



A Toolkit for Volunteer Leaders Program Management

Social Action Process M-1

Lip service is one thing, doing it is something else.

Working on community projects is not the same as working for a business or an institution. There are many more unknowns. There are fewer rules that are understood. Two sociologists from Iowa State University, Dr. George Beal and Dr. Joseph Bohlen, studied this problem and developed a model to explain how projects happen in a community. Understanding this model can help leaders to carry out their plans and manage projects more effectively.

LEARNING OBJECTIVES

After completing this reading you should be able to:

1. Describe the steps in the "social action process" model.
2. Explain how community projects get started.
3. Define "the initiating set, legitimizer, the diffusion set."
4. Compare this model to the program planning process (module E-4).

TWO BEGINNING CONCEPTS

All social action takes place in some sort of SOCIAL SYSTEM...never in a vacuum. Some examples of social systems may be the state, the county, the community, a church, or a club. Social action must be related to one of these social systems. A project may or may not involve all of the broad social system as it moves step by step through the Social Action Process.

For every social action program, there must exist, within the social system, some past experience which relates to the social action under consideration. This is known as the PRIOR SOCIAL SITUATION. Somewhere in the background there is a similar program, or one related to the idea we want to put across, with a history of success, failure, crisis or conflict. If we are to work intelligently we must look at: 1. the overall social system in which the action will be taking place, and 2. the past experience or present situation relating to the program we want to accomplish by social action.

WHAT--OR WHO--STARTS THE PROCESS?

Two or more people agree that some kind of a problem or situation exists and that something should be done about it. Quite often there may be a feeling on the part of the people within the social system that a problem exists and that it is important enough for them to try to get something done about it. It may even be an "insider" connected with the system...but who represents "outside" interests. This member might be a minister, a superintendent of schools, or the county agricultural agent.



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Very often there is some kind of force totally outside of the social system that tries to get action started on a given problem within the system. Perhaps a pressing problem has stimulated some outside force such as a health specialist or some state or federal agency to become interested in the problems within the system. The problem might be weed or pest control and the outside force may decide that action should be taken. In such cases, the initiative to define the problem and start action would come from outside the system.

THE INITIATING SET

Convergence of interest around the problem is the initial step in the Social Action Process. The people who feel that "something should be done" about a problem are the INITIATING SET. They decide that the problem is important enough to do something about it. They are willing to initiate some action. The people involved in the initiating set are all of those who actually originate action on the idea or program.

THE LEGITIMIZERS

In almost every community, or every social system, there are certain people or groups whose approval or acceptance of proposed projects is necessary to make things "legitimate." They put the stamp of approval upon an idea. The initiating set usually takes the problem to the legitimizers and asks them to pass judgement on it. To bypass this group usually spells failure.

Legitimizers may be one or two people. Sometimes it is an informal group of three, four, five or six people. Sometimes it may be a formal group such as a church, the chamber of commerce, a service club, or public officials.

Legitimizers have a reputation for doing things that are good for the community. Thus legitimization is the giving of sanction by key persons or key groups which leads to public acceptance of an idea. The ultimate legitimizers of any idea are the people themselves. Before the idea gets to them, however, the "stamp of approval" is needed from the key people or groups.

THE DIFFUSION SET

After an idea has been "legitimized," it is ready to be moved on to the "diffusion stage." The DIFFUSION SET takes the program to the public. Up to this point the idea has been considered by only a few people who are in the initiating set or who are legitimizers.

Careful consideration should be given to the selection of those to serve as the diffusion set. They should have the promotion ability of sales people, the appeal of an advertiser, the zeal of a missionary, and the dedication of an educator. The "idea people" (i.e., initiators) may not necessarily be the best people to convince others that a problem exists. The diffusion set should be recognized by the public as action leaders.

DEFINING THE NEED

Once the diffusion set is ready to function, its task is to make the problem become the people's problem. This is done by helping the people DEFINE THE NEED as one of their own. This definition of the need is often a very difficult step in the social action process.

Several techniques may be used to get large numbers of people to see a problem and identify it as one of their problems, too. They are: 1) basic education, 2) program development committees,

3) survey or questionnaire, 4) comparison and competition, 5) exploiting a crisis, 6) trials or demonstrations, 7) building on past experience, and 8) channeling gripes.

COMMITMENT TO ACTION

Quite often, people appear to accept an idea and to recognize a need, but they're not motivated enough to act. It's easy to get them to nod their heads...to say, "This is a problem, we should do something about it." When the time comes to give time, money, or resources to solve the problem, however, that's another matter. We can't assume that just because we have an agreement, we have moved people to a willingness to act.

We must also get from them a commitment to take action. Such commitments to action can be obtained in terms of 1) votes of confidence, 2) agreements to attend meetings, 3) agreements to act at the proper time, 4) agreements to pledge so much money, and 5) agreements to participate in the program. A commitment to action is one of the most important steps in the social action process.

GOALS

Once there is a felt need established, we must establish some concrete targets, GOALS or objectives. These are the goals which the group is willing to try to reach to solve the problem. Whatever we are going to try to accomplish must be spelled out as to: 1) our destination (this may be likened to the goal line in a football game), 2) the content area (this can be compared to the plays we need to defeat the other team to bring home a victory) and 3) human behavior changes that we hope to bring about (this can be represented by the school spirit generated by having a winning team).

MEANS

Once we have decided what objectives we want to accomplish, we must then decide HOW we are going to do it. Usually we have more trouble agreeing on HOW we are going to do something than on WHAT we are trying to do. This then is the "huddle" stage where the quarterback decides what play will gain the most yardage for the team. We should analyze the play (plan) in terms of consequences and have an alternate plan in mind if we are stopped for "no gain" on the first plan suggested.

PLAN FOR ACTION

After we have set up our goals and have decided on the basic methods we should use, we will then want to set up a PLAN OF WORK -- an action guide with the organizational structure to carry it out. Too often this seems to be the starting point. We do not fully consider the other steps which lead up to the plan. We must design a plan which will carry out our goals and use the methods we have in mind. In the plan of work we should consider 1) time schedule, 2) committees needed, 3) kinds of personnel needed, 4) buildings and facilities required, 5) content materials, 6) visual aids or other methods needed, 7) the need for meetings, 8) communications (personal, group and mass media), 9) publicity requirements and 10) all other planning details.

MOBILIZING AND ORGANIZING RESOURCES

Once we have written our plan of work, then we must MOBILIZE and ORGANIZE the RESOURCES so that the plan can be carried out. The people involved have to begin to take responsibility for their program in terms of time, expense, skill, work, etc.

LAUNCHING THE PROGRAM

As we move into action most programs will need some sort of a "launching" process which might take the form of a fund drive, a series of tours, a well publicized kick-off dinner, a full page advertisement campaign in the local newspaper, a telephone call network, or a multi-media publicity splurge. In other words, this "launching" is made into a big event so the people will know we are now in the action stages of the program.

Some programs do not lend themselves to a "sky-rocket" type launching. We must move into them slowly and ease them along carefully but without allowing them to lose momentum.

CARRYING OUT THE PROGRAM

Whether or not there is a big launching for the program, once it is started we must follow through with our plan of work. So we go through the various action steps (described in our written plan) as we carry out the program. We take as many action steps as necessary to move us to the completion of our specific objectives and, therefore, of our overall goals.

FINAL EVALUATION

Between each of the action steps, as at all other places along the Social Action Process, we stop and evaluate. We must evaluate what we have done, our next immediate step, how well we are meeting our immediate objective, and alternative methods for reaching that objective. In other words we decide as to what our next move is going to be. Then we plan our next move. Finally we act in relation to that plan.

Eventually we get to the point where we have a final evaluation to "sum up" the project. We need to know:

- did we accomplish what we set out to do?
- were the methods we used the best?
- did we make effective use of available resources?
- what parts of our project were successful? why?
- what parts of our project were unsuccessful? why?
- what would we do differently if we could do the project over?
- what did we learn that could be used for other projects?
- where do we go from here?

Evaluation can be defined as a process to determine if objectives have been met? Depending on your specific objectives, the evaluation instruments you use will differ from one project to another. Module E-10 has examples of some evaluation instruments and a more complete discussion of the evaluation process.

QUESTION FOR DISCUSSION

Does the social action process fit with the program planning process explained in Module E-4? How are they alike? How are they different?

EXERCISES:

1. Analyze your organization or a group or institution with which you are familiar. Which individuals usually are the initiating set? Which ones are the legitimizers? Which individuals would you expect to do the diffusion? Who would usually carry out the project.

If the answers to these questions depend on the specific type of project, then pick a project (current or future) and use that project as the frame of reference for answering the questions above.

2. Pick a project which you would like to introduce in your community. Use the social action process to help you "think through" how you would plan, implement and evaluate that project. This exercise could take you several hours if you really get involved in the details. You may want to work in pairs or show your preliminary ideas to a friend who can comment on the accuracy and completeness of your plan.



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Implementing a Plan M-2

Perseverance is what gets us to our goals.

After you plan your work (modules E-4 through E-9), then you should "work your plan." Implementing the plan requires considerable skill and attention.

LEARNING OBJECTIVES

After mastering this section, you should be able to:

1. Identify skills needed to implement plans.
2. Distinguish between "immediate" concerns and "important" concerns.
3. Choose actions which will help you to be a better manager.
4. Carry out your plan of work.

CARRYING OUT YOUR PLAN

When moving from ideas to action, several steps are involved. First, you must have ideas. Then you must choose the most important ideas (priorities) to work on. Next you must write those ideas as goals and objectives. Then you must make sure you have the resources to carry out those objectives. And you must write down a plan which tells how the objectives will be met. The plan tells who does what by when (deadline). Modules E-4 through E-9 discusses these steps in detail. Now you are ready to carry out the plan. Here you put your ideas into action. At this point leadership is critical.

In the broadest sense you need to apply everything you know about leadership in order to get action on your plan. You need to understand yourself and how to best lead given the current situation (modules L-1 and L-5). You must use teamwork (L-2) and stay within your organization's mission and limitations (E-13 and E-14). You must get people to do the various tasks and keep them moving forward (V-2, V-3, V-4, V-5, V-6). You must communicate effectively with others and help people working on the plan to communicate effectively with each other (C-1, C-2, C-3). You must expect conflict to arise and then deal with it constructively (M-3). You must stay on track with your plan, but adjust it as necessary. You must use meetings carefully to make decisions and keep everyone together (L-3 and L-4). Finally you must do all of the above at the same time. You must use your leadership resources where they are most needed to keep everything else going.

There are, however, some specific skills that will help in carrying out activities described in the plan. These skills need attention. They include supervision, time management, coaching and self discipline. Supervision is discussed in the next section as a separate subject.



Time management is mostly a matter of working smarter--not so much harder. The self-management exercise in module M-4 is a time management technique. To strengthen your time management skills complete module M-4.

Coaching is familiar to most of us. That doesn't mean, however, we are all natural coaches. Good coaching begins with explaining and demonstrating the fundamentals. A good soccer coach doesn't just tell a beginning player to "kick the ball hard." The coach demonstrates how to back up several steps, to approach the ball at a 45 degree angle to the direction of the kick, to plant the non-kicking foot beside the ball, to bend the knee of the backswing, to lock the knee and ankle just before contact, to keep the shoulders over the ball with head down and eye on the ball until it is kicked, and to follow through with the kicking foot in the intended direction of the ball.

The coach breaks down a complex task into easy parts, demonstrates each part, then puts the parts together. Next, the coach watches the athlete in action (a drill or a game), observes errors, and goes back over that part until the athlete understands and performs correctly.

You can use this same approach in supervising volunteers. You observe the volunteer in action, suggest an improved way to do the job, and check to see if the suggestion was understood (and carried out if accepted by the volunteer). It is through coaching that a supervisor trains and develops people. A coach needs to spend plenty of time at it, especially when the volunteer is inexperienced.

