

# ENHANCING FAMILY EMPOWERMENT



Leadership Curriculum  
for Associations, Organizations, and Other  
Voluntary Action Groups



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#### Acknowledgments

Thanks to the groups and individuals who participated in the pilot process and thereby assisted in refining the materials. These include:

Head Start Alumni and Friends Group  
HIV Skill-Building Conference Group Formation Workshop participants  
Guam Housing and Urban Renewal Agency (GHURA) Tenants Associations

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Special recognition is extended to the people who reviewed this curriculum:

Barbara DeBaryshe, Ph.D.  
Center on the Family  
College of Tropical Agriculture and Human Resources  
University of Hawaii

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Land-Grant Program  
American Samoa Community College

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Agriculture and Life Sciences  
Northern Marianas College

Ayano Baules  
Palau Cooperative Extension Service  
Palau Community College

*Some of these materials were adapted from Family-Community-Leadership, a program developed by Cooperative Extension and the National Extension Homemakers Council.*

Artwork of Anne S. Walker used with permission of the International Women's Tribune Center.

August 1997

A publication of the Land-Grant institutions of the Pacific: American Samoa Community College, College of Micronesia, Northern Marianas College, University of Guam, and the University of Hawaii, through the Agricultural Development in the American Pacific (ADAP) Project.

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## Introduction

### ***What is empowerment?***

Empowerment--what a powerful word. It is a process that involves changes in the attitudes and behavior of individuals and encourages them to take power. The process may be initiated by a person, but more often it is set in motion by outside forces. These forces often provide chances to develop a new, more positive, view of self. As a result, the person feels greater control or influence over situations, greater responsibility, and eventually greater power.

*Power without responsibility is undemocratic. Therefore, empowerment is designed to facilitate responsible action.*

### ***How can family members empower themselves to take action?***

Focus on the strengths of each individual and the strengths of the family itself. Give unconditional, positive regard for each person. Family members gain increased confidence and, as a result, change their behavior.

If the people in the family network react to these changes non-judgmentally and positively, the individual is likely to become more competent as a family member and as a member of other groups.

### ***The empowerment process***

Empowerment is an intentional ongoing process centered in the local community involving mutual respect, critical reflection, and caring. Group participation can help create equality in people's access to and control over valued resources.

### ***Responsible social change***

Change in social and economic institutions can occur only when individuals work cooperatively to improve the quality of life for all. While it would be presumptuous to expect that sweeping changes will occur in long-held belief systems or in unfair practices within institutions, the empowerment process is a beginning and an important step toward creating a truly democratic society.

This discussion of empowerment was adapted from Cornell University's Family Matters Project.

## To the Presenter

**Welcome to  
Enhancing  
Family  
Empowerment  
(EFE)...A  
leadership  
education  
program for  
voluntary action  
groups.**

As the facilitator you have the opportunity to help members achieve their own and their group's goals, enjoy the benefits of membership, and be successful at both leading and following within the group. This five-part series contains practical information that is designed to be educational and interactive.

*For best results, read through the guide to understand the information. The lessons work best when presented in sequence but could be used independently.*

Time needed for each lesson depends on your group. Each lesson is designed to be a half-day workshop. Lessons can be presented in shorter periods of time by using one or two concepts per session. Review each lesson to determine how it can be utilized within your time or space. This EFE curriculum includes five-lessons:

**Lesson 1: Why Groups Form**

**Lesson 2: How Groups Grow**

**Lesson 3: Giving a Group Direction**

**Lesson 4: Conducting Meetings**

**Lesson 5: How to Give a Presentation**

*Instead of reading the fact sheets and background information to the participants, use these materials to trigger discussions.*

### Preparation Checklist

- Prior to using these materials, there are a few tasks that will need to be addressed. If you are co-sponsoring the program with an agency, school, or church, work with your coordinator to avoid duplication of effort.
- 1. Make sure the meeting dates, time, and place have been clearly established.
- 2. Check to be sure participants have received information regarding the program.
- 3. Obtain ample materials for participants.
- 4. Review any equipment needs.
- 5. Obtain any necessary audiovisual equipment.
- 6. Review lesson.
- 7. If you decide to invite guest speakers, plan well in advance.
- 8. Consider your audience and remember that a sense of humor, patience, and good listening skills will help you accomplish your goals as a facilitator.
- Participants will have specific questions regarding their groups. Questions of a specific legal nature should be referred back to the local tax office. The program is designed to be educational but not to give direct "treatment" to the participant.
- Answers to questions concerning basic group process are included in this curriculum. However, sometimes the questions may be more involved than you feel comfortable answering. It's OK not to have all of the answers. Let the participants know that you are not sure of the answer and contact local resource people for assistance.
- Your local Cooperative Extension office can be contacted as a source of additional information. Most states and territories have Cooperative Extension resource personnel affiliated with their Land Grant institution. Extension offices are also located in all island jurisdictions with Land Grant institutions and in most counties in the mainland United States.



### Credit for 30 hours of FCL Training:

Participants may receive a Family and Community Leader Certificate after completing 30 hours of training. To apply, submit all collected FCL certificates to National FCE Headquarters. Include a cover letter listing the topics and hours of training and how you have benefited from FCL training.

### Criteria for 30 hours of FCL Training:

The 30 hours of FCL training will consist of 3 hours in each of the following topics equaling 18 hours. The remaining 12 hours are flexible; however, they must also be in the following topics.

#### **LEADERSHIP: Learn to assume leadership in personal and community settings.**

- Learn to distinguish leadership styles for different situations.
- Develop planning, interpersonal, and communication skills.
- Learn to work with media.
- Examine the role of ethics and values in personal leadership.
- Understand the value and behavior differences based on sex and culture.

#### **PUBLIC POLICY: Become active and effective citizens and apply knowledge to teach others.**

- Learn to understand the public policy process.
- Understand the three branches of government and their interaction.
- Understand the use of informal systems, i.e., coalitions, networks, press, etc.
- Monitor issues and decision makers.
- Know techniques to influence the system.
- Examine ethics within public policy area and make decisions about them.

#### **GROUP PROCESS: Learn and practice the skills necessary to lead a cohesive group that accomplishes tasks.**

- Establish trust, clear communication, shared goals, and recognition among group members.
- Apply appropriate decision-making methodologies.
- Learn to understand developmental stages of group/group members and the differences between task and process segments of group management.

## **Enhancing Family Empowerment (EFE)**

**VOLUNTEERISM:** Set up effective management systems for motivating, training, and evaluating volunteers.

- Learn and understand reasons for volunteering.
- Apply effective volunteer program management strategies.
- Tailor programs to meet cultural differences.
- Encourage staff and volunteers to work together as peers.

**ISSUE ANALYSIS AND RESOLUTION:** Gain ability for identifying and analyzing issues which affect the family and learn to apply techniques for issue resolution.

- Discuss identification of issues, their origin, and interrelationships.
- Understand issue analysis, development of alternatives and their consequences.
- Develop and implement action plans to resolve issues.
- Identify and discuss how issues impact families and communities.

**TEACHING TECHNIQUES:** Experience and apply effective adult and youth education methods in teaching FCL concepts.

- Learn to understand and apply adult and youth education concepts.
- Explore and use effective methods for adult learning.
- Plan, conduct, and evaluate training sessions.
- Use audio visual equipment.
- Learn to recognize cultural differences in learning styles.
- Develop a comprehensive community education program on local concerns.
- Improve presentation skills.



**Lesson 1: Why Groups Form**

Main Message: Groups form because the members have identified common interests.

	<b>Concept...</b> What we teach	<b>Method...</b> How we teach
<b>A</b>	Learning about experiences of other participants can help the group identify common concerns.	Facilitator will divide the participants into groups of two or three to interview each other using the <i>Group Experience Chart</i> .
<b>B</b>	Awareness of the beliefs of a community regarding volunteer activity can help leaders of community groups anticipate how members may participate.	The facilitator can use information gathered in the community regarding volunteer activity to increase the participants awareness of commonly held beliefs.
<b>C</b>	Strategies for overcoming some common problems within organizations can result from understanding of community beliefs.	Facilitator will assist participants in using the information gathered by using the <i>Group Experience Chart</i> in combination with the <i>Volunteer Research Data</i> to develop strategies for addressing some of the difficult situations identified.

## Enhancing Family Empowerment (EFE)

### Lesson at a Glance

<b>Results...</b> Why it is being taught	<b>Resources...</b> What is needed to teach
By experiencing this activity together the participants will be able to make observations about how individuals feel about their group experiences.	<i>Group Experience Chart</i>
Participants will develop an increased awareness of community beliefs regarding volunteer activity.	<i>Volunteer Research Data</i>
Participants will have information needed to work toward addressing some of the concerns of members of their organization.	

## Lesson 1: Why Groups Form

### MAIN MESSAGE:

Groups form because the members have identified common interests.

### OBJECTIVES:

Participants will appreciate that community attitudes and beliefs have impact on organizational effectiveness.

### MATERIALS NEEDED:

#### Participant materials

- Group Experience Chart
- Leadership Traits Important to You
- Workshop Evaluation

#### Facilitator Materials

- Hypothetical Group Experience Chart
- Some Tips for Working with Volunteers

#### Background Information

- Citizen Volunteers (Overhead Transparency)
- Volunteer Research Data
- Some Tips for Working with Volunteers (Overhead Transparency)

**LESSON OVERVIEW:** This lesson contains activities and discussion suggestions designed to develop an understanding of how community beliefs about volunteerism may impact organizational success. Leaders and members can develop skills for dealing with common problems encountered in groups.

### FACILITATION PLAN:

Welcome & Introductions: Welcome participants to the session. Introduce yourself and introduce participants to other group members. Give a brief overview of the lessons in this series. This session will be dealing with how use information about the community to help solve problems with volunteer activities.

**Concept A:** Learning about the experiences of other participants can help the group identify common concerns.

**Method:** Facilitator will ask participants to work in groups of two or three to interview each other using the *Group Experience Chart*. This activity allows individual participants to get to know each other and for the

## Enhancing Family Empowerment (EFE)

facilitator to observe the group. The participants will introduce each other to the larger group after working on this activity. The facilitator will develop a list of experiences shared by the group in a place so all may see it.

**Concept B:** Awareness of community attitudes and beliefs regarding volunteer community activity can help leaders anticipate how members may view participation in an organization.

Method: Information about the local attitudes can be shared with the participants so that commonly held beliefs can be discussed.

**Concept C:** Strategies for overcoming problems within organizations can result from increased understanding of community beliefs.

Method: By comparing the experiences identified by the group and the commonly held beliefs of the community, participants may be able to identify causes of some of the less than effective group experiences.

### **CLOSURE:**

#### Lesson Summary:

- Review the main concepts of the lesson. Learning about the experiences of other participants can help the group identify common concerns.
- Awareness of community attitudes and beliefs regarding volunteer community activity can help leaders anticipate how members may view participation in an organization.
- Strategies for overcoming problems within organizations can result from increased understanding of community beliefs.
- Ask if participants have questions or have identified points needing clarification.
- Conduct the evaluation of the workshop.

#### Looking Ahead:

- Identify the topic of the next session.
- Provide time for the participants to debrief at the end of the workshop

**GOING FURTHER:** The Group Experience Chart activity can take an hour or more if there are more than 5-7 people in the group. For existing organizations represented in the group, encourage the representatives to take enough copies of the *Leadership Traits Important to You* for all members of their organization and bring them back completed to the next session.

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## To Complete Group Experience Chart

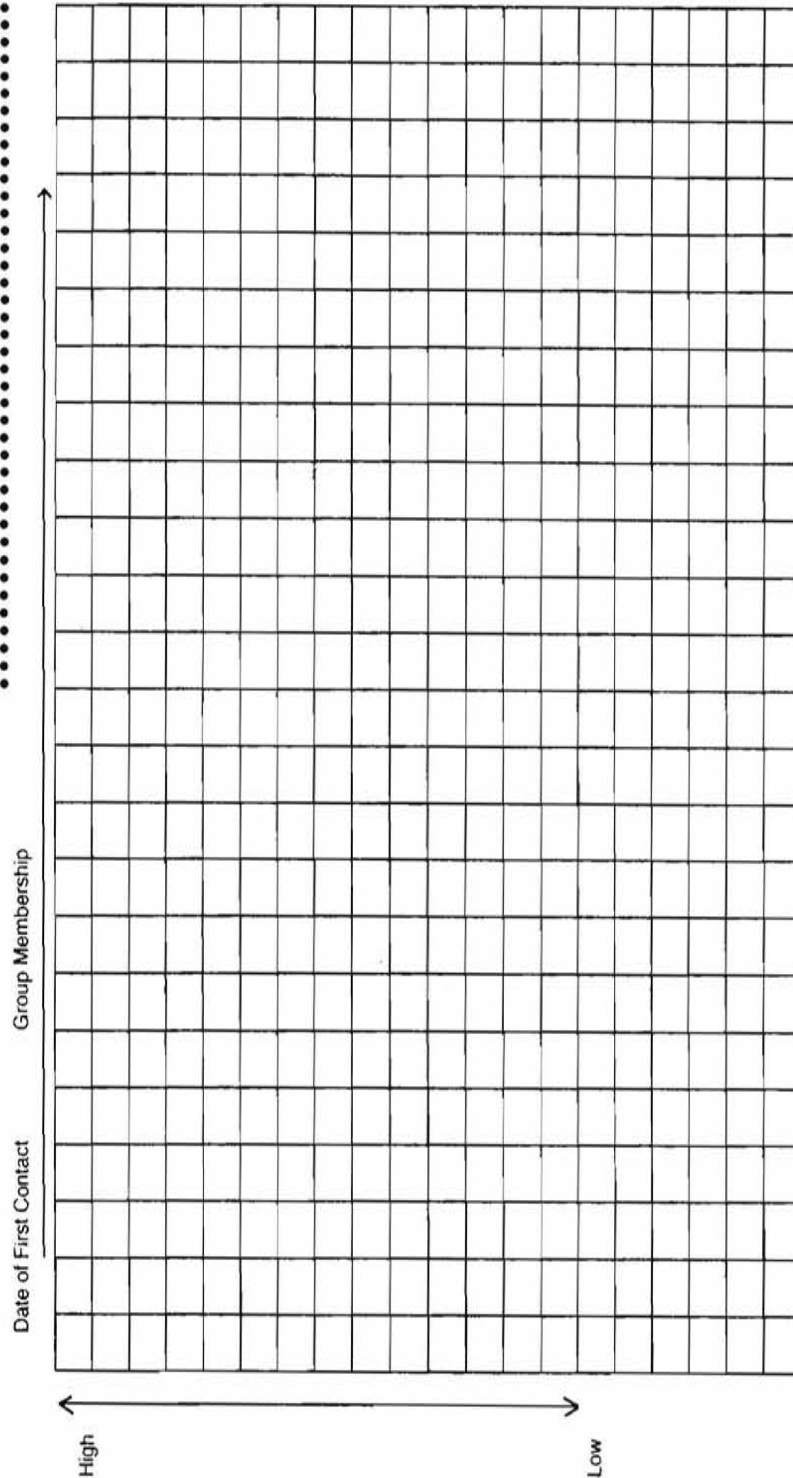
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1. Identify the organization or group you have been a part of.
2. Identify date of first contact with the group.
3. Divide the squares to represent the years, months or weeks of your connection with the group. Example: Each square can be a week or a month depending on how long you have been involved with this group.
4. Decide how you felt when you first became aware of the group.  
High = enthusiastic/excited  
Low = not interested/disappointed
5. Place a dot on the first up and down line that shows if you were enthusiastic/excited (high) or not interested/disappointed (low). In a few words, describe what happened.
6. Recall other experiences you had as you worked with this group or organization. Continue to place dots across the page describing what was happening at each of these times.
7. Connect the dots with straight lines (plot the graph).

