<td>• responsible to</td>
</tr>
<tr>
<td></td>
<td>administration</td>
</tr>
</tbody>
</table>

2. Who Does What? Checking Expectations

Distribute the handouts (pages 213 to 218) to the appropriate group.

Give the following instructions:

1. Each person respond to the statements.

2. Form a new group with one person from each table (e.g. one executive, one service volunteer, one committee person, and one general member).

3. Go around quickly and compare the responses to determine where the biggest differences are.

4. Choose 3 statements where opinions vary the most.

5. Discuss these 3 statements. Can you encourage anyone to change their positions?

6. Draft 2 general statements that reflect your group's position.
Some Typical Responses:

- As a group there will be resistance to change but change will be inevitable
- We all have responsibility to act if someone is disruptive
- We need to work together and listen
- People don't always need a reward; they do need recognition
- We need to look at other people's positions in the group to understand where they are coming from
- We need to be flexible to overcome differences
- Look at things first from a personal level and then as a group

Ask: Why did you choose the group you joined?

Some Typical Responses:
- I identified a leader and followed her.
- I asked who needed a volunteer.
- Our leader went around and got the people he needed.
- I just stayed where I was and everyone came to me.

3. Job Descriptions — Clarifying your Expectations

Instructions: Choose formal positions, e.g. President, Treasurer, to illustrate the information and the format.

Ask: What does the Vice-President do?
   Record on flip chart.

Some Typical Responses:
- reports to the President, executive committee and to the board as a whole
- needs to know the job - if the Vice-President doesn't know what to do he/she should ask the President or the Secretary to review that job description
Ask: What are the duties of the Vice-President?
Record on flip chart.

Some Typical Responses:
• acts in President's absence - conducts meetings
• sits on executive board
• provides continuity
• prepares for presidency

Ask: What are the skills of the Vice-President?
Record on flip chart.

Responses:
• leadership
• delegating
• knowledge of organization

4. Meetings

ROLEPLAY

Instructions: Role-Play a meeting.

Choose 4 or 5 individuals during the break to role-play a discussion of a new smoking policy for their recreation centre.

This the scenario: One person smokes and wants their rights, one person wants to get on with some other business, the chairperson can't keep the meeting on topic. The other person has a very funny anti-smoking joke to tell that none of the others want to hear.

Ask participants to select one topic of interest for their table and to attend to the following in the role-play.
• communication
• roles and responsibilities
• planning
• mission, goals and purpose
Ask participants for feedback on the topic they chose.

**5. Improving Meetings**

**MINI-LECTURE**
Refer to pages 201 to 203 and 212 for sample meeting agenda.

**Creating a Working Agenda** (the chairperson's task)
1. List topics: be result oriented
2. Indicate which items are: for information only
   for discussion
   for decision
   for approval
3. Set priorities - what to do 1, 2, 3
4. Estimate the time per topic
5. Assign a person responsible for initiating the topic,
   preparing the background.
6. Indicate enclosures, resolutions.

Golden rules of meeting management:
Take advantage of people's natural inclinations.
Get input and approval from the whole group, then stick to it.
A Model for a 2 - 2 1/2 hour meeting

HIGH ENERGY

- easy work
- agenda
- confirm
- 10 min.
- nb. Don't put new business at the end when everyone is getting tired.

HARD WORK

- hard work
- background information
- planning
- decisions
- results
- general discussion
- 10 min.
- 1 1/2 hours

CONFIRM

- info only

10 min.

LOW ENERGY

6. Committee Functions

MINI-LECTURE

Refer to handout on pages 213 and 214
SAMPLE MEETING AGENDA

Name of Group

Thursday, April 2 (year)

2:30 p.m.

15 min.  1. HOUSEKEEPING:
  1.1 Expectations of Meeting Discussion
  1.2 Approve Agenda Decision
  1.3 Identify Recorder Decision

45 min.  2. REPORTS: Current Status & New Directions
  2.1 Director Joan Information
  2.2 Volunteer Coordinator Sally Information
  2.3 SARS Grant Coordinator Ben Information
  2.4 TIPS Coordinator Andy Information
  2.5 Friendly Visiting Program Mary Information
  2.6 Tax Clinics Program Ellen Information
  2.7 Handy Dart Joe Information

1 hr.  3. OTHER BUSINESS
  3.1 Telephone System Discussion
  3.2 United Way Special Projects Decision
  3.3 Typing Services Discussion
  3.4 Dental Services Decision
  3.5 Communications Discussion
  3.6 Statistics Discussion
  3.7 Plants Discussion
  3.8 Smoking Policy Decision

4. NEXT MEETING
   Agenda Decision
Group Roles and Responsibilities

COMMITTEE FUNCTIONS

a. Clearly stated goals and objectives. The committee members must know why they are there - the reason for the committee's existence.

If a rationale cannot be stated, then there is no need for that particular committee.

b. Attention to the social and emotional aspects of group functioning as well as task accomplishment.

c. Clear understanding of the role and function of committee members, the chairpersons and the staff person related.

d. Provision of training and development and orientation opportunities where needed.

e. An understanding of the relationship of the committee to achieving the goals of the association. Where does the committee fit within the organizational structure? What are the procedures in communicating with Board and other committees? Why is its work relevant to the association?

f. Expectations of committee members, staff, and chairpersons are explicit and understood. This can relate to preparation for committee meetings, special assignments for committee members, time commitments, follow-up action to committee decisions, etc.

g. There are defined methods of work which facilitate a team approach rather than individuals contributing in isolation.

h. There are evaluation procedures built in to measure progress towards objectives as well as satisfaction of members and methods. This could consist of simply "checking out" with members how the committee is progressing, the use of an evaluation form, questionnaire, etc.
COMMITTEE FUNCTIONS

i. The committee is composed of members who are interested in the area and who are committed to the work of the committee. Through appropriate use of selection procedures, committee members who have some knowledge about the area are appointed.

j. Agendas and necessary materials are planned in advance and distributed to members.

k. Time factors are considered. Work is planned with a realistic time span in mind; meetings begin and end on time, and should not exceed, where possible, the ideal length for effective group functioning (about two and a half hours).

l. The size of the group is conducive to effective functioning: between 5 and 8 members is considered a workable number.

STEPS FOR SETTING UP A COMMITTEE

1. Choose chairperson
2. Define task; e.g. Christmas dinner plans
3. Set up time - date - place - program
4. Assign tasks
5. Take back to Board for approval
6. Follow up on plans as accepted
7. Oversee completion of tasks
8. Enjoy the event
9. Evaluate and report
GROUP ROLES AND RESPONSIBILITIES

EXECUTIVE FUNCTION

You are a member of the executive of a community group (e.g. president or chairperson, vice-president, secretary, treasurer) and need to be very clear about your role and responsibilities.

For each of the statements presented, indicate if you disagree, agree somewhat, or strongly agree. You will be asked to discuss your answers with others in a small group.

Note: the word 'group' here includes everyone involved in your association, e.g. Board of Directors or Steering Committee, executive, committee members, general membership and volunteers.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree Somewhat</th>
<th>Agree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As an executive, I feel I must provide the direction for the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. As an executive, it's my responsibility to motivate the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. As an executive, I realize most group members prefer to be led.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I understand that many group members will resist any change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I need to help my group members overcome negative attitudes with regard to the organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. As an executive, it's my job to inform group members of the goals of the organization and of the importance of these goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. As an executive, I feel I should reward members when they reach the objectives of the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It is my responsibility to ensure that meetings run efficiently and on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. It is my responsibility to take action if someone is disrupting the group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Group Roles and Responsibilities

COMMITTEE MEMBERS

You are a member of a committee that plans activities (e.g. social, fundraising, finances, programs...) for a community group and need to be very clear about your role and responsibilities.

For each of the statements presented, indicate if you disagree, agree somewhat, or agree strongly. You will be asked to discuss your answers with others in a small group.

The term "group" here includes everyone involved in your association, e.g. Board of Directors or Steering Committee, executive, committee members, general membership and volunteers.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree Somewhat</th>
<th>Agree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As a committee member, I am in need of direction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. As a committee member, I need someone to motivate me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. As a committee member, I prefer someone else to provide the leadership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. As a committee member, I am reluctant to make changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I have negative attitudes about the organization, and need help to overcome them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. As a committee member, I need someone to inform me about the goals of the organization and convince me that these goals are important.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. As a committee member, I expect to be rewarded when the committee reaches its objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It is my responsibility to ensure that meetings run efficiently and on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. It is my responsibility to take action if someone is disrupting the group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Group Roles and Responsibilities

**VOLUNTEERS**

You are an active volunteer in a community group, and need to be very clear about your roles and responsibilities.

For each of the statements presented, indicate if you disagree, agree somewhat, or strongly agree. You will be asked to discuss your answers with others in a small group.

Note: The term "group" here includes everyone involved in your association, the Board of Directors or Steering Committee, the executive, committee members, general membership and volunteers.

<table>
<thead>
<tr>
<th>Dis-agree</th>
<th>Agree Somewhat</th>
<th>Agree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. As a volunteer, I am in need of direction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. As a volunteer, I am in need of someone to motivate me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. As a volunteer, I prefer someone else to provide leadership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. As a volunteer, I am reluctant to make changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I have negative attitudes about the organization, and need help to overcome them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. As a volunteer, someone must inform me about the organizations' goals and convince me that they are important.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. As a volunteer, I expect to be rewarded when I reach my objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It is my responsibility to ensure that meetings are run efficiently and on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. It is my responsibility to take action if someone is disrupting the group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Group Roles and Responsibilities

## GENERAL MEMBERSHIP

You are a member of a community group and need to be very clear about your role and responsibilities.

For each of the statements presented, indicate if you disagree, agree somewhat, or strongly agree. You will be asked to discuss your answers with others in a small group.

Note: the term "group" here includes everyone involved in your association, e.g. the Board of Directors or Steering Committee, the executive, committee members, general membership and volunteers.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree Somewhat</th>
<th>Agree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. As a member of an organization, I am in need of direction.

2. As a member, I am need someone to motivate me.

3. As a member, I prefer someone else to provide leadership.

4. As a member, I am reluctant to make changes.

5. I have negative attitudes about the organization, and need help to overcome them.

6. As a member, I need someone to inform me of the organizations' goals and convince me of their importance.

7. As a member, I feel I should get a reward when I meet the objectives.

8. It is my responsibility to ensure that meetings run efficiently and on time.

9. It is my responsibility to take action if someone is disrupting the group.
Two men were walking along a crowded sidewalk in a downtown business area. Suddenly one exclaimed: "Listen to the lovely sound of that cricket." But the other could not hear. He asked his companion how he could detect the sound of a cricket amid the din of people and traffic. The first man, who was a zoologist, had trained himself to listen to the voices of nature. But he didn't explain. He simply took a coin out of his pocket and dropped it to the sidewalk, whereupon a dozen people began to look about them. "We hear," he said, "what we listen for."

Kermit L. Long
ACTIVE LISTENING

An important skill to develop is the ability to listen intelligently and carefully to all individuals and people in groups. It is called "active" because the listener has a definite responsibility. The listener actively tries to grasp the facts and understand the feelings behind what is being said. It is active because the listener responds so as to make it clear to the speaker that both the meaning and the feelings behind the words or hidden between the lines are understood. Active listening does not mean just listening patiently and at length to someone's personal problems or brilliant theories.

When people are listened to sensitively, they tend to listen to themselves in a different way and to say more clearly what they think and feel. When others are actively listening, group members become more cooperative and willing to hear another's point of view. When they know they are being heard, group members feel more positive about their contributions and are better able to get tasks done.

How does one become an active listener? Active listening involves the use of "attending behaviors".

_I know you believe you understood what you think I said, but I am not sure you realize that what you heard is not what I meant!_

*Anonymous*
ATTENDING BEHAVIOURS

There are three useful behaviors you can practise that will aid the listening process.

1. Attentive posture
2. Eye contact
3. Following

Ask yourself two questions: How do I pay attention? And why should I? Before reading on, take a few moments to think about your answers. You need to consider each of the three behaviors in order to answer these questions.

1. Attentive Posture

Try this out: Get comfortable, let the chair support you; relax the muscles to reduce tension in your body and mind; look and feel comfortable; give your full attention to the here and now. Feel free to do what is comfortable. Examples: lean forward with elbows on the table; use hand gestures when speaking; lean forward resting your arms on the arms of the chair; raise your head.

When you look and feel comfortable, people see that you give all your attention to them and they see that you are not waiting impatiently for your turn to talk. A listener's attentive posture affects the way the other people behave and their talk becomes more effective and interesting. The practise of attentive posture leads to new effectiveness in understanding other people because it draws out the best of their abilities.
2. Eye Contact

It means a two-way exchange with silent messages travelling back and forth from the speaker's eyes to the listener's eyes. It doesn't mean staring at the other person. The looks or gazes can vary. If the speaker uses a hand gesture, the listener may follow it with the eyes. Both the speaker and the listener may look away from time to time. The gaze may shift from the other person's left eye to the right one. In a group, however, it is quite in order to look continuously at the speaker. As the speaker's gaze varies from one to another in the group, he finds eyes meeting his and feels the attention of the others. The listener understands better because information conveyed by the speaker's facial expressions is received.

