



# GOOSEPRINTS

A Model to Develop Seniors as  
Empowering Leaders

The Province, Staff photo by John Murray

# **GOOSEPRINTS**

## **A Model to Develop Seniors as Empowering Leaders**

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**The Province, Staff photo by John Murray**

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Anne Scott  
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Maxine Vollans

*If you give a man a fish, you feed him for a day;  
If you teach him how to fish, you feed him for a lifetime.*

Canada Geese  
are never stuck for leaders,  
because every goose shares the leadership.  
Every goose is a volunteer—every volunteer is a leader.  
Flying in V-formation is aerodynamically efficient—every individual  
goose/volunteer gets more lift when all are working together. The purpose  
of this blueprint is to help you promote goose leadership by giving  
volunteers the lift they need to get them off the ground  
and *flying high*. Every volunteer is a potential leader,  
and when they get the lift that's needed,  
they come to believe they have  
something to contribute and  
are willing to share  
the workload.

## WHAT THE EXPERTS HAVE TO SAY

### ABOUT LIFELONG EDUCATION

*The best thing for being sad is to learn something. This is the only thing that never fails. You may grow old and trembling in your anatomies. You may lie awake at night listening to the disorder in your veins. You may miss your only love. You may see the world about you devastated by evil lunatics, or know your honour trampled in the sewer of baser minds. There is only one answer for it then—to learn.*

Merlin the Magician  
8th Century

*The souls we had when we were children are still there, enriched and encumbered with the gifts and burdens of experience and knowledge. Becoming educated is learning how to use experience and knowledge as gifts that enrich the soul we started with.*

Kieran Egan, Professor of Education  
20th Century

## A Model to Develop Seniors as Empowering Leaders

### Leadership for the 90's

Seniors are a rich resource of knowledge and skill that our country can no longer afford to waste. Yet too many people do not know they have a contribution to make that is needed and valued.

*As children we were taught "to be seen and not heard". When we retire, the message that society gives us is the same. Furthermore, we are told that we aren't needed any more. It's deja vu! We are back to where we started. Once again, the message is to be seen and not heard. And often our families reinforce that message.*

This model is designed to facilitate the emergence of an authentic voice for every individual member of your group or organization. It teaches people they do matter, they are important, and they can make a difference—in their homes, in their families, and in their communities. This is the message of leadership for the 90's. It is living the Canadian Dream of equality and opportunity for all people, regardless of gender, race, or age.

### Background

Following a close look at leadership in the seniors' centre, a training program was implemented based on the leadership training manual, Flying High: A Guide to Leadership Training in Retirement, (Thompson & Cusack, 1991). Anxious to bring the benefits of this new approach to leadership to others, graduates of that program embarked on a research and development project, *Leadership for the 90's*, that included further training to develop seniors as peer facilitators. One of the goals was to produce a model that other seniors groups across Canada could use. This model is intended to serve as a guide to assist others who want to promote the development of this new approach to leadership. In the leadership training manual, Flying High, the approach is called "shared-servant" leadership, but it is referred to here as "goose leadership" for reasons that you will learn.

This model for facilitating goose leadership rests on two critical concepts "shared-servant leadership", and "facilitation", and these terms merge in the concept of "empowering leadership." An empowering leader is one who serves the needs of individuals while facilitating their contribution to the group and their emergence as leaders themselves. An empowering leader is quite different from a traditional leader.

*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 (leaders)?*

(Greenleaf, cited in Flying High, p. 15)

## **Our Vision**

As we approach the millennium, we are constantly reminded of our need as humans on the planet to increase practices that sustain life. Our world is global and our lives are all interconnected. We know that when the Amazon jungle is logged in the southern hemisphere, the weather in the northern hemisphere is dramatically altered. We are listening in a new way to aboriginal people around the world who tell us of our connections with the natural environment. From First Nations' people in Canada, we learn of the deep spiritual connections between people and animals. People are, in fact, given animal names (e.g., running bear often springs to mind), so that they may develop particular attributes of specific animals.

It is in this spirit that we embrace the metaphor of the Canada Goose because it provides us with a model of leadership that speaks to the needs of retired people. The natural laws of the Canada Goose suggest to us how we can nurture an approach to leadership that provides any group with a source of constant renewal of energy, commitment, and leadership.