# Group Experience Chart

Name of your Organization:

**Group Experience Chart:** Across this blank timeline, plot the significant events during your involvement with one of your community or organizational groups. "High" and "Low" points in your "life" with the group can be indicated by making dots positioned by the vertical up/down axis. At each dot describe what was happening. Connect the dots to show the course of your experiences with the group and its activities.



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## Leadership Traits Important to You

---

Read carefully the fourteen statements about leadership. Without consulting others, select and rank the five characteristics that are most important for a leader.

Which five of the following characteristics are most important for a leader?

1. Well-organized
2. Sense of humor
3. Intelligence
4. Interest in people
5. Patience
6. Physical health and vigor
7. Understands people
8. Fairness
9. Good moral character
10. Doesn't play favorites
11. Open to change
12. Willing to make mistakes
13. Good leader
14. Respected in community

The five most important characteristics in the list are:

- 1.
- 2.
- 3.
- 4.
- 5.



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## Workshop Evaluation

---

Date:\_\_\_\_\_Location:\_\_\_\_\_

1. Organization of Session:

*poor*      1      2      3      4      5      *excellent*

2. Length of Session:

*too short*      1      2      4      4      5      *too long*

3. Difficulty Level:

*too easy*      1      2      3      4      5      *too difficult*

4. Amount of material covered:

*too little*      1      2      3      4      5      *too much*

5. Session is applicable/relevant to job duties:

*never*      1      2      3      4      5      *daily*

6. Session was interesting and caused me to think:

*very little* 1      2      3      4      5      *very much*

7. Effectiveness of presenter:

*poor*      1      2      3      4      5      *excellent*

8. Quality of materials and handouts

*poor*      1      2      3      4      5      *excellent*

9. Method of presentation:

*poor*      1      2      3      4      5      *excellent*

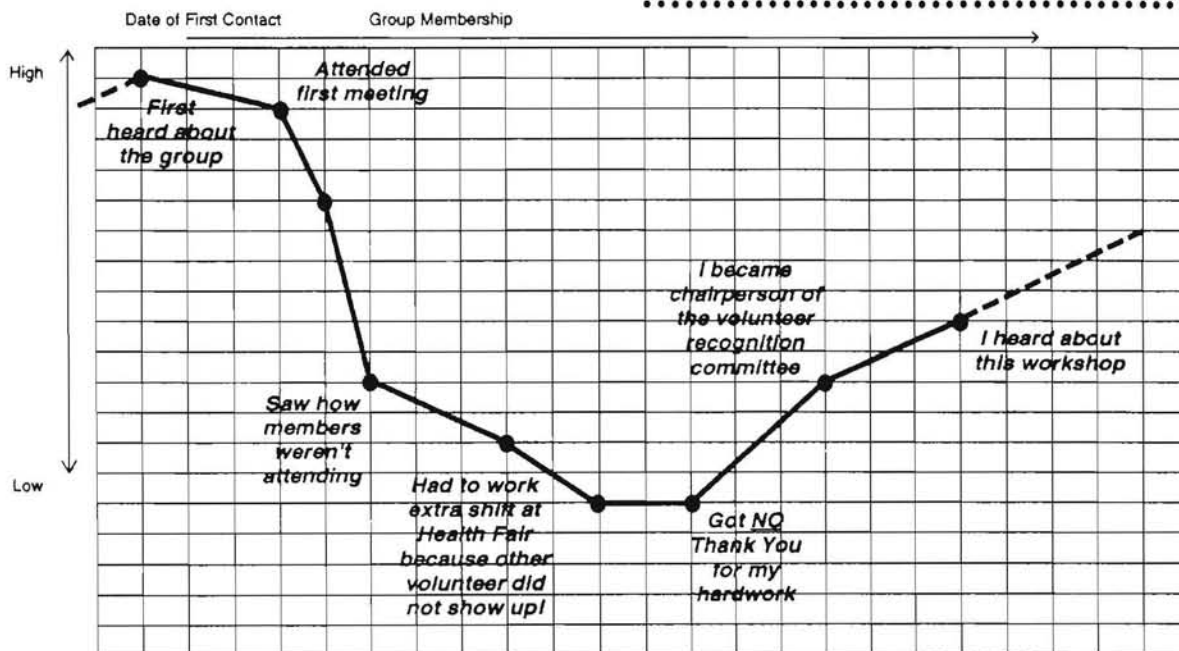
*We are grateful for your comments and suggestions about how to improve this training. Please use the back of the paper.*

# Hypothetical Group Experience Chart

Name of your Organization:

*Example Illustration Group*

**Group Experience Chart:** Across this blank timeline, plot the significant events during your involvement with one of your community or organizational groups. "High" and "Low" points in your "life" with the group can be indicated by making dots positioned by the vertical up/down axis. At each dot describe what was happening. Connect the dots to show the course of your experiences with the group and its activities.



## Some Tips For Working With Volunteers

Guam volunteers suggest a number of things for staff professionals to remember. Their comments identify three main themes.

### 1. Respect volunteers as individuals (staff should remember):

"Volunteers are here because of their interest in helping."

"Remember, many people won't volunteer, so treat volunteers like gold."

"Volunteers are willing to accept the responsibility."

"We are volunteers, and that there are no absolute right or wrong ways of doing things."

"Volunteers are intelligent and concerned, otherwise they wouldn't be involved."

### 2. Use human relation skills (staff should remember):

"We are volunteers and we have other responsibilities (home, family, church, self)."

"To take recommendations into consideration and act on them when appropriate."

"That at one time they were volunteers and needed a 'thank you,' too, also it took time to learn."

"To have patience with those in training."

"To understand the volunteers and to give praise and recognition."

"Feedback, thank you notes, and friendship."

"That we are only humans and as humans we do make errors."

### 3. Guide and train volunteer activity (staff should remember):

"To provide more contact."

"Give proper directions to the volunteers about responsibilities expected of them."

"To keep reminding us about the upcoming events and the need for volunteer power."

"To get enough help so that no volunteer feels over worked."

"To work with volunteers."

"To give more advice on how things are being done."

# Citizen Volunteers

A 1986 study on Guam revealed that volunteers and their organizations invest time and resources to carry out a wide range of tasks to help individuals and our island community.

The average volunteer working with Guam's community organizations invests about 15-16 hours of his or her time each month. If GovGuam paid for that time the monthly value of each volunteer would range between \$150-\$200 per person.



## Volunteer Research Data On

### Valued Benefits from Volunteer Activities Among Surveyed Volunteers on Guam

	TOTAL (N=82)	ORGANIZATIONS		
		Community Health (N=32)	Family Youth (N=30)	USO-Military (N=20)
Satisfaction from Helping Others	85%	94	83	85
Using my Talents	76%	81	93	40
Gaining Skills or Knowledge	66%	81	70	35
Developing New Interests	63%	84	63	30
Better Understanding of Other Cultures	59%	62	57	55
Recognition	52%	50	57	55
Meeting Expectations of Family/Community	50%	47	60	40
Family Closeness	37%	31	53	20
Helping to Solve Island Problems	29%	31	53	20

The work and time given by volunteers is only part of their relationship with community agencies. The most valued benefit among Guam volunteers was the satisfaction of helping others. Readers of this study may fail to understand the importance of such an obvious finding. The most vulnerable emotion of many people is their own self-esteem and mental well-being. Events that "make you feel good" about yourself are extremely valuable for overall mental health. Thus, the importance of things like "using my talents," "understanding other cultures," and "recognition" as valued rewards sought by Guam's volunteers should be considered by agency staff who work with them.

For most volunteers, the benefits outweigh the problems they experience. Even so, the fact is that there are problems and it must be recognized by staff developing a volunteer program.

Types of Services Performed  
by Surveyed Volunteers on Guam

	TOTAL (N=82)	ORGANIZATIONS		
		Community Health (N=32)	Family Youth (N=30)	USO-Military (N=20)
Advisory Groups	34%	53	37	0
Fund Raising	27%	63	40	0
Recruiting Clients or Participants	27%	41	20	15
Public Relations	26%	28	27	20
Exhibits or Demonstrations	26%	22	43	5
Gave Transportation	26%	13	53	5
Supervised other Volunteers	24%	25	33	10
Group Leader	24%	41	23	0
Telephone Work	20%	16	27	15
Office Help	15%	16	7	25
Conducted Class	12%	19	13	0

# Some Tips for Working with Volunteers

1. Respect volunteers as individuals
2. Use human relations skills
3. Guide and train volunteer activity





**Lesson 2: How Groups Grow**

**Main Message:** All groups go through stages of growth and are most successful if these stages are anticipated and understood.

	<b>Concept...</b> What we teach	<b>Method...</b> How we teach
<b>A</b>	The interaction styles and problems of the group will have an impact on the group's success.	Facilitator will form groups of three to five participants to play the <i>Crime Game</i> and will observe the interaction of the group members.
<b>B</b>	Leadership means different things to different people.	Facilitator will elicit from the group a list of traits exhibited by leaders.
<b>C</b>	Beliefs about change have impact on the way a person acts as a leader.	Facilitator will guide the group through a discussion about the <i>Beliefs About Change</i> activity.
<b>D</b>	The perception of leaders and group members have about their roles in an organization determines their degree of participation.	The facilitator will introduce the concepts described in the <i>Degrees of Citizen Participation</i> chart.
<b>E</b>	Understanding of barriers to participation can help individuals develop personal strategies for moving toward identified goals.	Facilitator will encourage the participants to identify whether they want to change their current level of participation.

## LESSON AT A GLANCE

<b>Results...</b> Why it is being taught	<b>Resources...</b> What is needed to teach
By experiencing this activity together for 20-30 minutes the participants will be able to make observations about how the group did or did not work together.	Pencils, scissors and <i>Crime Game Sheets</i> .
Participants will know what each other expect in the leadership training within their organizations.	<i>Leadership Traits Important to You</i> (Located in Lesson 1)
Participants will recognize the different ways individuals can view change and how that may direct their behavior.	<i>Beliefs About Change</i>
Participants will know what contributes to each stage of participation and how to change the situation to allow movement from one stage to the next.	<i>Degrees of Citizen Participation</i>
Participants will be able to develop a strategy for bringing about change in their level of participation if they wish to.	<i>Assessment and Goal Setting Worksheet</i>

## **Lesson 2: How Groups Grow**

### **MAIN MESSAGE:**

All groups go through stages of development and are most successful if these stages are anticipated and understood.

### **OBJECTIVES:**

Participants will recognize how personal beliefs about leadership traits and change can affect their levels of participation.

Participants will understand the relationship between perceived roles in an organization and levels of participation.

### **MATERIALS NEEDED:**

#### Participant materials

- Crime Game
- Leadership Traits Important to You (located in Lesson 1)
- Beliefs about Change
- Degrees of Citizen Participation
- Workshop Evaluation (located in Lesson 1)

#### Facilitator Materials

- How Change Comes About in a Community
- Quality of Decisions
- The Life Cycle of Groups

#### Background Information

- Individualism vs. Team Building
- Are You a Good Team Member?

**LESSON OVERVIEW:** This lesson is designed to develop understanding of why groups function as they do and how individual belief systems are related to the way a group may function. Participants are provided with activities which can be applied to a variety of group experiences.

### **FACILITATION PLAN:**

Welcome & Introductions: Welcome participants to the session. Re-introduce yourself and introduce any new participants to other group members. Review highlights from the previous lesson, encouraging the group to continue to work toward their goals. This session will be dealing with how to work to affect change within a group.

## Enhancing Family Empowerment (EFE)

**Concept A:** The interaction styles and difficulties within a group will have an impact on the group's success.

**Method:** If the group has already formed prior to this training experience it may be helpful for the facilitator to use the *Crime Game* or some other activity that requires interaction to provide an opportunity to observe the way the members of the group interact.

**Concept B:** Leadership means different things to different people.

**Method:** The facilitator can use the *Decision Making Worksheet* to gather information about attitudes regarding leadership. By combining the responses of the group, a leadership profile can be established. This forms the starting point for discussion of the potential strengths and weaknesses of the group. Using the *Quality of Decisions* and *The Life Cycle of Groups* as reference materials, the facilitator can show how stages of group development relate to certain leadership traits.