Self-discipline means staying calm, composed and confident whatever happens. Easy to say, but often hard to do! It's like the cartoon of the guy in the middle of the swamp who says, "When you're waist deep in alligators, it's hard to remember that your original purpose was to drain the swamp."

Under pressure we all have trouble keeping track of what's important (draining the swamp) while handling the immediate problem (fighting off the alligators). If we do not deal with some immediate problems, we may not make it to the important one. On the other hand, if we spend all of our time on immediate problems, we never make it to the important ones either.

Following is a checklist to help you evaluate your needs and do a better job of carrying out the plan. It is divided into two parts: 1. fighting alligators (dealing with immediate problems of program management) and 2. draining the swamp (dealing with long-range problems of program management). Don't try to do everything on the list at once. Work on one or two key things at a time.

Fighting Alligators

1. Keep a listing of things you want to do. Do this on a pad or in a notebook. Cross off things as they are finished. One refinement is to make a weekly list, then transfer any unfinished items to next week's list.
2. Learn to listen--by practicing listening skills.
3. Ask why? --about everything.
4. Develop, maintain, use, and later on, evaluate a schedule or timetable for the things you want to do. The next year should be quite general; the next week should be quite specific.

5. Keep an eye out for things--little or big--that your people (volunteers and staff) do that deserve recognition, either by you, your boss, or the organization head--then see

that they get it. Might be easy to overlook this.

6. Never ignore your people. Praise them certainly--or criticize them out if you absolutely must--but never ignore them.

7. Use the services of your staff. Help them to work effectively, keep up to date on their subject-matter and on the organization.

8. Delegate everything you can that your people can handle and that isn't a major decision matter. You can't be everywhere at once or do everything that has to be done. Be as sure as you can of the abilities of each of your people in this regard. Tell 'em - "Do the best you can. I'm counting on you."

9. Get people to your meetings (such as regular staff conferences) by having the last person in write up the minutes of the meeting, get them typed, and distributed to all members. Once this policy is set up, nearly everyone gets there early.

10. Watch--and guard against--the intrusion of the assembly-line philosophy in the work your people do. Variety is important. The business of doing something from start to finish--the whole job--is important. Too much fragmentation of jobs may lead to boredom and quits.

11. Get to know all the jobs of all the people you supervise. Get them to show you, they'll love it, and you'll know better what your people are up against.

12. Watch your staff meetings. They can be deadly dull, or fascinating. You need (1) news, (2) training and development, and (3) management improvement at just about every such meeting. Don't short necessary business, of course. Have a program developed ahead of time.

13. Make use of the resources in your community. Local bankers, food store managers, State and municipal, as well as federal officials all have things to say about management and how they practice it. They're almost always glad to cooperate, by speaking at one of your staff meetings, for example.

14. Treat auditors and inspectors royally. Be sure they understand your organization--its structure, functions, philosophy, unsolved problems you're tackling, etc. Show your pride in the organization. Most auditors and inspectors aren't used to such treatment. They'll respond by doing a much better job for you.

15. When a crisis subsides then concentrate on details. Don't just relax and wait for the next crisis. Anticipate it and prevent it by handling the details in advance. Be thorough and persistent.

16. When you make a mistake, admit it, correct it and move on.

Draining the Swamp

1. Develop and maintain a 3-ring binder to contain notes, clippings, quotations, excerpts, etc., important to you in your job of supervision or management. Classify the material in some

appropriate manner. This becomes your handbook of management. Review the material from time to time. Take things out that are no longer of interest.

2. Develop a list of planned reading, containing books and magazines you'd like to read, and perhaps study. Get the cooperation of a librarian--they'll love to help you if they understand that you really do want to read.

3. Learn to write--by writing. Get help from an editor, and pay attention to his or her suggestions (above all, don't get mad at an editor who's trying to help you).

4. Update your knowledge all the time by every means you can. Don't let yourself get out of date. Remember, times are changing rapidly.

5. Send copies of interesting, useful clippings, brochures, quotes that you find, to your supervisor, and to members of your staff with appropriate notes. Also, send a book now and then, marked, as "See especially Chapter 12" or whatever. Ask for a brief book review occasionally at a staff meeting. Make one yourself to get things started.

6. Be sure you have, in writing, the goals or objectives of your organization, and that all your people know what they are. If you are in charge of one segment or part of your organization, what's your objective in relation to the larger one of your agency or company? Get your people to help you develop this. (see also item 11 below)

7. Keep everlastingly at the job of developing people on your staff. Help them help themselves, of course. You can take pride in seeing your people leave you for better jobs than you can offer.

8. When you're recruiting, look for the underemployed. You may be surprised how many people--waiters, post office employees, cabdrivers, waitresses, secretaries--have college degrees or important skills.

9. Keep an eye on your organization structure, in relation to your objectives. Will it do the job next year? Five years from now? Span of control too large? Too small? What effects will forthcoming changes make?

10. Make files for use next year (if the program is repeated). Put notes, clippings, addresses, ideas, etc. in a manila file folder to help you next time or to help your successor.

11. What's in the files that people won't miss if it's removed? Are there any unusual bottlenecks in your procedures? Does it take too long to get some things done? Are some people in your unit overloaded while others are idle? These things can be changed by adjusting assignments and resetting priorities. Involve people, however, in making any changes.

Delegation

Problems with delegation usually result from leaders with delegation blockages.

1. Untrained leaders. Delegation does not occur to them. They can't see the value.

2. "I" leaders. They want to satisfy personal needs that may be unhealthy or destructive to others. They want to deny feelings of weakness, prove adequacy, enhance self-esteem. To expose the

problems of their business may be viewed as evidence of a personal defect, so ideas presented by others, regardless of their value will be rejected.

3. Competitive leaders. Motivation to compete may be based on such things as desire for promotion, for power, for wealth, control of people, etc. These individuals want to present themselves to others in best possible light--even at others expense.

4. Fearful leaders. They are insecure regarding their competency and adequacy. It is not so much that they must be right and the other person wrong, they simply can't tolerate mistakes. They check and double-check the work. They strive for perfection.

5. Incommunicative leaders. They don't deliberately refuse to communicate; rather, they don't know how. Interpersonal difficulties develop because people do not like to be in the dark. (May tell one person, but not others. Directions are often oral, and are garbled.)

EXERCISE: ITEMS THAT CAN BE DELEGATED

How Do You Rate? Do You Delegate the Following? Yes No

1. Fact finding and analysis
2. Formulation of goals - not final determination
3. Preparation of first drafts
4. Performance of routines and details
5. Tasks others can do better, sooner, cheaper
6. Representing you at meetings, conferences, etc., where your points of view can be expressed
7. Tasks which will help subordinates to develop through experience
8. Tasks after decisions are made

***Note: A key point in delegation is to hold people more accountable for results than for methods.

B. Items That Can't Be Delegated: (Do You Handle Them Yourself?) Yes No

1. Making final decisions - deciding on goals, etc.
2. Executing tasks where goals are not clear
3. Hiring, discipline, firing of immediate staff
4. Unique or highly personalized tasks that will not come up again

5. Things that must be kept absolutely secret
6. Personal representation where your presence is important
7. Emergency, short term tasks where there is not time to explain

QUESTIONS FOR DISCUSSION

1. In which of these skills do you need improvement?
2. How can you do a better job in these skills?
3. How can you get feedback on skills to improve?
4. What resources do you have for personal improvement?
5. Can you organize "self training?" (see module LT-10)

EXERCISE:

Work through this module with a colleague before you need to guide the implementation of a program. Anticipate, using the plan for the program, where difficulties may occur and what actions you will take. Refer back to this module with your colleague as the program unfolds. Make changes in your actions as appropriate.



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Managing Conflict M-3

An ignorant person has little tolerance.

Every community group experiences conflict from time to time. There will be differences which arise between individuals (or factions) within the group, as well as between group members and interests outside the group. The ability to manage and ultimately resolve conflict is essential to the development of effective relationships, whether within the family, at work or in community groups.

EDUCATIONAL OBJECTIVES:

1. Identify causes of conflict.
2. Recognize different ways of managing conflict.
3. Resolve conflict through collaboration.
4. Use the skills of third party mediation.

CAUSES OF CONFLICT

Conflicts occur because people care, because something that is important to them is threatened--their ideas, their values, their goals, their success, their relationships. Most conflict has one or more of the following causes.

Misunderstanding. Conflicting parties may simply misunderstand each other or the situation. They may not communicate clearly. They may not listen carefully. They may not have all the facts or the right facts about the issue. Most conflict is based in miscommunication.

Disagreement about the nature of the issue and its solution. The world is seen differently by every person, and while that is an exciting aspect of the human condition, the conflicts of these differences are inevitable.

The organizational situation itself. Conflict is likely when authority and responsibilities within the group are not clear, when roles are poorly defined, when group goals are uncertain or when group procedures are unclear or unreasonable.

Personal needs are threatened. All of us have certain needs and interests. Every group member enters into a group to meet some personal need or want. When that need or want is threatened or perceived to be threatened, members lash out at what they see as the source--group officers, leaders, co-members, the institution, etc.

WAYS OF MANAGING CONFLICT

There are many ways of managing conflict. To manage conflict is different than resolving conflict. To manage it is to hold it in control, to keep it from getting out of hand, but it will not necessarily get rid of it. All of us as individuals have ways in which we manage the conflicts in our lives. As members of an organization or group, we also have ways of managing conflict either individually or corporately.

Each of us handles conflict differently. I may choose to ignore conflict, hoping the issue will go away. I may blame the conflict on someone else. I may deny that there is any conflict. I may confront or attack the other person. I may use persuasion to convince that person that I'm right. I can also choose to work with that person, one-on-one, to manage the conflict to our mutual satisfaction. I might also seek the services of a third party to help mediate the conflict.

Our effectiveness in dealing with conflict is largely dependent on how we choose to react to it. We have basically three choices. (1) Let it pass and forget it, hopefully without resentment. (2) Work to improve the relationship which may require considerable effort and emotional energy. (3) Attack, depreciate or terminate the relationship, and be willing to live with the consequences. We can either whine, undermine, shine or recline. It is our choice.

Some of the approaches we may use to manage conflict are:

Avoid involvement in the conflict. There are times when we simply don't want to get involved. We may feel the issue is not worth it or we don't have the energy to involve ourselves in it. We may use this method to keep ourselves out of the conflict and leave it to others to handle. The risk is that the decisions made may not be of our liking or the conflict may mushroom into a larger issue, drawing us into it whether we like it or not. Groups as an entity may choose to avoid a conflict and it may go away, especially if it's a trivial issue. In other situations, the group may find that the conflict is growing, requiring more time and more skill to handle it.

Give someone responsibility to solve the conflict. When time is short, responsibility may be given to a group's officer or committee leader or another person in charge to make a decision. This takes the burden off of us as group members or off of the group as a whole. It is an effective strategy when time is short and the group has a great deal of trust in those who will make the decision. The risks of this approach are obvious. In the long run, this method can create highly frustrated and dependent group members. Also, the short range choice may prove not to be a very good one.

Confrontation. There are times when direct confrontation is necessary to bring your needs, interests, or concern to the attention of another. The other person or group may be unaware or insensitive to your needs or the impact of their behavior on you, or they may be avoiding or denying the conflict. In either case, you may need to assertively speak up for yourself, to "rattle their cage," before conflict management can begin. We often avoid such confrontation for fear of what might happen. To use this approach we need skills and experience in how to confront in a positive, caring manner.

Compromise. Compromising means all parties discuss the issue and then accept the minimum they can all live with in order to stop the conflict. The goal is to stop the conflict quickly rather than thoroughly working out the basic conflict issues. The risk is that compromise may stop this conflict situation but leave the door open for similar or even larger manifestations of the conflict later.

Collaboration. This process ultimately is the most effective in managing group conflict, but it can be a time consuming process. It also requires that the parties involved be willing to work together at resolution. The benefit of collaboration is that a good and long lasting solution is found which addresses the root causes of the disagreement. To collaborate, those in conflict state their goals, their needs in the conflict and then listen to the other parties do the same. They then attempt to work through the conflict to a mutually satisfactory outcome. In collaboration, the parties involved attempt to understand the root causes and basic issues of the problem from the perspective and goals of the other, and then work together to find a mutually acceptable long-range solution. (The skills of collaboration will be described later.