## Goose Leadership is Empowering Leadership

Canada Geese are never stuck for leaders, because every goose shares the leadership. Every goose is a volunteer—every volunteer is a leader. Flying in V-formation is aerodynamically efficient—every individual goose/volunteer gets more lift when all are working together. This model is designed to help you promote goose leadership by giving volunteers the lift they need to get them off the ground and *flying high*. Every volunteer is a potential leader, and when they get the lift that's needed, they come to believe they have something to contribute and are willing to share the workload. Consistent with this style of leadership, every member of the group is empowered to achieve their potential as leaders.

### Empowering Seniors as Leaders

What does it mean to be empowered?

People who are empowered are:

- E - enthusiastic
- M - motivated
- P - powerful
- O - optimistic
- W - wise
- E - energetic
- R - revitalized

To be "empowered" is

- to feel a sense of personal power;
- to be confident in the knowledge that we have valuable skills;
- to have the desire to contribute; and
- to be willing to share the leadership.

### **Who will use the model**

- senior leaders who want to take a load of their shoulders and share the work and the fun with others
- those who have read the manual, Flying High, and want to promote leadership in their groups
- those who had leadership training that empowered them and want to carry the message to others
- senior leaders, recreation professionals, long-term care workers, community developers, public health nurses, adult educators

### **How they will use it**

- taste it, digest it, inhale it, reflect on it, critique it, discuss it
- try out some of the leader language and see what happens
- use some of the techniques in your groups
- identify group problems and learn ways to resolve them

### **Who they will use it on**

- every person they come into contact with
- every group in which you are a member

## The Model: Developing Seniors as Empowering Leaders

The model is designed to prepare people to promote and facilitate the skills and attitudes of shared-servant leadership. In order to do that, leaders need knowledge, skills, and confidence.

They must know and understand:

- principles of learning in retirement
- characteristics of retired people
- group dynamics

They must be skilled at:

- using the language of self-confident empowering leadership
- using techniques in a group that give voice to each individual
- using techniques that build team support
- modeling shared-servant leadership in a variety of practical situations
- sharing knowledge with others

The model emerged from the participant observation record of the training program, and was further developed and refined through discussions with participants in the program. Facilitating leadership involves more than just providing a training program—it includes changing attitudes and beliefs and even the language that people use. The model for developing seniors as empowering leaders is intended to be used as a companion to the manual, Flying High, a practical tool kit to use in revitalizing your groups in a variety of ways including direct training. This practical guide to empowering leadership includes the following sections:

- (1) Principles of Adult Learning
- (2) Secrets of Goose Leadership
- (3) Leader Language
- (4) Techniques for Developing Self-Confidence and Building Team Support
- (5) Group Challenges
- (6) Facilitating a Training Workshop
- (7) The Human Factor

## PRINCIPLES OF ADULT LEARNING

Principles are laws that are foundational to the way things work. They are fundamental laws that we believe to be true from which other truths are derived that guide human behaviour and help us to achieve our goals. These principles of adult learning guided the development of the project and they are key factors in effectively facilitating adult learning. These principles relate to the subject, the speaker, the environment, and the presentation of information.

### Adults Learn Best When:

- (1) The subject interests them, addresses a particular need, and/or is useful for them to know.
- (2) The speaker is enthusiastic and knowledgeable about the subject.
- (3) The speaker uses language that is clear and readily understood.
- (4) The environment is conducive to learning—i.e., comfortable both physically and emotionally.
- (5) They are treated with respect—their questions encouraged and their comments recognized.
- (6) They know their roles and responsibilities.
- (7) The information is introduced, sequenced, and concluded appropriately.
- (8) The information is related to their experience and builds on prior knowledge.
- (9) Information is presented in a variety of ways—i.e., mini-lecture, handouts, notes, discussion, group work.
- (10) Learning is experiential—i.e., learners are active participants in contributing their knowledge and experience, and developing new understanding.
- (11) The speaker gets the message across within the allotted time, reinforcing her points without going on and on.
- (12) They have opportunities to critically reflect upon and discuss the information presented.