3. Following

This behavior tells the other person of your attention. A listener does this by using non-verbal cues such as eye-contact, nodding in agreement, reflecting the other person's mood by laughing or smiling at a joke, and by saying something about what the other person says or shows.

Verbal responses to the other person's message may be in the form of expressing agreement, expressing feelings about remarks made, adding to what was said, or asking questions to better understand what was said. The best questions invite the other person to develop a thought further; those that invite a yes or no answer are seldom helpful. The listener may say, "I don't quite understand you; that's a new idea; would you say that another way?" or "If I follow you correctly, you have told me..." and then continues with what they think the speaker said.

The following pages outline more techniques - things to do and things to avoid as you learn and practice active listening.
8 STEPS TO EFFECTIVE LISTENING

Listen and Learn

1. **Stop Talking**
   Give your full attention: you can't listen if you are talking. Try to shut out your own thoughts and distractions.

2. **Show the Talker That You Want to Listen**
   You do this by your behavior. Look and act interested, make eye contact, and establish a comfortable distance. Ask questions to encourage the talker and help develop points further.

3. **Remove Distractions**
   Don't doodle, tap, or shuffle papers. Close the door; put the phone on hold.

4. **Be Empathetic**
   Try to put yourself in the talkers place so that you can see from their point of view.

5. **Be Patient**
   Allow plenty of time and don't interrupt.

6. **Go Easy on Argument, Criticism and Giving Advice**
   This puts the person on the defensive. Do not argue: even if you win, you lose. Most people don't want advice unless they ask for it.

7. **Listen for Ideas and Feelings**
   Check out what the person has said by reflecting back feelings and facts. Try summarizing in your own words what has been said.

8. **Listen to Yourself**
   When we know who we are, we are more able to listen to others to discover who they are.

Thompson & Cusack
The Art of Not Listening

Everybody knows that somebody listening to a joke is not really listening; he is impatiently awaiting his turn to tell a joke of his own. Everybody knows that husbands give half an ear to the discourse of their wives ... and vice versa. Why do these highly disciplined attempts at human dialogue fail? The reason, says Abraham Kaplan, a professor of philosophy at the University of Michigan, is that they are not really dialogues at all. Before a conference on human and animal communication at Minnesota's Gustavus Adolphus College this month, Kaplan introduced his own word for all those human occasions when everybody talks and nobody listens. He calls them "duologues."

Kaplan applies his coinage widely. "Duologue," he says, "takes place in schools, churches, cocktail parties, the U.S. Congress and almost everywhere we don't feel free to be wholly human." In his view, a duologue is little more than a monologue mounted before a glazed and equisitely indifferent audience, as in the classroom: "First the professor talks and the students don't listen; then the students talk or write and the professor doesn't listen or read."

The duologue has its forgiving rules: "You have to give the other his turn, and you give signals during his turn, like saying 'uh huh' or laughing at what he says, to show that he is having his turn. You must also refrain from saying anything that really matters to you as a human being, as it would be regarded as an embarrassing intimacy."

A near-perfect example of duologue is the televiewer, transfixed by that mesmeric eye. A truly perfect duologue would be two TV sets tuned in and facing each other.

The prevalence of the duologue saddens Philosopher Kaplan, a devoted student of the late Jewish philosopher Martin Buber, whose I-thou philosophy was based on the conviction that each man defines himself by genuinely engaging others; humanity is a meeting. Kaplan applied this notion to the laryngeal noise that fills humanity's crowded corners and rooms. And honest dialogue, says Kaplan, is never rehearsed. "I don't know beforehand who I will be, because I am open to you just as you are open to me." Dialogue involves serious listening ... listening not just to the other, but listening to oneself. This rare and wondrous event Kaplan calls "communion" instead of communication.

"It seems to me impossible," he says, "to teach unless you are learning. You cannot really talk unless you are listening." The student is also the professor; the joke teller should also be part of the audience. To Kaplan, there is nothing lonelier than two humans involved in a duologue ... and nothing more marvelous than two genuinely engaged listeners. "If we didn't search so hard for our own identities but occupied ourselves with the other, we might find precisely what we were not seeking. If we listen, it may be that we will find it at last possible to respond: "Here I am."

Times
The Art of Listening
WHAT SENIORS SAY

• Be aware of the barriers to communication.

• Concentrate on the meaning and content - i.e. what is the message?

• Keep distractions to a minimum. The atmosphere is important.

• Use simple aids: a chalkboard, a visual.

Good listening skills are particularly important for communicating with older persons because hearing loss is common and often interferes with communication.
SAMPLE WORKSHOP

The Art of Listening

Purpose
- To increase awareness of non-listening habits.
- To practice ways to overcome non-listening habits.
- To practice active listening in individual and group situations.

AGENDA

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<td>10 min.</td>
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<td>10 min.</td>
<td>1. Testing our Assumptions</td>
<td>individual activity</td>
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<tr>
<td>35 min.</td>
<td>2. Listening in a Group</td>
<td>small group activity</td>
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<td>15 min.</td>
<td>3. The Listening Process</td>
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<td>15 min.</td>
<td>Break</td>
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<td>30 min.</td>
<td>4. Listening One on One</td>
<td>role-play demo.</td>
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<tr>
<td>15 min.</td>
<td>5. Blocks to Effective Listening</td>
<td>mini-lecture/discussion</td>
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<tr>
<td>10 min.</td>
<td>6. My Listening Quotient: One Thing I Want to Improve</td>
<td>individual activity</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homework/Evaluation</td>
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SAMPLE WORKSHOP
The Art of Listening

1. TESTING OUR ASSUMPTIONS

INDIVIDUAL ACTIVITY

Instructions: Hand out the picture of "The Smith Family". Ask participants to refer to the picture and respond to each of the following statements by writing true or false or I don't know.

Read the following statements:
1. There are 3 people in the room.
2. The Smith Family owns a T.V. set.
3. There is a football game on T.V.
4. Bobby Smith is doing his homework while watching T.V.
5. Mrs. Smith is knitting.
6. Bobby's father is a businessman.
7. The Smith family consists of Mrs. Smith, Mr. Smith and Bobby.
8. The Smiths have a pet cat.
10. This picture shows the family together in the evening.

DEBRIEFING

Go through each statement asking participants if they answered true or false or I don't know. Ask what assumptions they made in each case.

Most participants will answer yes or no to the first few statements until they catch on that they made a number of assumptions. For example:

1. We see three people in the photo; there may be four others in the room standing behind the photographer.

2. There is a T.V. set in the room. It could be rented. They could be at Grandma's.

They will then begin to say "I don't know" to the remaining statements as you debrief this exercise.
This exercise illustrates how much we operate on assumptions. We all do because we often have to. We can't know everything. When we're listening, we need to be aware of assumptions and sometimes we have to check them out. Maybe we just shouldn't make quite so many.

2. LISTENING IN A GROUP: THE COMMITTEE MEETING

SMALL GROUP ACTIVITY

Instructions to the groups: Your group is a planning committee meeting for the first time. Your task is to:
   (1) choose a chairperson
   (2) decide on a focus
       • fundraising?
       • social?

While the groups are getting organized, the facilitator selects one person from each table as an observer and the observers are given their instructions in the form of a handout

Instructions for observers: (refer to page 230).

Allow 15 minutes (maximum) for the observations. Then have observers point out to their group some of the good and not so good listening behaviors they observed.

DEBRIEFING

Active Listening Behaviors
Ask: What behaviors indicate good listening skills?

Some Typical Responses:
- eye contact
- facial expressions
- smiling, nodding head
- saying mmmhmmmm
- looking at the person who is speaking
- keeping quiet
- focusing
- considering someone else's opinion
- prompting questions
INSTRUCTIONS FOR THE OBSERVERS

ACTIVE LISTENING BEHAVIOURS

As the observer, your task is to record active listening behaviors, e.g.
- eye contact
- attentive posture (facing, leaning forward)
- responding appropriately
- nodding
- facial expression
- question (what do you mean?)
- using the name and addressing the person.

Return to your group and sit so you are somewhat apart but can see and hear. (You will not be participating in the meeting.)

List as above, choosing 2 or 3 people in the group to focus on.

Record examples of good listening behaviors and who did them.

Be prepared to mention a few examples of poor listening and report to your group after their meeting.
There is more to listening than meets the ear.

MINI-LECTURE

(See below)

UNDERSTANDING THE MESSAGE (Decoding)

The purpose of active listening is to understand what is being said.

First, we must be able to clearly hear what the speaker is telling us. Other noises and distractions, poor or limited hearing ability, language difficulties can all interfere with our ability to hear.

Second, is our ability to understand. Our accuracy will depend on our ability to interpret or "decode" the message we are hearing.

This ability depends on three things:

1. communication skills and abilities - seeing, hearing, touching, smelling, intuition can all affect our skills
2. limitations imposed by language
3. the point of reference of the listener

Each of us comes into an interactive situation with various expectations, past experience, perceptual skills, and current point of reference. If dealing with a person we admire and respect, our point of reference will be quite different than when dealing with someone we dislike.

Our perception is also influenced by a number of other factors, including our cultural upbringing. In English we have 2 or 3 words for "snow"; in the Inuit language there are literally dozens of words to describe wet snow, dry snow, snow lasting 3 days, etc. Try learning a new language and you will experience some of the ways in which cultural upbringing can influence your perceptions.
Various other social stimuli also affect us: men often speak more loudly and forcefully and show their anger more openly because society has programmed us to believe that this is an acceptable way for men to communicate.

Our personal attitudes and beliefs also influence our perceptions. If I believe that teachers are knowledgeable I am more likely to listen attentively in a classroom.

Our current level of knowledge also influences our listening behaviours. When a subject is new, we are usually more willing to listen to others; when we become more knowledgeable we are more apt to speak up. In fact, sometimes the more you know about a subject, the more difficult it is to listen.

Often our personality will affect our listening skills. We all know people who are genuinely interested in others, and who are always ready to listen. They give us the sense that they value us as a person and that they really care about what we have to say. Finally, we must remember that even though we listen, we may not fully understand, or we may misinterpret the intended meaning.

**BRAINSTORM**

Here are some examples of a situation where the intent was misinterpreted by the listener.

- My husband asked how much I paid for a new outfit: I thought he was implying I'd spent too much.
- I asked the receptionist if she was the one who took a message for me; she'd been away from her desk and started making excuses because she thought I was reprimanding her. All I wanted to do was to clarify the information because the handwriting wasn't clear.

Ask: Why do you think messages are misinterpreted?

**Some Typical Responses:**

- *It depends on the relationship between the people. The more you know someone the better you will understand them.*
- *Sometimes people feel guilty and they are already on the defensive.*
4. LISTENING ONE ON ONE

DEMONSTRATION ROLEPLAY

Instructions: Recruit volunteers during the break to do a role play (be sure to pick people who are good at it). Give them the following information either verbally or on an index card.

Scenario: The scene is a Senior’s Centre at the Income Tax service. A volunteer tax consultant is at the desk.

Mrs. Sally Adams has been recently widowed and comes in needing her income tax form completed. While she does not say she is lonely, she mentions the death of her husband and that she is new to the area and doesn't have the necessary forms with her, etc. She appears hesitant and distracted.

The volunteer's task is to determine, by effective listening, what it is the woman really needs.

DEBRIEFING

Ask participants what the listener did that was helpful. List responses on the flip chart.

Some Typical Responses:

- asked prompting questions
- found out important information without prying
- sensed the woman’s need
- offered her some tea
- was reassuring
- offered alternatives, choices
- was friendly
- introduced herself
- asked the women how she would like to be addressed
- stood up and shook hands
Ask: What are the differences between “one-on-one” and group communication. Focus on listening.

List responses on a flip chart.

Some Typical Responses:

- In a one-on-one situation it is easier to understand feelings.
- In groups we tend not to recognize people’s feelings unless it is a support group. This is one reason support groups are so very important.
- It depends on what the emotions are - whether you are comfortable with acknowledging them. Negative emotions are harder to acknowledge.
5. **MAJOR BLOCKS TO EFFECTIVE LISTENING**

**MINI-LECTURE AND DISCUSSION**

(See below)

- premature show of approval or disapproval (not hearing all of what a person has to say before making up your mind).
- "I know what's coming next. . ." syndrome (assuming instead of listening).
- too busy; often shown through body language even when you've verbally agreed to listen.
- other things on your mind; only partly paying attention.
- failure to recognize and deal with the feelings behind the communication.
- "expert" ready with advice or information before it is solicited
- "when is it my turn?" mentally getting ready to respond before the other person finishes speaking.
- lack of empathy toward the person or the issues,
- defensiveness.
- tendency to a particular bias or prejudice.
- selective listening (often related to the above).

**Other Listening Errors**


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Thompson & Cusack

*Flying High* 235
6. MY LISTENING QUOTIENT

ROLEPLAY

Instructions: One person in a small group of 5 or 6 people is explaining how they would spend $10,000.00 that they just won. Various members of the group display poor listening skills such as:

1. a non-attender

2. a person who assumes they understand, and seeks a yes or no for an answer

3. a word picker, a person who attends selectively.

Following the roleplay, distribute the handout, What is Your L.Q.? (pages 239 and 240), and ask participants to fill it out.