**Concept C:** Beliefs about change have impact on the way a person functions as a leader.

**Method:** Facilitator will use *Beliefs About Change* to provide an understanding of how attitudes about change can influence an individual's behavior in a group.

**Concept D:** The perception leaders and members have about their roles in a group can have impact on their level and quality of participation.

**Method:** The facilitator will guide the participants through the concepts contained in the *Degrees of Citizen Participation*. The participants will be able to identify where they currently think they fit within their group and will be encouraged to identify ways to change their level of participation if they desire.

**Concept E:** An understanding of barriers to participation can help individuals develop personal strategies for moving toward identified goals.

**Method:** The facilitator will encourage participants to identify if they want to change their current level of participation in their organization. They will have knowledge necessary to develop a strategy to bring about any change identified.

### **CLOSURE:**

Lesson Summary: Review the main concepts of the lesson

- The interaction styles and difficulties within a group will have an impact on the group's success.
- Leadership means different things to different people.
- Beliefs about change have impact on the way a person functions as a leader.
- The perception leaders and members have about their roles in a group can have impact on their level and quality of participation.
- Ask if participants have questions or have identified points needing clarification .
- Conduct the evaluation of the workshop.

Looking Ahead:

- Identify the topic of the next session.
- Provide time for the participants to debrief at the end of the workshop

**GOING FURTHER:** If the group has already formed it may be valuable to provide the opportunity for discussion of team-building concepts and development of team-building activities.



## The Crime Game Clues



Your task is to work as a team, using the clues provided, and determine:

1. Who was the KILLER?
2. What was the MOTIVE?
3. What WEAPON was used to kill the victim?
4. Who was the VICTIM?
5. WHERE did the murder occur?
6. WHEN did the murder occur?

(Cut these into individual pieces)

When he was discovered dead, Mr. Kelly had a bullet hole in his thigh, and a knife wound in his back.	Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.	The elevator operator reported to police that he saw Mr. Kelly at 12:15 a.m.
The bullet taken from Mr. Kelly's thigh matched the gun owned by Mr. Jones	Only one bullet had been fired from Mr. Jones' gun.	When the elevator man saw Mr. Kelly, Mr. Kelly was bleeding slightly, but he did not seem too badly hurt.
A knife with Mr. Kelly's blood on it was found in Miss Smith's yard.	The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.	Mr. Kelly had destroyed Jones' business by stealing all his customers.
The elevator man saw Mr. Kelly's wife go to Mr. Scott's apartment at 11:30 p.m.	The elevator operator said that Mr. Kelly's wife frequently left the building with Mr. Scott.	Mr. Kelly's body was found in the park.



Mr. Kelly's body was found at 1:30 a.m.	Mr. Kelly had been dead for one hour when his body was found, according to a medical expert working with the police.	The elevator man saw Mr. Kelly go to Mr. Scott's room at 12:15 a.m.
The elevator man went off duty at 12:30 a.m.	It was obvious from the condition of Mr. Kelly's body that it had been dragged a long distance.	Miss Smith saw Mr. Kelly go to Mr. Jones' apartment building at 11:55 p.m.
Mr. Kelly's wife could not be found after the murder.	Police were unable to find Mr. Scott after the murder.	When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.
The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.	Miss Smith often followed Mr. Kelly.	Mr. Jones had told Mr. Kelly that he was going to kill him.
Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.	Mr. Kelly's blood stains were found in Mr. Scott's car.	Mr. Kelly's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.



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## Beliefs About Change

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Change can be exciting but it can also be frightening. Each person reacts to change in a unique way. The "Beliefs About Change" Checklist will help you identify how you feel about change and how you see yourself in the role of starting change.

Check whether you believe the following statements are true, sometimes true, or false. On a separate sheet of paper expand upon why you responded as you did.

TRUE	SOMETIMES TRUE	FALSE
------	----------------	-------

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. People tend to resist change.             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Only major changes are worthwhile.        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Nothing can be changed overnight.         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Change means improvement.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Change brings hardships for some.         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Change brings reward for the instigators. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Technological change should be slowed.    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Change usually comes by chance.           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. People cannot adapt well to any change.   |

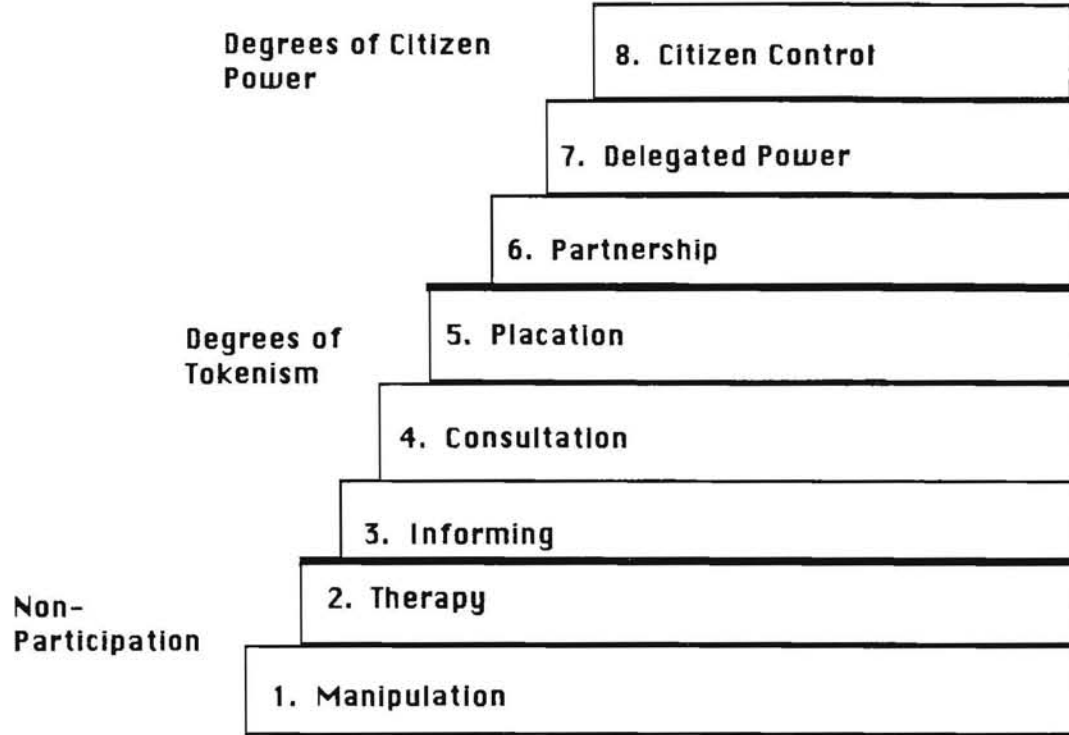
This exercise will explore how you feel about change and your role in instigating and implementing change. You might discuss your attitudes about change with your spouse, child, or friend to compare views.

- If you answered "True" to questions 2, 4, and 6, it may indicate a need to be a little more realistic.
- If you answered "True" to questions 7 and 9, this may indicate a pessimistic attitude that may make it hard for you to work energetically for change.
- If you answered "True" to questions 1, 3, and 5, it indicates a recognition of the real problems involved in change.

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## Degrees of Citizen Participation

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When people first begin to work with each other in a new group, **they take sometime to learn how to work together.** Without a shared understanding of their different roles, and a common vision of what is to be accomplished, **volunteer participation is** an empty and frustrating experience. But adults learn how to work together quite differently than children.

The adult volunteer has lived many years storing many experiences and skills. He or she wants to use these experiences for a meaningful activity that accomplishes something or has a purpose. Adults are capable of being both a learner and a teacher when called upon in a given setting. If volunteers are not treated as adult learners, or not allowed to feel like an adult team member--they have a very difficult time learning how to work together.

Here are eight levels of citizen participation in public action programs. We'll start at the lowest and go to the highest.

### Manipulation

In the name of volunteer participation, people are placed on a rubber-stamp advisory committee to "educate" them or to engineer their support.

participation and involvement is distorted into a public relations vehicle by program staff who are "in-charge."

### **Therapy**

This form assumes that being a citizen or volunteer is the same thing as being a child. Under the masquerade of involving citizens in a program, volunteers are brought together to help them adjust their values and attitudes to those of the agency or the governing authorities. They are diverted from dealing with important matters and treated like a workshop class.

### **Informing**

Excessively technical information, discouraging questions, and irrelevant answers are common tactics for turning meetings into vehicles for one-way communication from the officials or professionals to citizen volunteers. Meaningful information is presented too late for action, there are no opportunities for suggesting ideas, and no procedure for negotiation and compromise.

### **Consultation**

At this point the direction of "Informing" is at least turned around so communication goes from citizen volunteers to officials or professionals. Attitude surveys, neighborhood meetings, and public hearings are all mechanisms accomplishing consultation, and citizen volunteers are often needed to make these events happen. Yet, unless consulting is combined with other modes of participation, there is no assurance that citizen suggestions will be made part of decision-making.

### **Placation**

At this level, volunteers and citizens begin to have some degree of influence, although the weight of decision-making remains within the inner-circle of the agency and program authorities. A few ineffectual members of the community on boards or special committees is a common strategy. If they are in a minority or not accountable to their fellow islanders, they can easily be led along while publicly proclaiming that "citizen input" is being considered.

### **Partnership**

Influence is shared between volunteers and agency staff. They share planning and decision-making through joint structures, ground rules, and mechanisms for resolving differences of opinion or knowledgeable oppositions.

### **Delegated Power**

If the citizen volunteers have a clear majority on a committee or board with an *ex-officio* program staff person, they may be able to exert a dominant

influence in decision-making for a program or event plan. Another model of delegated power is that of an independent "over-sight" committee authorized by a higher administrative level, or required by an external source of program funding.

### **Citizen Volunteer Control**

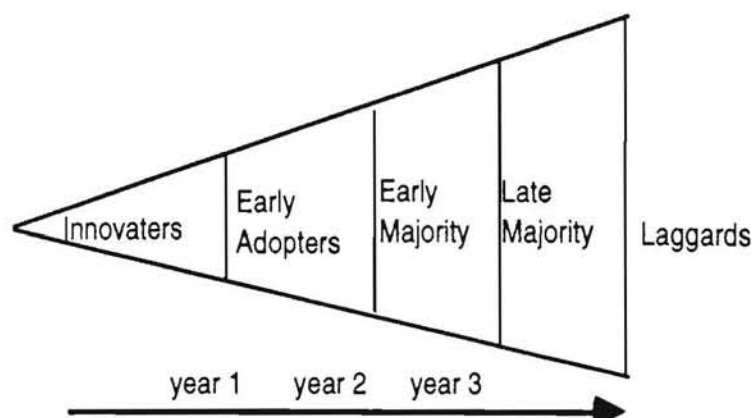
A private cooperative or non-profit organization with no intermediate agencies between it and the source of funding, is a model where a village, region, or client population can govern or manage their own services. Any staff or professionals involved are "hired employees" of the cooperative. At this level, however, citizens and volunteers must confront the politics and manipulations of power among and between themselves.

This material taken from the University of Massachusetts Citizen Involvement Project:

Dale, D. & Arnstein, S., (1970). How to Make Citizen Involvement Work.

Speeter, G. (1978). Power: A Repossession Manual

## How Change Comes About in a Community



### **Innovators:**

About 2.5% of the population are venturesome and will get a new idea started.

### **Early Adopters:**

Another 13.5% of the population are respected leaders and will get behind a good idea and support it. No idea will be successful without getting this groups' support.

### **Early Majority:**

Some 34% of the population is deliberate and will "jump on the bandwagon" after they see some initial, steady progress. When this group gets involved or supports something, community-wide change begins to occur.

### **Late Majority:**

Another 34% of the population is skeptical. "You've got to prove it." Change has already occurred by the time this part of the community cooperates with an idea. their participation cements a change; now it is "the way we do things" and has become tradition.

### **Laggards:**

A few, 16% of the population, may never support change. Do not expect to get support from this group.

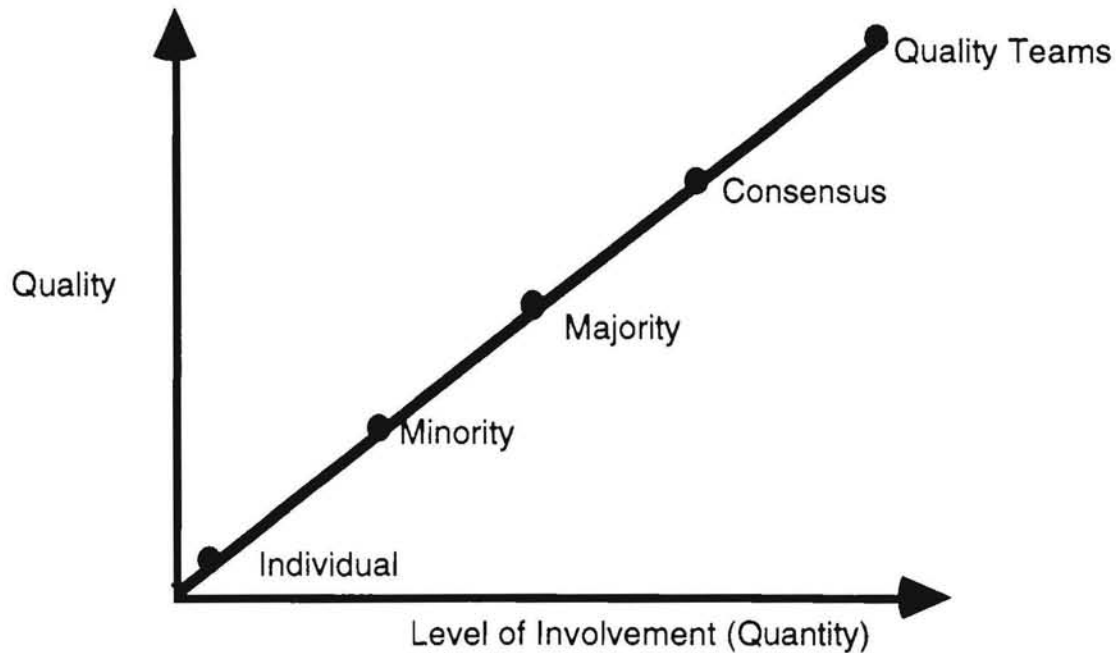
Where do you fit?

