

LeadershipPlenty®

Module 1 Review Session:

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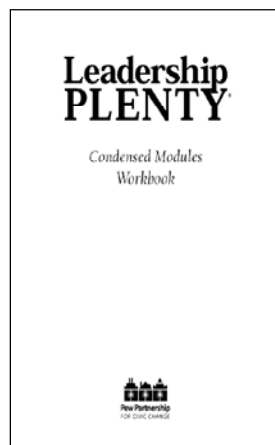
Purpose

- Review Sessions
- Implementation Guide
- Condensed Modules Workbook

Implementation Guide

- ❑ Working with Steering Committee
- ❑ Training Schedule
- ❑ Recruitment Strategies
- ❑ Budget
- ❑ Equipment
- ❑ Child care / Transportation
- ❑ Refreshments (Hospitality Coordinator)
- ❑ Greeter – nametags – photos
- ❑ Handouts
- ❑ Survey

Condensed Modules Workbook



<http://www.pew-partnership.org/lpinstitute.html>

Click on the link: Resources for graduates of our leadership program

Username: civicleader

Password: partner4change

Condensed Modules Workbook

Introduction

Using the Condensed Modules

When a group finds it impossible to meet for a full training day, there are essentially three approaches that can be taken:

1. You can deliver the modules in their entirety over two sessions.
2. You can cut time from individual activities by eliminating some steps, or reducing the discussion time, for instance.
3. You can deliver the condensed modules provided here.

The condensed modules offer an alternative way to achieve the goals of Leadership Plenty® in roughly three hours per module. We have attempted to maintain the integrity of the full-length modules by assuring that most, if not all, objectives are still addressed; retaining as much variety among the activities as possible; and continuing to adhere to sound adult education practices such as identifying and building on participants' life experience and knowledge. You should be aware that using the condensed modules entails certain costs:

- The richness of group discussion may be lost.
- There is less social time for crucial relationship-building tasks.
- There is less opportunity to tap into all participants' learning styles.

Condensed Modules Workbook

Each condensed module represents just one possible way that the content and instructional processes can be modified; you may want to refine the condensed modules further or develop your own.

The condensed modules can only be understood in reference to the complete Facilitator's Guide in your LeadershipPlenty® binder. Make sure you keep the two sets of material together at all times.

These condensed modules represent a supplemental aid to the binder, not a substitute.

"Homework" has been added to each condensed module to encourage active engagement with key leadership concepts between training sessions. If relying on the condensed versions, we encourage participants to maintain a journal throughout the training series. Journal assignments are located in the "Homework" section of each condensed module.

LeadershipPlenty®

- What are we trying to accomplish with LP?
 - Provide tools (skills) to address poverty in communities.
 - Create a space for relationship-building and creative reflection and resolution to complex problems.
 - Encourage new thinking, cooperation among all, and action for change.
 - Meet our Horizons threshold.

LeadershipPlenty®

- Assumptions of LP:
 - Everyone has the ability to be a leader.
 - 'Plenty' of untapped talents; make communities a better place to live, work and raise families.
 - Leaders look at what is and envision what could be.
 - Only by working in groups can we address complex problems.

LeadershipPlenty® Module 1

Overview

- How to Start
- Objectives and Guiding Questions
- Activities

Session Overview

Introduction	15 Minutes
Icebreaker	30 Minutes
Connecting Personal Experience to Leadership and Change Efforts	60 Minutes
BREAK	15 Minutes
The concept of "leadership plenty"	15 Minutes
Balancing Reflection and Action	75 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 45 Minutes</i>

Module 1: Finding Leaders Within

How do I start?

- Introduce yourself; set ground rules and discuss schedule. Smile and have FUN!
- Introduce Objectives and Guiding Questions.
- Provide outline of Module 1 (see Condensed Modules Workbook).

Module 1: Take home message

- Introductions
- Unique skills of each participant
- Abundant ('Plenty') talent within community

Module 1: Objectives

1. To connect prior community experiences with the desire to participate as leaders.
2. To recognize individuals' leadership skills as part of the "plenty" in LeadershipPlenty.
3. To understand the need to balance personal reflection and community action.

Module 1: Guiding Questions

1. What have been our personal experiences of community involvement?
2. How can we creatively use our individual skills to strengthen community leadership?
3. What individual and group techniques help us balance personal reflection and community action?