After the questionnaires are filled out, ask participants to circle a negative behaviour they recognize in themselves and how they're going to change it. Ask for a few responses (3 or 4) and list these on the flip chart.
COULD YOU JUST LISTEN?

When I ask you to listen to me and you start giving me advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problems, you have failed me, strange as that may seem.

Listen! All I asked was that you listen, not talk or do — just hear me.

Anonymous
THE SMITH FAMILY
What's Your L.Q.:

1. When someone is speaking at a meeting or conference, do you find your mind gradually relaxing to the point where you realize you haven't the vaguest idea of what is being said?

   Yes____ No_____

2. Do you often pre-judge a speaker from his preliminary remarks and decide what he is going to say is not worth hearing?

   Yes____ No_____

3. Do you fake attention by looking alertly at the speaker, or by using some other ruse, while you allow your mind to wander and daydream?

   Yes____ No_____

4. Do you ask pertinent questions to clarify points which the speaker has made that are not totally clear in your mind?

   Yes____ No_____

5. After you have heard someone explain a subject or describe an idea, can you summarize it rapidly and accurately?

   Yes____ No_____

6. When you dislike the appearance or delivery of a speaker, do you decide in advance that you are going to discount what he has to say?

   Yes____ No_____

* Listening Quotient
Thompson & Cusack

Flying High 239
What's Your L.Q.

7. When you are listening, do you try to read between the thoughts of the speaker and attempt to capture his full meaning?

   Yes____   No______

8. Do you avoid letting your own background or training prejudice your opinion of someone else's ideas?

   Yes____    No_____

9. Do you attempt to anticipate a speaker's conclusions rather than attend to the development of ideas and arguments?

   Yes____    No_____

10. Are you able to concentrate on and follow the complicated explanation of a subject while keeping central ideas firmly in your mental grasp?

    Yes____    No_____

If you are satisfied with your reply to at least nine of the above questions, you are already an above-average listener. If you correctly marked seven or eight questions, you are a listener of variable effectiveness who is trying to improve. If you missed four or more questions, it's time to halt poor listening habits, learn some techniques for more effective listening, and listen for meanings and ideas; not just for words and sounds!
Group Decision Making

"Depend on the rabbit's foot if you will, but remember, it didn't help the rabbit."

— R.E. Shay
GROUP DECISION MAKING

There are many ways a group can make decisions, and we shall discuss the major ones below. In going through the content for this workshop, you are advised not to judge any one method as better than another. Each has its uses and each is appropriate to certain circumstances. Each also has its particular consequences for the group's future. An effective group understands the consequences of each decision well enough to choose the decision-making method that is most appropriate to: (1) the type of decision it has to make, (2) the amount of time and other resources available, (3) the past history of the group, (4) the nature of the task, (5) the climate the group wishes to establish, and (6) the setting in which the group is working.

Seven Methods of Making Group Decisions

1. Decision by consensus
2. Decision by majority vote
3. Decision by minority
4. Decision by averaging individual opinions
5. Decision by expert member
6. Decision by authority after a group discussion
7. Decision by authority without discussion

Bad officials are elected by good people who do not vote.

George Jean Nathan (1882-1958)
METHODS OF GROUP DECISION MAKING

Method 1: Decision by Consensus

Consensus is commonly defined as a collective opinion arrived at by a group of people working together under conditions that permit open communications in a climate that is sufficiently supportive - so that all members in the group feel they have had a fair chance to influence the decision. When a decision is made by consensus, everyone understands the decision and is prepared to support it. The best results are usually achieved by a consensual method, but it also takes the most time. Perfect consensus means that everyone agrees with the final decision. Unanimity, however, is often difficult to achieve. There are degrees of consensus, all of which bring about a better decision than does majority vote or other methods of decision-making.

Operationally, consensus means that all members have had ample opportunity to express and defend their opinions, that they can rephrase the decision to show they understand it, and that all members have had a chance to tell how they feel about the decision. Those members who continue to disagree or have doubts will, nevertheless, say publicly that they are willing to give the decision an experimental try for a period of time.

When a group is attempting to reach consensus, the leader must allow time for all members to state their views and, in particular, their opposition to other members' views. In reaching consensus, a group needs to see differences of opinion as a way of gathering additional information, clarifying issues, and seeking better alternatives. Group members must, therefore, listen carefully and communicate effectively. They should know that others really do understand them. Decisions made by consensus are sometimes referred to as synergistic decisions, because the group members working together arrive at a decision of better quality than they would if each one worked separately.
Guidelines for Consensual Decision Making

1. Avoid arguing blindly for your own individual judgments. Present your position as clearly and logically as possible, but listen to other members' reactions and consider them carefully before you press your point.

2. Avoid changing your mind in order to reach agreement and avoid conflict. Support solutions with which you are at least fairly comfortable. Yield only to positions that have objective and logically sound foundations.

3. Avoid "conflict-reducing" procedures such as majority vote, tossing a coin, averaging, or bargaining in reaching decisions.

4. Seek out differences of opinion. They are natural and expected. Try to involve everyone in the decision-making process. Disagreements can help the group's decision because they present a wide range of information and opinions, thereby creating a better chance for the group to reach a more adequate solution.

5. Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next most acceptable alternative for all members.

6. Discuss underlying assumptions, listen carefully to one another, and encourage the participation of all members.

7. Be prepared to commit the time and energy needed for all members to feel comfortable with the decision. Time spent now will be time saved later when implementing the decision.
**Method 2: Decision by Majority Vote**

Majorities, of course, start with minorities.
*Robert Muses*

Majority vote is the method of group decision-making used most often. The procedure is to discuss an issue only as long as it takes to have at least 51 percent of the members reach a decision. This method is so common in our society that it is often taken for granted as the natural way for any group to make decisions. It can, however, result in a large number of people being left in a position of disagreeing, feeling as if they have "lost" and being perhaps not willing to follow through when the decision is implemented. Those who vote against the majority have no ownership of the decision and may actually sabotage it. Majority voting, however, is quick and can be effective for routine decisions.

**Method 3: Decision by Minority**

Minorities - members constituting less than 50 percent of the group - can make the group's decisions in several ways, some legitimate and some rather illegitimate. Legitimate methods are those where a group has clearly delegated some authority to one or more representatives because of their knowledge, position, time, etc.

One legitimate method is to have an executive committee, composed of only a few members, make all routine decisions with the most major decisions still referred to the group. Another is to create temporary committees to consider special problems and decide what action the group should take.

The illegitimate methods involve subgrouping and railroading. Sometimes two or more members will come to a quick agreement on a course of action, challenge the group with a sudden "Does anyone object?" and, if no one replies quickly enough, proceed with a "Let's go ahead, then." Decisions are often railroaded through a group by a small minority forcibly recommending a course of action - implying that anyone who disagrees is in for a fight - then moving ahead before other members can carefully consider the issue. We shall focus on the legitimate methods of minority decision-making.
Method 4: Decision by Averaging Individual Opinions

Another method of making decisions is by individually asking all group members their opinions and then averaging them. When a chairperson of a group, for example, calls each member on the telephone, asks what the person's opinion is, and then takes the most popular opinion as the group's decision, he or she is using the averaging method. This procedure is like majority vote, except that the group's decision may be determined by less than 50 percent of the members. (The most commonly held opinion is not necessarily held by more than half of the membership.) No direct discussion is held among members as to what decision the group should take. Averaging works well with decisions involving numbers, such as how much money should be spent on a gift or where only a few clear options are available. This method is sometimes used in an emergency when a decision is needed and a meeting is not possible.

Method 5: Decision by Expert Member

Group decisions can also be made by letting the most expert member in the group decide what the group should do. The procedure for this method is to select the expert, who will then consider the issues and then tell the group what the decision is.

Method 6: Decision by Authority after a Group Discussion

Many groups have an authority structure that clearly indicates that the designated leader makes the decisions. Groups that function within organizations — businesses, schools, churches, government - usually employ this method of decision-making. While the group may originate ideas and hold discussions, it is the designated leader who makes the final decision. Under the procedure for this method, the designated leader calls a meeting of the group, presents the issues, listens to the discussion until he or she is sure of what the decision should be, and then announces it to the group.
Most commonly this occurs with financial management decisions. Ideally, the members involved will have been consulted before the budget is made up and will have had an opportunity to list the anticipated expenses for their particular project or activity.

As we all know, however, there is never enough money for all the things we want to do. Mary wants to increase the number of bus trips, and is sure that there will be plenty of people interested. The kitchen volunteers have also been getting a number of requests for a vegetarian selection at lunchtime. John needs more money for lapidary supplies, and the snooker players are complaining about faulty cues that should be replaced. Everyone has a personal agenda, and only by listening and being willing to compromise can a decision everyone will support be made.

Having consulted the group on how money should be allocated, the leader then makes the final budget decisions.

Method 7: Decision by Authority without Group Discussion

The final method of decision-making is the one where the designated leader makes all the decisions without consulting the group members in any way. This method is quite common in some organizations. Because no one has had input into the decision, however, it is harder to implement. Negative feelings of anger, resentment, hostility, distrust and disinterest can result.
A FRAMEWORK FOR GROUP DECISION-MAKING

**STEP ONE:** Determine the relative importance of the current situation and the consequences of not making a decision.

**CRISIS** = potentially life-threatening; immediate response with maximum resources at your disposal is essential; drastic action may be necessary to save the situation.

**CRITICAL** = situation has potentially long-lasting consequences involving major changes and adaptations; immediate "quick fix" to stabilize situation must be followed by precisely planned and professionally delivered and monitored long-range action.

**SERIOUS** = situation needs to be dealt with in context of overall goals and desired outcomes; there is still time for gathering pertinent data, getting joint agreement as to the best alternative, and reallocating resources; a clear statement of the problem combined with commitment to united action and follow-through are required to keep this problem from escalating.

**NORMAL** = action on this specific issue is required but otherwise it is business as usual: a problem-solving model should be agreed to, symptoms listed, problem defined, resources assessed, alternatives weighed and action determined based on current objectives.

**STEP TWO:** Agree on the criteria or standards being applied.

You may need to review your statement of purpose, constitution and bylaws, policies or past precedents in order to get the full picture.

The primary focus, however, must be to define expectations and desired outcomes clearly and to come to an agreement as to what results will meet the requirements.

A FRAMEWORK FOR GROUP DECISION-MAKING

**STEP THREE:** Review the process that has brought you to the current situation (not just the product of your actions)

- Were goals and objectives clearly stated and understood by everyone involved?
- Were all members aware of the direction being taken and were they in favour of it?
- Has the process to date been fair, impartial, based on facts which can be confirmed, or on personal opinion?
- Were all the steps in the process clearly laid down and followed by everyone involved?

**STEP FOUR:** List the alternatives and their likely consequences

- Brainstorm all the possible actions - from doing nothing through to the most radical suggestions.
- What consequences can you foresee for each? What consequences are you willing to live with?

**STEP FIVE:** Formulate a tentative decision

- Eliminate all alternatives where you aren't willing to live with the consequences.
- Eliminate all alternatives that don't meet the criteria or standards agreed to.
- Have everyone individually set priorities for those alternatives that still remain. Compare the results.
- Analyze the results for trends and areas of agreement; can we now eliminate any more alternatives?
- Can we combine parts of two or three alternatives or agree to a phase one, phase two, phase three approach?
- Be cautious at this stage of wearing yourselves out trying to reach agreement, of being swayed by the loudest voice, or of making a decision just to have it over with (particularly if it is a crisis or critical situation with potentially far-reaching consequences).
**STEP SIX:** Summarize where you are and get everyone's agreement to take a rest. Come back after a break, prepared to make the final decision.

If one or more individuals are still at odds, a cooling-off period is now called for. This could be anything from a 15 minute coffee break, to a week-long "think it over". Lobbying for position or support is definitely not appropriate; at this stage it is unlikely that the group needs more information. Get an agreement before you leave as to what is acceptable and what is not.

**STEP SEVEN:** Agree to final decision and plans for implementing it.

If members of the group are still deadlocked, it is time to bring in a mediator. Everyone involved must agree to abide by the decision reached with the mediator for at least a minimum set time (3 months, 1 year ...)

Once the decision is agreed to, plan carefully who will implement it, when, with what resources, etc. Review and revise your process to avoid future deadlocks.
SAMPLE WORKSHOP

Group Decision Making

Purpose
• To understand the various methods of making individual and group decisions.
• To practice techniques for making more effective decisions in a group.

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<td>Break</td>
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<tr>
<td>40 min.</td>
<td>3. Decisions by Committee</td>
<td>group activity</td>
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<tr>
<td>20 min.</td>
<td>4. Committees: A Structure for Decision-making</td>
<td>group activity</td>
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<tr>
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<td>5. Implementing Decisions</td>
<td>group activity</td>
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<td>Wrapup/Homework/Evaluation</td>
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Democracy is good. I say this because other systems are worse.

Jawaharal Nehru (1889-1964)
Instructions to be posted at the front of the room

Group Decision Making

Instructions

1. Choose a group leader.

2. The leader chosen by your group receives written instructions which they must not disclose to the group.

3. Your group has 5 minutes to decide how many mints are in the jar at the front of the room.

3. At a signal, the leader records the group decision secretly.

4. Each person fills out the post-decision questionnaire.

5. Leaders collect individual questionnaires and record them on the collation sheet posted in a prominent location for all to see.