## SECRETS OF GOOSE LEADERSHIP

In discovering the principles of leadership, we take our lead from the natural laws of the Canada Geese who provide us with the metaphor. . . and the gooseprints. These gooseprints are the secrets of leadership that give geese/people the lift/the energy they need to get them off the ground and keep them all going in the right direction.

- (1) To get the show on the road and the geese off the ground, one goose rises into the air and others fall into formation behind.
  - Every group needs a leader to provide the initial inspiration and vision to get an idea off the ground. The primary role of the leader is to inspire and motivate others.
- (2) Geese always fly in flocks.
  - Just like geese, people naturally want to be part of a team, and they want to be full participating members of society.
- (3) Every goose volunteers to take a turn flying in lead position at the apex of the V-formation.
  - V. is for volunteer and every volunteer is a potential leader, capable of slipping into the leadership role when needed.
- (4) Geese travel a specific and extraordinarily ambitious flight path—it is instinctual—it is part of their "geeseness."
  - Just as geese have fundamental instincts, it is human instinct to want to achieve one's human potential. Seniors do not become less human as they age, they become more and more in touch with their essential nature as human beings, their connections with the universe, the purpose in their lives. Achieving great heights and making a difference in the world takes energy and commitment—if we settle for less, we will not reap the rewards and satisfactions that follow. George Bernard Shaw once said,

*I am of the opinion that my life belongs to the whole community and, as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work, the more I live. Life is not a brief candle to me. It is a sort of splendid torch which I've got to hold up for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.*

These aspirations are commonly expressed by older adults from all walks of life. What is too often missing is the opportunity to share the leadership.

- (5) Geese are great communicators. . . they honk to tell the flock about food, where to land, and which way to go.
  - The health of the group is everybody's business. Everyone needs a voice and everyone needs to be heard.
- (6) Geese honk from behind to offer encouragement to the leader.
  - Every member of a group needs recognition for their contribution and achievements, and everyone needs encouragement to share the leadership.
- (7) Geese honk from behind to warn the leaders of danger.
  - Every group member needs to take responsibility for maintaining the health of the group, for helping to identify and solve group problems. Sharing the problems means sharing the power.
- (8) When a goose is injured or sick, two geese fall back down to earth and stay with it until it either recovers or dies. Only then do they rise to join another flock of geese on the move.
  - People are more important than the task. Senior leaders often die in the harness or, as we say, in full flight—death is a natural part of leadership. Sincere care and concern for others is essential. Helping others in their hour of greatest need is all part of effective leadership.

- (9) Geese who "don't go the distance" lose their abilities and don't get the same respect. Word from the soon to be world-famous goose poop artist, Gary Blum, of Rochester Minnesota, is that Canada Geese are becoming a nuisance in many parts of the United States. One American writes of the problem,

*As the clarion notes float downward on the still night air, who can resist the temptation to rush out of doors and peer into the darkness for a possible glimpse at the passing flock, as the shadowy forms glide over our roofs on the long journey? Or, even in daylight, what man so busy that he will not pause and look upward at the serried ranks of our grandest wild fowl, as their well-known honking notes announce their coming and their going, he knows not whence or whither? . . . Certainly the Canada goose commands respect. That was thirty years ago. It is no longer the case, at least not in our neighbourhood. We have no need of looking to the sky to see the local Canada geese; they are all over the place. Most of my neighbors may regard them with respect, but only because of the Canada's shrewd decision to quit all that flying way up north and way down south—barely clear our housetops in a ragged flight pattern, the feet dangling as they honk their way from cove to pond.*

(ABC Whipple, Chapter 4: Canada Geese on the Lawn in *Critters*, 1994, NY: St. Martins' Press, pp. 45, 46)

- This is all rather disturbing because it is contrary to the laws of nature. In a strange way, the Canada Geese seem to be taking their lead from some humans who have taken the free trade agreement too literally and decided they won't go the distance if they can freeload just across the border (nb. south of the border shoppers take note).

While Gary is taking lemons and making lemonade—i.e., collecting all that goose poop and creating works of art—there is an important lesson for us all to learn. There is no free lunch—there are no free rides. If we don't take responsibility for ourselves, relying on others to take care of us, we do not feel good about ourselves, and we cannot expect to command the respect that we need and deserve as vital contributing members of society.