Coercion. Often in conflict situations we find ourselves trying to control others, to impose our will or our way on them. We have concluded that the other party is either ignorant, hard-headed or a troublemaker. We don't have the time nor patience to practice the prescribed skills and "besides it wouldn't do any good anyway." We have allowed the relationship to deteriorate. Power politics or majority rule may be used in our attempt to coerce others. Such strategies can produce short-term gain but often at considerable cost to the individuals involved, with destructive long-term effects on the group or community. No one likes to be pushed around or taken advantage of.

SKILLS IN CONFLICT MANAGEMENT

For the effective management and perhaps ultimate resolution of conflict, there are two skills which are absolutely necessary--active listening, and the clear sharing of concerns through "I-statements".

LISTEN:

The area in which we most often fall short in our efforts to manage conflict is in listening. We fail to really listen to the other person--his needs, wants, concerns, fears and the feelings behind them. Rather than listen, we come on strong. We confront, argue, defend, use power and influence to overwhelm the other person. We feel we have heard and understand the other person's view. We thus focus on getting our point across. We try to convince the other person of how right we are. We bring rational, logical ideas to bear, but with limited results.

In order to effectively manage conflict, we first have to listen. This means:

* Stop talking.

* Give the person your total attention. You are not listening if you are thinking about what you are going to say next. Clearly show through your actions that you wish to listen.

* Invite the person to share thoughts, feelings, frustrations about the issue at hand. Use phrases such as "Tell me about it," "Go on," "Good point," or "Please explain what you meant by....." "Seek to clarify the person's needs, interests and concerns.

* Reflect, that is, summarize back to the person what has been said. "You feel....." "You are concerned with....." Reflect the feelings as well as the words spoken, e.g., "You were quite annoyed over....." Paraphrase, don't parrot. Reflective listening clearly shows you are listening, develops rapport, and "nips in the bud" miscommunication.

* Show genuine interest. Not until the other person feels listened to, understood and respected will she be open to your views.

I-MESSAGES:

Active listening is key to your effectiveness in conflict management. Conflict is not, however, resolved through listening alone. You must also clearly convey your opinion, needs, concerns and feelings--hopefully to the other person's understanding and respect. Only then can collaborative problem solving begin.

<p>An "I-message" simply involves expressing your concern, needs, opinion or feelings through an honest straightforward statement that begins with the word "I". "I'm concerned about. . ." "I would prefer if we . . ." "I was embarrassed by . . ." "I suggest. . ."</p>	<p>ROADBLOCKS</p> <p><u>GIVE ADVICE, DIAGNOSE THE PROBLEM</u></p> <p><u>You</u> should have. . . .</p> <p>The problem seems to be. . . .</p> <p>The best solution is. . . .</p> <p>That happened to me and I</p> <p><u>You</u> should apologize to her.</p>
<p>Care should be taken to express yourself in a direct but non-threatening, non-judgmental manner. Ordering, advising, threatening, criticizing, and defending become roadblocks to collaborative problem solving. They tend to generate a defensive rather than a response. (See the sidebar for examples of common roadblocks.)</p>	<p><u>PERSUADE WITH LOGIC, DEFEND</u></p> <p>Did <u>you</u> realize that . . . ?</p> <p><u>You're</u> mistaken.</p> <p><u>You</u> haven't considered. . . .</p> <p>It stands to reason that. . .</p> <p>Look at it this way.</p> <p>RIDICULE, SHAME, MORALIZE</p> <p><u>You're</u> being inconsiderate.</p> <p>If <u>you</u> had stopped to think. . . .</p> <p><u>You're</u> making a mountain out of a cooperative mole hill.</p> <p>If <u>you</u> really cared, you'd</p> <p><u>You</u> shouldn't think that way.</p> <p><u>You</u> only want to look good.</p> <p><u>You</u> are being a bit paranoid.</p>
<p>Avoid "<u>you-messages</u>." "You should have. . ."</p>	<p><u>JUDGE, BLAME, CRITICIZE</u></p>

<p>"You didn't consider. . ." "You hurt my feelings." "You don't care what I think." "You don't know what you're talking about."</p> <p>You-messages tend to be directive and judgmental, leading to a defensive rather than a collaborative response. (Notice how many of the roadblocks in the sidebar are you-messages.) Instead, use clean, direct "I-messages" to express your need or concern, eliminating elements of blame, judgment and sarcasm from your statement.</p>	<p>That doesn't make sense.</p> <p><u>You</u> are out of line.</p> <p>That was the wrong thing to say.</p> <p><u>You</u> are being hard headed.</p> <p><u>WARN, THREATEN</u></p> <p>If <u>you</u> don't . . . , . . will happen.</p> <p>It would be best for <u>you</u> if . . .</p> <p><u>You</u> don't have the authority.</p> <p>That is not how it is done around here.</p> <p><u>You</u> must...I expect you to...</p> <p><u>QUESTION, INTERROGATE, INTERPRET</u></p> <p>Why did <u>you</u>. . . . ?</p> <p>What made <u>you</u> think that you could. . . ?</p> <p>What have <u>you</u> done to try to solve it?</p> <p><u>You</u> feel that way because . . .</p> <p><u>You</u> have problems with authority.</p>
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Once you have expressed your concern, stop. Your silence allows the other person to think about what you have said, and to speak whatever is on his mind. Seek feedback. The information you receive through listening may overcome a misconception or otherwise modify your need to pursue the issue further. Counter any defensive response with reflective listening. Summarize back in your own words what you understood the person's verbal message and feelings to be: "You feel....." "You think....." "I can see your point." When people become defensive, it is generally useless to keep hammering at them with further I-messages. Instead, take time to listen. Restore mutual respect.

Most conflict is resolved through a simple process of shifting back and forth from active listening to I-messages, back to listening and more I messages as we seek to clarify and understand each other's needs and concerns and the feelings behind them. As you begin to understand more completely one another's points of view, you move on to collaborative problem solving--to the resolution of the conflict. The key is our willingness to be involved in the process of listening and sharing clear I-messages. For more information on I-messages see Dr. Thomas Gordon, Parent Effectiveness Training 1970, 1975, A Plume Book; Dr. Robert Bolton, People Skills, 1979, Prentice-Hall.

MANAGEMENT VERSUS RESOLUTION

The management of conflict, as covered above, is the first step. If we can manage conflict effectively, we can keep it from getting out of hand. By deciding to do nothing or by letting someone else solve the problem, or through active listening or compromise we can manage conflict. None of these approaches, however, will insure resolution of the conflict. Below we will develop skills in conflict resolution.

COLLABORATION

Conflicts can be resolved only if conflicting parties are willing to participate in the process of resolution. It is hard work, but when the process is used, it is effective and those involved feel positive about the outcome. The following six steps are a general guide for effective conflict resolution. Each conflict is unique, and it is important to adapt the process to fit specific circumstances.

STEP ONE: ACCEPT RESPONSIBILITY

Only as the individuals involved accept responsibility to do something about a conflict can anything be done. A decision has to be made as to whether this conflict can be resolved and whether you as an individual or group want to resolve it. In deciding, consider: (1) Is the person with whom I have the conflict important to me? (2) Is this issue important enough to work on? (3) Will talking about it improve our relationship? (4) Am I willing to spend the time necessary to resolve it? (5) Do I have the emotional energy necessary to work on it at this time?

If the answers are yes, then approach the other parties in the conflict to see if they are willing to work on resolution. If they are, proceed with the process. If they are not willing, you have only one choice, which is to try to manage the conflict.

There will be times when you do not perceive a problem. But if the other person says "I have a problem" or indicates such through her actions then there is a conflict that needs to be worked out. It takes both parties willing to resolve the conflict for the process to work.

If in considering the above questions some of your answers are no, you may decide to avoid the issue at this time or take other action. There are times when you may not want to take the time or spend the energy to resolve the conflict and you will instead choose to manage it as best you can at that time. All of us do this from time to time, but it is easy to build up resentments when there is no resolution.

As you enter into the process, some basic beliefs about conflict resolution should be kept in mind (Follett, 1975, pp. 60-71): belief in cooperation rather in competition; belief that everyone is of equal value; belief in the views of others as legitimate statements of their position; belief that differences of opinion are helpful; and belief in the trustworthiness of those involved.

STEP TWO: SET THE STAGE

Preparation is essential if the process is to be effective. Approach the process as calmly as possible. Emotions are a part of any conflict and must be dealt with, as we shall discuss later. If emotions are out of control, however, wait until the parties involved can cool down. Schedule a time later that day or the next to discuss the conflict in order to set up the process for resolution. Some guidelines for the process are:

Establish a date and time which will provide enough quality time to get through the process. Since each conflict is different, there is no way to set an exact amount of time needed. Agree at the beginning to work for a set period of time at the end of which another time will be set if there is no resolution.

Choose a place to meet which is comfortable and private. A neutral location, one not associated with either party, is best. The place needs to be quiet.

Let the other person know that you respect him and his concerns. If there is no respect between the parties, resolution cannot likely occur.

Decide the roles each person will play in the process. If the conflict involves several people, decide if all will take part in the process or if there will be a spokesperson for the conflicting interests. If a mediator or an arbitrator is involved with the parties, clarify that role.

Agree to work on only one issue at a time.

STEP THREE: CLARIFY THE PROBLEM

A common mistake individuals (and groups) make in trying to resolve conflict is to focus immediately on solutions to the problem. We spend our time debating the pros and cons of each--before the underlying problem is clearly stated or understood by all parties. For conflict resolution to occur, time must first be taken to clarify the problem from each party's

perspective. Effective problem solvers spend proportionately more time in problem definition than in problem-solving. The most effective way to approach conflict resolution is first to discuss the problem, then discuss its resolution.

In every conflict there are feelings and these **MUST** be dealt with **BEFORE** the problem can be solved. To resolve conflict, focus first on the emotional aspects--the anger, distrust, defensiveness, resentment, fear and rejection. Full expression of feeling is an essential part of the problem clarification process. If the emotions get too high, either take a break or set another time, but they should not be ignored.

A number of methods can be used in this clarification step of the process. One is illustrated below. It can be used by two individuals or by a large number. If there is a large group and everyone wishes to speak, it is recommended that a mediator be used. If there is a large group and each conflicting party has selected a spokesperson, a mediator may or may not be needed. (The role of the mediator is described later in this module.)

In the clarification of the problem, the skills of active listening and I-messages, as described above, can be used throughout the process.

Decide who will speak first. All persons involved are to have an equal opportunity to talk.

Person A speaks for a set amount of time (five to ten minutes). Stick to one specific issue. Use I-statements to describe your feelings, "I was hurt by . . .," etc. Describe specifically the behavior/issue/action which is of concern. Avoid loaded words. Eliminate sarcasm, blame, exaggeration and judgements from your statements. Say what you mean. Mean what you say!

Person B listens to A without interruption.

Upon A's completion, B summarizes back to A what was said without mixing in his own thoughts, ideas or interpretation. If A feels that B has not heard and understood, A clarifies while B again listens. This continues until A feels the message has been heard.

Person B then speaks for the allotted period of time.

Person A listens and summarizes back.

Person B acknowledges having been heard.

This process continues for as long as both parties have anything to say on the issue. It is important to stay with one issue even though the temptation will be to bring up more. As others arise, write them down for discussion at another time. If there are several persons to speak on the problem, then move from one side to the other with each side listening as stated above before continuing.

Often, having heard all sides of a problem and vented feelings, conflicted parties will recognize an immediate resolution, acceptable to all. At this point parties can move quickly to step six. More likely, parties will need to proceed with steps four and five.

It is this step in the process that is most important. If the problem in conflict is not fully explored and clarified so that all parties understand each other's position, it is doubtful there will be resolution.