6. Discussion.
1. INDIVIDUAL DECISIONS

INDIVIDUAL ACTIVITY

Instructions: Begin with a brief discussion of how personal decisions are typically made (e.g. think it over, past experience, talk to family or friends, make lists of alternatives, choose whatever costs less or whatever is quicker, research or collect information first, then decide...)

Ask participants to guess the number of mints in a large jar at the front of the room, and write down their number on a piece of paper. (Allow 3 minutes).

2. GROUP DECISION MAKING

SMALL GROUP ACTIVITY

This exercise represents different ways of making decisions in a group (refer to Common Methods of Group Decision Making, page 268). The three methods used in this activity are:

1. MAJORITY - by taking a vote
2. AVERAGE - by averaging individual decisions
3. AUTOCRAT - by having one person make the decision for you.

Instructions: To work effectively, groups for this activity should have at least 7 members (the bigger, the better). With a group of 20, for example, divide into 2 rather than 3 subgroups and select 2 of the 3 methods.

Post the instructions for the groups (page 252).

Give each leader chosen by the group their instructions as to the method of decision-making (majority, average or autocrat) that they will use in their groups (page 255). Allow 10 minutes for each group to make their decision.

Distribute the Post-decision Questionnaire (page 256) to each person. (Allow 5 minutes to fill it out).
Ask group leaders to record the following information on a chart as below:

- their group's estimate of the number of mints in the jar
- the method of decision-making they used
- individual responses to the post-decision questionnaire

<table>
<thead>
<tr>
<th>Group Estimate (number of mints)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Method</td>
<td>majority</td>
<td>average</td>
<td>autocrat</td>
</tr>
<tr>
<td>1. understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. influence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. commitment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. satisfaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. atmosphere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DEBRIEFING**

Ask participants how they feel about the different methods of decision-making.

**Some Typical Responses:**

- *I like to listen to experts and weigh their thoughts.*
- *No one person has the right answer when it's averaged; everyone makes a contribution.*
- *The "average" method may be better if you listen to other people's opinions before making yours.*
COMMON METHODS OF GROUP DECISION MAKING

MAJORITY

Majority vote: (1) Each group member estimates the number of beans in the jar. (2) The leader records all the answers so all can see them (3) the group then votes on which estimate is to be its decision. (4) When the majority (i.e. 51%, not a consensus) agree on an estimate, the group decision is made. (5) The leader may vote to break a tie. (6) All group members then complete the post-decision questionnaire.

AVERAGE

The opinions of the individual members are averaged: All members of the group back away from the group so that they cannot see the answers of other group members. (1) Each member independently estimates the number of beans in the jar without interacting with the other group members. (2) The group recorder then asks each member for an estimate, adds the estimates, and divides the sum by the number of members. (3) The resulting number is announced as the group’s decision. (4) All group members then complete the post-decision questionnaire.

AUTOCRAT

The member with the most authority makes the decision following a group discussion: (1) One member is appointed leader and decides on their own answer. (2) She/he announces a decision to the group. (3) She/he may allow the group to discuss how many beans are in the jar, however, she/he sticks to their own decision and does not allow the group to influence it. The leader has full responsibility and makes the decision they think is best. All members of the group then complete the post-decision questionnaire.
POST-DECISION QUESTIONNAIRE

On a sheet of paper record your answers to the following questions. Then hand the paper to the leader in your group.

1. Did you feel your group understood and listened to you?
   Not at all 1 2 3 4 5 6 7 8 9 Completely

2. How much influence do you feel you had in your group's decision-making?
   None 1 2 3 4 5 6 7 8 9 A great deal

3. How committed do you feel to the decision your group made?
   Very uncommitted 1 2 3 4 5 6 7 8 9 Very committed

4. How much responsibility do you feel for making the decision work?
   None 1 2 3 4 5 6 7 8 9 A great deal

5. How satisfied do you feel with the amount and quality of your participation in your group's decision making?
   Very dissatisfied 1 2 3 4 5 6 7 8 9 Very satisfied

6. Write one adjective that describes the atmosphere in your group during the decision ______________________

_The one thing that doesn't abide by majority rule is a person's conscience._

_Harper Lee_
3. DECISIONS BY COMMITTEE

SMALL GROUP ACTIVITY

Instructions: Give each person a copy of the the handout:
*Cooperative Seniors Fundraising Plan (A) (pages 263 and 264).

Ask the groups to keep the same leader as in the previous activity or to choose a new leader.

Each group is instructed to choose three delegates who are going to represent the group on a fundraising committee that will
• draft a calendar of events
• act as a central information resource to the groups
• participate in cooperative fundraising.

Ask each group member to choose 3 people from the list of candidates.

Each group is instructed to reach a decision on the 3 people through group discussion. (Allow 10 minutes for discussion).

The group leader acts as observer and records group process. (Refer to handout, Instructions for the Leader-Observer, page 267).

DEBRIEFING

Ask: How did your group decide?

Some Typical Responses:
• There are two elements to consider, their qualifications and whether they will work together.
• If all agreed on one person then they are selected ... then we go to next person and decide and agree and so on ...

* The handout, Cooperative Seniors' Fundraising Plan (B), (pages 265 and 266) can be used if you want to give groups different candidates instead of every group having the same candidates.
SMALL GROUP ACTIVITY

Instructions: For a more structured way to make decisions, ask the groups to refer to the sheet "comparing alternative ideas". Ask them to discuss criteria that could be used for making decisions and record examples on the sheet, e.g.

- teamwork
- time
- fundraising expertise
- ability to coordinate
- resistance to intimidation
- financial understanding

Using this criteria, each person is instructed to rate the people on his or her list. Does your list of candidates differ from the results of this analysis? Members of the group try to agree on each person's rating against the criteria listed. (Use either "yes", "no", "?", "don't know" or rate on a number scale of 1 to 5.)

Can your group come up with a list of 3 people using this method?

DEBRIEFING

Ask: Who did you choose?
   How did you do it?
   What are the pros and cons of unstructured decision-making?
   What are the pros and cons of structured decision-making?
Some Typical Responses:

**Unstructured Decision-Making**

<table>
<thead>
<tr>
<th><strong>pros</strong></th>
<th><strong>cons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• It works well if people aren't used to instruction</td>
<td>• Discussion can be dominated by one person</td>
</tr>
<tr>
<td>• Easier</td>
<td>• My opinion can get lost</td>
</tr>
<tr>
<td>• I like to go with feelings</td>
<td>• It is important to consider the compatibility of the people you choose</td>
</tr>
<tr>
<td>• I don't like too much structure</td>
<td>• It is difficult to recognize your biases</td>
</tr>
<tr>
<td></td>
<td>• Personality may be a factor</td>
</tr>
<tr>
<td></td>
<td>• There may be a hidden agenda</td>
</tr>
</tbody>
</table>

**Structured Decision-Making**

<table>
<thead>
<tr>
<th><strong>pros</strong></th>
<th><strong>cons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is helpful to agree to the criteria</td>
<td>• It is slower</td>
</tr>
<tr>
<td>• We can weigh the skills</td>
<td>• It is hard to agree on criteria</td>
</tr>
<tr>
<td>• We can all see how we are judging</td>
<td>• It can be intimidating</td>
</tr>
<tr>
<td>• We can confirm what we had already done</td>
<td></td>
</tr>
<tr>
<td>• It is interesting to see how our personal experience affected our ratings</td>
<td></td>
</tr>
</tbody>
</table>

**Ask:** What happens when some people in the group are not fully convinced of the final selection?

- *There may be problems down the road.*
- *If you aren’t 100% convinced you may learn from that reservation and be able to improve your selection process the next time.*
RECOMMENDED DECISION MAKING PROCESS

Often decisions are emotional, based on personal agendas and therefore we need to begin with structure first, and then have some discussion and negotiation.

Agree on and use structure first

Work through tentative decisions

Open discussion

Compromise

Final decision
5. IMPLEMENTING DECISIONS

SMALL GROUP ACTIVITY

This final exercise is designed to involve participants in something that is seldom done in a formal way: To follow through on the decision by specifying and outlining expectations.

Instructions: Ask each small group to select either the delegate or the executive role. Give the appropriate questions to each group. (Allow 15 minutes to answer the questions in the small groups).

Questions for Delegates:

1. What is your job?
2. What information/clarification do you need from the organization you represent?
3. What do you expect to accomplish at the first meeting?

Questions for Executive Members

1. What directions will you give your delegates?
2. What information/reporting process do you expect from your delegates?
3. What authority do these delegates have?

Ask each group to record its answers on flipchart paper. Ask a representative from each group to explain the group's responses.
**DEBRIEFING**

Use the following information to clarify expectations and responsibilities.

## CLARIFYING EXPECTATIONS AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive expects</td>
<td>Committee members will</td>
</tr>
<tr>
<td>• commitment from delegates</td>
<td>• fulfill mandate</td>
</tr>
<tr>
<td>• relevant information</td>
<td>• research necessary</td>
</tr>
<tr>
<td>• well thought-out</td>
<td>• background information</td>
</tr>
<tr>
<td>recommendations</td>
<td>• make reports</td>
</tr>
<tr>
<td>• answers to questions</td>
<td>• make your answers clear</td>
</tr>
<tr>
<td></td>
<td>and relevant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee members expect</th>
<th>Executive will</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clear statement of their</td>
<td>• delegate authority clearly</td>
</tr>
<tr>
<td>mandate</td>
<td>• evaluate results</td>
</tr>
<tr>
<td>• resources to get the job</td>
<td>• decide on next action</td>
</tr>
<tr>
<td>done</td>
<td>• follow through on</td>
</tr>
<tr>
<td>• attention, interest</td>
<td>commitments</td>
</tr>
<tr>
<td>• decisions or</td>
<td>• provide resources (money,</td>
</tr>
<tr>
<td>recommendations</td>
<td>clerical support ...)</td>
</tr>
<tr>
<td>• ACTION</td>
<td></td>
</tr>
</tbody>
</table>

**HOMEWORK**

For next week's group problem-solving, ask participants to bring some real problems to work on that are relevant to their individual groups and organizations.

This is a good time to suggest to the group that they may want to do something for the final session; e.g. have lunch together following the workshop. If no one emerges to organize anything then leave it. Don't organize it for this group of leaders. It is a good opportunity for them to practise their new and renewed skills.
SENiORS COOPERATIVE FUNDRAISING PLAN (A)

Your task is to select three people from the following list of members who have agreed to commit the necessary time to the job.

Place a check mark beside the names of your choice. Make a brief note of your reasons for selecting, or not selecting, each person. Be ready to defend your choice, if the rest of your executive committee disagree with your selection.

___ Marion is 71 years old; she has a Master's degree in Education and has been retired now for six years. She has been active in your group for ten years. For three of those years she was the chairperson of the fundraising committee and each year they met or surpassed their goal. She is very strong-minded, has definite opinions about the best way to get things done, and is very efficient at carrying out plans.

___ Jake is 58, he is an artist and has been teaching small groups and individuals how to do watercolor painting. He is very popular, particularly with the shy members of your group. He has very creative ideas, works well with everyone, and often adds the needed touch of humor to diffuse possible conflicts.

___ Jill was head librarian for 16 years before her recent retirement last July. She is energetic and very intelligent; she just can't wait to get her teeth into a really exciting problem. Researching community needs and tying together resources are her specialties.
Linda is on the staff at Sunshine Lodge; she is an exciting and innovative administrator, well-liked by residents and staff alike, has strong opinions that often challenge the "orthodox", and is a strong supporter of cooperative efforts in fundraising. She is 59 years old, and will retire next year in order to do more travelling.

Mark is a retired electrician. He coached Little League while his five sons were growing up, and has been active as a boy scout leader. He is one of their most effective fund-raisers because he has a wide range of contacts within the trade movement and the small business community. He is a quiet, behind-the-scenes worker who does not like working with "bossy women" like Marion.

Frank is a newcomer to your group from Winnipeg, where he ran a small clothing manufacturing business. He is a widower who tends to avoid group-oriented programs in favor of individual activities. He has a keen business sense and is respected for his financial advice: he can cut through to the heart of a problem and often sees a solution while others are still wrestling with small details.
SENIORS' COOPERATIVE FUNDRAISING PLAN (B)

Your task is to select three people from the following list of members who have already agreed to commit the necessary time to the initial stage of development.

Place a check mark beside the names of your choice. Make a brief note of your reasons for selecting or not selecting each person. Be ready to defend your choice, if the rest of your executive committee disagree with your selection.

--- Ahmee is a 66 years old woman who came from Hong Kong to Vancouver as a young bride. For many years she played the oboe in an amateur symphony group, and has recently started a successful drama group for seniors. She has been involved as a volunteer with many of the Fine Arts groups around the city and is well-loved and sought after. She is an excellent organizer and hard worker for any cause to which she commits herself.

--- Mel has just returned from missionary work in West Africa where he developed a community program that focused on the active participation of small local villages in a joint produce-marketing cooperative. He and his wife have been very active in your group, have recruited many new members, and have inspired many people to get more involved in planning and organizing.