## LEADER LANGUAGE

*Teaching consists in the use of language for the purpose of increasing knowledge. Increase of knowledge depends upon activity internal to the knower and upon divine illumination of the contents of his mind. We employ language as an instrument to prompt others to know, to direct their attention to sensible objects, to activate their memories and their processes of reasoning, and to bring about their perception of truths concerning nature and society. Teaching is this instrumental use of language. Those persons who teach employ language in this way to increase the knowledge of others, but they do not by their speech convey knowledge to anyone. They prompt others only to knowledge which they must come by through a consultation of their own inner experience.*

St. Augustine, 4th century

The challenge this model addresses is how to change the group's approach from traditional to empowering leadership. This involves moving from a traditional more autocratic style to giving everyone responsibility for sharing the leadership. Empowerment does not mean disempowering some people and giving power to others who may not want it and may lack the knowledge, skills, and attitudes to use it wisely. It means sharing responsibility, giving voice to others perspectives, and supporting their development as leaders.

Transforming the leadership in any group or organizations begins with a deeper understanding of the needs, desires, beliefs and values of the membership. Changes that follow may encompass changing attitudes and beliefs, organizational mandates and structures, and the quality of working relationships. One way of helping to change attitudes and beliefs is to change the language you use to one that is more supportive and inclusive. People who have the freedom to choose, because they are retired, are more likely to share the workload if they are "invited, encouraged, supported, inspired, and recognized" rather than "appointed, delegated, or seconded."

You can use the following list of words and phrases to develop a greater awareness of the language you use and to help you make changes that reflect and promote self-confident empowering leadership. Note how the words communicate certain feelings (e.g., of self-confidence and respect for the other person). Add to the list from your own experience.

## DICTIONARY OF LEADER LANGUAGE

### USED TO SAY...

my name is . . .  
 Ann stole my idea  
 Could I support . . . ?  
 I would like to . . .  
 Pardon me, we are off-topic . . .  
 Excuse me, can I say something . . . ?  
 I think I'll try to . . .  
 board of directors  
 executive director  
 president  
 conflict  
 problem  
 delegate  
 lead  
 volunteers  
 criticism  
 instruct/teach  
 speech  
 call to order

### NEED TO SAY . . .

I am . . .  
 I agree with Hilda  
 I support . . .  
 I am going to . . .  
 Let's get back on topic . . .  
 I would like to add . . .  
 I'm going to . . .  
 advisory committee  
 coordinator  
 chair  
 issue  
 challenge  
 ask or invite  
 serve  
 leaders  
 feedback  
 facilitate  
 presentation  
 welcome everyone

## TECHNIQUES

### FOR BUILDING SELF-CONFIDENCE AND TEAM SUPPORT

*When I retired I missed my colleagues and I lost a sense of importance. Everyone needs to feel important. We need to feel that we can make a difference. When I came to Dogwood, things were different than when I was working. I found that we need to communicate differently. Many seniors feel like nobody knows and nobody cares who they are and what they have achieved. In our groups, we need to be able to contribute the skills and talents we have developed, because we are the same people with the same skills and talents, just a little older and in a different context.*

As a result of retirement, people lose confidence in their abilities. They aren't able to use knowledge and skills effectively if they don't have confidence. The process of building confidence is a growing awareness that he/she is important. As confidence builds, people gain a sense of self-esteem. As one participant put it, *we need to be continually working at things that build confidence and self-esteem.*

#### **Introductions**

People need to be given the opportunity to talk about themselves, who they are and what they do. When we listen, we get a sense of who the person is, what their needs are and how we can best serve them.

#### **Giving Feedback**

If there is something we appreciate, tell whoever is responsible and do it in a meaningful way.

*Trudy, did you make those fabulous muffins?*

## Giving Everyone a Voice

- You go into a group and you don't know what people are thinking and they don't tell you - you need to check things out and get every individual to respond. Develop an expression that works for you, an expression that checks to see if people are "in" or "out" - this generates commitment at each stage.
- encourage people to speak up when they can't hear and to ask questions when they don't understand.
- involve everyone in the group in making decisions, e.g., what time to break for coffee, how long to break for coffee, etc. Use a method of consensus-building whenever possible so that everybody feels a commitment to the group.