Where does your group fit?

What individuals and groups in your community belong in which category?

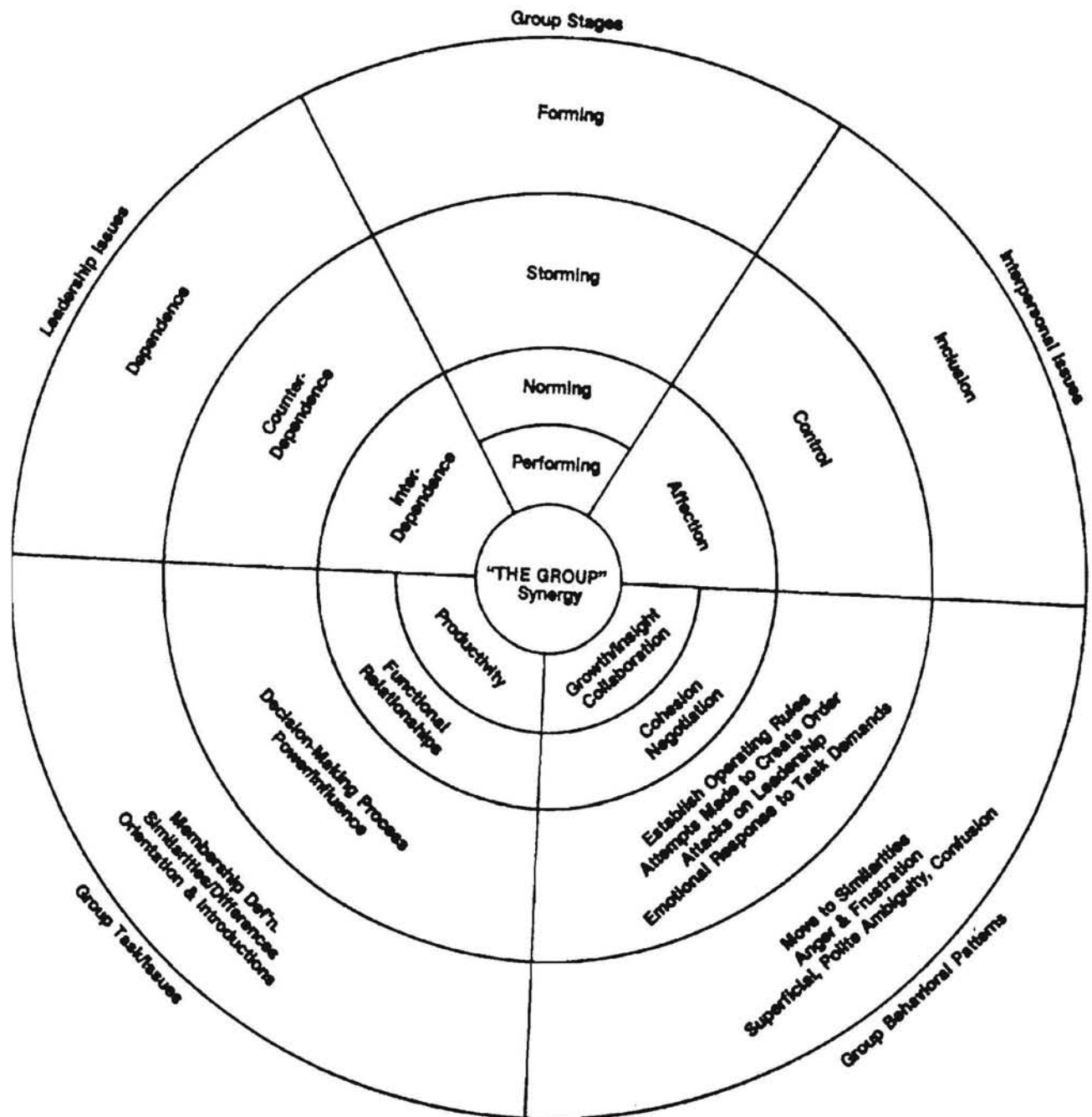
Whose support do you need to seek during the first year? Second year?

## Quality of Decisions



1. It is more effective to make a decision individually. It is an immediate time saver, and we seldom disagree with ourselves.
2. It is more effective to involve a team if you want to arrive at a quality decision acceptable to the organization.
3. It is important to distinguish between efficiency and effectiveness.

# The Life Cycle of Groups



This figure is taken from R. C. Weber's, "The group: A cycle from birth to death" in the *Reading Book for Human Relations Training*, 1982. Eds. Lawrence C. Porter and Bernard Mohr. Copyright by NTL Institute

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## Individualism vs. Team Building

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1. Your approach to solving problems may explain if you work well with others.
2. Decision making is the final stage in problem solving. If you want a team to be satisfied with a final decision, then have the team members help in making the decision.
3. Americans take pride in being individual thinkers and also believe in team involvement. When does the team become more important than the individual?
4. The most successful organizations use teams well. They also have fewer managers and supervisors who directly tell employees how to do their jobs.
5. Leadership is a shared phenomena. It involves sharing and taking power. Competent leaders are unafraid of competent employees.





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## Are You a Good Team Player? by E.G. Bauer

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If you have ever played a team sport, then you know that there are good players and good *team* players, as well as poor players and poor team players. What's the difference? A person can be a good player without being a good *team* player. This is evident in televised sports.

The all-star quarterback can decide to keep the ball and run with it, even though everyone else sees an open pass receiver far downfield. Often, in an attempt for personal glory, this quarterback gets sacked. In basketball, a star player can decide to shoot the ball, rather than pass it on to a teammate who is in a better position to make the basket. These players may score occasionally, supporting the fact that they are good players on an *individual* basis. But many coaches wouldn't want them on their teams.

Instead, coaches prefer players who are willing to sacrifice personal acclaim for the good of the entire team. Most likely, that's what your company wants, too. If teamwork wasn't expected, why would your employer go to the bother of establishing a team? The work could be divided so that it could be done by individual "stars" working alone.

Do you want to be a good team member? Here's how:

- **Know what the team must accomplish.** Also, inform fellow members of the team's goals if they are in the dark.
- **Determine goals.** Input from everyone is valuable. Your contribution is important. Discuss ground rules, procedures, and expectations to avoid most future disagreements.
- **Share mutual respect.** You've got to be willing to trust the expertise of peers and to become interdependent, forsaking some of your own independence to do so.
- **Do your part.** Keep commitments you make to coworkers. Volunteer to help them out when they face a tight deadline.
- **Speak up.** To be a top team member is a big responsibility. Some people prefer to sit on the sidelines and remain silent. They withhold any contributions. Then, they can later say, "I told you so."

Good team members are committed at the outset and are willing to reveal their thoughts and feelings to others. Overall, it takes courage to be a good team player.

- **Share the glory.** You will make a poor team player if you try to cop all the glory for the ideas that work—and backpedal on those that don't. A good team member wants everyone on the team to succeed. You can stand out by praising the people you work with. It makes good business sense. Those who make it to top management positions are those who can motivate others and work cooperatively. It isn't easy to be a good team player. And it won't always be noticed when you are. But *you'll* know. And eventually, so will everyone else!

### Lesson 3: Giving a Group Direction

**Main Message:** Having a clearly defined structure helps a group accomplish its goals.

	<b>Concept... What we teach</b>	<b>Method... How we teach</b>
<b>A</b>	Groups must define their "mission" by stating the nature of the issues and goals the group wants to confront.	Facilitator will help the group create a list of ideas for group purpose or action.
<b>B</b>	The purpose of nominal group process is to assist a group in narrowing its focus toward agreement on its goals.	The facilitator will lead the group in an activity based on nominal group technique to refine its list of goals.
<b>C</b>	The design of the group's mission will precede the establishment of the structure of the organization.	The facilitator shares the mission statements of other organizations for participants to recognize varying purposes of community action groups.
<b>D</b>	The determining the structure of a group, a decision must be made whether to register as a non-profit organization or to incorporate as a non-profit corporation.	Facilitator and participants will read the handout <i>Making a Decision on How to Structure the Group</i> .
<b>E</b>	The decisions about a group's mission and structure will be formalized by a written set of by-laws.	Illustrate how job description, goals, objectives, and purpose can assist in writing by laws.
<b>F</b>	Closure Share quotes about how group mission and goal setting are essential.	Facilitator guides the group in evaluating the caliber of ideas generated by group effort compared with individual effort.

## LESSON 3 AT A GLANCE

Results... Why it is being taught	Resources... What is needed to teach
Participants will understand the steps in brainstorming and participate effectively in a brainstorming activity.	<i>Assessment and Goalsetting Wish List</i> <i>Brainstorming</i> <i>Group Involvement Action Plan</i>
Participants will understand how to use nominal group technique to ensure that the goals of the group are mutually agreed upon.	<i>Steps in Writing Purposes and Goals</i> <i>Nominal Group Technique</i> List from previous activity.
Participants will understand the importance of having a clearly stated mission for any community action group.	Examples of Mission Statements from <i>Steps in Writing Purposes and Goals</i> <i>Purpose, Goal, Objectives Activity Worksheet</i>
Participants will identify that clearly defined structure helps a group implement action plans more effectively.	<i>Making a Decision on How to Structure The Group</i>
Participants will experiment with writing various sections of by-laws using the <i>A Helpful Template For Writing By-Laws</i> .	<i>A Helpful Template For Writing By-Laws on Guam</i>
Group will understand how time spent early to define and agree on its mission and structure is essential for future success in reaching goals.	"If you don't know where you're going you're liable to end up someplace else." Mager, 1984, p. v.

## **Lesson 3: Giving a Group Direction**

### **Main Message:**

Having a clearly defined structure helps a group accomplish its goals.

### **Objectives:**

Participants will develop skills in developing goals and objectives.

Participants will understand how goals and objectives help identify determine structure of the organization.

### **Materials Needed:**

#### Participant Materials

- Assessment and Goal Setting Wish List
- Group Involvement Action Plan
- Steps in Writing Purposes and Goals
- Purpose, Goal, Objective and Activity Worksheet
- Workshop Evaluation (located in Lesson 1)

#### Facilitator Materials

- A Helpful Template for Writing By Laws on Guam
- Why Are Job Descriptions Necessary?
- Brainstorming
- Nominal Group Technique

#### Background Material

- Why Structure Your Group?
- Making Decisions on How to Structure Your Group
- Tax Exemption for Non-Profit Organizations
- Choosing a Board of Directors

**LESSON OVERVIEW:** This lesson contains activities and discussion suggestions designed to help a group define its structure. Leaders and members can develop skills for writing mission statements and identifying goals and objectives. Also, included is a template for writing by-laws.

### **FACILITATION PLAN:**

Welcome & Introductions: Welcome participants to the session. Re-introduce yourself and introduce any new participants to other group members. Review highlights from previous lesson, encouraging the group to continue to work toward their goals. This session will be dealing with how to effectively structure their groups by identifying goals.

**Concept A:** Groups must define their goals or "mission" before developing the organization's structure.

**Method:** Facilitators will help the participants identify their goals and level of commitment to these goals by using the *Assessment and Goal Setting Wish List* and *Group Involvement Action Plan* worksheets. From these lists participants will be able to participate in a brainstorming activity to develop a list of goals and interests that are representative of the group.

**Concept B:** The Nominal Group Technique assists a group in narrowing its focus toward agreement on group goals.

**Method:** The facilitator will lead the participants through the Nominal Group Technique to establish a prioritized list of group goals.

**Concept C:** The design of the group's mission will precede the establishment of organizational structure.

**Method:** The facilitator will use the *Steps in Writing Purposes and Goals* as a framework to guide the participants to the establishment of purposes and goals and/or mission statement. Participants will have the opportunity to discuss and understand the organizations direction.

**Concept D:** The goals and objectives of the group will help to determine what kind of organizational structure best suits their needs.

**Method:** Facilitator will guide the group through the thought process described in *Making a Decision on How to Structure the Group*. This will allow them to see the advantages and disadvantages of different types of organizational structure to include incorporated non profit status and unincorporated non-profit status.

**Concept E:** The group's decisions regarding goals, purpose, mission and organizational structure will be formalized by written by-laws.

**Method:** The Facilitator will lead the group through the *Helpful Template for Writing By Laws on Guam*. Group will work together to draft their organization's by-laws.

**Concept F:** The acceptance of the by-laws by the membership of the organization will signal successful completion of this process.



**Method:** The group leader will present the by-laws to the membership for discussion, amendment, eventually acceptance. If the local statutes make registration the by-laws necessary that will also be accomplished.

### **CLOSURE:**

#### Lesson Summary:

- Review the main concepts of the lesson
- Groups must define their goals or "mission" before developing the organization's structure.
- The Nominal Group Process assists a group in narrowing its focus toward agreement on group goals.
- The design of the group's mission will precede the establishment of organizational structure.
- The goals and objectives of the group will help to determine what kind of organizational structure best suits their needs.
- The group's decisions regarding goals, purpose, mission and organizational structure will be formalized by written by-laws.
- The acceptance of the by-laws by the membership of the organization will signal successful completion of this process.
- Ask if participants have questions or have identified points needing clarification .
- Conduct the evaluation of the workshop.

#### Looking Ahead:

- Identify the topic of the next session.
- Provide time for the participants to debrief at the end of the workshop.

**GOING FURTHER:** The process of writing by-laws may extend past the time allotted for the workshop, but if possible, facilitators should serve as a resource until the group has completed the task. Local statutes may differ and each group needs to have correct information regarding these regulations prior to writing their by-laws.

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## Assessment and Goal Setting Wish List

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List six things you would like to accomplish or collaborate with someone else to accomplish. **DO NOT WORRY ABOUT HOW TO PAY FOR THESE THINGS.** Rank each one from one to six based on their importance or projected time of completion.