--- Suzanne has been president of your group for four years. This year she 'resigned' from the executive because she felt she wanted "just to enjoy" some new activities and not have to be bothered with details of organization. While her children were growing up, she was an active volunteer, has been a canvasser in a variety of campaigns, was Volunteer of the Year in 1982, and has been recognized many times as a dedicated and able worker.
SENIORES' COOPERATIVE FUND RAISING PLAN (B) continued

Len is a retired science and math teacher who conducts summer excursions for seniors and handicapped adults and is particularly interested in improving access to park and outdoor recreation facilities. He was chairman of the International Year for the Handicapped project, and has spearheaded a number of very successful fundraising campaigns. He feels that increased visibility and understanding of the cause is as important as the money raised.

John is a retired carpenter who was extremely active in the union, and is still involved in an advisory capacity. He understands and has contacts in all levels of government. Although sometimes overly quick to react, he is a hard worker, and always sees a job through to completion. He is good at cutting through red tape.

Bev is always the last person to leave, making sure that everything is put away, tidied up, or set up ready for next time. She has been secretary of your club and proved to be very efficient in that role. Although quiet, she has very good ideas and has a way of making herself heard and of sticking to her points when she is in the minority.
INSTRUCTIONS FOR THE LEADER-OBSERVER

Analyzing Group Involvement

Who started the discussion?
Who spoke most often?
Who spoke at most length?
Who did not speak at all?
Who spoke rarely, or only when spoken to?
Did anyone interrupt?
Did anyone want to speak more but didn't? Why?

Who acted as monitor
    to keep the group on track?
    to keep track of time?
    to ensure that instructions were followed?

Was everyone in the group happy with this monitoring?

Did anyone in the group summarize?
    attempt to clarify someone else's point?
    ask pertinent questions?

The apparent level of satisfaction of this group with their activity is
low    medium    high
GROUP DECISION MAKING

Advantages and Disadvantages of Different Methods

<table>
<thead>
<tr>
<th>Method of Decision Making</th>
<th>Disadvantages</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consensus</td>
<td>Takes a great deal of time and psychological energy and a high level of member skill. Requires commitment from everyone to listen, learn, consider options, and compromise personal positions.</td>
<td>Produces an innovative, creative, and high quality decision; elicits commitment by all members to implement the decision; uses the resources of all members; the future decision-making ability of the group is enhanced; useful in making serious, important; process often brings members closer together, more open and accepting of one another's differences; time is often saved during implementation stage because options and consequences have been thoroughly discussed.</td>
</tr>
<tr>
<td>2. Majority control</td>
<td>Usually leaves an alienated minority, which damages future group effectiveness; relevant resources of many group members may be lost; full commitment to implement the decision is absent; full benefit of group interaction is not obtained. Leads to power struggles, lobbying and other divisive tactics.</td>
<td>Can be used for routine decisions where policies are clearly established and understood by everyone voting; when sufficient time is lacking for decision by consensus or when the decision is not so important that consensus needs to be used, and when complete member commitment is not necessary for implementing the decision; closes discussion on issues that are not highly important for the group.</td>
</tr>
</tbody>
</table>
## GROUP DECISION MAKING

<table>
<thead>
<tr>
<th>Method of Decision Making</th>
<th>Disadvantages</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Minority control</td>
<td>Does not utilize the resources of many group members; does not establish widespread commitment to implement the decision; unresolved conflict and controversy may damage future group effectiveness; not much benefit from group interaction</td>
<td>Can be used when everyone cannot meet to make a decision, when responsibility must be delegated to a committee, when only a few members have any relevant resources, and when broad member commitment is not needed to implement the decision; useful for simple, routine decisions where mandate of the minority and policies to be followed are clear</td>
</tr>
<tr>
<td>4. Average of members' opinions</td>
<td>There is not enough interaction among group members for them to gain from each other's resources and from the benefits of group discussion; no commitment to implement the decision is built; unresolved conflict and controversy may damage group effectiveness in the future.</td>
<td>Useful when it is difficult to get group members together to talk; when the decision is so urgent that there is no time for group discussion; when member commitment is not necessary for implementing the decision; and when group members lack the skills and information to make the decision any other way; applicable to simple routine decisions where options are clear and limited.</td>
</tr>
<tr>
<td>Method of Decision Making</td>
<td>Disadvantages</td>
<td>Advantages</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5. Expert member</td>
<td>It is difficult to determine who the expert is; no commitment to implement the decision is built; advantages of group interaction are lost; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.</td>
<td>Useful when the expertise of one person is so far superior to that of all other group members that little is to be gained by discussion; useful when the need for membership action in implementing the decision is slight.</td>
</tr>
<tr>
<td>6. Decision by authority after discussion</td>
<td>Does not develop commitment to implement the decision; does not resolve the controversies and conflicts among group members; tends to create situations in which group members either compete to impress the designated leader or tell the leader what they think he or she wants to hear.</td>
<td>Uses the resources of the group members more than previous methods; gains some of the benefits of group discussion; members feel listened to and valued if they can see that their input influenced the decision; clearly, indicates leaders responsibility.</td>
</tr>
<tr>
<td>7. Decision by authority without discussion</td>
<td>One person is not a good resource for every decision; advantages of group interaction are lost; no commitment to implementing the decision is developed among other group members; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.</td>
<td>Applies more to administrative needs; useful for simple, routine decisions; useful when very little time is available and a quick decision is critical, when group members lack the skills and information to make the decision any other way or when safety is threatened (eg. in case of fire).</td>
</tr>
</tbody>
</table>
WORKSHOP NO. 9

Problem Solving

I believe in getting into hot water; it keeps you clean.

G.K. Chesterton
Problem Solving

Conflict in groups is a reality and a natural part of a healthy group. Whenever individuals come together, their needs and values are constantly challenged and this creates people problems. If there is little or no conflict in a group you may wonder what members are hiding; they may be afraid to disagree. This can be destructive, particularly if thoughts and feelings are not expressed.

The problem with problems is they don't go away on their own and they rarely, if ever, fix themselves. Too often problems are given bandaid solutions. With proper guidelines and strategies for successful resolution, conflict can be viewed as constructive and offer opportunities for change.

Conflict or problems
- can stimulate interest and motivation.
- are a means of testing/assessing self and others.
- help to use full capacities, activity, vigor.
- can produce superior solutions, more comprehensive views, different insights and perspective.
- can improve creativity.
- can lead to collaboration and stronger group cohesion.
- can be realistic and goal-oriented.
- call attention to situations which require change.
- clear the air of "hidden agendas" and repressed feelings.
- get beyond superficial relationships and symptoms.
- help focus on real or substantive issues.
• exchange important information - where do we really stand with each other - what is really important to each of us.
• improve learning about self, other, product, social system, culture, realities, etc.
• lead to more authentic human relationships, feelings, meaning, expression of ideas.

_The trouble with opportunity is that it always comes disguised as hard work._

_Herbert V. Prochnow_

It is important to remember that conflict is natural and when it happens in a group, it should be treated as an opportunity to learn, make necessary changes, and then get on with the work of the group. If there are signs of unexpressed disagreement in a group, bring it out into the open and deal with it. Don't blame or accuse members in your group. You can disagree with people's ideas, with their behaviours or with their ways of doing things, but it is important to treat them always with respect.

Try to have everyone in the group share the problem - i.e. to see it as a group problem - and make sure that enough time is given to finding out what the real problem is, not just what the symptoms are.

Polarizing opposing positions is easy to do, but won't help you find a workable solution. Try to get people to express their thoughts and feelings about the issue, and get everything out on the table. It is natural to want to resolve conflicts by compromising, but if the group reaches a compromise too quickly, you may not have allowed enough time to get at the real problem.
IDENTIFYING THE REAL PROBLEM

We have all experienced that uneasy feeling that things are not right in our group. There may be a decrease in attendance, gossip and back-biting among members, or an inability to accomplish the work of the group. Before we can solve the problem, we must determine exactly what it is. Too often, groups jump right into solutions and find themselves frustrated when the problem just doesn't go away, despite their best efforts.

There are actually four major kinds of problems, and each must be handled differently.

1. **Situation problem.** Circumstances, often beyond the direct control of the group, may create difficulties - e.g. a lack of space leads to conflict over booking time, sharing of facilities, and the different needs of groups.

2. **Skill problem.** This refers to a lack of knowledge, information or experience - e.g. a new chairperson lets meetings run on and on and doesn't stick to an agenda.

3. **Motivation problem.** Members are simply not interested or involved in the tasks necessary to help meet group goals - e.g. they come to socialize but are not interested in volunteering their time, in fundraising or committee work.

4. **Power problem.** Difficulties arise because of conflict of authority, control, rules or structure - e.g. one or more individuals who have been on the executive for a long time refuse to listen to others with new ideas and ways of doing things.
When the problem is a lack of skill, it is relatively easy to solve: you can team the inexperienced person up with an experienced "buddy", organize a course or workshop, ask for staff assistance, or research information at the local resource centre.

Dealing with motivation and power problems are far more complex. Traditionally, the executive or other small group takes responsibility for dealing with problems within the group. Although this may be effective in some cases, the result is often a concentration of power in the hands of a few. Decisions handed down by the powerful are often resisted by members who had no input into the process.

More and more community groups are adopting a philosophy of shared leadership where all members of the group are expected to accept some responsibility for the success or failure of the group and for the solutions to its problems.

Rather than a hierarchical model where an individual or small executive are expected to "run" the group and pass their decisions down to the membership at large, shared leadership presumes that decisions will come from the members themselves. It then becomes the job of the "leaders" to ensure that those decisions are implemented.

The process often works in stages, with smaller committees working on different aspects of the problem, and then returning to the whole group for further discussion and direction.

Members are far more likely to participate actively, however, if they have been involved in making the decisions that affect their group. Every individual will take on more responsibility for getting things done, and at the same time become more committed to seeing that things are done well.
SHARING THE PROBLEM: SHARING THE LEADERSHIP

When members of a group are involved in all stages of problem-solving the group itself becomes stronger. Individual members become more skilled at identifying symptoms, and dealing with them at any early stage. Fewer problems are left to fester to the critical stage, and more energy is available for positive growth and accomplishment.

Empowerment is a term often used in social services and community groups. To empower people is to help them exercise their basic rights, to give them control over decisions and actions that affect them, and to help them develop strengths and positive self-concepts. In groups it means paying attention to yourself, as an individual within the group, to other group members as separate persons, and to the dynamics of the group as a whole.

Shared leadership can only be effective where everyone involved has a commitment to making it work well for the group. In order to share leadership, participants in a group must learn to balance process (i.e. how they do things) with product (i.e. what they get done). In order to work effectively together, participants must understand one anothers' expectations of the group and what they can accomplish.

As a member of a group that shares the leadership, you may be expected to

- get to know yourself.
- avoid getting caught in a "poor me" trap.
- take time to learn about the group, its norms and structures.
- know your group's goals and make plans to implement them.
• pay attention to how your group assigns roles.
• become visible in the group; be an initiator.
• learn ways to "sell" your group and its purpose.
• share your feelings.
• listen, take time to really understand what others are saying.
• improve your time management skills.
• learn to make decisions that everyone can live with.
• learn to be flexible.
• give recognition to everyone who contributes.
• celebrate progress as well as reaching goals.

To get your group started in sharing leadership, you may find it useful to initiate a discussion of expectations within your group. What do I want to get out of this group for myself? What do I expect from the group in terms of community education and awareness? fundraising? other projects?

Divide members into buzz groups of 4 to 6 people each. Give the groups 20 minutes to come up with a list of expectations and what the group can do to ensure that these are met. Then share the ideas with the whole group, look for similarities and differences, and make a plan of action to ensure that everyone is working toward the agreed priorities.

Shared leadership means that problems belong to the group and solutions become everybody's business. It may take awhile for your group members to feel comfortable with a model of shared leadership but this is valuable time spent that will strengthen your group.
A GROUP PROBLEM SOLVING MODEL

It is important that your group agree on a model or method before trying to solve a problem. Everyone will understand the steps that the group must go through and be able to contribute ideas and energy according to their skills and experience.

If you don't share the problem before you start, you may compound the difficulties for your group. You may end up with the original problem as well as the complications that result from going off in different directions when trying to solve it.

If your group already has a system that works well, use it. If not, here is a model to follow.

PROBLEM SOLVING MODEL
USING THE PROBLEM SOLVING MODEL

When using the group problem solving model, it is essential to spend time on each of the steps. If you try to go directly to planning a strategy, you will probably find yourself with an inadequate solution.

Problem-solving isn't a smooth, once around process. It goes back and forth unpredictably as things become clear, or as new information becomes available. You may have to go around the model several times before everyone is satisfied. Keep reminding yourself that the process of learning to communicate clearly and to solve problems is equally as important to your group as the product - an acceptable solution.

The role of individual members at each step in the process is indicated by the arrows; when people understand what is expected of them, they are more likely to respond positively.

A very effective tool for problem-solving can be a "learning journal" in which group members record what happens at each stage of the process. Keeping track of discussion, highlights, alternatives, and reasons for the action you take can be a very helpful process in itself and can guide your group in dealing with situations in the future.

LIST SYMPTOMS: We become aware of symptoms before we even know that there is a problem. Symptoms are the details we notice that tell us something isn't quite right.