## Using the Group When the Leader is Challenged

Alma said to the leader: *I think you were too hasty in your treatment of George. I think he should have had more time.*

Rather than set up a situation where the leader is either going to lose face or going to make the group member feel bad, the leader may choose to use the group to answer the question. This serves three purposes—it addresses the question, avoids conflict and confrontation, and it serves to generate group energy because everyone gets involved. The person who asks the question feels satisfied because she feels that she had her say and has received an answer.

In order to do this effectively, the leader must be very aware of individual group members and their views. She may then call on particular people in the group (knowing just what those views will be). This is skilled facilitation: the leader actually manipulates the group to everyone's advantage, using the question as a teaching tool. The answer is the group's answer, not the leader's answer—collectively the group has the answers. This empowers participants.

## **Brainstorming**

Brainstorming is a useful technique to generate creative ideas and get input from every member of the group. The purpose of brainstorming is to hear from everyone. What usually happens is that it becomes a discussion and the group loses the momentum. As soon as brainstorming stops, people get side-tracked and the stronger ones start to move the discussion in certain directions. If the facilitator doesn't take control, the group may be lost (unless they have been trained to share the responsibility for keeping the group on topic.) The facilitator must keep the group on track. As soon as the first person starts to go off topic, stop. You need to reinforce what you are doing. If you use brainstorming, you must give clear instructions and keep it on track. If everyone is practicing the principles of shared leadership, then it is everyone's responsibility to keep on track.

## **Acting Self-confidently**

Present yourself confidently and see how it feels. This is how we energize ourselves. Walk like you feel like a million dollars. When we act more confident outside, we feel more confident inside. We give ourselves a boost. This sets up a feedback loop; people see us as being more self-confident and they treat us with greater respect and that builds our own self-confidence.

Confidence is reflected in:

the way we look and dress

the way we talk

the way we act.

When we take responsibility for ourselves, we can effect our own self-confidence.

## **Recognizing the Person**

Another way of building individual self-esteem while building a team is to insist that people address individual people by name, that they name the person they are referring to, and that they address the group when they are speaking. e.g., rather than, *she said such and such*, say, *Mary, I agree with what you said and furthermore . . .*

## Getting Everyone Involved in a Meeting

- If you want to hear from everyone on a given issue, specify the number of seconds for people to say something and go around the circle, requesting from everyone.
- Use the silent treatment until you get a response. Give enough time for people to think and respond. Waiting in silence feels uncomfortable at first, but with practice it becomes a useful technique to encourage everyone to take responsibility and express their views.
- Speak for the person who doesn't have a response when you go around the room so that they will not be embarrassed. (e.g., *Gwen, do you agree with John or do you have some other thoughts?*)
- have a clock and keep close to the time.

## Getting Volunteers

Ask for a volunteer—never let someone volunteer another person. Wait for a volunteer to emerge—even if it means you have to wait in silence. If nobody volunteers then nobody wants to do the job and you need to re-examine the expectations of the job. Is it clear? Is it too much? Is it inconvenient? What do you need to do to the job or request before someone will volunteer? On occasion, you can come right out and ask someone if they would be willing to do the task, but you have to know the members of the group very well.

## Getting People Involved in Leadership

This technique can be used quite effectively as a homework assignment, with the following instructions:

Tell one person about this course and shared-servant leadership.

Convince them to come to a leadership session, TBA

Hand this sheet in next week.

Name: \_\_\_\_\_

On \_\_\_\_\_ I talked to \_\_\_\_\_

I got the feeling that

Next time I do this (and I'll probably be asked to do it next week, in fact I'm looking forward to doing it again because it's a great way to talk about the Dogwood Leadership program), I'm going to make sure I mention

I even told a joke and he/she said "your class sounds like fun, maybe I'll check it out—when did you say that session is?"

## Injecting Energy Into the Group

A knowledge of group dynamics is essential. The leader also needs to be sensitive to when the energy in the group is sagging and must take steps to raise energy. You could have a joke ready, a quote or a controversial statement, or a brain teasing question. The group also needs to be aware of group energy and they need to be prepared to help the leader. If the group has more positive energy—everyone gets more done. It is a big responsibility for one person to keep the energy going. Sharing it is the answer.