	Rank Number
1.	[ ]
2.	[ ]
3.	[ ]
4.	[ ]
5.	[ ]
6.	[ ]

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## Group Involvement Action Plan

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

I think the single, most important issue affecting our island:

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As I think about my own village community, I see that this island-wide issue makes me aware of several smaller village or neighborhood needs, such as the need for an event; or people offering a service; or setting up a display. The one village need which I think must be addressed is:

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I think there are actions I can take to help an effort to address this need:

As an individual I can:

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As a volunteer I can:

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As a member of a community or professional group I can:

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After thinking about the different action options which I have listed, the one I feel most comfortable about doing is:

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In the next six months, I will be able to do three things to help carry out this action goal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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## Steps In Writing Purposes and Goals

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**Purposes** and **goals** are needed for groups to get things done and for group members to feel productive. As purpose, goals, objectives, and activity statements are written the following questions should be answered:

The **purpose** or **mission statement** answers the questions:

What does the group want to do?

Why does the group want to do this?

The **goal statements** answer the question:

How will the group accomplish the purpose or mission?

The **objective statements** answer the question:

How and when will the goals be completed?

The description of **activities** will answer the questions:

Who will be responsible?

How will the group know when each activity is completed?

### **Step 1 Identifying personal interests and goals**

To identify the goals and purposes of a group it is helpful if individuals identify their own areas of interest and goals. The *Group Involvement action Plan* will help individuals do this.

### **Step 2 Writing a purpose or mission statement**

From these individual interests and goals, a group identifies what goals and interests they can share and develop a purpose or mission statement.

Example: To improve the quality of living in the village.

### **Step 3 Writing goal statements**

Goals are the written, prioritized, actively pursued steps to be taken to accomplish the mission or purpose.

Example: To reduce behaviors that make our village unattractive.

### **Step 4 Writing objective statements**

The steps that need to be taken to achieve goals are called **objectives**. Each goal may have several objectives. **Objectives** are written to be specific, measurable, result oriented, realistic, and have a time frame.

Example: To remove all the abandoned cars in the village by October 1st of next year.

## **Step 5 Describing activities**

To accomplish each goal there needs to be several activities.

**Activities** are written, prioritized, actively pursued, specific, result oriented, realistic, individual, and time framed.

Example: Within the next six weeks, a team of five will conduct a survey to determine the number and location of abandoned vehicles.

## Purpose, Goal, Objective, and Activity Worksheet

**Purpose:** Why are we forming a group?

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**Goals:** What will we do about this common purpose?

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**Objectives:** What will be done? How and When will it be done?

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**Activities:** Who will be responsible? How will we know when it is done?

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OBJECTIVE (What)	METHODS (How)	RESPONSIBLE (Who)	BY (When)	MEASURE- MENT

## A Helpful Template for Writing By-Laws on Guam

Using this Template, You could simply go through this text and "fill-in-the-blanks" to complete sentences. But you will do better to use this as an example and check list for things to remember. Placed within the sentences are a few optional phrases and key words inserted between brackets [ ]. These, also, are only additional reminders and suggested ideas to think about as you describe the structure of your organized group.

### Article 1

The name of this organization shall be the  
\_{organization's name}\_

[Principal location for transacting the group's business will be at {address}]

### Article II

#### **Purpose (or Mission)**

The purpose of \_{organization's name}\_ shall be to ... [cooperate/work with\_\_\_\_, and ..] [... for the purpose of promoting/ developing/ implementing/creating \_\_\_\_\_ ] [... programs/ services/a state of well-being/mental health/personal happiness that ...] [designed to meet the needs, interests, and resources of...] [... and accomplish this purpose without regard to race, color, sex, social rank, status, residence, or national origin.]

### Article III

#### **Vision Statement (or The Role of \_{organization's name}\_)**

The role of [We envision that] \_{organization's name}\_ is/will ...[Serve as a communications channel between people in the village, neighbors, community clubs or associations, and a program, agency, or other entity] [Identify and involve village leaders who can help with programs and activities] [Seek and secure needed resources for ....] [Facilitate interagency/community group collaboration] [Provide a forum where dissenting viewpoints can be discussed, problem issues aired, and solutions developed] [Turn negative criticism into positive program/community/government change and development] [Influence policies through proper channels]

## Article IV

### **Membership**

Section 1. Membership of {organization's name} shall consist of all persons meeting the following criteria .... [There will be at least \_\_\_\_ and not more than \_\_\_\_ eligible members from \_\_\_\_ comprising the {organization's name} ]

## Article V

### **Officers**

Section 1. The officers of {organization's name} shall be ...

- chair person/director/president,
- vice chair/deputy director/vice president,
- secretary/recorder,
- treasurer/accountant,
- ***ex-officio coordinator/facilitator*** appointed by {some authority},
- at-large/general membership or standing committee representatives.

Section 2. **Terms of Office.** The office[s] of \_\_\_\_\_ shall be elected [or appointed ] for a term of \_\_\_\_ year(s) [a designated time period]. Officers shall serve for a \_\_\_\_year term and may be elected/appointed for additional terms.

### **Section 3. Method of Election [or Appointment]**

1 There shall be a nominating committee appointed by [designated authority such as the group's president]. The [designated officer, authority or committee] will recommend candidates for each office by [specified date] of each year after having acquainted the nominees with the responsibilities of the office and securing their willingness to serve.

2. Additional nominations may be made by ....

3. Officers shall be elected [or appointed] at a [regular/special] meeting set for [specified date] each year, and they shall serve until their successors have been elected [or appointed] and duly installed.

### **Section 4. Duties**

The chair person shall be the chief executive officer of {organization's name}, shall set the agenda for meetings, and shall preside at all meetings. He or she shall sign all documents requiring a signature and shall perform all other duties incident to the office.

The vice chair shall lead special or standing committees formed to research problem solutions and policy questions for the {organization's name}. The

vice chair will also perform the duties of the chair person in the absence or incapacity of the chair. The vice chair shall become the chair upon the resignation or death of the chair. If the vice chair becomes the chair, a new vice chair shall be [elected/appointed] to fill the vacancy.

3. The secretary shall keep an accurate record of the activities, meetings, and decisions of the {organization's name}.

4. The treasurer shall have custody and keep an accurate record of all monies of the {organization's name}, make necessary reports, shall supervise the collection, deposit and disbursement of the funds subject to the direction and approval of the group. S/he shall have the books in order for an annual audit by the Vice Chair [or a designated auditor], and shall be responsible for filing any necessary Teritorial or federal reports/forms as required by law. It is an option to have the treasurer "bonded" with the {organization's name} being responsible to pay for the cost of the bond.

5. The ex officio coordinator, shall issue all notices of the {organization's name} meetings, shall be responsible for correspondence to {some other organization, funding agency, or group sponsor}, shall prepare and keep a listing of all members of special and standing committees for the current and two previous years, and shall provide the {some other organization or funding agency, or group sponsor} a copy of an annual report.

#### Section 5. Compensation.

None of the [elected/appointed] officers nor members of the {organization's name} shall receive any compensation for services.

### Article VI

#### **Fiscal Year**

The fiscal year of the {organization's name} shall be from January 1 to December 31 [or set dates], inclusive.

### Article VII

#### **Meetings**

1. Meetings shall be held at a day and time set by \_\_\_\_.

2. The regular meetings shall be for the purpose of carrying out the functions of the group as outlined in Article III. More specifically, the meetings shall include the following:

- a. To review reports and recommendations from special or standing committees and make formal decisions to approve, reject, amend, or refer them back to the committees for further study.
  - b. To introduce new ideas or address complaints with requests for the chair to appoint committees to make further studies and report back their recommendations.
  - c. To evaluate reports of on-going operations and policies.
3. Special meetings may be called by the chair person, or upon request of any two members.
  4. The members present at a regular meeting or special meeting shall constitute a quorum for the transaction of business.
  5. Each member shall be entitled to one vote.

## **Article VIII**

### **Amendments**

Amendments to the Bylaws may be made at any annual, regular, or special meeting by a [set a percent, e.g., 75%, or state "simple majority"] vote of those members present and voting, provided the proposed amendment was submitted in writing to the membership at least ten days prior to the date of the meeting.

## **Article IX**

### **Parliamentary Authority**

[Common human courtesy] [or a published document e.g., Robert's Rules of Order] shall govern the proceedings of the {organization's name} not otherwise specified in the Constitution and Bylaws.

## **ADOPTION**

We, the undersigned, are founding members of the {organization's name}, and hereby consent to, and do adopt the foregoing By-Laws on this date

\_\_\_\_\_.

{for filing as a non-profit organization with the Government of Guam, this document should be signed in front of a Notary Public, who will affix their seal; a fee is usually charged for this service}



## Why are Job Descriptions Necessary?

Putting job descriptions in writing has merit for several reasons. It forces you to take a serious look at the positions you intend to fill with volunteers. Before you can write a job description, you have to evaluate your own expectations, time frames, and ability to fulfill your part of the deal. A volunteer who reads the job description knows that thought and planning have preceded the job. This awareness is very important to the success of your volunteer program--it makes volunteers feel that they are a valuable part of the team.

The job description is especially helpful for the volunteer, as a guide to day-to-day duties and responsibilities. It acts as a foundation for training, supervising, and evaluating. It clarifies staff's role and expectations. The job description is also a useful tool for recruitment and interviewing purposes because it describes clearly the job requirements and the qualifications of the person needed to fill the position.

A job description in many ways acts as the agreement or contract between the volunteer and your program. It protects the volunteer's rights and gives you a basis for approaching a volunteer who is not living up to his/her responsibilities. It is important that the job description be as explicit as possible. It is equally important that it be open to change or periodic revision with the volunteer.

## Sample Job Description

TITLE: Family Community Leadership Trainer

LOCATION: \_\_\_\_\_

RANK: Volunteer

### JOB DESCRIPTION:

- Volunteers will work in cooperation with the Guam Cooperative Extension's Family Community Leadership (FCL) Program.
- Volunteers will receive a minimum of 30 hours training designed to give family members skills for analyzing social issues and getting involved in public decisions, particularly those concerning the family. In addition, they will receive continuous updating of resource materials during their commitment year.
- Volunteers may be asked to train other groups and organizations.
- Volunteers will receive a certificate indicating completion of an FCL training event.

### RESPONSIBILITIES:

- May serve as a resource and training person for public policy education events in the island.



- May assist in organizing and carrying out local activities that are related to public policy education.
- Work as a team member with other Family Community Leadership trainers and Extension faculty.

#### **QUALIFICATIONS:**

1. Willingness to assist in providing the public with educational opportunities in public policy training.
2. Ability to communicate well with others.
3. Commitment to follow UOG Guam Cooperative Extension educational charge when training groups through the FCL project.
4. Interest in helping families understand the social and economic issues directly affecting them.

#### **BENEFITS:**

- Receive intensive training in issues identification and analysis, public policy formulation, leadership skills, and training methods.
- Opportunity to meet and work within the island and perhaps the region.
- Watching growth of participants, and increases in public policy participation as a result of the program.

## **Brainstorming**

#### **PURPOSE:**

Brainstorming is a method used to generate an idea list from a group in a short period of time. It is designed to encourage participation by all members. This method usually produces creative, liberated new ideas useful in solving the problem or issue at hand.

Goal: Produce a quantity of ideas.

#### **PROCESS:**

1. Choose recorder to write ideas generated on newsprint.
2. Set time limit or maximum number of items before you begin.
3. Present topic clearly. Write it on newsprint so all members can see. Give available background information.
4. Ask people to offer ideas as rapidly as they can. May ask for clarification, if idea not understood by group.

<b>RULE: No idea can be judged, discussed, or rejected</b>
--

5. Make sure group members understand that ideas will be evaluated after brainstorming is finished.
6. Write down on newsprint all ideas presented. Write word for word if possible.
7. Move rapidly from one idea to another.

8. To encourage group participation take only one idea from each person. This is especially important if one or two people are dominating the idea sharing.
  9. Evaluate ideas, prioritize, and return to brainstorming if more ideas are needed.
  10. When used in a real meeting setting, proceed with the decision making task.
- 

#### Discussion Questions:

- Did all members participate?
  - Were new ideas generated that would not have been proposed or accepted in traditional discussion?
  - Was evaluation and prioritizing difficult for your group to accomplish?
  - How can this method be used in groups you work with?
- 

#### Summary Comments:

Brainstorming with a group releases many new ideas in a way that seems to spark other thoughts. The non-judgmental gathering of ideas breaks down barriers among people and avoids blocks such as "We've tried that before...it didn't work", etc.

#### Reference:

Jongeward, R. E. & Druin, J. M. (1978). The Field Program Associate in the Partnership for Rural Improvement. Northwest Regional Educational Laboratory (NWREL).

## Nominal Group Technique

### **PURPOSE:**

To obtain many ideas from several people on a problem/issue in a structured format.

### **PROCESS:**

This technique is a structured variation of small-group discussion methods. the process prevents the domination of discussion by a single person, encourages the more passive persons to participate, and results in a set of prioritized solutions or recommendations.

1. State an open-ended task (e.g., "What are some ways we could encourage villagers to car-pool?"

2. Have each person spend several minutes in silence individually brainstorming all the possible ideas they can generate, and jot these ideas down.
3. Have the groups collect the ideas by sharing ideas one person at a time. Record them on a flipchart. No criticism, but clarification to questions is encouraged as a response.
4. Then have each individually rank the ideas awarding points for the last five. The best idea gets 5 points, the next best 4 points, etc.
5. Tabulate points within the group and prepare a group report on the ideas receiving the highest score.
6. Allow time for brief group presentations.

Discussion Questions:

- Did members participate equally?
- Did you miss the cross fertilization of ideas which occurs in discussions?

Reference:

Delbecq, A. L. & VandeVen, A. H. (1971). A group process model for problem identification and program planning. Journal of Behavioral Science, 7:4, 466-491.