Module 1: Condensed Modules Workbook

Module One

How this module differs from the full version

All of the learning objectives found in the full version are still addressed; however, participants devote less time to the basic task of identifying their own personal leadership skills, gifts, and talents. Two activities (*What Spice Am I?* and *Working Together With Energy and Imagination*) have been eliminated entirely. As a result, participants also have less opportunity than in the full version to explore the broad range of skills that are possessed by members of the training group. The *River of Life* activity has been modified slightly to address some of these important concepts.

Module 1: Condensed Modules Workbook

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<u>Total time</u>	<u>3 Hours 45 Minutes</u>

45 Minutes – *Introduction and Icebreaker*. Conduct these activities as they are described in the full-length version.

Materials: Flip Chart with Session Objectives / Topics; Paper for note taking

Module 1: Introductory remarks

- Discuss the "plenty" in community leadership: comes from capacities that people within community possess
- Leadership potential: diverse groups (youth groups, neighborhood associations, etc.)
- Strengthening leadership comes from tapping into wealth of citizen expertise and experience
- This module: focuses on individual skills and experiences in community

Icebreaker: I came here today because...?

Consider pairing-up and having partner share purpose. Or, last person of circle repeats previous responses.

- Jot down phrase: one reason I've come to this training...

Debriefing: Icebreaker Discussion / Reflection

Help group draw some conclusions:

Materials: Flip chart with questions:

- *What purpose for being here do we share?*
- *What unique purposes surfaced during the introduction activity?*

Transition: Have our experiences increased our desire to participate in community leadership or have they served as roadblocks?

Activity: River of Life

60 Minutes – *Connecting Our Personal Experience to Leadership and Change Efforts.*

Carry out the *River of Life* activity as presented on pages 9-10 of the module. Adapt the activity by 1) asking participants to make note somewhere in their drawing of the personal traits, behaviors or qualities they demonstrated in community change efforts depicted in their “River of Life”; and 2) when debriefing this activity, pose some of the discussion questions about traditional and nontraditional leadership skills that are suggested by the flip chart illustration on page 12.

15 Minutes – *Break*

Materials: Chart paper and markers for each participant

Objective: River Of Life....

- ❑ Tool for personal reflection: forces that motivate us to become involved in community change efforts.
- ❑ Connect personal reflections to events that have occurred in the community.
- ❑ Share as a group to get the perspectives of others in your community.

Activity: River Of Life....

Pair-up individuals

- Draw river (tree, road, circle) with tributaries (branches, etc.) of important stages / influences involving you in community change
- Draw blocks / barriers to community involvement (colors: moods), major community events
- Note: privacy
- Share with partner, then post as gallery

Debriefing: River Of Life

- By 'drawing' on our personal experiences - we have had positive and negative experiences from community change.
- We have used individual community experiences to create unique pictures of our past community involvement.
- Which skills on your list are shared and are different from "traditional leaders?" How can we use these skills? (pg 12)
- Transition: focus on positive forces that strengthen community leadership.

Searching For Community Leaders: Looking Within

15 Minutes – *The Concept of LeadershipPlenty®*. Refer to the section called *Searching for Community Leaders: Looking Within* on pages 10-11. Share each of the **points about leadership** that are made in this section. Then, engage the group in a discussion about how **people from all walks of life work to improve the community** (see flip chart illustration on page 11).

Materials: Flip chart with question:

In what different ways are people from all walks of life working to improve your community?

5 Discussion Points

1. Frustration: no one seems to step forward.
2. Many are working for change, but don't see themselves as "leaders."
3. 'Plenty' of people with untapped talents.
4. Strengthening leadership is about establishing new ways of thinking and new patterns of behavior.
5. No lack of leadership in our communities; lack of opportunity to work together.

Transition: How to build and strengthen leadership by reaching out to people with different skills and expertise.

Balancing Reflection and Community Action

75 Minutes *Balancing Reflection and Community Action.* Give participants about 15 minutes to read and discuss **Handout #1** using the questions found on page 14. Then, carry out the **Action Sandwich** activity as it is described on pages 14-16.