## GROUP CHALLENGES

Every group leader has some power, and the role of the leader is to share that power with members of the group. However, there are problematic situations that can rob groups of energy. The leader must be conscious of group energy, and of situations that have the potential to deplete it. If group members are not prepared to deal with a problematic situation, the leader may need to take control. By recognizing some of the typical situations in groups, the leader can be forewarned and forearmed with simple techniques for taking charge.

### The Person Who Goes On and On

A man who is new on the Board is interested in several subjects to which he has devoted much time and energy and is very keen to share his knowledge as widely as possible. When he has the floor, his "recital" goes on and on and one subject leads to another. He is a very nice person, but it becomes necessary to bring his speech to a close, as gently as possible. At the last meeting, I didn't wait for him to take a breath. I held my hand palm out and said, "Thank you very much, Joe, that is very interesting. Now let's continue with the agenda." Another member immediately began speaking on the next item, and the meeting was able to finish, almost on time.

### Encouraging the Silent Ones to Participate

Some members think they are contributing to the group by just being there. It is important that every person be encouraged to speak. After two or three meetings when people know each other, quieter members can be asked for their ideas—*What do you think, Jim? I know you've had experience in this area.* More vocal members can be asked to keep their comments to a minimum until there is equal "air time" for everyone. Another useful technique for encouraging everyone to speak is to have members take turns speaking by going around the table.

### **The Task-oriented Person Who Doesn't Like Discussion**

There are many different types of people in a group, some who consider themselves the "practical ones" in the group. They want to get on with strategies and problem-solving, having formed their own opinions about the issues and problems, and have no desire to discuss the issues. One of the principles of shared-servant leadership is that people are more important than the task. When people come first the task still gets done, though it may take longer. But, that's the trade-off to having a happy, healthy group of people. Task-oriented people need to have their share of input and then allow others their fair share. The way the job gets done is as important as the outcome.

### **Private Conversations that are Disruptive**

Some members of a group start conversations amongst themselves, often about something that is off-topic or irrelevant. If people feel that their opinions count, if everyone gets a chance to speak, if meetings are enjoyable this usually prevents disruptions. One effective technique to stop these side conversations is to ask the individuals to share their ideas with the whole group.

## FACILITATING A TRAINING WORKSHOP

"To facilitate" means "to make things easier" (Webster's Encyclopedic Dictionary) and that word took on new meaning for participants who shared the responsibility for presenting a leadership training workshop to peers in their centre. During the practicum, three sessions focused on the tasks to be shared: planning, promoting, advertising, facilitating, and evaluating a leadership training workshop (ref. Flying High, pp. 50 - 54). Three "dress rehearsals" followed, providing the needed time and opportunity to practice, receive feedback from the group, and refine individual contributions.

Every member of the class shared the leadership for this workshop at the level they felt comfortable—some pushed beyond their comfort zone. Contributions were as diverse as each member of the group, from those who helped with promotion, writing out invitations, making contact with individuals, preparing handouts, setting up the room, welcoming people at the door, telling a joke to this who made formal presentations, led group discussions, and evaluated the workshop.

The agenda is provided on the next page to give you a flavour of the way in which the leadership was shared—and modeled. Only the names have been changed.

**THE LEADERSHIP FOR THE 90'S COMMITTEE PRESENTS**

**SHARING THE WORKLOAD**

**A WORKSHOP FOR LEADERS AT DOGWOOD PAVILION**

**AGENDA**

- |       |   |
|-------|---|
| 9:35  | Welcome (Frieda)<br>Joke (Gus)  |
| 9:40  | Introductions - (Ethel/Don)   |
| 9:50  | The Agenda (Frieda)   |
| 9:55  | Shared-Servant Leadership <ul style="list-style-type: none"> <li>• The Pyramid (activity facilitated by Olga)</li> <li>• The Concept (mini lecture - Olga)</li> </ul>                     |
| 10:10 | Group Challenges (small group activity) <ul style="list-style-type: none"> <li>• Introduction and instructions (Edna)</li> <li>• Small group work</li> <li>• Debriefing (Edna)</li> </ul> |
| 10:45 | <b>BREAK</b>  |
| 11:05 | Joke (Helen)  |
| 11:09 | Diversity (Edith) <ul style="list-style-type: none"> <li>• skit</li> <li>• discussion</li> </ul>  |
| 11:40 | Summary (Edna)  |
| 11:45 | Evaluation (Margaret)   |
| 11:55 | Closure (Olga)  |
| 12:00 |   |