Our bodies give us warning of an illness - coughing, sneezing, runny nose, aching muscles, fever - tell us something is wrong. This same set of symptoms can point to quite a variety of problems; our doctor doesn't expect us to tell him "I have the flu"; he wants a list of symptoms, and may then seek further evidence to define exactly what the problem is in order to determine the treatment.

DESCRIBE THE PROBLEM: Only after getting all the information available (through observation, blood tests, etc.) does the doctor define our problem - as flu, a common cold, bronchitis, etc.

Treat your group problem as if it were an illness; collect the evidence first and only then venture a statement that defines the problem.
Beware of problem statements that are really solutions in disguise - e.g. "we need more money for expansion" restricts your options to those which raise money. A more accurate problem statement may be "space in our facility is limited and activity groups are unable to book space at convenient times".

**BRAINSTORM POSSIBLE SOLUTIONS:** Without judgement, list all the possible things that would be helpful. After you have collected all the ideas, no matter how absurd, review and refine the list to a workable set of alternatives.

Again, be cautious about latching onto a quick solution at this stage. We have all had doctors prescribe a medication that seems to deal with the symptoms, only to find that when the medication is stopped, the symptoms return and we are right back where we started.

Time spent looking for alternatives not only ensures a better strategy for dealing with the immediate problem it often assists us in making other needed changes that will prevent the problem from recurring.

**CHOOSE AN ALTERNATIVE:** Lots of discussion, keeping in mind the possible results, is needed at this stage. Don’t be too quick to vote; a decision reached by consensus may be harder and more time-consuming, but it usually has the whole-hearted support of everyone involved.

**PLAN YOUR STRATEGY:** Once the decision is made, determine how, when and who will implement it. Committees or pairs of people to deal with different aspects of your strategy may be most effective. Everyone who has been involved in the problem-solving activity will want to ensure that the solution really does work. So there should be plenty of eager volunteers.

Remember, the process of problem-solving doesn’t stop here. You will need to continue to monitor the effectiveness of your strategy, and to evaluate your group’s interactions. And, although this model may seem time-consuming and complex, both individual members and the group as a whole will benefit with new insights, skills and confidence in their ability to deal with whatever problems may arise.
Problem Solving
WHAT SENIORS SAY

Use the following tips to deal with problems:

- Identify the real problem, be specific.
- Keep it simple.
- Consider what is best for the membership.
- Ask the right questions.
- Consider a problem as a challenge.
- Be creative in searching for solutions.

While these are sound suggestions for any group, our experience has been that problem-solving is particularly important for volunteer and retirement groups. Many seniors, out of a sensitivity to others and a commitment to creating good feelings, may be quite reluctant to identify and address problems and conflicts in their groups. Furthermore, retired people want to be involved in activities that are enjoyable and fulfilling, and therefore they may quietly drop out of the group at the first sign of conflict and discomfort. They may need help to see problems not as a source of stress but as a challenge, an opportunity for learning and growth.
Purpose

- To develop skill in recognizing the symptoms of unrest and naming the real problem.
- To increase awareness of the responsibilities of all group members for solving problems and conflicts.
- To learn and practice a group problem-solving process.

AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>METHOD</th>
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<tbody>
<tr>
<td>10 min.</td>
<td>Welcome/Business/Update</td>
<td></td>
</tr>
<tr>
<td>5 min.</td>
<td>1. Identifying &quot;We've got a Problem&quot;</td>
<td>brainstorm</td>
</tr>
<tr>
<td>40 min.</td>
<td>2. Obstacles to Effective Problem-solving</td>
<td>mini-lecture</td>
</tr>
<tr>
<td>15 min.</td>
<td>3. A Group Problem-Solving Model</td>
<td>mini-lecture</td>
</tr>
<tr>
<td>15 min.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>25 min.</td>
<td>4. Solving the Problem</td>
<td>small group activity</td>
</tr>
<tr>
<td>30 min.</td>
<td>5. Sharing the Problem: Sharing Power</td>
<td>individual activity with discussion</td>
</tr>
<tr>
<td>10 min.</td>
<td>Wrapup/Homeork/Evaluation</td>
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1. IDENTIFYING, WE'VE GOT A PROBLEM

BRAINSTORM

Ask: How does your group know when it has a problem? What are some examples of symptoms?

Some Typical Responses: (list on a flipchart)

- decrease in attendance
- lack of cooperation
- lack of communication
- communication in "cliques", splintering, griping
- lack of interest, enthusiasm, or commitment
- not enough money or resources or space
- being tied to authority, following rules, "tight ship"
- lack of direction (where are we going)
- ownership, possessiveness, "it's mine"
- moral decline, lack of ethics, ignoring human rights
- dissension amongst group members
- dominance of leaders or individuals in the group
- autocratic decision-making
2. OBSTACLES TO PROBLEM SOLVING

MINI-LECTURE

Instructions: Present a summary of the reasons why groups don't deal effectively with problems and ask the group for additional obstacles from their own experience.

WHY GROUPS DON'T DEAL WELL WITH PROBLEMS

1. They are not clearly identified or incorrectly identified.
2. Lack of information.
4. Failure to recognize factors that influence the problem.
5. Unclear expectations and roles.
6. Lack of commitment: someone else will do it, it may get worse.
7. Failure to consider consequences.
8. Lack of clarity about what to do
9. Fear of change, fear of taking risks
10. Fear of failure

People may be thinking...
11. We don't want controversy.
12. Maybe I'm the only one who thinks this way and if I disagree with the group, I'm being disloyal.
13. I'm the one who wants to go to the conference this year.

3. PROBLEM SOLVING MODEL

MINI-LECTURE

Present the problem-solving model from the information on pages 278 to 280, illustrated with a simple example from your own or the group's experience.
4. SOLVING THE PROBLEM

SMALL GROUP ACTIVITY

Instructions: Each small group will identify and attempt to solve a problem, following the model as it is presented and the steps as listed below. Case studies could be provided, but within each small group there will be one or more people with a "real" problem that has occurred in their group. Groups learn more from the exercise if it is real. The facilitator should assign a time for each step, remind the groups to move on to the next step, and circulate to be sure they are following the model. Ask the groups to assign a recorder who will make notes throughout the discussion to assist the group in later analyzing their process. (nb. only the problem statement and the suggested solution will be posted).

Steps to Solving a Problem

1. Ask questions to identify the symptoms
   - Be sure to identify all the symptoms
   - Keep asking questions until you have sufficient information about the situation, people involved, symptoms, contributing factors.
   - Describe the situation (giving as many details as you have).
   - Identify the people and the groups who share the problem.

2. Problem statement
   - Draft a tentative statement that clarifies what the problem is.
   - Determine what kind of a problem it is (refer to the four kinds of problems outlined on page 274).
   - Consider: Do we have a combination problem or a single problem?
3. **Alternate solutions**
   - Draft a statement of the results you want.
   - Brainstorm (in your small group) a list of all the possible things you could do.
   - Record all suggestions (collect as many ideas as possible withholding opinions or judgements at this stage).

4. **Choosing an alternative**
   - Make a decision.
   - Eliminate anything if you can't live with the consequences.

With what's left?
   - Weed out the ones that you don't all agree on and briefly discuss these before going on.
   - Prioritize the ones that are left. (What will you do 1st, 2nd ...)
   - Who does all these things on the list?
   - Compare the solutions in light of what you want to achieve using criteria such as people affected, cost, feasibility, etc.

5. **Plan a strategy to implement the solution**
   At this stage the task is almost done. The process of discussion and weighing of alternatives usually clarifies the necessary strategy. Now, you simply have to list:
   - what is to be done
   - when
   - by whom

Don't omit this step even though the answers may seem self-evident. It is important to have it down in writing so everyone knows what they have agreed to.

**Final Instructions:** Groups are asked to record their problem and its solution on flipchart paper and to post it. One person from each group presents the group's conclusions.
Some Typical Problems and Their Solutions

Group 1:

**Problem:** Our problem is that confidentiality of information is not protected

**Desired Result:** Confidentiality must be understood and respected

**Solution:** The board will meet and review the constitution and rules, pointing out the importance of confidentiality. They will draft a definition for discussion by group members. If the person who is breaking confidentiality continues to do so within a given period of time, they will be approached and asked to resign.

Group 2:

**Problem:** The coffee bar is not being efficiently run

**Desired Result:** Friendly, efficient and cost-effective coffee service

**Solution:**
1. steering committee to write a job description for the person who runs the coffee bar
2. training offered to that person
3. supervision
4. supply lists
5. buy a frostfree fridge
6. recruit more volunteers to help out with the coffee bar

Group 3:

**Problem:** a) Too many members for size of facility  
               b) Lack of power to make decisions about space

**Desired Result:** A vibrant fully utilized facility accessible to all

**Solution:**
1. chair to document the situation
2. have a large meeting and define problem
3. form a committee to plan action
4. survey the membership about needs
5. communicate the results to the Parks and Recreation Board
5. SHARING THE PROBLEM: SHARING THE POWER

INDIVIDUAL ACTIVITY

Each of the problems identified has an element of power. Power is often an element in every problem.

Instructions: Ask participants to take a few minutes to look at the problem their group has addressed and fill out questions 1 and 2 of the handout, Sharing the Power (page 291).

DEBRIEFING

Ask: What words come to mind when you hear the word "power"?

Some Typical Responses:

- opportunity
- ability
- knowledge
- energy
- action
- influence
- security
- choices
- authority
- dictatorship
- threatening
- coercion
- intimidation
- God-like
- fear
- boss

Note how every word has both a positive and a negative aspect. Power can be both positive and negative.

Ask: What gives a leader power?

Some Typical Responses:

- position (eg. treasurer)
- knowledge/expert
- personality
- experience (longevity)
- popularity (vote)
- control
- verbal skills (and written communication)
Ask: What gives group members power?

Some Typical Responses:
- masses, majority, strength in numbers, voting
- collective
- resources (provide time and money)
- legal power through constitution
- experts - knowledge, skill
- experience

Ask: How do you keep a balance of power in a group? (refer to pages 276 and 277 for background information).

Some Typical Responses:
- give everyone a chance to speak out
- rotate positions
- ask for individuals opinions
- involve group in decision-making
- solicit individual input into meetings

People who don't respond when asked, give up their power.

An alternate approach to this workshop is to work through one very simple problem example as a whole group so people can understand the model before applying it to their group's problem.
SHARING THE POWER
A personal diagnosis

The following questions will help you think about yourself and your personal power. You will be asked to participate in a follow-up discussion; however, what you write here is private and is intended as an aid in self-understanding.

1. What does "power" mean to you?

________________________________________________________________________

2. Rate from 1 to 10 (1 = powerless; 10 = very powerful) how powerful you feel in relation to:
   a) long-time members of your group
   b) new members of your group
   c) the acknowledged group leaders (coordinators, executive..................)
   d) paid staff (if any)
   e) parent organization or national headquarters
   f) the "professionals" who work with the problem or issue

________________________________________________________________________

3. List some ways that you personally use to ensure that power is shared in your group. Be specific.

________________________________________________________________________

________________________________________________________________________

4. List some blocks to your personal effectiveness in sharing power within your group.

________________________________________________________________________

________________________________________________________________________
If you follow this process in living:
You discount the problem -
   It doesn't exist
You discount the significance of the problem -
   It's not important
You discount the solvability of the problem -
   It's impossible and improbable
You discount your ability to solve the problem -
   You can't do it!

Then you reverse this flow to account for opportunity:
You account for the opportunity -
   It exists
You account for the significance of the opportunity -
   It's important
You account for the realization of the opportunity -
   It's possible and probable
You account for your right to the opportunity -
   You can do it!

Reginald Ullman
WORKSHOP NO. 10

The Senior Leader

Can there be a humane society without volunteers? Can there be a democratic society without voluntary action? Can there be a free society without voluntarism? I think not.

Leo Perlis
The Senior Leader

The senior leader is a unique volunteer, not just a volunteer who happens to be retired. Senior leaders have decades of experience, knowledge and skill from a great many different working situations and life experiences. Who are these people? What are their needs and desires? What do they do? In this final session we pull together thoughts and philosophies about the future for retired people to share in the leadership of their groups, organizations, and community centres. (For the content of your mini-lecture, we suggest you present a summary of senior leadership using material from Section I, Leadership Yesterday and Today).

The best leaders - those who can transform intention into reality - have the following competencies:

**Vision:** they create and communicate a desired state of affairs and get others to commit themselves to it.

**Communication and support:** they communicate their vision and get support from others for it.

**Persistence, consistency, focus:** they maintain their organization's effectiveness when the going gets rough.

**Empowerment:** they create a dynamic and supportive working environment in which they can harness people's energies to bring about desired results.

*Nothing serves an organization (or group) better than leadership that knows what it wants, communicates those intentions successfully, empowers others and knows when and how to stay on course and when to change.*

*Warren Bennis*
The Senior Leader

Purpose
- To raise participants' awareness of their personal contributions as leaders to their groups and organizations.
- To review the content of the workshops.
- To reflect on the personal value/benefit of program.

