

TO: LL Presidents; State Unit Chairs; DPM

FROM: Rachel Gooch, Org. VP, LWV-Texas

LWV-Texas

August 1986

LL Pres. Mailing; DPM

Workshops; Regional Meetings

AGENDA FOR REGIONAL LEADERSHIP INSTITUTES

Following is the schedule we will follow on Saturday, September 6, 1986 at the Regional Leadership Institutes to be held in the Bay Area, Denton, and San Antonio.

We hope lots of your members are planning to attend these gatherings on THE PROGRAM PROCESS which promise to be very informative and a lot of fun!

For more information about reservations and locations, see the pink memo and white registration forms and maps included in the July mailing to local Leagues from the state office

THE PROGRAM PROCESS

Agenda

September 6, 1986

9:30 a.m.	Late registration
10:00	Introduction to THE PROGRAM PROCESS
11:00	Program as it relates to other areas of League activity: Voters Service Finance Membership
11:30	Preparing for discussion
12:00	Counterpart lunches
1:00	Mock consensus
2:00	The board's role: Did we reach consensus? Action!
2:30	Wrapup and evaluation

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TO: LL Presidents; State Unit Chairs; DPM

FROM: Rachel Gooch, Org. Vice-Pres., LWV-Tx
[REDACTED]

LWV-Texas

June 6, 1986

LL Pres. Mail; DPM

I. X.

Workshops & Conferences

EARLY NOTICE

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WORKSHOPS SCHEDULED FOR EARLY FALL

The League of Women Voters of Texas has scheduled workshops for September 6, 1986. Please put this date on your calendar now and plan for as many members as possible to attend from your League.

The emphasis at these workshops will be on program development, but we will relate program to other aspects of League activity. And we will also set aside some time to discuss other subjects of interest to local Leaguers, such as Voters Service, constitutional amendments, and the gubernatorial debate.

Workshops are scheduled this year to be in southeast Texas (Houston area), north central Texas (Dallas-Fort Worth area), and central Texas. Details and registration information will follow in the July mailing.

JUST MARK YOUR CALENDARS NOW FOR SEPTEMBER 6!

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TO: LL Presidents; S.U. Chairs; DPM

FROM: Rachel Gooch, Org. VP, LWV-Texas
[REDACTED]

LWV-Texas

July 1986

LL Pres. Mailing; DPM

I. X.

Workshops; Regional Meetings

REGIONAL LEADERSHIP INSTITUTES (formerly Workshops)

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LOCATIONS

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- over for registrars' addresses -

Leadership Institutes (cont.)

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BAY AREA INSTITUTE

Becky Dodson (remember to send Armand Bayou tour reservations to Becky, also,
and to do it by August 10)

DENTON INSTITUTE

Nan Burmeister
2007 Brown
Denton, TX 76201

(817) 382-4403 (evenings)

or

Sue Smith at (817) 387-1016 (LWV-Denton President)

SAN ANTONIO INSTITUTE

Mail paid registrations to:

League of Women Voters - San Antonio Area
1101 West Woodlawn
San Antonio, TX 78201

Phone contact:

Lillian Reyes (512) 828-1261, ext. 344 from 1 p.m. - 5 p.m., Mon. thru Fri.

For verbal instructions on reaching the institute, call Lillian at the phone
number above, or Cathy Liu Scott (LWV-San Antonio President) at (512) 737-3335.

SAN ANTONIO LEADERSHIP INSTITUTE



DENTON LEADERSHIP INSTITUTE

First United Methodist Church

201 S. Locust (between Mulberry and Sycamore), [REDACTED] [REDACTED]

Enter the back (east) door and turn left. Room 108 is at the end of the hall on the right.

From: 35E: Just past Golden Triangle Mall, stay in the right lane and take the Denton exit.

You will be on Dallas Drive which becomes Bell Ave. Go to Mulberry and turn left (west).

Park in the lot on the corner of Mulberry and Austin or on the street near the church.