STEP FOUR: SEARCH FOR COMMON GOALS

Clearly identify what is most important to each party in the conflict. In every conflict, there are goals which are held in common. People may disagree strongly about how a job should be done, but probably agree that they want the job done. They may have trouble working as a team, but probably agree that if they could work well together all would benefit. It is easier to mobilize joint problem-solving when common goals have been identified.

During the process of step three, some common goals (needs, concerns, frustrations) will come out. Identify these as they come up, stating your agreement. What will emerge is a more narrow specific focus of the conflict, which is then easier to resolve.

STEP FIVE: COLLABORATE IN PROBLEM-SOLVING

Only after step three has been fully completed can step five work. Only to the extent that there is clarification of the problem can it be resolved. The next step is collaborative (joint) problem-solving:

You want _____.

I (we) want _____.

Brainstorm possible solutions. In order to keep conflicting parties from prematurely adopting and fighting over solutions, brainstorming is used to generate as many solutions as possible to the conflict. The rules of brainstorming include generating as many solutions as possible without regard to their feasibility.

Think creatively. Don't discuss or argue or question these possible solutions at this time. Just make a list of them. Brainstorming will fail when emotions resurface and people insist on evaluating the suggested solutions as they are brainstormed. This means that the clarification of the problem hasn't been completed and parties need to return to step three.

Evaluate the possible solutions. After both parties are satisfied that an adequate number of options has been proposed, then evaluate them. Each party asks questions about each proposed solution so they understand what is meant. Each party has the right to mark off any of the solutions that are unacceptable to them stating honestly why they are not acceptable.

If most of the solutions get marked off, go back and brainstorm more options. As each alternative is discussed, look for a solution which integrates and builds on the best aspects of each. Modify and combine solutions to come up with a better solution.

Decide on a solution. Often an original solution will emerge and will be recognized and immediately accepted by all parties. If that does not happen and a list of several possible and acceptable solutions remains, then each conflicting party should take paper and, in priority order (1-2-3), write down what each considers the best solution. Lists are then shared. Usually one or two acceptable solutions will appear on each list. Since they are acceptable, take one solution and act on it. If arguments persist at this point as to which solution to act on, the process has not worked and parties need to go back to step three.

STEP SIX: AGREE ON A PLAN OF ACTION

Having decided to implement one solution, parties need to decide who will do what, when, how often, etc. Set a time limit (if applicable) as to how long this solution will be tried (usually several weeks or months). Schedule another meeting to continue the discussion and evaluate progress. If the solution is working, continue. If the solution has not worked, go back and repeat the process. If the other party does not follow through on her commitment, confront the person (using the confrontation skills learned in Chapter 9): "Hey, I don't feel it's fair to me that I stuck to my end of the bargain but you didn't. I thought we had our problem solved, and I'm irritated that we apparently haven't." Don't threaten penalties or punishment. Then go back to step three.

There is no guarantee that the problem will be satisfactorily resolved as a result of this process, though it usually is. It does ensure, however, that all persons involved will have a better understanding of the issue. Persons, having been heard, usually feel better about each other and the issue, even when it is not resolved.

An option: Some people find it easier to write about the problem/issue which concerns them. In such cases, each person writes down what she thinks the problem/issue is and her feelings and thought about it. These papers are then exchanged, read and each person writes back to the other about what has been learned. This process continues until both parties agree that the problem has been clarified. At this point (or earlier if agreed by both parties) the process needs to move from a written to a verbal exchange. This option is found to work especially well for families with adolescents.

MEDIATION

Conflict resolution can often be assisted by a third party mediator. From time to time each of us will have the opportunity to serve as a mediator in helping others work out differences.

To be helpful, the mediator must remain neutral. The role of mediator is similar to that of a traffic

cop. His responsibility is to direct traffic, not promote a given solution or solve the problem for the other parties. The mediator suggests different approaches to resolving the conflict, insures an open and balanced conversation flow, enforces ground rules and protects the individuals involved from personal attack. The mediator treats everyone as a responsible adult, and does not judge or parent. The mediator controls the PROCESS by which decisions are made, but not the CONTENT of those decisions.

The mediator is effective only as long as he or she is trusted by both sides of the conflict. If the mediator intervenes on behalf of a given solution, credibility is lost. It is best not to assume the mediator role on issues on which you have a strong opinion. Adherence to the following steps will increase your effectiveness:

Clarify your role as a mediator. This can be done either formally or informally. For example, "There seem to be strong differences of opinion on this. Can we work together to explore alternatives until we find a solution that is agreeable to everyone? I wish to remain neutral and try to serve as a discussion facilitator in helping you work it out to your mutual satisfaction. Is that agreeable?"

As chairperson or just a member of the group, you may choose to intervene, and ultimately assume the role of mediator. On other occasions, you may offer to serve such a role in able to facilitate discussion. As you become known for your mediation skills, the group will ask you to serve that role when needed. Initially, some form of personal intervention is often necessary to initiate the mediation process. Often it is helpful to call a break to allow emotions to cool, and then initiate the mediation process when you come back.

Set rules for discussion. For example, "I would like each side to clearly state its concern and desires with no interruptions. Then the other side must summarize its **understanding** of what was said to the other party's satisfaction before stating its concern and desires (and rebuttal). This will continue until both sides feel they have been understood."

Clarify the ground rules (e.g., equal time for each side; no interruptions; we will work until we find a solution that is agreeable to both sides; be respectful; no put downs; keep to one issue). You may wish to set time limits on how long each person (side) can speak before having to give up the floor to the other side (five to ten minutes is suggested).

Clarify underlying problems, objectives, needs and desires. For example, "Bob, would you please summarize for me your concern (what you see the problem to be, what you hope to accomplish through this)?"

Combat "solution-mindedness" (the tendency of people to propose solutions before agreement has been reached as to the problem). Focus attention on problems to be solved rather than on proposals, recommendations or solutions to be approved. When solutions are proposed in this stage of the process, ask the person to define specifically what she wishes to accomplish with the proposal. Continue your questioning until a problem, goal or obstacle is defined. Probe, (e.g., "I'm not clear why.....", "What do you hope to accomplish with.....?"). Defining and reaching agreement on the problem is 75% of the solution.

Encourage the sharing of feelings, the airing of emotions. Get everything out in the open. Only after the "real" problem has been clearly defined can a cooperative search for solutions. Be an active and supportive listener. Summarize the words and feelings expressed: "Mary feels we should....." "Bob suggests....." "Jill, you were disappointed in....." "John, you feel their motive is to....."

Use feedback to check for accuracy of communications. **Focus the** conflict on facts rather than on hearsay and speculation. Accept the views and feelings of each individual as legitimate. Don't judge. Empathize.

Call on individuals from the other side to summarize their understanding of what was just said. Have the parties communicate directly to each other rather than through you. An important role of the mediator is to slow down the discussion and get each side listening to the other. Only after both sides state they feel they have been understood do you **proceed to the** next step.

Brainstorm alternatives: The mediator helps a group that is bogged down in arguing the pros and cons of a given proposal (solution) to consider other approaches. Set aside a period of time for brainstorming. Get both parties to agree that during the brainstorming no discussion or evaluation of the alternatives suggested will be permitted. People will be **more willing to** suggest new approaches if they are protected against ridicule and criticism. If possible, list these alternatives **on newsprint** or blackboard for all to see. See module LT-3 for specific directions for brainstorming.

Seek to expand possible alternatives. Encourage both parties to search for other acceptable solutions, e.g., "What other approach might work?" Focus attention on defeating the **problem rather** than each other.

At this point, the **mediator might also suggest alternatives**. Care should be taken, however, to express those suggestions through questions. "Have you thought out.....?" "**Would it help** if.....?" "How about.....?" This questioning technique involves the mediator in identifying possible alternatives with the conflicting parties, in contrast to developing "answers" for the conflicting parties. The mediator must remain neutral.

Evaluate the alternatives. Eliminate and modify the identified alternatives until a solution is found **that is agreeable to both** sides. The mediator identifies and builds on common concerns and focuses attention on points of agreement. "It seems that both of you share a concern for....." "There appears to be agreement on"

Where disagreement remains, the mediator helps clarify those differences and seeks to modify the identified alternatives to overcome stated objections. For example, "Side A, what is it about that is not acceptable to you?" "OK, side B, what might be done to overcome that concern?" "Side A, would that be agreeable with you?"

The mediator should continue to use the questioning technique to identify further alternatives and to seek compromise. "Would it be acceptable to you if"? "Would you (side A) be willing to....., if you (side B) did"? Seek a solution that both parties would be willing to give a trial run.

Clarify the implementation strategy, once an agreement has been reached. Agree on a test period after which further modifications can be made if the selected approach is not working. Clarify what success is to look like.

Reflect on group behavior. At times, it may be necessary to confront the group on its behavior. Freeze the discussion long enough to focus attention on the general behavior of the group. "I'm picking up a take it or leave it attitude. This troubles me." Don't single out individuals. If an individual continues with disruptive, annoying behavior, wait for a break, then take the person aside and share your perceptions with him in an open, frank but caring manner. Serve as a mirror in heightening the group's awareness of its own behavior and the possible consequences of such behavior. Suggest alternatives.

If the discussion gets heated, reflect on what is happening, and then call for a break. If the discussion becomes emotional, it probably indicates the need to go back to clarifying the problem and underlying feelings.

If conducted properly, mediation can be very helpful in resolving conflict in family, work and community situations.

EXERCISES

Part I: Several conflict or potential conflict situations are described below. Review each, and indicate how you might handle the situation using the techniques prescribed in this module.

Situation 1: Joe is hot under the collar. He keeps interrupting, arguing against the proposal under discussion. He is dominating the discussion and keeping others from being heard. As a member of the group, how would you respond? Use the following space to pencil in the words you would use.

Situation 2: How do you handle people who say they'll do something but don't follow through? You are the president of the Chamber of Commerce. Clint is chairman of the Retail Promotion Committee. The year is half over and the committee has only met once. Clint had promised a big promotion in the summer; but it turned out to be a hastily conceived, poorly coordinated sidewalk sale with poor customer turn-out.

1. Draft several I-statements that might be used to confront in a firm but caring manner.
2. From your own experiences, pencil in what you think Clint will say in responding to your I-statements. Consider the following:
 - a. A combative, defensive response:
 - b. Makes excuses:
 - c. Apologizes: Makes further Promises (of questionable commitment):
 - d. Conveys hurt feelings:
 - e. Other possible responses:
3. Now indicate how you would handle each of these responses. Pencil in the specific phrases you might use. Indicate how you would shift back and forth from active listening to I-messages.
 - a. Combative, defensive response:
 - b. Excuses:
 - c. Apologies and further promises:
 - d. Hurt feelings:

e. Other responses:

4. Review the roadblocks listed earlier in this module. Review your responses to #3 above. Could any of your responses be considered roadblocks? Rewrite those responses into cleaner I-messages and non-judgmental listening.

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Situation 3: The City Parks and Recreation Commission is holding its regular monthly meeting. The major topic on the agenda is a larger swimming pool. This item has been a part of the agenda at summer meetings of the commission for several years, but has been consistently voted down. This year Tom Donovan, an influential banker in the community and recently appointed to the Commission, has taken upon himself the task of pushing for the pool. He is opposed by Carol Watson who feels there is a much greater need for tennis courts. Another member of the commission, Bill Valenzuela, has been the swing vote for several years, and he doesn't like the emotional bickering.

Tom: (Heatedly) We must get a new swimming pool. The old one is overcrowded. It is becoming both a health and safety hazard. It is the most used recreational facility in this town. For five years we haven't done anything about it. Now is the time.

Carol: But it is only used for a few months each year--five months at the most. If we had tennis courts, we could use them year around. We need them worse than a new swimming pool.

Tom: The high school has courts. People can use them.

Carol: They don't have lights. They are run down and some people think they are only for students and won't use them.

Bill: Maybe we need to study this issue a bit more. It can't hurt to get more information.