AGENDA

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<tr>
<th>TIME</th>
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<th>ACTIVITY</th>
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<tbody>
<tr>
<td>20 min</td>
<td>Welcome/Business/Update</td>
<td></td>
</tr>
<tr>
<td>20 min</td>
<td>1. Volunteer Interviews</td>
<td>individual activity</td>
</tr>
<tr>
<td>20 min</td>
<td>2. Volunteer Contributions</td>
<td>activity/discussion</td>
</tr>
<tr>
<td>10 min</td>
<td>3. Review of Skills and Topics</td>
<td>mini-lecture</td>
</tr>
<tr>
<td>15 min</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>30 min</td>
<td>4. Shared Leadership</td>
<td>small group activity</td>
</tr>
<tr>
<td>20 min</td>
<td>5. Program Evaluation</td>
<td>paper and pencil</td>
</tr>
<tr>
<td>15 min</td>
<td>Wrapup/Group closure</td>
<td></td>
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</table>

I really believe my greatest service is in the many unwise steps I prevent.

William Lyon MacKenzie King
For this final session it is important to finish any unfinished business (e.g. outstanding assignments, unanswered questions etc.). And to set a mood of "things" coming to an end. It is perfectly alright for participants to feel some sadness in departing; if you have done a good job they will. When the life of a group ends, it means a new beginning with new and renewed skills and confidence; but it can also be felt as a loss. Give participants an opportunity to say how they feel in the Group Closing and assess what the experience has meant to them.

You may wish to start this session in the following way:

This final session provides an opportunity to reflect and refocus, to consider what this experience has meant and how to use it in the future. Learning means change, but sometimes we don't allow time to stop and reflect because we have to move on. This workshop offers a last opportunity to get to know someone in the group that you have not had a chance to talk to. We are going to discuss the kind of contributions that senior leaders make. Finally we are going to review the topics we have covered over the past ten weeks and assess how they have benefited each participant in the group.
1. VOLUNTEER INTERVIEWS

INDIVIDUAL ACTIVITY

Instructions: Give participants the handout, Self Perception, Creativity and You As A Volunteer (page 299) and ask them to:
1. Choose 3 or 4 sentence fragments that interest them
2. Pair up with a person they don’t know very well
3. Interview each other about volunteering and creativity, using the sentence fragments they have chosen (allow 5 minutes each; 10 minutes total).

2. VOLUNTEER CONTRIBUTIONS

SMALL GROUP ACTIVITY

Instructions: Ask participants to think about what they have contributed to their center or organization and then have them take a few minutes to share this in their group. This gives participants permission to talk about what they’ve done, and is an important part of closure. Ask who would like to share (with the whole group) comments that came out of the discussion.

Finally, ask participants for their reflections on their experience in the program. Allow sufficient time for everyone to speak.

3. REVIEW OF SKILLS AND TOPICS

MINI-LECTURE

Give a brief summary of each workshop and the activities they took part in from each workshop. This not only brings closure to the program but helps remind participants of all the work they have done and assists them to respond to the evaluation of the whole program.
4. SHARED LEADERSHIP

SMALL GROUP ACTIVITY

Instructions: Ask participants to discuss the following question in their groups: What does the concept of "Shared Leadership" mean to you? (Allow 10 minutes). Challenge each group to present their answer in a creative way:
- a song
- a limerick
- a skit
- a team cheer
or ??? surprise us!

Note: The results of this activity make excellent lunch time entertainment (that is, if your group has planned lunch together after the final session). If they have not, you will have to leave time (about 5-6 minutes total) for groups to present their answer. If there is more than one group leader (e.g. a coordinator and facilitator) they could also participate in creating their own skit.

FINAL EVALUATIONS

Before handing out the final evaluation forms the coordinator, workshop leader, or evaluator may want to give a brief explanation. Review the purpose of evaluating the program and inform participants of the purpose of the evaluation and where and how they can see a copy of the final report. (Refer to the evaluation section for details).

WRAPUP/ GROUP CLOSURE

Once the facilitator and/or program coordinator has made some appropriate remarks to bring the session to a close, ask for some final comments from participants, e.g.
What was most worthwhile?
What will you remember?
Where and how will they use the information?
Positive, affirmative statements can help us build strong groups. You may want to take some of these opening statements to your next group meeting to start a discussion about the rewards people in your group are getting from their involvement.

1. A time when I did something really creative as a volunteer...

2. Things I want to experience and haven't experienced as a volunteer...

3. Things I want to have and don't have as a volunteer...

4. If I ever fully felt free to be myself as a volunteer, I would...

5. Something I have done and haven't been acknowledged for as a volunteer...

6. What change do I really want to make in my life this year as a volunteer...

7. Things I want to say as a volunteer but haven't said...

8. Things I want to be as a volunteer but am not being...

9. Someone in my life that makes me feel good about me as a volunteer...

10. The thing in life that would bring me greatest happiness as a volunteer...
Success

To laugh often and much;
to win the respect of intelligent people
and the affection of children;
to earn the appreciation of honest critics
and endure the betrayal of false friends;
to appreciate beauty;
to find the best in others;
to leave the world a little better place
than we found it,
whether by a healthy child,
a garden patch
or a redeemed social condition;
to know even one life breathed easier
because you lived.
This is to have succeeded.

Bessie Anderson Stanley
SECTION IV

EVALUATING YOUR PROGRAM

Putting the Value Back in Evaluation

In the beginning God created the heaven and the earth...
And God saw everything that He made. "Behold," God said, "it is very good." And the evening and the morning were the sixth day.
And on the seventh day God rested from all His work. His archangel came then unto Him asking: "God, how do you know that what you have created is 'very good'? What are your criteria? On what data do you base your judgement? Aren't you a little close to the situation to make a fair and unbiased evaluation?"

God thought about these questions all that day and His rest was greatly disturbed. On the eighth day God said, "Lucifer, go to hell."

Thus was evaluation born in a blaze of glory.

Halcolm
"Evaluation" is another one of those words, like "education", that many people tend to have mixed feelings about because of negative experiences in the past. It is often associated with meaningless questions or with critical judgement and an invasion of privacy. For these reasons, formal evaluation may be perceived as a waste of everyone's time, involving a lot of writing that interferes with the fun and spontaneity that should be a part of every program. It is little wonder programs for retired people are so seldom formally evaluated.

Evaluation is something we do informally all the time. We need to do it in a formal way, however, if we want useful information about the value of a program or event. In this way, we can make the experience more meaningful, effective, and enjoyable in the future. Just as assessing needs is the overture to a successful program, the evaluation is the grand finale, indicating to you, to the participants, and to the community the results of a common vision, commitment, and hard work.

The purpose of this section is to give you a greater appreciation for the value of evaluation and to present some steps and guidelines to help you develop and conduct an appropriate evaluation of your leadership training program - one that assesses and communicates the value of your program in a way that is useful to participants, program leaders, and the group or organization it is designed to serve.
WHAT IS AN EVALUATION?

Evaluation is not a word that pops up at parties or one that usually generates a lot of interest.

FOLLOWUP EVALUATION
ST. PATRICK'S DAY PARTY

As educators, we are driven by the need to make the most of every learning opportunity. One aspect of aging that we are experiencing (and therefore researching) is the need to have more fun with the people we like...and thus improve the quality of our lives. This is not a phenomenon commonly attributed to normative aging nor is it supported by any of the literature we have researched. We are, hence, breaking new ground and in a position to create our own theories, methodologies and paradigms - something we like to do because its fun, much more fun than the same old boring stuff.

In order to make the next party even more fun, we are asking for your feedback on what worked and what didn't.

What did you enjoy most? (e.g. lots of good food, the decorations, the invitations, the excuse to drink, Wendy's clean white pants, Sandra's green sox, the nice people who came, etc).

Wendy’s clean white pants, Mayra’s mushrooms

What did you enjoy least? (e.g. too much good food ruined my diet, the invitations didn't give the time, too much drinking, too much loud laughter, Wendy's boring white pants, Sandra's awful green sox, the people were too nice, etc.)

No entertainment, no real program, no chairs with no enough mushroom

Future directions: (i.e. suggestions for future parties) Have one quiz or game, have a specific agenda - it assists spontaneity

Is there anyone else you would like to include? (e.g. Maggie Kuhn, Lillian Vanderzalm, Tammy Faye Baker...) Vera Lynn

Are you Irish? Yes _ no _ Other Scot, German

(nb. Being Irish is a confounding variable that reduces objectivity and compromises the validity of your responses - i.e. Irish people like any kind of St. Patrick's Day party - and they're full of balarney anyway.

Evaluation is just not a part of most people's everyday experience,

...or is it?
People make informal judgements about the value of things every day and they indicate their approval or disapproval in a variety of different ways.

They make judgements about whether they like the taste of something and they indicate pleasure by smacking their lips or complimenting the cook (or by burping loudly and profusely in some cultures).

They evaluate a store by checking things out, such as the displays in the window, the appearance of the clerks, the quality of the merchandise, wheelchair access, and the people who shop there. They show approval by shopping there.

They evaluate the dress their child or grandchild has chosen to wear to a family party, and indicate approval or disapproval with a smile or a frown or perhaps more directly by saying something judgemental like "you're not going out of the house with that thing on."

And, typically, they evaluate an educational program in ways that include flocking to it or dropping out - or as some people say, voting with their feet (or wings).

Unfortunately, such informal evaluations are not very helpful in terms of communicating useful information about what has meaning and value and what will satisfy everyone.
WHAT IS A FORMAL EVALUATION?

If it occurs at all, the formal evaluation of a community program often consists of a brief final report submitted by the coordinator that includes observations, often intuitive, about the benefits of the program.

SUMMARY REPORT

Wednesday a.m. nude drawing class

This was a great program! Everybody got a lot out of it! We had lots of laughs! Offering it in the morning gave people a reason to get out of bed. I think we should try it again because a lot of people came. People got to know each other better. And I never knew Fred had such a great body. I personally would like to coordinate it again because I need the money. And we don't have anything scheduled on Wednesdays. So my recommendation is that we run it again.

The personal insights of program leaders (i.e. those with responsibility for promoting, coordinating and facilitating the program) is useful, but that information is only supplementary to a full description of the program. Objective evidence of the value of the program and recommendations based on documented experiences of participants are needed to inform decisions for the future. Enthusiasm, in this case, is not enough.

A formal evaluation is a process that systematically engages a large group of people in a thoughtful examination of a project or program. Its real value is its ability to engage all those who participate in a program in a democratic process that gives new insights. If a lot of people dropped out, the evaluation will explain why. These insights enable planners to improve the program the next time it is offered. The real test of an evaluation is its ability to educate and inform all those involved, including program leaders and policymakers who must make the final decisions about future funds and future programs.
(1) A formal evaluation provides concrete evidence of the value of your program.

(2) An evaluation report can serve as a vehicle for sharing your success with others. And if it contains a full description and details of the program, other groups can learn how to adapt it to their own needs without wasting a lot of unnecessary time "reinventing the wheel".

(3) A good evaluation report can serve as a basis for securing future funding for your program at the federal, provincial or community level, particularly if it has been conducted by a credible agency and/or well-qualified individual.

(4) Participating in an ongoing evaluation of self and program serves to develop greater awareness in participants of their personal skills and abilities.

(5) Evaluation is a component of effective leadership. Formal evaluation procedures provide program participants with practical experience in giving constructive feedback.

(6) An ongoing evaluation provides a systematic and democratic way to gather insights from everyone involved about what works and what doesn't work. Then you can make improvements as you go along and you can also improve future programs.

(7) Finally, if you are seeking funding for a program that is new to your group or organization, a formal evaluation may well be required and you may have no option but to do one.
DEVELOPING AN EVALUATION PLAN

There are a number of preliminary decisions that will affect your program evaluation and the most important consideration will probably be financial. An evaluation may cost you anywhere from the cost of the paper (if you do it yourself) to $3,000.00 for a thorough evaluation by an outside expert. In general, the evaluation plan you develop will depend on:

- whether the program is new and untested
- the extent and funding of your overall program
- the resources available to you (money and people)
- details of the program such as objectives, who will participate, where it is being offered.

If you are using this training manual to develop your program, which you probably are, then you are adapting a program that has been tested. That means you can be sure it will develop leadership, provided you have skilled facilitators who cover all the topics we have outlined.

If, however, leadership training is new to your group, organization or seniors centre, you will want to conduct a formal program evaluation for most of the reasons outlined on the previous page.

If no one with an interest and expertise in evaluation is available within your organization, you may need to include funds in your proposal to hire an external evaluator. (An external evaluation is conducted by an outside expert with experience and training in program evaluation; an internal evaluation is conducted by someone who is part of the program or organization whose salary includes this kind of service or who is qualified and willing to do it as a volunteer).

If you have decided to do it yourself, (i.e. conduct an internal evaluation) there are a number of decisions to be made. The next three pages are intended to guide you through the process of designing and conducting a formal evaluation and to help you make wise decisions along the way.
STEPS IN DESIGNING YOUR EVALUATION

1. **Create** a vision of what you hope to achieve. Then, based on the goals of your program, ask yourself what you want an evaluation to tell you.

The specific goal of one leadership training program at a seniors' recreation centre was to increase the turnover of people in 93 formal leadership roles (e.g., treasurer of the bowling group, etc.) Therefore, the most logical way to evaluate the effectiveness of the program was to consider the people holding those positions before the program started and a year later to see if, in fact, program participants were taking on new positions.