Materials: Handout #1; Action Sandwich ingredients on flip chart and index cards

Balancing Reflection and Community Action

Module One • Group Handout #1

Balancing Personal Reflection and Community Action

For individuals, groups, and communities, leadership is fundamentally balancing act between reflection and action. Sometimes it's challenging, especially as a group, to strike the right balance between personal reflection and group action on issues of concern to the community.

Leadership often involves several techniques we can practice. They are detailed below. Many of these techniques are explored in other modules in the Leadership Toolkit series. They include personal reflection, active listening, managing conflict, building consensus, partnering, and evaluation.

- 1 Structure meetings to include time for participants to share personal growth activities, such as journaling and for reporting out on specific community-focused work, such as information about reflective the group is addressing. This will foster a positive dynamic between personal growth and community engagement.
- 2 Realize that some people have a stronger need than others to have personal experiences as part of their own reflection. Supporting other team members in this process is an important part of team building.
- 3 Brainstorm about issues of importance to the community that the team would like to address. Team members can gather information about some of these issues to present at the next meeting. However, at the early stages of a team effort, refrain from making hasty decisions about group work.
- 4 Take a deep breath. It is normal for tensions to rise as individuals in a group begin to work together. If the group gets rough, refocus on what you as individuals and a group care deeply about in the community.

Balancing Reflection and Community Action

1. Do these techniques seem helpful in balancing reflection and action?
2. Can you think of other techniques you would add?
3. Have you used any of these techniques? Please share.
4. Are some techniques more difficult than others?

Transition: last activity puts into practice personal reflection and community action

Balancing Reflection and Community Action

Module One • Group Handout #8

Building an Action Sandwich

Build your Action Sandwich from the following ingredients:

Card 1	HOPE	Write a specific hope for the community on your top card, even if it sounds very ambitious. Example: "Hope that every child in our city can have access to an excellent education and the support of caring adults."
Card 2	FEAR	Write your worst fear about the situation. Example: "I'm afraid that children waiting for the school bus could be caught in the middle of a drive-by shooting."
Card 3	PROBLEM	Write what moves you deeply about the situation. Example: "I am furious when I hear that high schools are graduating young people without basic skills."
Card 4	ROLE	Write how you see yourself participating in the effort.
Card 5	TIME	Write how long you think it will take.
Card 6	MONEY	Write anything you know about the need for or availability of funding.
Card 7	FACT	Write one thing you know to be true about the situation that has a bearing on the outcome. Example: "I read that only 20 percent of parents actually attend parent-teacher conferences and making the time on the job that parents would be more engaged in their children's educational experience is a goal."
Card 8	REALITY	Write your version of a realistic goal statement. Example: "If employers in the community would let parents leave work for parent-teacher conferences and make up the time on the job that parents would be more engaged in their children's educational experience at school."

Adapted from The Book, Making Room for Getting Things Done in Communities
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Objective: build a plan of action for community using best ingredients.

Group of 6.

Community issue of concern (ex. Parent involvement in schools).

8 cards / person.

Balancing Reflection and Community Action

- ❑ All sandwich ingredients are sandwiched between Hope and Reality; write your "hope."
- ❑ Keep cards in order, place on bottom and pass to left; write your "fear."
- ❑ Group creates a single sandwich from the best ingredients.
- ❑ Share the results with the rest of the participants.

Module 1 Debriefing

- ❑ We've explored different aspects of LP.
- ❑ Everyone is a potential leader.
- ❑ Everyone has unique leadership skills that can serve to effect change in the community.
- ❑ Leadership skills and techniques enable us to weave a shared vision and respond to a call for action.

Module 1 Debriefing

15 Minutes – Evaluation and Closure. Ask a volunteer or two from the group to sum up the work accomplished in this module. Conclude the session with a whip around the room in which each person shares one unique leadership skill they can use to effect change in the community.

Homework

For two weeks following the training, instruct participants to pay close attention to the skills, gifts, and talents they demonstrate routinely at home and at work. Ask them to note in their journal how these could be applied to community problem solving.

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Questions, Comments, Concerns?

Our next Connect Session:

Date? Wed mornings?

Discussion items:

1. Sharing of experiences, questions and concerns
2. Review of Module 2 (IDENTIFYING COMMUNITY ASSETS) and Module 3 (MANAGING GROUPS FOR RESULTS)