1. If you were Carol, what approaches might you take to better manage, and hopefully resolve, this conflict? List at least five options.
2. Review your list, and categorize each according to one of the six approaches to managing conflict described earlier.
3. Evaluate each of the listed options. Indicate the pros and cons of each in the space below. Star (*) the option that you feel would be most effective in managing this conflict.
4. Use the space below to rewrite Carol's two responses to Tom. Indicate the listening phrases she might use to restore respect and open communication.
5. Having used the listening skills to show respect and understanding, indicate below the phrases Carol might now use in setting the stage for collaborative problem-solving (review the six steps for collaboration in conflict resolution).

6. What are some common goals that might bring Tom and Carol together?
7. Brainstorm, below, a list of alternative solutions that might be acceptable to both Carol and Tom in moving from a win/lose to a win/win situation. List at least five.
8. Assume that you are the fourth member of this commission. How would you go about trying to mediate this conflict? Indicate the phrases you would use.

Part II:

If you are in a study group, break into groups of three. Review the three situations. Compare and discuss your responses to each of the questions.

1. Role play situation 2. One of you is to play Clint as described in the situation statement. One of you is to be the president of the Chamber of Commerce, and confront Clint with the prescribed three part I statement. Clint is to respond to the confrontation in a defensive manner. The Chamber president is to then respond with appropriate active listening. Shift from active listening to I-statements and back again as appropriate. Keep the role play going for at least five minutes. Clint can make up his own details. The third person is to serve as observer and after the role play is to reflect on what happened.
2. Role play situation 3. One person is to play Carol. She is to use the techniques of collaboration in trying to move the situation from one of confrontation and coercion to one of cooperation and mutual respect. Carol is to speak directly to the person who plays Tom. Tom is to be persistent, but open to cooperation. Role play for at least five minutes. Make up your own details. The third person is to serve as observer then reflect on the role play and make suggestions for improvement.



A Toolkit for Volunteer Leaders Program Management

Time Management M-4

It's better to be hours ahead than minutes late.

DAILY SELF MANAGEMENT

Do you waste a lot of time? Most of us do waste time occasionally. This module will look at the more common time wasters and give you some ideas about how to improve your time management.

LEARNING OBJECTIVES

After you complete this module you should be able:

1. To identify common time wasters.
2. To better manage your own time.

EXERCISE:

Let's start with a personal assessment of problems in time management.

How Do You Rate?* (Circle One)

(yes) (no) 1. Start a job before thinking it through?

(yes) (no) 2. Leave jobs before completion?

(yes) (no) 3. Schedule less important work before more important (and possibly more unattractive work)?

(yes) (no) 4. Oversupervise subordinates?

(yes) (no) 5. Undersupervise subordinates, with consequent crises?

(yes) (no) 6. Spend too much time on problems brought to you by subordinates?

(yes) (no) 7. Do things that can be delegated to others?

(yes) (no) 8. Do things that can be delegated to modern machines?



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- (yes) (no) 9. Do things that actually aren't part of your real job?
- (yes) (no) 10. Spend too much time on your previous area of interest or competence?
- (yes) (no) 11. Do unproductive things from sheer habit?
- (yes) (no) 12. Keep too many, too complicated, or overlapping records?
- (yes) (no) 13. Pursue projects you probably can't achieve?
- (yes) (no) 14. Pay too much attention to low yield projects?
- (yes) (no) 15. Fail to anticipate crises?
- (yes) (no) 16. Handle too wide a variety of duties?
- (yes) (no) 17. Shrink from unfamiliar duties?
- (yes) (no) 18. Fail to build barriers against interruptions?
- (yes) (no) 19. Allow conferences and discussions to wander?
- (yes) (no) 20. Allow conferences and discussions to continue after their purpose is fulfilled?
- (yes) (no) 21. Conduct unnecessary meetings, visits, and phone calls?
- (yes) (no) 22. Chase trivial data after the main facts are in?
- (yes) (no) 23. Engage in personal work or conversations before starting business work?
- (yes) (no) 24. Socialize at great length between tasks?
- (yes) (no) 25. Read trade journals, newspapers, and unimportant documents and reports during most productive time each day?

If you circled "yes" for any statement, it may be a problem. Can you correct it? How?

*Adapted from Lloyd T. Westbrook, Arkansas Cooperative Extension.

TIME WASTERS

The following "time wasters" have been found to be the most commonly encountered by management personnel and volunteer workers. In addition to these time wasters, possible causes and solutions are listed as ways of correcting the problems. This list is not complete, but rather a list of those more frequently encountered. Circle the ones that apply to you.

Time Waster	Possible cause	Solution
1. Lack of planning	Failure to see the benefit	Recognize that planning takes time but saves time in the end.
	Action orientation	Emphasize results, not activity.
	Success without it	Recognize that success is often in spite of, not because of, methods.
2. Lack of priorities	Lack of goals and objectives	Write down goals and objectives. Discuss priorities with subordinates.
3. Over commitment	Broad interests	Say no.
	Confusion in priorities	Put first things first.
	Failure to set priorities	Develop a personal philosophy of time. Relate priorities to a schedule of events
4. Management by crisis	Lack of planning	Apply the same solutions as for lack of planning.
	Unrealistic time estimates	Allow more time. Allow for interruptions.
	Problem orientation	Be opportunity oriented

	Reluctance of subordinates to break bad news	Encourage fast transmission of information as essential for timely corrective action.
5. Haste	Impatience with detail	Take time to get it right. Save the time of doing it over.
	Responding to the urgent	Identify what is important.
	Lack of planning ahead	Take time to plan it. It repays itself many times over.
6. Paperwork and reading	Attempting too much in too little time	Attempt less. Delegate more.
	Knowledge explosion	Read selectively. Learn speed reading.
	Computeritis	Manage computer data by exception.
7. Routine and trivia	Failure to screen	Remember the Pareto Principle. Delegate reading to subordinates.
	Lack of priorities	Set and concentrate on goals. Delegate nonessentials.
	Over-surveillance of subordinates	Delegate; then give subordinates their head. Look to results, not details or methods.
8. Visitors	Refusal to delegate; feeling of greater security in dealing with operating detail	Recognize that without delegation it is impossible to get anything done through others.
	Enjoyment of socializing	Do it elsewhere. Meet visitors outside. Suggest lunch if necessary. Hold stand-up conferences.
	Inability to say no	Screen. Say no. Be unavailable. Modify the open-door policy.
9. Telephone		
	Lack of self-discipline. Desire to be informed and involved.	Screen and group calls. Be brief. Stay uninvolved with all but essentials. Manage by exception.

10. Meetings	Fear of responsibility for decisions	Make decisions without meetings.

	Indecision	Make decisions even when some facts are missing.
	Over communication	Discourage unnecessary meeting. Convene only those needed.
	Poor leadership	Use agendas. Stick to the subject. Prepare concise minutes as soon as possible.
11. Indecision	Lack of confidence in the facts	Improve fact-finding and validating procedures.
	Insistence on all the facts – paralysis of analysis	Accept risks as inevitable. Decide without all the facts.
	Fear of the consequences of a mistake.	Delegate the right to be wrong. Use mistakes as a learning process.
	Lack of a rational decision-making process	Get facts, set goals, investigate alternatives, and negative consequences, make decision, and implement it.
12. Lack of delegation	Fear of subordinates' competence	Train. Allow mistakes. Replace if necessary. Delegate fully. Give credit. Insure corporate growth to maintain challenge.
	Work overload on subordinates	Balance the workload. Staff up.

*Adapted from Lloyd T. Westbrook, Arkansas Cooperative Extension.

Note: Taking a short break now and then to re-energize yourself is not wasting time. To the contrary, it is time well-used. Spending time with your family is not wasting time. Taking vacation time is not wasted time. Do not feel guilty about these activities and similar ones. Wasting time happens when you have a job to do and you use one of the time wasters to avoid or delay the job.

Following is an exercise to help you manage daily time more effectively. You will set priorities and make a flexible schedule which will help to avoid wasting time.

EXERCISE: A DAILY SELF-MANAGEMENT TECHNIQUE

Pretend that you are beginning your next work day. Use the boxes below to fill in the jobs you need to do sometime soon. List the things that you need to do under the appropriate column. List each item in one of the three rows using these criteria:

A - Must be done today or unpleasant consequences will result.

B - Should be done today if possible.

C - Can be put off with no unpleasant consequences.

Then go back to the A row and number each item (of all four columns) according to priority. 1 means it's most important, so I'll do it first, 2 = second priority, and so forth. (Refer to the example below.) The meeting with the publicity committee at 2:00 p.m. becomes the first priority at that time. If you get everything done in the A row, then number the items in the B row and start doing them. You'll need to be somewhat flexible in following the priorities you set, but don't allow yourself to skip an item merely because it may be unpleasant. As the day goes on, priorities may change; new priorities may appear. Add them to the list in terms of their importance.

	Phone	Write	Meet With	Other Misc
A	-	-	-	-
B	-	-	-	-
C	-	-	-	-

Example:

	Phone	Write	Meet With	Other Misc
A	3. Joe--Agenda for tonight 6. Sara-Contract 7. Al-Appt. for tomorrow	1. Outline for Boss 5. News Release	2. Sec. – Xerox Publicity Committee 2 p.m. 8. Landscape Crew	9. Pick up medicine 10. Pay elec. bill 11. Groceries 4. Drop off file
B	Dr. Chang - Appt.	Background Paper on CENTRAL Proposal for facility	Lisa - Loan Jim's Teacher	Check on Tia Buy calendar Mail package to Andy
C	Jason - His trip Lenore - Plans for weekend	Magazine article on leadership		Service Car Pay credit charge Fix faucet

Try this techniques several work days in a row before you judge its effectiveness.

REFERENCES

The Time Trap, by R. Alec Mackenzie, McGraw Hill Paperbacks, 1972.

The Management of Time, by Jeames T. McCay, Prentice-Hall, Sixth Printing, 1977.



A Toolkit for Volunteer Leaders Program Management

Stress Management M-5

What cannot be fixed must be endured.

When did you last have one of those stressful days. . .the kind that proves Murphy's law about everything going wrong that possibly could:

- The alarm didn't go off and you missed your 7:30 meeting.
- The stove went on the blink as you were fixing breakfast.
- The secretary of your community club resigned so you answered letters all day.
- Club members decided they didn't have time to prepare for the Fair booth next week and you are going to lose the \$50 deposit that you made from your personal account.
- You got stuck in a traffic jam on the way home.

As the pressure mounts, so does your blood pressure and soon your head aches or your stomach hurts. You begin snapping at everyone (including strangers). Your heart pounds and you find yourself either becoming more aggressive or withdrawing into yourself.

What you are experiencing is a stress attack, and it is one of the most common phenomenon in today's world of work. According to management expert Karl Albrecht, stress-related illness costs industry over 150 billion dollars a year. It has become known as the "quiet killer," as it contributes to most of the major health problems (i.e., heart disease, hypertension, ulcers, cancer).

LEARNING OBJECTIVES

By the time you finish this module you should be able to:

1. Anticipate situations and events that cause stress.
2. Prepare yourself to better deal with stress.

UNDERSTANDING STRESS

As a leader in today's world, you not only need to understand stress, but you must also learn to manage it effectively if you are to survive in a healthy, productive, and successful manner. Your very life may depend on your skill in anticipating and handling stress!



Let's examine that hectic set of events we listed above. There are three components of stress in each of them.

1. The stressor - that event or incident in the environment that arouses stress.
2. Your perception of that stressor (how it will affect you).
3. Your reaction or physical and emotional response to the stressor based on that perception.

This information explains why some people view a seemingly stressful incident so much more calmly than others. Let's take the traffic jam for instance. One person impatiently views it as a maddening inconvenience. Another person in the next car may see it as a chance to listen to a favorite tape and unwind before re-entering his or her life with the family. It's the same traffic jam- -but both the perceptions and reactions are very different. Therefore, it is stress-inducing to one and stress-reducing to the other.