## THE HUMAN FACTOR

As human beings, we sometimes need a little more inspiration than what the geese have to offer us. We are, after all, the ultimate form of life. We need a shot of what connects us as human beings, a touch of inspiration in the form of a poem, a favourite saying, a bit of philosophy. Every group leader will want to have a personal collection to draw on from time to time. What follows in this section is a sample of the group's collection.

**THE WORLD IS DIVIDED -  
INTO TWO CLASSES:  
THOSE WHO GO AHEAD  
AND DO SOMETHING  
AND THOSE WHO SIT  
AND INQUIRE, "WHY  
WASN'T IT  
DONE THIS WAY?"**

## CHALLENGES

"We are continually  
faced by great  
opportunities brilliantly  
disguised as insoluble  
problems?"

One expert likens change to  
being between two trapeze bars:

It's not that we're so enthralled with  
where we've been or that we're afraid  
of where we're going; it's the time in  
between that we don't like.

**THREE  
SIMPLE  
STEPS FOR  
AVOIDING  
CRITICISM**

**Say nothing.  
Do nothing.  
Be nothing.**

**"THAT'S NOT MY JOB"**

**THIS IS A STORY ABOUT FOUR PEOPLE: EVERYBODY, SOMEBODY, ANYBODY, AND NOBODY. THERE WAS AN IMPORTANT JOB TO BE DONE AND EVERYBODY WAS SURE THAT SOMEBODY WOULD DO IT. ANYBODY COULD HAVE DONE IT, BUT NOBODY DID. SOMEBODY GOT ANGRY ABOUT THAT, BECAUSE IT WAS EVERYBODY'S JOB. EVERYBODY THOUGHT ANYBODY COULD DO IT, BUT NOBODY REALIZED THAT EVERYBODY WOULDN'T DO IT. IT ENDED UP THAT EVERYBODY BLAMED SOMEBODY WHEN NOBODY DID WHAT ANYBODY COULD HAVE DONE.**

Author Unknown

PRAYER

Lord, you know that I am growing older.  
Keep me back from becoming talkative and possessed  
with the idea that I must express myself  
on every subject.

Release me from the craving to straighten out everybody's life.  
Keep my mind free from the recital of endless details.  
Give me wings to get to the point  
and then be quiet.

Seal my lips when I am inclined to tell of my aches and pains.  
They are increasing with the years and my love  
to speak of them grows sweeter  
as time goes by.

Make me thoughtful but not nosy, helpful not bossy.  
With my vast store of wisdom and experience  
It does seem a pity not to use it all,  
but you know Lord, that I want  
a few friends at the end.

**WORDS TO LIVE BY**  
*Only those who risk  
going too far  
can possibly find out  
how far  
one can go*

## ELEVEN COMMANDMENTS FOR AN ENTHUSIASTIC TEAM

1. Help each other be right, not wrong.
2. Look for new ways to make ideas work,  
not for reasons they won't.
3. If in doubt, check it out.  
Don't make negative assumptions about others.
4. Help each other win and  
take pride in each other's victories.
5. Take every opportunity to speak positively about  
each person and about your organization.
6. Maintain a positive mental attitude,  
no matter what the circumstances.
7. Take the initiative and act with courage;  
It all depends on you.
8. Do everything with enthusiasm—it is contagious.
9. Share the glory.  
To get credit, give it away.
10. Don't lose faith—never give up.
11. Love what you do—have fun!

## THIS SEASON

Mend a quarrel  
Seek out a forgotten friend  
Write a love letter  
Share some treasure  
Give a soft answer  
Encourage youth  
Keep a promise  
Find the time  
Forgive an enemy  
Listen  
Apologize if you were wrong  
Think first of someone else  
Be kind and gentle  
Laugh a little—laugh a little more  
Express your gratitude  
Gladden the heart of a child  
Take pleasure in the beauty and wonder of the earth  
Speak your love—speak it again  
Speak it still once again

Anonymous