# Making A Decision on How to Structure The Group

## 1. Remember, there is a difference between:

(1) designing your group's mission and (2) structuring your organized effort:

**Designing** your group's mission is **stating the nature of issues and goals you want the group to confront** (setting the objectives and purpose). When you design your group you are answering the questions about what the group will do and why.

The group can then develop a strategy listing objectives and actions that achieve the goals, and **make an Action Plan** describing answers to questions about how to carry out needed actions, by whom, with what resource help or authority, and when.

**Structuring** your effort is **specifying the organization of the group** or the network of people and resource help **that will carry out the action plan**.

## **2. Structure consists of:**

- relationships between people who will carry out actions,
- the logic of their job descriptions and task responsibilities,
- the specification of authority and relations to others outside the group, and
- a declaration of how people will meet local regulations governing community groups.

When your group's structure is clearly defined and specified, action plans can be implemented more effectively, and you can explain how your group will be related to its environment of surrounding resources, other organizations and other "structures," such as public agencies, and local laws governing community organizations.

### **3. Specifying your structure, therefore, involves answering two questions:**

- A) What is the best structure "inside" your own group and how the members relate to each other as an association of people; and then
- B) What is the best structure "outside" for relating the group to its community.

#### **3a. Decision "A" option criteria:**

- The nature of your mission and goal to:
  - (a) deliver a social service project addressing your issue(s),
  - (b) enact or modify political and legal regulations governing the delivery of any service project, or that may affect your issues,
  - (c) create social awareness and community education that would lead people to accept a service project, or want to change governing regulations.
- Is a formal association of relationships needed to achieve the targeted purpose? Or, would an informal association of relationships be more effective?
- Is it more advantageous to be external (independent) of other organized groups or agency structures (DPHSS, ARROW, Coral Life, Governor's Task Force)? Or, be internal to one of these structures (a sub-unit or ad hoc committee)?

#### **3b. Decision "B" option criteria:**

- Again, what will be the purpose for interacting and connecting to other structures?
- Again, is a formal, or an informal, structuring of relationships more advantageous?

4. These two decisions are interdependent and you must consider the entirety of your mission and goal in making these particular decisions. In other words, how you decide to structure your own group depends on how it is best to relate your group to your surrounding environment; and vice versa - how you relate your group to your surrounding environment depends on how you decide to structure your own group.

## Why Structure Your Group?

A group's success against community problems or improving conditions of island life require more than just the enthusiastic activity of group members but also skills at administrative tasks. Knowing administrative processes is empowering because it removes many troublesome obstacles to successful project completion.

Most project-oriented community groups should formally structure themselves or even incorporate as not-for-profit organizations. Being a not-for-profit allows financial advantages while a set of organizational officers or board of directors facilitates connecting with other organizations. Incorporation has the advantages of: (1) making the group a legal entity and giving it a bit more respect and legitimacy in the eyes of the community, (2) as a recognized nonprofit the group can gain tax-exempt status (application forms must be filed with the local island government), (3) incorporation and being nonprofit strengthen's the group's position in applying for grant funding and seeking donations from businesses, etc., and (4) incorporation may serve to limit legal liability of individual members when functioning as a part of the group.

After your group has decided on its overall purpose, stated your goal objectives, and outlined a plan of action, it makes sense to incorporate or register as a non-profit organization. When you do so, it is no longer Doris Camacho responsible for car wash monies raised to feed volunteers working to clean up trash at the beach park, rather it's the Ipan Neighborhood Association.

Registering your group is a fairly easy process. Beyond your group meetings, one or several people need to locate the appropriate government office (usually under a Department or Ministry of Revenue and Taxation), get any application forms or guidelines, type up the required paperwork, obtain needed signatures (of designated group members and perhaps a notary public), and pay any requested fees upon filing the application.

In applications, the group organizers state the group's purpose or mission, give an address, and provide the names of officers or officials as designated in the By-Laws or Articles of Incorporation (as requested in your application form). If you are only registering under your local government as a non-profit organization you may not be required to incorporate. Incorporation papers can also include the by-laws, that is, the rules to be followed in running the formal organization. By-laws reflect the machinery of the group. Incorporation papers formally establish an organization with its government for taxation and legal liability laws governing the activities of business and community group enterprises.



By-laws should be kept as simple and useful as possible. Some groups get so entangled with rules and authorization that the leaders are worn out trying to apply regulations, and the membership forgets what the group was originally organized to do! A word of wisdom might be that the least structure that you build into your set of bylaws, the better off you will be. You can always build in more structure, but it is difficult to start with more structure and go back. The government does not require you to write or sound like a lawyer, and you do not have to use big, important sounding words in your bylaws to get them accepted. Your handouts include a sample template of bylaws to help you state the kind of information that needs to be included.

Guidelines for registering as a non-profit association or organization on Guam, can be picked up at the Department of Revenue and Taxation's General Licensing and Registration Branch (Building 2, Tiyan: Ph. 475-1826-28). There is a \$2.00 Filing Fee. At a nearby counter window you can also get the application materials for Tax Exemption and an EIN (employer identification number) or TIN (tax identification number) at the Department of Revenue and Taxation's Business Privilege Tax Branch (Building 2, Tiyan: Ph 475-1834-36).

Requirements for registering as a non-profit corporation are similar, but definitely more expensive. Incorporation is needed if your group is going to handle large sums of money, own valuable property or equipment, or set up grant funding contracts. When a group accepts a major grant, it is a contract with the funding agency where group members are responsible for accounting that monies were spent for the agreed upon purpose, and that specified products or objectives were satisfactorily accomplished. Community projects can put your group in situations where liabilities could be held against individual members functioning in the name of the group.

These guidelines are also obtained at Guam's Department of Revenue and Taxation, and include a filing fee of \$50 for the Articles of Incorporation and \$10 for By-laws. For incorporation there should be a Board of Directors (not less than 3 not more than 7). A position on the board of directors is usually separate from (or in addition to) the positions of officers listed in the bylaws. A director may remain on the board permanently, whereas officers change year to year. Through the Articles of Incorporation directors become the individuals legally responsible for the organization. Thus, they sign the Articles and acknowledge such execution before a notary public or person authorized by law to administer oaths. Also, the Treasurer must prepare an affidavit that he or she was duly elected Treasurer of this non-stock, non-profit corporation, so the government knows who to contact for the annual financial reports.

Filing an annual financial report is required for nearly all non-profit groups on Guam, except those "entirely religious in character." This requirement, under Title 18 Section 14102 of the Guam Code Annotated, states that non-profit groups are to annually publish a financial report "in a newspaper of general circulation in the Territory of Guam" (e.g., the PDN). The law even specifies that "such newspaper report need be no larger than four inches by five inches." This should be done within 45 days of the close of the group's fiscal year (as stated in your bylaws), and include a statement of income and expenditures for the proceeding year, and "balance sheet" information showing the group's assets and liabilities (money owed). As of June 1997, the Pacific Daily News has a non-profit group rate of \$183.50 for a 4x5 inch newspaper ad, so you may want to keep your report simple with the minimum information required (and thus pay for a smaller ad).

If your group has any confusion about annual financial reports, or about any matter related to any of the above endeavors, your group should always seek expert advice and editing review. There are lawyers who will do volunteer work for non-profits (called pro bono).



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## Tax-Exemption for Non-Profit Organizations

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Most community organizations are eligible to apply for a U.S. federal tax-exempt status with the Internal Revenue Service (IRS) under Section 501 (c)(3) of the Internal Revenue Code. The Government of Guam also allows tax exemption for non-profit under Guam's Tax Laws, Title II Guam Code Annotated. Tax exemption allows people who want to donate money to the organization to get a tax deduction for doing so. Private foundations, such as the Ganett Foundation (Guam's PDN), are largely restricted to giving their money to tax-exempt organizations, and many federal programs only give grants to not-for-profit groups.

There is an important catch: A tax-exempt organization is not allowed by law to spend a substantial amount of its activity lobbying, that is, trying to influence legislation. This means that a group designated to be a non-profit organization under 501 (c)(3) may not advocate the adoption or rejection of legislation, or urge its members to contact members of the U.S. Congress (or the Guam Legislature) with the purpose of suggesting that they support or oppose bills before them (but) 501 (c)(3) groups . . . are able to advocate positions before administrative agencies and initiate legislation . . . tax-exempt groups can give the legislature or U.S. Congress information that is pertinent to current or proposed legislation.

Political pressure groups are not eligible, but most self-help groups are eligible for tax-exempt status. To further complicate matters, what constitutes "lobbying" and how much lobbying is considered substantial are ambiguous. Trying to persuade legislators is treated as lobbying, whereas pressuring bureaucrats and suing in court is not. But a tax-exempt group is allowed to work with legislators in an educational capacity, that is, providing technical information and background facts.

Smaller not-for-profits can spend up to 20% of their budget on lobbying with additional allowance permitted for encouraging organization members themselves to lobby. To be considered as lobbying, at least by the IRS, the organization must make direct references to specific pieces of legislation. General discussions about the issues of concern are not considered as lobbying.

To bypass this legal confusion, an organization that both lobbies and provides a service might want to form two groups, one that concentrates on unambiguously tax-exempt activities and the second that concentrates on lobbying. For example, some organizations form not-for-profit affiliates that receive and spend the large grants and loans needed for their projects. They also set up a second organization, usually funded by dues, that lobbies and conducts protest campaigns. So long as both groups are incorporated and have their own boards, this separation of activities is legal.

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## Choosing a Board of Directors

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As part of the incorporation procedure, the not-for-profit organization sets up a board of directors, a set of individuals legally responsible for the organization.

Active board members can help solicit donations of goods and services, they can contribute their professional expertise and experience, and they even contribute money. Lawyers and accountants sometimes make good board members. If the organization is engaged in neighborhood development, it might want builders, bankers, and artisans on the board. Skilled board members can provide advice for free that might otherwise be too expensive to obtain.

When coordination between different organizations is important, the board should have representatives from each of the organizations. In recruiting other board members, make a list of people who help the organization. Approach them, telling them what the organization wants to accomplish and why they might be interested and helpful. Keep the size of the board small. A decision-making group should not be much more than 10 or 12 people to get anything done.

Fortunately, studies of why people join boards of directors of not-for-profit organizations indicate that individuals willing to work hard for a cause are precisely the ones most likely to join a board. People join for community service or civic duty, as advocates of a cause, and because of "commitment to a program or an agency " or to an "ideology or movement"(Widmer, 1985).

An effective board must be willing to ask questions about the administrators of the organization, particularly regarding the appointment of key officials and how money is being spent. Even more important, the board has to be willing to force staff members to explain how what they were doing leads to the accomplishment of the organization's goals.

In the best possible circumstances, the board provides an opportunity for shared wisdom. Ideally, it places at the disposal of an institution the knowledge, insights, and personal contacts of a group of unusually able people who have wide-spread spheres of influence (Houle, 1989).



## Lesson 4: Conducting Meetings

**Main Message:** Meetings are more effective when group members feel participatory and goals are achieved.

	<b>Concept...</b> What we teach	<b>Method...</b> How we teach
<b>A</b>	The previous experiences of a group or an individual will influence any new meeting experience.	Groups of two or three, list frustrations encountered in meetings. (Use <i>newsprint</i> or <i>recycled paper</i> ). Groups choose a reporter to share their group's ideas.
<b>B</b>	The purpose of a meeting influences the way those in attendance view the experience.	Participants will identify the purpose of meetings recalled in Concept A. Facilitator guides them to list purposes for meetings. Discuss why some purposes lead to frustration.
<b>C</b>	Preparation is needed for goals to be accomplished during a meeting.	Participants will use <i>Six Steps to Better Meetings</i> to identify some steps to follow when planning a meeting.
<b>D</b>	Planning a meeting is easier if there is a pattern to follow. Room arrangement can influence participation.	Use <i>Meeting Preparation Form</i> and <i>Meeting Checklist</i> to plan the next meeting of participants' organization(s).
<b>E</b>	An agenda is a useful tool for setting up, tracking progress of, and measuring success of a meeting.	Facilitator will explain the <i>Agenda Planner</i> , using the workshop experience or other hypothetical experience to illustrate the steps. Explain the concept of agenda sharing.

## Lesson 4 At A Glance

Results... Why it is being taught	Resources... What is needed to teach
By sharing past experiences within the group, the facilitator can identify the experience base of the participants and provide information to help reduce frustrations during meetings.	<i>Meeting Frustrations Exercise</i>  Chalk or markers and a flip chart or a board.
Participants will gain an appreciation of the importance of a clearly identified purpose for meetings and ways to avoid unnecessary meetings.	<i>Why are Meetings Held?</i>  and <i>Alternatives to Meetings</i>
Participants will be aware of what is needed to prepare for a meeting.	<i>Six Steps to Better Meetings</i>
Participants will know questions to clarify in preparation for a meeting and how room arrangement can influence the level of group participation.	Examples of room arrangements with advantages and disadvantages. <i>Meeting Preparation Form</i> and <i>Meeting Checklist</i>
Participants will be able to use the <i>Agenda Planning Worksheet</i> to develop the agenda for their organization's next meeting.	<i>Agenda Planning Worksheet</i>



## **Lesson 4: Conducting Meetings**

### **MAIN MESSAGE:**

Meetings are more effective when group members feel participatory and work is accomplished.

### **OBJECTIVE:**

The participants will understand characteristics of an effective meeting.

### **MATERIALS NEEDED:**

#### Participant materials

- Reasons for Having Meetings & Alternatives to Meetings
- Six Steps to Better Meetings
- Meeting Checklist
- Agenda Planner
- Meeting Evaluation
- Workshop Evaluation (located in Lesson 1)
- Newsprint or recycled paper and markers or other writing implements

#### Facilitator Materials

- Examples of Room Arrangements with Advantages and Disadvantages Identified
- Reasons for Having Meetings & Alternatives to Meetings

### **LESSON OVERVIEW:**

This lesson contains activities and discussion suggestions to develop the skills needed to plan, facilitate, and evaluate meetings. Participant activities can be applied to a variety of meeting situations. In the *Facilitation Plan* which follows, suggestions are provided for the facilitator to present the concepts identified in the *Lesson at a Glance*.