What this points out is that in coping with stress, we have three options:

1. remove ourselves from the situation or stressor;
2. re-engineer the situation so it is no longer stressful;
3. teach ourselves to react differently (change our attitudes) regarding things we find stressful that we cannot change or leave.

Research has shown that it is prolonged, unrelieved stress that is the most debilitating, so those are the situations to work on first. Two frequent responses to stress are either anger or fear and they evoke different reactions:

Anger - fight
Fear – flight

Both responses involve the entire body. The stress response pumps the necessary adrenaline and blood throughout our system to help us mobilize for action. When we stay in a stressful situation too long, we end up "stewing in our own juices" and this can have serious consequences to our health and well being.

Dr. Donald Tubesing, a well-known author and lecturer on stress management, sounds a hopeful note. He states that most people handle 98 percent of potentially stressful situations successfully. The other two percent are what cause the problem. He and other experts remind us that not all stress is bad, as it is often what provides the excitement and zest that counteracts boredom and stagnation. The key is to find your appropriate and healthy stress level and to choose which stresses to keep and which to shed. Tubesing also notes that this sorting out process can be aided by asking yourself these three questions:

1. Does a threat exist?
2. Is it worth a fight?
3. If I fight, will it make a difference?

By answering these questions, it will help you keep from "spending \$10 worth of adrenaline on a 10 cent problem." The goal is to try to learn to expend the appropriate amount of energy on problems or stressors based on their long term importance to you. If you overreact to small things (like traffic jams and lost socks) you will use up your stress energy inappropriately.

One of the most seductive temptations for leaders is be all things to all people. This is sometimes referred to as the "Messiah Complex." It is what leads to longer and longer hours, more and more projects, weekend and evening commitments, and eventual burnout. It so often looks easier, quicker, and more effective to do things yourself rather than going through the time and effort to recruit, train, and supervise volunteers to help you. Besides, it's kind of nice to feel you have climbed on that pedestal called "indispensable." Remember--the only way to get off a pedestal is down and it behooves you to climb down before you fall off!

A large part of your job as a leader is to be a manager: someone who works with and through others to accomplish organizational goals. And how those "others" feel about working with you has a tremendous impact on both the quality and quantity of work they will do. . . which has a tremendous impact on your own perceptions of your effectiveness as a manager. . . which has a tremendous impact on your own stress level . . . which has a tremendous impact on your health and peace of mind.

In the book Survival Skills for Managers, several suggestions are listed to help manage the stress in your life:

1. Clarify your values. Be sure that most of your time and energy goes towards those things of greatest value to you;
2. Take good care of yourself physically through exercise and nutrition;
3. Create and use personal support systems where you can share your successes;
4. Learn to let go of past resentments, toxic relationships, and bad health habits;
5. Seek variety and a well-rounded personality--avoid being a one-dimensional workaholic;
6. Maintain optimism and keep some optimists around you;
7. Try to make the workplace and work itself more enjoyable;
8. Don't let small things become a hassle;
9. Take responsibility for yourself,
 - a. Take action today to change what needs to be changed,

b. Develop creativity and flexibility, and

c. Have faith that things can be different.

Most effective leaders have been, first of all, effective as persons. They are well-rounded, involved, enthusiastic life-long learners who always see themselves on a "journey of becoming."

EXERCISE: THE SOCIAL READJUSTMENT RATING SCALE*

Instructions: Check off each of these life events that has happened to you during the past year.
Total the points for the items checked.

	LIFE EVENT	MEAN VALUE
1.	Death of Spouse	100
2.	Divorce	73
3.	Marital separation from mate	65
4.	Detention in jail or other institution	63
5.	Death of a close family member	63
6.	Major personal injury or illness	53
7.	Marriage	50
8.	Being fired at work	47
9.	Marital reconciliation with mate	45
10.	Retirement from work	45
11.	Major change in the health/behavior of a family member	44
12.	Pregnancy	40
13.	Sexual Difficulties	39
14.	Gaining a new family member (e.g., through birth,	39

	adoption etc.)	
15.	Major business readjustment (e.g., merger, reorganization, bankruptcy, etc.)	39
16.	Major change in financial state (e.g., a lot worse off or a lot better off than usual)	38
17.	Death of a close friend	37
18.	Changing to a different line of work	36
19.	Major change in the number of arguments with spouse (e.g., either a lot more or a lot less than usual regarding child-reading, personal habits, etc.)	35
20.	Taking on a mortgage greater than \$10,000 (i.e., purchasing a home, business, etc.)	31
21.	Foreclosure on a mortgage or loan	30
22.	Major change in responsibilities at work (e.g., promotion demotion, lateral transfer)	29
23.	Son or daughter leaving home (e.g., marriage, attending college etc.)	29
24.	In-law troubles	29
25.	Outstanding personal achievement	28

26.	Wife beginning or ceasing work outside the home	26
27.	Beginning or ceasing formal schooling	26
28.	Major change in living conditions (e.g., building a home, remodeling, deterioration of home or neighborhood)	25
29.	Revision of personal habits (dress, manners,	24

	associations, etc.)	
30.	Trouble with the boss	23
31.	Major change in working hours or conditions	20
32.	Change in residence	20
33.	Changing to a new school	20
34.	Major change in usual type and/or amount of recreation	19
35.	Major change in church activities (e.g., a lot more or a lot less than usual)	19
36.	Major change in social activities (e.g., clubs, dancing, movies, visiting, etc.)	18
37.	Taking on a mortgage or loan less than \$10,000 (purchasing a car, TV, freezer, etc.)	17
38.	Major change in sleeping habits (a lot more or a lot less sleep, or change in part of day when asleep)	16
39.	Major change in number of family get-together (e.g., a lot more or a lot less than usual)	15
40.	Major change in eating habits (a lot more or a lot less food intake, or very different meal hours or surroundings)	15
41.	Vacation	13
42.	Christmas	12
43.	Minor violations of the law (e.g., traffic tickets, jaywalking, disturbing the peace, etc.)	11

There seems to be a well-documented and clear relationship between life change and physical disease. It is impossible to make accurate predictions on an individual basis, since most of these findings are statistical. In our subjective judgment, we would estimate that you might be able to interpret your life change scores as follows:

LIFE CHANGE SCORE FOR PREVIOUS YEAR	PROBABILITY OF ILLNESS WITHIN NEXT 2 YEARS
Less than 150 (low stress)	Low
150-199 (mild stress)	30%
200-299 (moderate stress)	50%
300 or more (major stress)	80%

*From Holmes, Thomas H., and Rahe, Richard H., "Holmes-Rahe Social Readjustment Rating Scale," Journal of Psychosomatic Research, Vol. II, Pergamon Press, Ltd., 1967.

QUESTIONS FOR DISCUSSION:

Now go back and look at each item that you checked. What can you do to lessen the stress? Can you

1. remove yourself from the situation,
2. re-engineer the situation so it is no longer stressful, or
3. teach yourself to react differently to stressful situations that you cannot change?

Write down any answers that occur to you:

EXERCISE: RELAXING

Teaching yourself to react differently to a stressful situation may seem difficult. There are many techniques for relieving your own stress. Try this one:

Sit on the edge of a straight chair, your knees about 12 inches apart, your legs slanting forward at an angle greater than 90 degrees. (To relax, it is important not to be distracted by tight clothing, and to set aside your watch and glasses.) Sit up very straight. Now let yourself collapse like a rag doll, your head forward, your spine rounded, your hands coming to rest on your knees. Check yourself to be sure you are comfortable and then talk to yourself: "My right arm is heavy, my right arm is heavy..." Repeat this 10 times while concentrating on your arm from the armpit to the fingertips. Then make a fist, flex your arms, take a deep breath and open your eyes. Repeat the procedure three or four times a day. After you become adept at making your right arm heavy, you can extend the heaviness to legs and the whole body until you can relax from head to toe. Use

this technique when you feel yourself getting tense.

Another technique is to sigh deeply, making a sound of deep relief. Let all of the air out of your lungs. Then simply permit the air to come back in. You do not have to force yourself to inhale; it will happen naturally. Do this 10 times.

When it becomes natural and pleasant to breathe "into your stomach," practice it at odd moments during the day, taking three or four deep breaths and putting all your attention into the relaxation of breathing. When you have learned to get that relaxed feeling from the breathing, you can practice every time you start to feel tense. When your throat tightens as you are driving and you have to stop at a red light, use this time to breathe. When something upsetting happens at the office or at home, stop and breathe. These simple, natural breaths, given some attention, have a potent effect as circuit breakers for tension.

Try the relaxation techniques at least once each day for a week--when you feel tense.

Are there other simple relaxation techniques that you have used successfully? Share them with a friend.

RESOURCE FOR FURTHER STUDY

Survival Skills for Managers, by Marlene Wilson.



A Toolkit for Volunteer Leaders Program Management

Using Advisory Groups M-6

The person who can't take advice doesn't reach old age

Many organizations could benefit from a strong, active advisory committee. Many groups which have advisory committees could benefit more if the advisory committee were better organized, better informed, or better motivated.

LEARNING OBJECTIVES

This module will help you to:

1. Form (or reorganize) an advisory committee.
2. Evaluate an advisory committee meeting.

BEFORE YOU START RECRUITING COMMITTEE MEMBERS

Take a look at your organization's mission statement (module E-13) and philosophy (E-14). These two documents tell your purpose, how you are organized, how you operate, and what you offer. If you do not have a clear mission statement or organizational philosophy, you should consider writing them as an activity of your organization. They will help you to form the committee and to recruit specific committee members.

Next make a list of your organization's stakeholder groups. Stakeholders are groups or categories of individuals who are affected by your organization's success or failure. List groups and organizations who are involved in programs of your organization that are currently important and likely to continue. List groups which might be important resources to new programs that are proposed for your organization. Consider the geographic region that your organization serves. Should you have representation on your advisory committee from each distinct part of that region? Consider client groups (and potential new clients), gender, ethnic groups, age categories, socio-economic categories, and any other category or group that should be represented on your advisory committee. Make a list of these groups in a column on the left third of a sheet of paper. It might look something like this for a youth soccer program:

High school teacher
Primary school teacher
Parks and Rec. Committee
Interested Parents
Business (Potential Sponsor)
County 4-H agent
Towns involved:



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The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska–Lincoln and the United States Department of Agriculture.

Sedona
Cottonwood
Camp Verde

Jerome
Native Americans
Hispanics
Kiwanis
Youth (teen)

(pre-teen)

Pop Warner Program

Take plenty of time to make certain the list is complete. Then begin writing names in the middle third of your sheet of paper. You will find that some names will fit in more than one category. Draw a line from the name to each of the categories that it fits. More lines (categories) to a particular name may mean that this is a stronger candidate for the committee. You should be able to pick your top candidate from the list at this point. Now avoid a common mistake in forming advisory committees. Avoid the temptation to choose six more people who look just like your top candidate (why have six people if they are alike). On the contrary, look for contrasts and complements in your second candidate, then the third, etc. The idea is to end up with a committee (five or seven is a good number) that cover all (or most) of the categories yet can work together.

Now you are ready to recruit. Refer to module V-3. There you will find instructions that use the other third of the worksheet you have started above.

THE FIRST MEETING

Carefully consider the agenda for the first meeting after forming the advisory committee. You will want to be certain that all members know each other and why each was appointed to the committee. They need to know the purpose of the advisory committee and any limitations on its power. They need to know how it fits in your overall organization. Make certain that each member has an opportunity to express any concerns or ideas that have been brought to the meeting (sometimes friends and associates have requested that a specific matter be discussed). A job description for committee members may be developed at this point (if you did not already use one in the recruitment). If you are developing a job description for the first time, refer to module V-2. You may also want to introduce some ground rules for advisory committee meetings (see module L-3). Most of advisory committee work is done in meetings so the following checklist (in addition to the one in module L-3) may be helpful.

ADVISORY GROUP MEETING CHECKLIST

The following items should be used to evaluate how the leader and participants perform in an advisory committee meeting.

___ 1. Was preparation for the meeting adequate?

Members had necessary preliminary information?
The meeting room and visual aids were ready?
The meeting started and stopped on time?