2. **Consider** the particulars of your program, describe the training and the people you hope will participate. Will a written questionnaire be too time-consuming or stressful for them? Will asking people at the end of each workshop tell you what you want to know?

3. **Involve** as many people as feasible and appropriate in choosing your methods and developing or adapting questionnaires (e.g., strike a small committee, ask for volunteers).

In one program, funded by New Horizons of Canada, the questionnaires were developed by an external evaluator in consultation with the director of the centre, the program coordinator, and the president of the New Horizons' Board.
4. **Choose** your methods (refer to page 310).

5. **Evaluate** your evaluation with a critical eye.

   - Is it going to be interesting and thought-provoking for the participants?.. or will it evoke needless anxiety or be perceived as a waste of time or an invasion of privacy?

   - Is there anything that can be eliminated? Check for repetition and for unnecessary questions.

   - Is there an appropriate amount of space for each answer? If you want a short answer, provide just the right amount of space.

   - Is this evaluation going to give you the information you want? Is each question clear? It is very important to try it out on 2 or 3 people just to be sure.

6. **Decide** how you are going to conduct your evaluation and who will be responsible for what. Is there someone in your group or a participant in the program who might be responsible for distributing and collecting evaluation forms each week? Who is going to analyze the results and write up the report?

7. **So what?** Decide what you’re going to do with the information once you have it. How are you going to use it?
CHOOSING YOUR EVALUATION METHODS

A typical program evaluation should include:

Material gathered at the beginning of the program that includes:

1. Personal information about your participants that is important to know (see page 311).

2. A preprogram questionnaire to participants that (a) indicates their expectations for the program and (b) provides a measure of their beginning level of skill and knowledge (see page 312).

Material gathered at the end of the program that includes:

3. A postprogram questionnaire to participants that indicates (a) how they feel they have benefited and (b) how they intend to use what they have learned/gained, (c) how they think the program might be improved and (d) a measure of their final level of skill and/or knowledge (see page 313).

4. A brief evaluation of each workshop (see page 314).

5. A questionnaire to solicit additional feedback from others involved with the program (e.g. the program coordinator, workshop leaders, staff members, etc.) that provides information from other perspectives about the value of the program (page 315).

The specific information you gather with respect to each of these five items will vary depending on many factors we have already noted (e.g. funding, objectives, details of the program). In the following pages, we include samples of the questionnaires we used to evaluate our demonstration program. If you are planning a program based on the workshops in this manual, you may find them useful. Let your common sense be your guide, and adapt them in any way that you feel is appropriate to the needs of your group.
PARTICIPANT INFORMATION

This was the information we asked people to provide in our leadership training program: the questions are standard for any education and training program that involves a commitment to some form of service (e.g.-leadership, peer-counselling, widow’s support, etc.).

REGISTRATION AND PARTICIPANT INFORMATION

Name: _______________________________ Phone: ______________
Address: ____________________________________________________

1. Age: _______ 2. Marital status: _____single _____sep./div. _____married _____widowed

3. Primary life occupation ________________________________
4. Education: (please give details briefly)
   public school grade level attained ____________________________
   vocational training________________________________________
   college/university________________________________________
   any other training________________________________________

5. Health: How would you describe your health?
   _____excellent _____good _____satisfactory
   _____not great _____sometimes not so good.
Please list any health problems or limitations:
   _______________________________________________________

6. Please indicate what group(s) you are presently involved in and your role or function in each (e.g. committee work, group leader, member, hostess, etc.)
   group _______________________________ my role ____________________________

The question of group involvement is particularly useful if your focus is leadership training; it is also useful if you want an indication of personal time commitments, interests, etc. Obviously it wouldn't be relevant if you were holding a discussion group on Chinese literature. There may be many other things you are curious about, but curiosity or personal interest is insufficient to justify putting questions on a questionnaire.
**LEADERSHIP TRAINING AND PERSONAL DEVELOPMENT**

(1) What are the skills of a good leader?

(2) What skills do you bring to a group
    (a) as a leader?
    (b) as a participant?

(3) What do you hope to gain from this program?

(4) What are you like in a group?
    Circle the letter to the left of the statement that best represents your response according to the following scale:

<table>
<thead>
<tr>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>O</td>
<td>S</td>
<td>R</td>
<td>N</td>
</tr>
</tbody>
</table>

A 1. I have difficulty accepting criticism.
A 2. I am willing to take risks (e.g. take on a task I haven't done before).
A 3. I wish I had more confidence in myself.
A 4. I enjoy group discussions.
A 5. I feel I have an important contribution to make to any group I belong to.
A 6. I feel comfortable expressing my ideas to a group.

Rate yourself:
On a scale of 1 to 10, rate yourself on the following:

1. general leadership ability
2. ability to encourage and motivate others
3. general level of confidence in a group
4. ability to express ideas clearly in a group
5. listening skill
6. ability to work well as a member of a team
7. willingness to take on responsibilities in a group
8. ability to participate in group decision-making
9. ability to resolve conflicts and solve problems
10. willingness to take on a leadership role

This questionnaire is specific to a leadership training program - in particular, the one in this manual. Note how the 10 questions at the bottom of the page reflect the 10 workshop components.
POSTPROGRAM QUESTIONNAIRE

LEADERSHIP TRAINING AND PERSONAL DEVELOPMENT

NAME: ____________________________

(1) What are the skills of a good leader?
(2) What skills do you bring to a group?
   (a) as a leader
   (b) as a participant
(3) What have you gained from this program?
(4) How do you plan to put the skill/knowledge you have gained to use?
(5) How could the program be improved?
(6) What are you like in a group?
   Circle the letter to the left of the statement that best represents your
   response according to the following scale:

ALWAYS    OFTEN   SOMETIMES   RARELY   NEVER

A  O  S  R  N  1. I have difficulty accepting criticism.
A  O  S  R  N  2. I am willing to take risks
A  O  S  R  N  3. I wish I had more confidence in myself.
A  O  S  R  N  4. I enjoy group discussions.
A  O  S  R  N  5. I feel I have an important contribution to make to any
   group I belong to.
A  O  S  R  N  6. I feel comfortable expressing my ideas to a group.

Rate yourself:
On a scale of 1 to 10, rate yourself on the following:
   ___ 1. general leadership ability
   ___ 2. ability to encourage and motivate others
   ___ 3. general level of confidence in a group
   ___ 4. ability to express ideas clearly in a group
   ___ 5. listening skill
   ___ 6. ability to work well as a member of a team
   ___ 7. willingness to take on responsibilities in a group
   ___ 8. ability to participate in group decision-making
   ___ 9. ability to resolve conflicts and solve problems
   ____ 10. willingness to take on a leadership role

Note that, in comparison to the preprogram questionnaire, only question
#3 has been changed and #4 and #5 have been added. This allows you to
compare how each participant's personal perceptions of confidence and
abilities may have changed over the course of the program.
WORKSHOP EVALUATIONS

While workshop evaluations are not always necessary for other kinds of programs, they are an essential part of leadership training. An evaluation questionnaire provides an opportunity for participants to practice critical evaluation skills. In preparing your workshop evaluations, be sure to consult with the person(s) who will be conducting the workshops, for they may have something they would like to add - for example, they may want specific feedback on a new activity or how to improve their presentation style, etc.

| LEADERSHIP TRAINING AND PERSONAL DEVELOPMENT |
| WORKSHOP EVALUATION                           |

SESSION:# ___________  TOPIC: ______________________

Please give us your honest reflections on both the topic and the presentation. Your comments will be useful in planning future workshops and leadership training programs.

1. Rate on an overall basis:

   1  2  3  4  5  6  7  8  9  10
   unsatisfactory poor satisfactory good very good excellent

2. What in particular did you learn that will be useful to you in the future?

3. What did you enjoy most about this presentation?

4. How might this session be improved?

5. Please comment on the effectiveness of the workshop leader.

6. General comments:
ADDITIONAL FEEDBACK

It is useful to ask for feedback from others peripherally involved in the program (e.g. volunteers, coordinators, programmers, janitors) as to what they think the program achieved and how it could be improved. This is not only a way to get more information about the effectiveness of the program, (e.g. objective evidence that participants in the program are indeed taking a more active role in their group or centre), it involves others in the decision-making process and generates interest and commitment. If nothing else, they may be stimulated to find out just what the program is all about.

Because our demonstration project was offered to people from different centres, we sent the following questionnaire to five coordinators whose centres were represented by at least three participants. Once again, common sense will tell you who, other than the participants, might have useful information that ought to be included.

<table>
<thead>
<tr>
<th>LEADERSHIP TRAINING AND PERSONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Feedback Counts</td>
</tr>
</tbody>
</table>

1. What do you think this program has achieved?
(a) generally (b) specifically

2. Please record any changes you may have observed in individuals who participated in the program.

3. How would you improve the program?

4. Have you gained any insights into leadership training for seniors from your experience (though peripheral) with this program? If yes, please explain.

5. General Comments:

The evaluation of the demonstration program for this manual included all the procedures we have outlined and the questionnaires are included here for you to use as they are or to adapt to suit the particular needs of your group or program.
GUIDELINES FOR CONDUCTING THE EVALUATION

Now that you have decided what information you want to gather from the people associated with your program and the methods and questionnaires you are going to use, here are some practical tips to help you carry it off successfully:

1. Participants must be informed during the registration procedure that part of their responsibility will be to participate in an evaluation process.

2. Responsibilities for the distribution, conduct, and collection of the evaluations must be clearly outlined.

3. The time allotted for evaluations must fit into the program schedule, be sufficient to the task, and not perceived as intrusive or onerous by anyone.

4. Confidentiality and anonymity of responses must be assured.

5. The purpose of each evaluation questionnaire and the instructions for completing it must be absolutely clear.

6. Respondents need to have stressed the value of their honest and thoughtful contributions, as in the following example.

This program is a demonstration project and will be used as a model for others to follow. As the first people to participate in the program, the information you provide will tell us what the program can hope to achieve and how to make it better.
FILLING OUT EVALUATION FORMS

Filling out evaluation forms is a practised art that many retired people have not had a chance to practise. One 75 year old woman who had been employed as a supervisor of personnel for many years said she had never filled out an application for a job in her life, let alone a simple evaluation form. Whoever is responsible for the evaluations may want to ensure that people know how to fill them out.

You may suggest the kinds of responses that are going to be useful. In general, concrete suggestions and criticisms are preferred to "boo's" and "aahs". On the other hand, "I just loved the workshop leader's blue eyes" is concrete, but not very helpful. Tell them you want to know specific things (if indeed you do) related to the workshop leader's style of presentation and the content of the workshop. For example:

Is the communication style clear and effective?  
Is the facilitator supportive and encouraging?  
Do you feel that your ideas have been heard?  
Is there enough time for discussion?  
Are activities sufficiently debriefed?  
Are there important points that you feel have been omitted?

Many evaluators like to provide a range or a rating scale whenever possible. We asked people to rate each workshop on a scale of 1 to 10 using the words below the line as cues to suggest what the numbers indicate.

Please rate this workshop on an overall basis:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>unsatisfactory</td>
<td>poor</td>
<td>satisfactory</td>
<td>good</td>
<td>very good</td>
<td>excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And one final note: Written evaluations, like verbal criticism (see workshop #3), are a part of good communication; they should be honest, nonaccusatory, and motivated by a desire to help and improve.
After the results of the formal evaluation have been summarized in a final report, how are you going to use? Remember: we said the test of an evaluation is its ability to educate people, and therefore you owe it to yourself and your evaluation to put it to the test. The evaluation report can be used as a basis for discussion, but you may have to make sure this takes place.

You may want to throw a party or schedule a meeting and invite everyone who was involved in planning, promoting, and participating to listen to the first reading. We did. And we were pleasantly surprised to find so many people were interested in the results.

As part of evaluating the evaluation, you may want to ask participants if there is anything they would like to add, any impressions they had or experiences they have since had as a result of the program. Ask them, where do we go from here?

We learned a great deal from the evaluation report of our demonstration project and received valuable information about the need to extend training opportunities to seniors' groups and organizations throughout our communities. Most important was the reinforcement that this manual was valued and needed. The entire experience fuelled our commitment to more fully utilizing the talents and skills of older people and to promoting leadership as a way of enhancing the quality of life in retirement.
REFERENCES


HIGH FLIGHT

Oh, I have slipped the surly bonds of earth
And danced the skies on laughter-silvered wings;
Sunward I've climbed and joined the tumbling mirth
Of sun-split clouds - and done a hundred things
You have not dreamed of - wheeled and soared and swung
High in the sunlit silence. Hov'ring there,
I've chased the shouting wind along and flung
My eager craft through footless halls of air.

Up, up the long delirious, burning blue
I've topped the wind-swept heights with easy grace,
Where never lark, or even eagle, flew;
And, while with silent, lifting mind I've trod
The high untrespassed sanctity of space,
Put out my hand and touched the face of God.

John Gillespie Magee (1922-1941)
We know you are a leader because you have the foresight (an essential quality of leadership) to pick up this manual. And once you've gone this far, we bet you'll read it. Having read through the manual, the next step will be to get others involved and enthused by sharing it and the ideas with the members of your group, organization, or community centre.

Use this manual as a blueprint for success in working together and using all the skills and talents available to you to offer the best training program you can deliver.