### **FACILITATION PLAN:**

Welcome & Introductions: Welcome participants to the session. Re-introduce yourself and introduce any new participants to other group members. Review highlights from previous lesson, encouraging the group to continue to work toward their goals. This session will be dealing with how to effectively plan, facilitate, and evaluate meetings.

**Concept A:** The previous experiences of a group or individual will influence the way they view any new meeting experience.

Method: In groups of two or three participants use the *Meeting Frustrations Exercise* to create a list of frustrations they have experienced in meetings.

Each group chooses a reporter to share the group's ideas with the larger group.

**Concept B:** The purpose of a meeting influences the way those in attendance view the experience.

**Method:** Participants are encouraged to use the *Why are Meetings Held?* worksheet to identify their perceptions of the purpose of meetings recalled in Concept A. The facilitator will guide them to create a list of purposes for meetings and to discuss why some purposes lead to frustrations. *Reasons for Having Meetings & Alternatives to Meetings* can serve as a guide for the facilitator.

**Concept C:** Preparation is needed for a meeting to accomplish its goals.

**Method:** Facilitator asks group members to recall their previous experiences in conducting or participating in meetings. From the participants feedback, a list of positive and negative experiences can be identified for discussion.

**Concept D:** Having a pattern to follow can assist planning for any meeting.

**Method:** Facilitator distributes and introduces *Meeting Checklist* indicating that physical setup is one of the first items to consider. Review with the group each item on the *Meeting Checklist*. Using *Room Arrangement Diagrams* the facilitator illustrates the relationship of room arrangement to participation levels.

**Concept E:** An agenda is a useful tool for setting up a successful meeting, keeping it on track, and measuring its success.

**Method:** Facilitator distributes and introduces the *Agenda Planner* and defines the parts. The group then plans a hypothetical meeting using the *Agenda Planner* and the *Meeting Checklist*.

**Concept F:** In addition to careful preparation, skillful facilitation is needed for the meeting to progress as planned.

**Method:** Facilitator identifies with the group some common processes used to accomplish meeting goals. Through discussion and practical application, the group will develop skill in using their organizations' specified processes to enhance their meetings.

**Concept G:** Closure activities are valuable because they encourage group members to recognize and evaluate what was accomplished and prepare for continued participation in future plans.

**Method:** Facilitator can introduce evaluation tools including *Meeting Evaluation*. Review how each of the steps listed would help participants recognize and evaluate their accomplishments and encourage their continued participation.

### **CLOSURE:**

#### Lesson Summary:

- Review the main concepts of the lesson

The previous experiences of a group or individual will influence the way they view any new meeting experience.

The purpose of a meeting influences the way those in attendance view the experience. Preparation is needed for a meeting to accomplish its goals.

Having a pattern to follow can assist planning for any meeting.

An agenda is a useful tool for setting up a successful meeting, keeping it on track, and measuring its success.

In addition to careful preparation, skillful facilitation is needed for the meeting to progress as planned.

Closure activities encourage group members to recognize and evaluate what was accomplished and prepare for continued participation.

- Ask if participants have questions or have identified points needing clarification.
- Conduct the evaluation of the workshop.

#### Looking Ahead:

- Identify the topic of the next session.
- Provide time for the participants to debrief at the end of the workshop

### **GOING FURTHER:**

Participants may need to discuss ways to deal with disruptive members or handle controversy. More training may be needed in the use of Parliamentary Procedure, Robert's Rules of Order, Consensus Building, and



Nominal Group Process. Please refer to resource list which follows Lesson 5.

**GLOSSARY:**

**agenda-** a useful tool for setting up a successful meeting. It includes items to be discussed, "purpose" and "desired outcome" of the meeting.

**desired outcomes--**what the participants of a meeting hope to accomplish as the result of the meeting.

**purpose--**why the meeting is being held.

**parliamentary procedure--**a set of rules that prescribe how a meeting will be conducted.

**consensus building--**discussion of a topic with compromises being offered until all parties can accept the decision.

**nominal group process--**a process of collecting ideas from a group that insures that all participants will have an equal opportunity to speak.

## **Meeting Frustrations Exercise**

Instructions:

In groups of three, take 10 minutes to list as many things as possible that members of the group have experienced that kept meetings from being effective.

## **Why are Meetings Held?**

Instructions:

In your group of two or three people, make a list of the constructive reasons for holding meetings.

## Reasons For Having Meetings & Alternatives To Meetings

REASONS FOR HAVING MEETINGS: (Purpose)	ALTERNATIVES TO MEETINGS
•To gather information or advice from your group.	Phone calls Questionnaire Informal conversations Quick meetings at gathering places
•To improve communication or develop leadership within the group.	Meeting is needed
•To share information or advice with your group.	Letter or memo Phone call Informal conversations
•To address a problem that involves people from different groups.	Informal conversations Quick meetings at gathering places
•To involve the group in solving a problem or making a decision.	Meeting is needed
•To increase ownership of and commitment to those decisions.	Subcommittee meetings
•To respond to the group's desire for a meeting.	Meeting is needed
To clarify an issue.	Meetings with individuals or groups concerned
•To make group plans or set group goals.	Meeting is needed
•To share concerns with the whole group.	Meeting is needed
•To resolve conflicts.	Meetings with individuals or groups concerned

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## Six Steps To Better Meetings

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By answering the following questions a group can have a framework that will contribute to meeting effectiveness.

1. WHY? What is the purpose and is there an alternative? Refer to *REASONS FOR HAVING MEETINGS & ALTERNATIVES TO MEETINGS*.

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2. WHERE? Identify location, time, equipment needed and room arrangement.

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3. WHAT? Identify the desired outcomes; indicators of success; and accomplishments desired.

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4. WHO? Which people have relevant expertise; are concerned; have the power to make decisions; and to block or challenge decisions?

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5. HOW? Identify kind of agenda and method for development; items needed; advance preparation required; or individuals needed to accomplish desired outcomes. ( Use *Meeting Checklist and Agenda Planning Worksheet*

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6. SO WHAT? Decide on type of evaluation and reporting method to be used. (Refer to *Meeting Evaluation Checklist, Checklist for Better Meetings, or Observations of Meeting Productivity* )

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## Meeting Checklist

Below is a list of items to review in preparing for a meeting.

Space	Facilities	Furniture	Materials
Is the room large enough?	Can you have access to telephone and restrooms?	Are there tables and chairs?	Is there a chalkboard, white board, or flip chart easel?
Can the walls be used for taping up papers and signs?	Is there adequate lighting?	Can the furniture be moved?	Do you need a TV/VCR, tape player, or microphone?
Can temperature and ventilation be controlled?	Can food be taken into this space?	Does the furniture have to put away after the meeting?	Do you have flip chart paper and markers or chalk or markers
	Can people with disabilities reach this space?		Will the participants need paper and pencil?



## Agenda Planner

PURPOSE OF THE MEETING: \_\_\_\_\_

\_\_\_\_\_

DESIRED OUTCOMES: \_\_\_\_\_

\_\_\_\_\_

What? (Agenda Item)	How? (Report, Discussion, or Presentation)	Who? (Officers, Members, or Guests)	Time?

## Meeting Evaluation

**DIRECTIONS:** Evaluate your membership and executive meetings regularly. At first, do this at every meeting. Discuss the results of the meeting evaluation with the other officers.

This was a:

**General meeting   Executive meeting   Committee meeting**

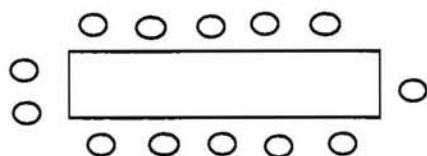
Good	Needs Change	
		Things were accomplished during the meeting.
		We acted like a team.
		We discussed issues.
		The meeting wasn't dominated by one person.
		We stuck to the agenda items.
		We did more than just talk about things.
		Most members participated
		The president guided the meeting.
		The meeting was well organized.
		The meeting space was comfortable.
		Committee and special project reports were well prepared and informative.
		The meeting began and ended on time.
		Members arrived on time.
		The president involved others in activities and decisions.

**Remember that people will stop coming to meetings if the meeting is not effective and nothing ever changes!**

## Examples of Room Arrangements with Advantages and Disadvantages Identified

Room arrangement determines the way people participate, how information is handled, and what size group can be accommodated.

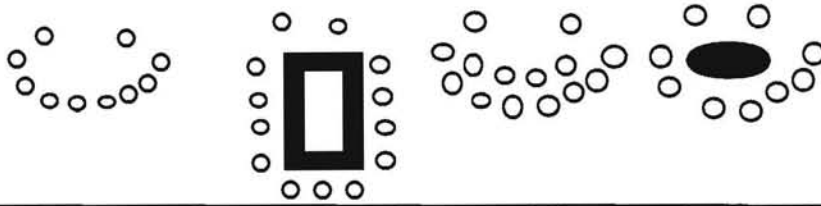
Traditional Model:



Who does what:	How information is handled:	Procedures:
Person at the head of the table controls the process, deals with conflict, is the most active participant, and is the chief decision maker.	Secretary takes notes.  Side conversations often occur.	Effective for large groups.  Works well in tense, polarized situations.  Formal. Usually uses Parliamentary Procedure.  Good for finalizing decisions and reaching closure.
<u>Disadvantages:</u> Too many roles for one person.	<u>Disadvantages:</u> Secretary's role is difficult.	<u>Disadvantages:</u> Chair cannot participate.
Participation is low.	Information overload.  Notes not visible to group as meeting progresses.	Rules of Parliamentary Procedure are complicated.  Inhibits flexibility.
	Things often have to be repeated--people lose interest.	Is solution oriented; can polarize a group.



## Interaction Model



Room arrangements that help the group focus on the task have some things in common.

- Participants do not face the door
- Focus is on getting all participants involved

Who does what:	How information is handled:	Procedures:
<p>Manager and facilitator work together. Manager is an active participant, maintains power and sets restraints.</p> <p>Facilitator is a neutral process guide, takes care of logistics.</p> <p>More shared responsibility.</p>	<p>Recorder is neutral, non evaluative, and creates an ongoing record of the meeting that all can see.</p> <p>Group energy is focused and there is more participation.</p> <p>Ideas are usually heard the first time they are stated and there is little need for repetition.</p>	<p>Works best for small groups.</p> <p>Group has control of the proceedings not the chair person.</p> <p>Encourages collaborative problem solving and decision making.</p> <p>People do not get bogged down by procedure.</p> <p>More sense of teamwork develops.</p>
<p><u>Disadvantages:</u></p> <p>Some have difficulty getting used to the relaxed atmosphere.</p>	<p><u>Disadvantages:</u></p> <p>Some have difficulty getting used to the relaxed atmosphere.</p>	<p><u>Disadvantages:</u></p> <p>Some have difficulty getting used to the relaxed atmosphere.</p> <p>There is not place to set beverages or to write when there is no table.</p>



## Lesson 5: How to Give a Presentation

**Main Message:** Meetings are more effective when group members feel participatory and goals are achieved.

	<b>Concept...</b> What we teach	<b>Method...</b> How we teach
<b>A</b>	Using a format simplifies planning a presentation.	The facilitator will introduce the Lesson at a Glance format
<b>B</b>	Greater participant involvement in learning experiences increases the level of comprehension.	The facilitator will discuss ways to increase learner participation and thus enhance a presentation.
<b>C</b>	Presentations require careful preparation to be effective.	Facilitator will demonstrate effective openings, closings and other ways to deliver an effective message in a presentation.
<b>D</b>	Closure is critical part of a presentation.	Facilitator will demonstrate methods of closing a presentation.
<b>E</b>	Evaluation of presentations allows a participant to give feedback to the presenter.	Facilitator will explain how to do a friendly critic evaluation and to deliver helpful feedback to assist in improving future presentations.

## LESSON 5 AT A GLANCE

<b>Results...</b> Why it is being taught	<b>Resources...</b> What is needed to teach
The participants will be comfortable with the method and plan forms.	<i>Lesson at a Glance Worksheet</i>
Participants will gain skill in selecting types of learning experiences to use in presentations.	<i>Teaching Aids for Different Purposes</i> <i>How People Gain New Information</i>
Participants will practice delivering short (3-5 minutes) presentations with a catchy opening, one to three main points, and a memorable closing. As each participant gives his/her presentation, the audience members will identify the message being sent/received.	<i>Bonding Activities</i> <i>Presentation Planning Sheet</i>
Participants will have experience with a variety of closure techniques.	
Participants will practice giving and receiving evaluation of the presentations heard within the group and elsewhere.	<i>Friendly Critic Observation Sheet</i>

**Lesson 5: How to Give a Presentation****MAIN MESSAGE:**

Answering the question, "What is the message?" helps make a presentation more effective.

**OBJECTIVE:**

Participants will be able to plan and deliver an effective presentation.

**MATERIALS NEEDED:**Participant materials

- Lesson at a Glance Worksheet
- Teaching Aids for Different Purposes
- How People Gain New Information
- Presentation Planning Sheet
- Bonding Activities
- Friendly Critic Observation Sheet
- Workshop Evaluation (located in Lesson 1)

Facilitator Materials

- Eight Methods of Learning

**LESSON OVERVIEW:** This lesson contains activities and discussion suggestions to develop the skills needed to plan and deliver an effective presentation. In the *Facilitation Plan* which follows, suggestions are provided for the facilitator to use to present the concepts identified in the *Lesson at a Glance*.

**FACILITATION PLAN:**

Welcome & Introductions: Welcome participants to the session. Re-introduce yourself and introduce any new participants to other group members. Review highlights from previous lesson, encouraging the group to continue to work toward their goals. This session will be dealing with how to effectively plan and deliver presentations.

Concept A: Using a format simplifies planning a presentation.

Method: The facilitator will introduce the *Lesson at a Glance* format and *How to Plan a Presentation*. Participants will practice completing the sections of these forms.