___ 2. Was the purpose of the meeting clear to all?

Meeting objectives were clearly specified?
The leader introduced the agenda clearly and concisely?

___ 3. Was a free and open climate established for the meeting?

Tension was dissipated?
All members participated?

___ 4. Was nonverbal communication in tune with the meeting purposes?

___ 5. Did the meeting stay on the agenda?

The group had enough freedom to work?
The leader exercised an appropriate amount of control?
The participants kept their contributions concise and pertinent?

___ 6. Did the meeting come to sound conclusions?

The leader helped the group to reach consensus?

___ 7. Did the leader handle difficult situations well?

The talkative member?
The quiet member?
Conflicts?

___ 8. Were plans made to follow up and tie loose ends together either by another meeting, sub-committee meetings, or memoranda?

___ 9. Does each member seem to be comfortable in the group and contributing positively?

EXERCISE: Use the information in this module to form or reorganize an advisory group.



A Toolkit for Volunteer Leaders Program Management

Marketing Programs M-7

Laziness is one path to poverty.

Many organizations periodically engage in "marketing campaigns" to publicize meetings, expand membership, seek community support, raise funds, elect someone to a political office, or otherwise promote their cause.

LEARNING OBJECTIVES

After completing this module you should be able to:

1. Describe principles of marketing.
2. Plan a marketing strategy for your group or organization.

PRINCIPLES OF MARKETING

The principles of marketing, usually associated with the operation of a business enterprise, are equally pertinent to the promotion and support of non-profit community organizations. Marketing is about creating and retaining customers (supporters) for your organization. Adherence to the following steps will increase the effectiveness of your promotional efforts.

Clarify your objectives. What specifically do you hope to accomplish through your marketing campaign? Are your objectives realistic? Many groups are unsuccessful in their promotional efforts because their objectives are vague (e.g., "educate the public").

Define your product. What are your organization's goals? What goods and services are you "selling"? What is your present image? Are you viewed as a credible organization? Do you need to update your product or change your image for greater appeal?

Modules E-6 and E-7 in this series discussed priority setting and writing objectives. Your objectives determine your product. The more specific and appealing your goals are, the easier it will be to market them. Organizations like businesses are effective when they offer something people want.

Assess your competition. What other groups are offering similar services or resources? How well do you stack up to that competition? What is unique about the goods and services you offer? You may wish to modify your product or combine forces with your competition.

Target your audience. Develop a list of "prospects" (specific groups and individuals that you would like to reach with your message). Concentrate your efforts. Good salespeople do not waste time making calls on people who are not in the market for what they have to sell. Collect



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information on this target audience. Become familiar with their concerns, needs and interests. Target your appeal to those needs.

Develop a marketing strategy. using one or more of the following forms of promotion, to reach your targeted audience:

- *Personal selling--oral presentation to an individual or group.
- *Direct mail--a printed message directed to a specific individual or group.
- *Publicity--the planting of newsworthy information with news media.
- *Printed materials--handouts, brochure, fact sheet, fliers, general mailer.
- *Advertising--any paid for, non-personal presentation of information.

These promotional techniques are listed in order of declining cost effectiveness. That is, the approaches at the top of the list tend to get more results per dollar spent than those at the bottom of the list. Which technique(s) would be most effective in reaching each of the individuals or groups you have targeted?

Make contact. Decide who will do what by when. Review the individuals and groups on your prospect list, and assess who in your group has the strongest contacts with each. The more personal the approach, the more potent. Most people get involved in (or support) a group or a cause because a friend, relative, business associate or neighbor asked them to.

In using the mass media for public relations, concentrate your efforts on meaty, timely feature articles (in contrast to meeting announcements and reports). Suggest eye-catching headings: "Women's Club To Donate Kidney Machine" instead of "Women's Club Holds Meeting." Such publicity can help people become familiar with who you are. Focus on the good works of the organization rather than on your need for support.

In conclusion, good marketing involves clear objectives, defining your product, targeting your audience, developing a marketing strategy, and then making personal contact. Notice how these marketing principles were incorporated into the process of recruitment (module V-3. The marketing process will now be applied specifically to fund raising.

FUND RAISING

Any organization or program needs money to operate. Fund raising involves "getting people to serve" through their financial contributions as well as time. A group will be more effective in its fund raising efforts if the preceding principles of marketing are adhered to. The experience of fund raising professionals [2] show the following marketing principles to be particularly important.

Have a good product. What are the services (direct and indirect) you intend to offer people in return for their contribution? Are your group goals clear, specific, and action-oriented?

Clarify what your group will do with the money raised. It is easier to raise money for specific projects than for the general support of an organization.

People donate money in direct relation to how strongly they believe in the program or group. Your success in fund raising indicates the popularity of your program. If contributions are not coming in, it may indicate the need to revise your program, to update your product, to change your image to be more responsive and appealing to the concerns and interests of prospective contributors. Publicize the good works of your organization. Sell your program rather than the need for money. People don't buy Buicks because GM needs money.

Map out your strategy. It is what you do in advance that counts the most. Develop a "prospect list" of individuals and organizations with an interest in your product. Your market is everyone who will benefit directly or indirectly from your organization or cause. A source of prospects for a Boy Scout fund raising effort, for example, might be the members themselves, their parents, volunteer supporters, alumni, outdoor and environmental groups, city parks and recreation agencies and people with concern for youth.

Evaluate each prospect's gift potential. Professional fund raisers recommend asking for a specific "target" amount. One of the most common mistakes amateur fund raisers make is asking for too little. Assess what you feel would be the maximum amount each of your individual prospects would be willing to give. Write that amount beside each name.

Solicit. Decide who in the group has the best inroads with each of individuals and groups on your prospect list. Divide the list accordingly. If necessary, do some "intelligence work"--become familiar with each prospect's special interests and concerns.

Understand that you must work with the world as it really is, rather than as it should be. People come prepackaged with different ideas, emotions, and values. To make your fund raising plan succeed, you have to do your homework and take the time to think about what makes the targeted donor tick. Each person give for a different reason. Tailor your appeal to the specific concerns, needs and interests of the individual.

A recent study [3] found "the most effective fund raising techniques were those in which one person asked another for a contribution. When a donor is being asked to contribute by a friend, the fund raising approach is more likely to succeed. Telephone calls, telethons, advertisements, and mailers were found to be much less likely to produce contributions." In short, people give to people.

Give value for value. Clearly indicate what donors will receive in return for their contribution. This might include:

- A statement of exactly what their contribution will buy, (e.g. \$75 will send two kids to camp; \$150 will get your business' name on the billboard at the entrance to town).
- A statement of how the donor will directly or indirectly benefit as a result of your group or program, (e.g., we will lobby on behalf of you and other ranchers to....").
- Personal recognition.
- Good public relations for the donor.
- A tax deduction.
- Feeling good about themselves and what their contribution makes possible.
- A sense of immortality.

Give your personal testament as to the benefits of the group or program. Be upbeat and positive. The advantage (or disadvantage) of face-to-face communication is that your personal commitment and enthusiasm (or lack of it) are going to show through. Be specific rather than speaking in generalities (e.g., "I would not be able to speak to you except for the public speaking skills and confidence I've gained through Scouts. Your support will provide other young people with the same opportunity.") Look the prospective donor in the eye, and ask for the targeted amount.

Practice. Never ask for a donation without having practiced first. Our natural fear and discomfort in asking people for money is overcome through good preparation and practice.

Follow-Up. Acknowledge the gift with a personalized letter. Report on results. Be accountable.

Interview benefactors and publicize how the program has benefited them. Build a donor relationship in anticipation of next year's fund raiser.

Celebrate. Get together after the fund drive. Frankly discuss the work, share funny stories, applaud your success, and strategize on the hard cases. Fund raising is more imposing for new members, so give them an extra boost. Reward yourselves for a job well done.

Be Prepared for Disappointments. Sometimes things go wrong. How do you rebound from a fund loser, and save morale? Get together as a group as soon as possible to talk about what went wrong and what can be done immediately to recoup your losses. If there were any mistakes of judgment, the chairperson should quickly accept responsibility. Simply say, "It was my fault." The purpose of your meeting is not to pin the blame. Make a list on paper of what went wrong and what to do differently next time. It is a great psychological relief to pin down the precise problem so it doesn't seem like everything went wrong. Stop dwelling on the "failure," and instead focus on what you will do to make up the loss.

Finally, we might look briefly at why people don't give. Studies [2] show the primary reasons to be:

- They were not asked.
- The fund raiser was not in tune with the concerns and interests of the prospective donor.
- The fund raiser was not able to tell the story, demonstrate benefit and justify the program. The fund raiser had not anticipated likely questions and was not prepared to answer them.
- Potential donors were not asked to give a specific amount, or were not told what that amount would buy.
- Lack of follow up--a letter of appreciation and reports on accomplishments.

In 1986, \$74 billion was given in philanthropy. Private individuals gave 85% of that. "Most Americans think giving to charity is an important responsibility. Many say they would increase the amount they give if they were just asked to do so." [3]

EXERCISE:

Review the five forms of promotion (above), and decide which approach(es) would be most effective (and most cost efficient) in reaching each of your prospective donors. Work in pairs. Clarify the role each will play.

MONEY RAISING IDEAS

A very effective technique in identifying exciting, innovative fund raising activities--that beat out the competition--is brainstorming. Set aside 20-30 minutes at your next meeting for a brainstorming session. Ask group members to really stretch their imaginations. Mundane as well as far out ideas are encouraged. In conducting the brainstorming session, emphasize that your objective is to come up with as many ideas as possible. Two ground rules are: 1) all ideas are good ideas, and 2) no discussion. Comments such as "The Rotary Club tried that and it didn't work" or "But we've always done it this way" are not allowed. Record all ideas on newsprint or a blackboard for all to see. Encourage participants to build on the ideas of others. Once participants have run out of ideas, take a break. Then come back and evaluate the ideas and select the one or two that seem "right" for the group. Or the ideas can be categorized, typed up and distributed to all members for their consideration at your next meeting. Brainstorming not only generates good ideas, it is also fun and motivational.

EXERCISES

Exercise 1:

Think back to times when you were asked to do something, to take on a particular responsibility. Did you find that certain people were more skilled at getting your positive response than others? Why? What worked best in getting your help? What approaches turned you off? Make a list of "do's" and "don'ts" from your own experience. If you are completing this exercise with a study group, share your responses with one another.

Exercise 2:

Focus on a particular group or organization in which you are active. Develop a list of recommendations toward improving the manner in which that organization goes about recruiting people to serve. You might focus on one or more of the following tasks: develop a strategy to expand membership; get better turnout at meetings; elect officers; form a needed committee; or recruit community help.

If you are completing this program as part of a study group, divide into small groups of 3-5 people. If more than one organization or club is represented, group each separately. Ask each small group to develop recommendations toward improving the manner in which that organization goes about recruiting people to serve. Each group could be assigned a different task, (e.g., develop a strategy to expand membership, get better attendance at meetings, elect a slate of officers, form a needed committee or recruit community help.) Conclude the exercise by having each small group share its recommendation with the larger study group.

Exercise 3:

Outline a marketing strategy for your group or program. Select a specific objective on which to focus (e.g., fund raising, a membership drive, get turnout to an important meeting, develop political support, increase public awareness of your program or cause, or conduct a benefit drive for some charity). Use the following worksheet. (If you are undertaking this exercise within a study group, break into small groups of 3 to 5 to complete the exercise.)

WORKSHEET

- A. What is the objective of your marketing effort? What do you hope to accomplish? Be specific.
- B. What is your competition? How do the goods and services you offer differ from what the competition offers? What is your community image?
- C. Who is the target of your marketing effort? Make a list of the specific individuals and groups that you wish to reach.
- D. Which of the following forms of promotion would be most effective in reaching each of the individuals and groups on your list? - personal selling - direct mail - publicity printed materials - advertising?
- E. Outline your contact strategy: Who will do what to whom by when.

F. Outline what you would say (or write) in making that contact.

G. What do you plan to do in follow-up?

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A Toolkit for Volunteer Leaders Program Management

Budgets M-8

Take care of your pennies and the dollars will take care of themselves

Writing a budget for a program may be a little scary, especially the first time. Budgets are not, however, any more difficult than any other aspect to program management.

LEARNING OBJECTIVE

After completing this module you should be able to plan a budget for an educational program with which you are familiar.

BASE THE BUDGET ON A WRITTEN PLAN

After you have completed the program planning process (modules E-4 through E-11) you will know exactly what activities and resources, including evaluation, are included in your written plan. The key question now is, "What will each activity cost?" If you have never attempted the program described in your plan of work, you need to take plenty of time and talk to a variety of people to make certain that you have anticipated all expenses and have an accurate estimate of their cost.

Below is an example of a program plan (summary that does not include details) and the budget that was developed from the plan.

SAMPLE SCHEDULE OF ACTIVITIES

Pennsylvania 4-H Program for the Inbound Delegation from Japan:

July 25 Group arrives at Harrisburg Airport (6:00 p.m.) and is taken by chartered bus to camp in Berks County. Camp lasts until 6:00 p.m. on July 28. Camp activities include crafts, workshops, recreation, and cultural assemblies.

July 28 Host families meet their delegates at camp and take them home for homestays until August 22. Families will pay all meals, lodging, and transportation during the homestay with the exception of a chartered bus trip to New York City on August 15.

Aug. 22 Host families bring their delegates back to Harrisburg for a departure ceremony (one hour) at 3:00 p.m. at the Holiday Inn. After the host families leave the Japanese delegates will complete an evaluation of the previous four weeks. Then we will have dinner together, go shopping and stay overnight in the motel.

Aug. 23 Delegates must check out of their rooms by 7:00 a.m. After a continental breakfast they will board a chartered bus to the airport. Their flight home departs at 10:00 a.m.



A SAMPLE BUDGET FOR THE EXCHANGE

JAPANESE GROUP INBOUND TO PENNSYLVANIA

		Projected Expenses		
		for 45 participants	for 30 participants	for 20 participants
I.	Bus tour	\$1,500.00	1,500.00	1,500.00
II.	Orientation Program	500.00	400.00	300.00
	Materials/Souvenirs (\$5.00 person)	225.00	150.00	100.00
III.	Insurance	300.00	200.00	150.00
IV.	Camp Facilities	1,000.00	1,000.00	800.00
	Food (10 meals @ 2.50)	2,500.00	1,700.00	1200.00
	Crafts	300.00	250.00	200.00
	Staff Cook & Nurse (and Workshop Leaders)	1,200.00	800.00	600.00
	Lifeguard	?	?	
V.	Program Assistant at P.S.U.(and Workshop Leaders) expenses	800.00	700.00	600.00
VI.	Travel Allowance for Host Families	500.00	400.00	300.00
VII.	T-shirts and group photo (\$15 + setup)	800.00	675.00	425.00
VIII.	Departure Program	1,500.00	1,000.00	700.00
	Total	11,125.00	8,775.00	6,875.00
	Per Person	247.22	292.50	343.75

FINAL THOUGHTS ON BUDGETS

Leave a little flexibility in the budget. Allow for unanticipated expenses.

Provide some options (as in the budget above where costs for different sizes of groups are indicated).

EXERCISE: Do it! Based on a written plan that you have developed, prepare a preliminary budget. Use a friend or a study group to critique your budget.



A Toolkit for Volunteer Leaders Program Management

Reporting to Sponsors M-9

The one who lies (exaggerates) will not be believed.

If you are perplexed about how to report one of your sponsors, something is wrong. You probably skipped an essential step in program planning or program management. Read on, however, and you should be able to clarify your concern as well as determine how to prepare a specific report for a particular sponsor.

LEARNING OBJECTIVES

When you finish this module you should be able to:

1. Discuss how "marketing programs" and "program planning" are closely related to reporting to sponsors.
2. Outline an oral or written report for a specific sponsor.

HAVE A MARKETING STRATEGY

This module is closely related to module M-7 which tells you how to develop a marketing strategy. If you have a well developed marketing strategy you will know your own organization, what it has to offer, and what the sponsor expects from you. Your end-of-program report or progress report will come directly from your marketing strategy. You may wish to refer back to module M-7 now or after you have read through this module.

In your marketing strategy (if you have one) you identified what your sponsor wanted. That sponsor gave you some kind of support based on the expectation of some specific return (even if that return was something intangible like "a positive public image"). Focus your report on the overlap between what you offered the sponsor and what the sponsor expected as a result of the support given to your organization.

HAVE A PLAN

Even without a great marketing strategy, if you have a well-written plan which your sponsor has agreed to support, you may still be able to prepare an effective report for that sponsor. Look at the objectives for your plan. Look also at the goals of your sponsor. By comparing these two lists you should be able to identify overlap. Focus your report on this common ground.

QUESTIONS FOR DISCUSSION

1. What has been our relationship with this sponsor (how long, based on what common interests, current expectations)?



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The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska–Lincoln and the United States Department of Agriculture.

2. Do we have any formal agreement?
3. Why did this sponsor agree to support us?
4. What have we accomplished that would interest the sponsor?
5. What have we done for the sponsor?
6. Why should the sponsor continue supporting our organization?
7. Does this sponsor have a preferred format for reports?
8. Can we get copies of previous reports that may help us with the format or content of this report?

OUTLINE THE REPORT

If the sponsor has a specific form or format for the report, review it and follow it carefully. If not, use the following outline:

1. Purpose of the report (i.e., "this is a final report since the program ended last month"; or "this is a progress report because some new opportunities have arisen and we would like your input on some proposed changes in our program").
2. Background (i.e., "we have been working together for the past five years and you have supported two other major programs of our organization which include"; or "according to the proposal which you funded we agreed to"; or "the objectives of our program which you have been supporting are").
3. Summary of Accomplishments (brief overview of highlights).
4. Inputs (what your organization contributed to the program in terms of time, money, materials, services, expertise).
5. Review of Activities
6. Results (reported according to the objectives with at least one paragraph for each objective).
 - Who participated?
 - What were participants' reactions to the program?
 - How did the participants change their knowledge, skills, attitudes or aspirations?
 - What did participants do as a result of the program?
 - What long term impact did the program have on the participants or on the community?
 - How did the sponsor benefit from this program?
7. Lessons Learned
8. Future Plans

9. Summary and Conclusions (review highlights and tell how sponsors support was essential to the program activities or results).

EXERCISE:

Prepare an outline of a report for a particular sponsor. This exercise will be much more effective if it is applied to a real situation rather than a hypothetical situation. Decide if the report will be written or oral. If oral, prepare appropriate audio-visual aids to illustrate and strengthen the impact of the report.



A Toolkit for Volunteer Leaders Program Management

Inter-organizational Coordination M-10

When life gives you scraps, make a quilt.

We talk a lot about working with other organizations in order to avoid duplication and share resources. Then when we have an opportunity to collaborate we drag our feet. Why? Maybe we tried it once and had a bad experience. We were forced to work with someone who was not trustworthy. They took all of the credit for successes and we got all of the blame for any problems.

You can find a dozen reasons NOT to collaborate with other organizations. If you are not really sincere about wanting to collaborate, better to admit it and leave this module until you really need to do it.

LEARNING OBJECTIVES

After finishing this module you should be able to:

1. List 5 reasons for and against working with another organization.
2. Describe 5 "degrees" of coordination between two organizations.
3. Describe a process for implementing coordinated programs.
4. Make a sincere effort for coordinating an educational program with another organization.

OPTIONAL EXERCISE:

If you are not really certain about interorganizational coordination maybe you need to clarify your own thoughts. Work with a partner or a learning group to list the potential advantages and disadvantages of working with other organizations to accomplish an educational program. See if you can list 10 reasons on each side of the issue.

DEGREE OF COORDINATION

Agreeing to collaborate with another organization does not necessarily mean "all or nothing."
Note the following degrees of coordination.

1. No Coordination (no activity nor desire to work with the other organization even though they may provide similar programs).
2. Low Degree of Coordination
 - a) informal and infrequent contacts between individuals
 - b) exchange of general information to keep each other informed
 - c) clients are referred to the other organization when it can better respond to the clients' particular needs.



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3. Moderate Degree of Coordination

- a) formal exchange of information (planned joint meetings, exchange of newsletters, annual report, meeting agendas)
- b) exchange of personal and resources for particular programs
- c) joint projects or programs.

4. High Degree of Coordination

- a) written agreements or contracts
- b) joint budgets
- c) same (or overlapping) boards of directors
- d) joint ownership (of building, offices, equipment).

5. Merger (the two organizations become one).

This list should give you some ideas about coordination with another organization. This list of degrees of coordination, however, does not tell you how to work together to get to a preferred degree of coordination. That comes from a process which we will examine next.

PROCESS FOR IMPLEMENTING COORDINATED PROGRAMS

1. Identify the area (i.e., program) to be impacted.
2. See if the other organization is willing to discuss a coordinated program.
3. Carefully and thoroughly define the needs of each organization and the potential problems that each organization might encounter.
4. At this point each of the organizations needs to independently determine that the opportunities are important enough and the potential problems are small enough to proceed in discussions.
5. For each of the problems, specify optional solutions. Agree on the best solution for both organizations for each problem.
6. Examine resources and agree on who provides what.
7. Write goals and objectives.
8. Incorporate the answers to 5, 6, and 7 into a plan which tells Who does What by When.
9. Each organization should study the plan and approve it or amend it and continue with the planning until joint agreement is reached.
10. Joint agreement should be formalized by signing the plan or a memorandum of understanding that states why and how the agencies will coordinate their efforts. This document can be a very simple one- page document or it can be a legal contract which anticipates possible eventualities that are not addressed in the plan.
11. Both organizations should agree on situations where each may need to abandon the effort to coordination. Worst case scenarios are better discussed in advance (privately) than dealt with in

the middle of program implementation (publicly).

12. Follow the plan (or the agreement).

QUESTIONS FOR DISCUSSION

1. Which organizations have similar programs and interests as yours?
2. Which organization would be easiest (and most beneficial) to coordinate a program with your organization?
3. Would coordination benefit your program and theirs?
4. What problems might your organization (and theirs) encounter?
5. What benefits might be anticipated with a successfully coordinated program?
6. What would be the worst case scenario? How would you deal with it?

EXERCISE:

Work with a partner in your organization to answer the questions above and anticipate the outline of an agreement with another organization for a joint program.

If the plan looks good, get a general approval from your organization's decision makers to actually try it--to enter discussions with the other organization. Determine who to contact in the other organization and follow the steps of the process outlined above.

PREPARATION

1. Were advance contacts made? Were pre-visits made where needed?
2. Were transportation arrangements satisfactory and cost effective?
3. Were the participants thoroughly oriented as to purpose, schedule, their responsibilities on the tour and necessary background information? Was a tour guide prepared?
4. Were plans confirmed in writing with hosts, resource people, and those responsible for logistics (transportation, meals, etc.)?
5. Was needed equipment secured?
6. Was the tour guide well prepared?
7. Was insurance in order.
8. Were liability issues considered? Arrangements made?
9. Was publicity appropriate?

IMPLEMENTATION

1. Did the participants know what to look for? Did they ask meaningful questions?
2. Were directions given on how to make useful observations? Did the participants make those observations?
3. Was the group well organized and supervised during the visits?
4. Was opportunity provided for active learning (i.e. practice)?
5. Did participants take notes for future reference?
6. Was group discussion led at appropriate times?
7. Were conclusions drawn from the discussion?
8. Were proper courtesy and appreciation shown toward the hosts and resource people?
9. Would another learning/teaching technique have been more effective instead of this tour?

FOLLOW-UP

1. Has a note of appreciation been sent to the hosts?
2. Were participants debriefed at the end of the tour or during a subsequent meeting to summarize observations and applications?
3. Were participants involved in evaluating the tour?