## Enhancing Family Empowerment (EFE)

**Concept B:** Greater participant involvement in learning experiences increases the level of comprehension.

**Method:** Facilitator will use *How People Gain New Information* and *Teaching Aids for Different Purposes* as tools the help participants gain skill in selecting types of learning experiences and presentation aids to improve presentations.

**Concept C:** Presentations require careful preparation to be effective.

**Method:** The facilitator will demonstrate effective openings, ice-breakers or bonding experiences and delivery methods. Bonding Activities will help create an appreciation and understanding of the benefits of planning and effective opening. Participants will then plan and deliver a short presentation about one of the techniques demonstrated by the facilitator. They will be encouraged to include an opening and one to three main points

**Concept D:** Closure is a critical part of a presentation.

**Method:** Facilitator will demonstrate different types of closures. Some examples are summaries, fact sheets, games like bingo and jeopardy to encourage recall of the key points of presentation.

**Concept E:** Evaluation of presentations allows a participant to give feedback to the presenter.

**Method:** By using the *Friendly Critic Observation Sheet* to evaluate each others presentations, participants will gain confidence in their ability to evaluate. Facilitator will use *Friendly Critic Observation Sheet* to demonstrate how participant responses can be used to improve future presentations.

### **CLOSURE:**

#### **Lesson Summary:**

- Review the main concepts of the lesson  
Using a format simplifies planning a presentation.

Greater participant involvement in learning experiences increases the level of comprehension.

Presentations require careful preparation to be effective.

Closure is a critical part of a presentation.

Evaluation of presentations allows a participant to give feedback to the presenter.

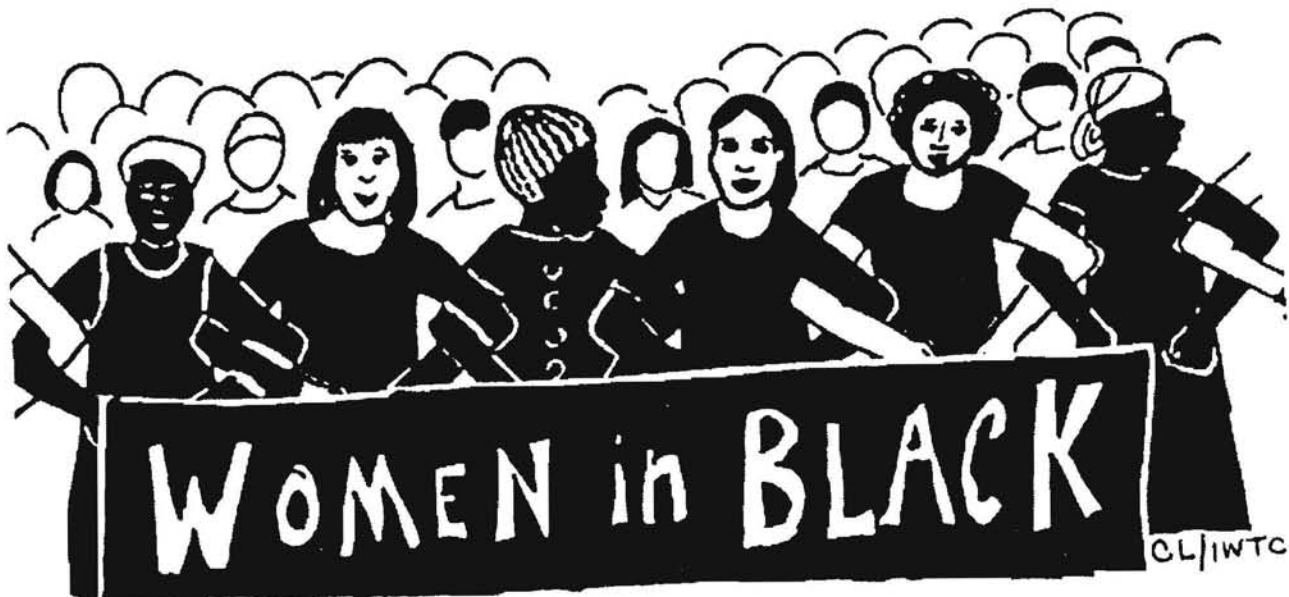
- Ask if participants have questions or have identified points needing clarification.
- Conduct the evaluation of the workshop.

### Looking Ahead:

- Identify the topic of the next session.
- Provide time for the participants to debrief at the end of the workshop

**GOING FURTHER:** Developing the confidence to do presentations requires more time for some individuals than for others. Offer those who need to gain more confidence opportunity to team with someone else to develop the confidence needed to work independently. Encourage them to take just a little piece of a presentation at first. They will eventually gain the level of confidence needed to take on more and more responsibility.

"All over the world, women have worn black, and continue to wear black to protest violence against women and violations of women's human rights...Collectively we have moved our protest into policy." From The Tribune #56, April 1997.





## Lesson at a Glance Worksheet

Main Message: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_

Concept... What we'll teach	Method... How we'll teach	Results... What is being taught	Resources... What is needed to teach

## Teaching Aids for Different Purposes

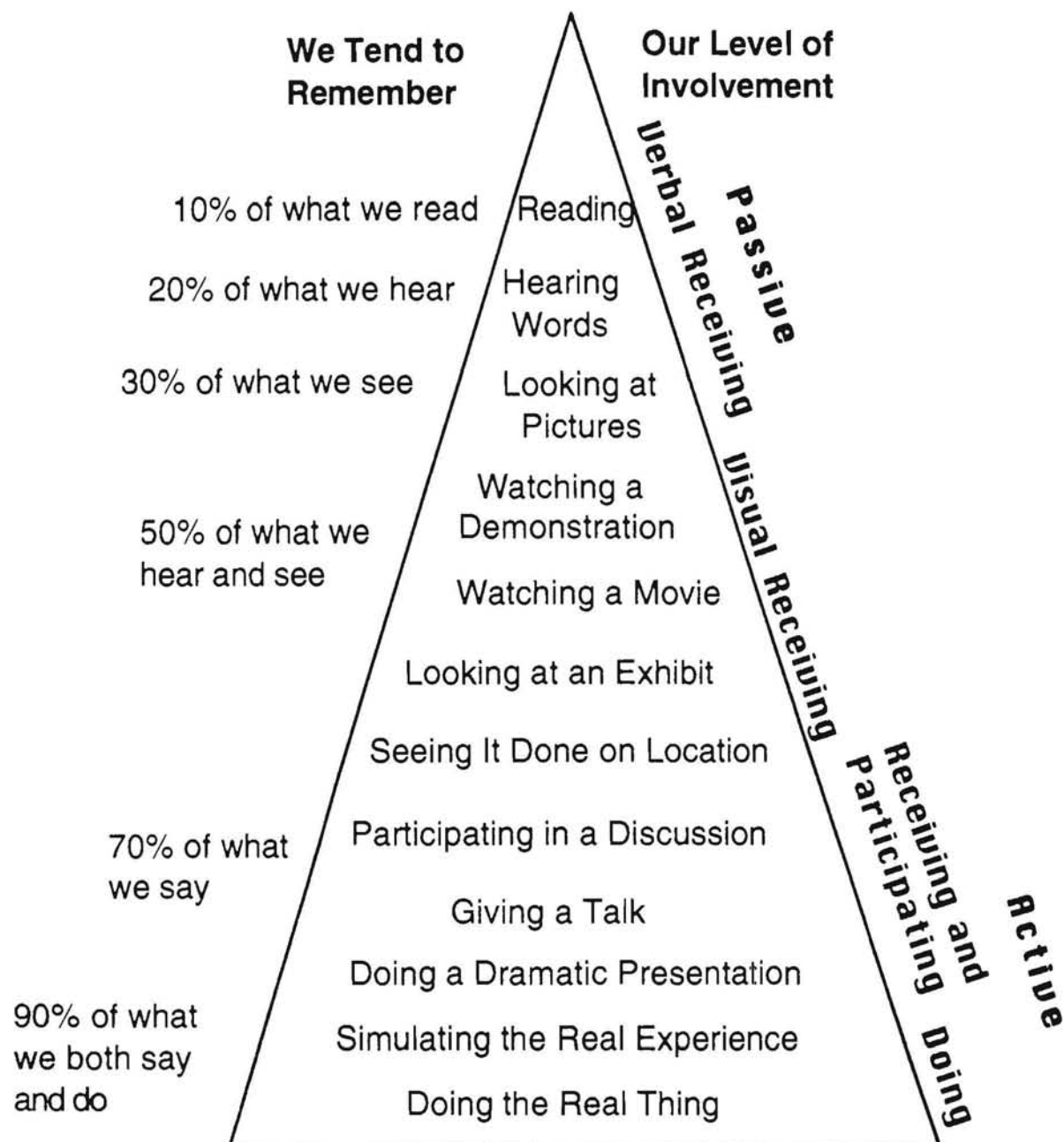
Different outcomes require different methods of sharing information. Some methods are effective for more than one anticipated outcome.

<b>Attract interest, introduce ideas, and build awareness</b>	<b>Share detailed information</b>	<b>Build skills and provide practical experience</b>	<b>Clarify points and develop understanding</b>	<b>Help remember message</b>	<b>Change attitudes, influence, or convince others</b>
display or exhibit	fact sheets	demonstrate	questions	flip chart	discuss
demonstrate	film	field trip	role play	radio message	individual instruction
field trip	radio TV/video	workshop	pictures	poster	radio announcement
radio	pamphlets	practice	drama	newspaper article	demonstrate
posters	flip chart	individual instruction	brainstorming	songs	free samples
role play	newsletters		games	rhymes	songs
flip chart	talk			films	
slides	self study				
flash cards	home visit				

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## How People Gain New Information

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## Presentation Planning Sheet

<b>Presentation title:</b>	<b>Date:</b>	<b>Other presenters:</b>	<b>Location:</b>
<b>Type of Activity</b>	<b>Cost</b>	<b>Who Is Responsible?</b>	<b>By When?</b>
<b><u>Participants</u></b> <ul style="list-style-type: none"> <li>• Who is audience?</li> <li>• Identify training needs</li> <li>• Find location</li> <li>• Design materials</li> <li>• Copy and collate materials</li> </ul>			
<b><u>Publicity and Promotion</u></b> <ul style="list-style-type: none"> <li>• Notices/invitations</li> <li>• Directions to location</li> <li>• News releases</li> <li>• Camera and film</li> </ul>			
<b><u>Room and Equipment</u></b> <ul style="list-style-type: none"> <li>• Room reservations</li> <li>• Chairs, tables, podium, set-up plan</li> <li>• AV equipment (Check that it's working!)</li> <li>• Refreshments</li> <li>• Signs</li> </ul>			

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## Bonding Activities

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At the start of any training, introductions need to be made. In addition, an atmosphere of closeness, safety, and connection needs to be established among the participants. Any kind of activity that gets people to interact in a culturally sensitive way can begin to create this kind of close, safe, and connected environment. These are often called bonding or icebreaker activities.

The objectives of bonding or icebreaker activities are:

- To do away with some of the unfamiliarity or formality that may keep people from interacting with each other.
- To enable people to relax enough so that group creativity can flow.
- To help people see each other as allies.

Some examples of activities that meet these objectives are:

- Songs
- Games like "The Crime Game" found in lesson 2.
- Activities like the "Group Experience Chart" found in Lesson 1.

What icebreakers can you think of that would work in your community? Have fun making up new ideas.

# Eight Methods of Learning

Frequently thought of as <-----play experiences, most-----> often occur out of school							
high retention							
<---Involvement---							
all five senses plus kinesthetic involvement							
Perceptions most likely to be utilized by students							8
<-----Most often occur in school----->				5	6	7	
listening			4	5	6	7	8
looking		3	4	5	6	7	8
1	2	3	4	5	6	7	8
Verbal Symbols	Visual Symbols	Presenting with Media Support	Viewing Pictures	Audiovisual Experiences	Observing Real Life	Simulated Experience	Direct Purposeful Experience
telling lecture tapes discussion	books articles other printed material	tapes slides records charts maps	silent films slides photos filmstrips overhead transparencies	seeing and hearing real situations through media such as TV slide/tape sound movies audiotape	field trips models demonstration exhibits	role plays games puppetry dramatized experience use of video/AV equipment by students to plan and record dramas, etc.	all real life experience projects
.....Methods of Teaching.....							
<-----most abstract---				---most concrete-->			





## Resource List

### Articles & Pamphlets

- Bowman, T. (1987, Spring). Reflections from a Group Leader's Notebook: Starting with Closure. Partners in Learning, p. 1.
- Bowman, T. (1988, Spring). Reflections from a Group Leader's Notebook: Encouraging Full Participation. Partners in Learning, p. 1.
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- Extension Service (1975). Helping Leaders Help Youth. Illinois State University.
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- Moore, E. Planning Programs on Controversial Issues, Extension Bulletin E-1371, Michigan State University.
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### Books

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Solomon, M. (1990). Working with difficult people. Englewood Cliffs, NJ: Prentice Hall.

Speeter, G. (1978). Power: A repossession manual, Citizen Involvement Training Project. Amherst, MA: University of Massachusetts.

## EFE--Leadership Curriculum

Workman, R. L., Leon Guerrero, W. P. , & Du Pertuis, L. (1987). Volunteers: Guam's people helping people. Community Development Report No. 19. Mangilao: UOG Cooperative Extension.

### Training Guides

Cochran, M., Dean, C. Dill, M. F., & Woolever, F. (1984). Empowering families: Home visiting and building clusters. Ithica, NY: Cornell University Cooperative Extension.

Slinski, M. D. (1990). Building communities of support for families: Master Teacher in Family Life Program. Amherst, MA: University of Massachusetts Cooperative Extension System.

South Pacific Commission (1994). Making and using teaching materials. Noumea, New Caledonia.

University of Hawaii Cooperative Extension (1985). Leading the future: Trainer's manual. Honolulu: Author.

Vanderslice, V., Cherry, F., Conchran, M., & Dean C. (1984). Communication for empowerment: A facilitator's manual of empowering teaching techniques. Ithica NY: Cornell University Cooperative Extension.