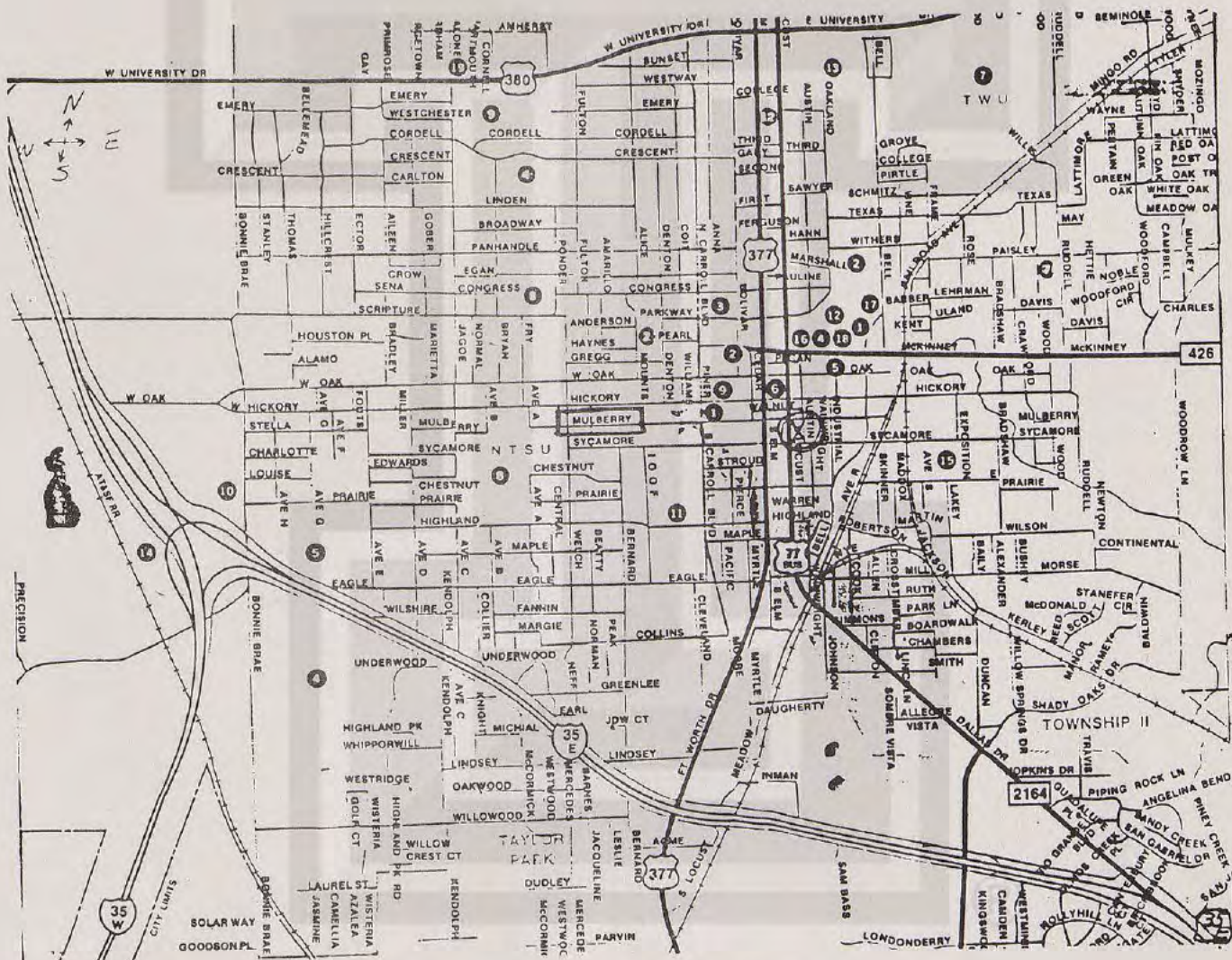
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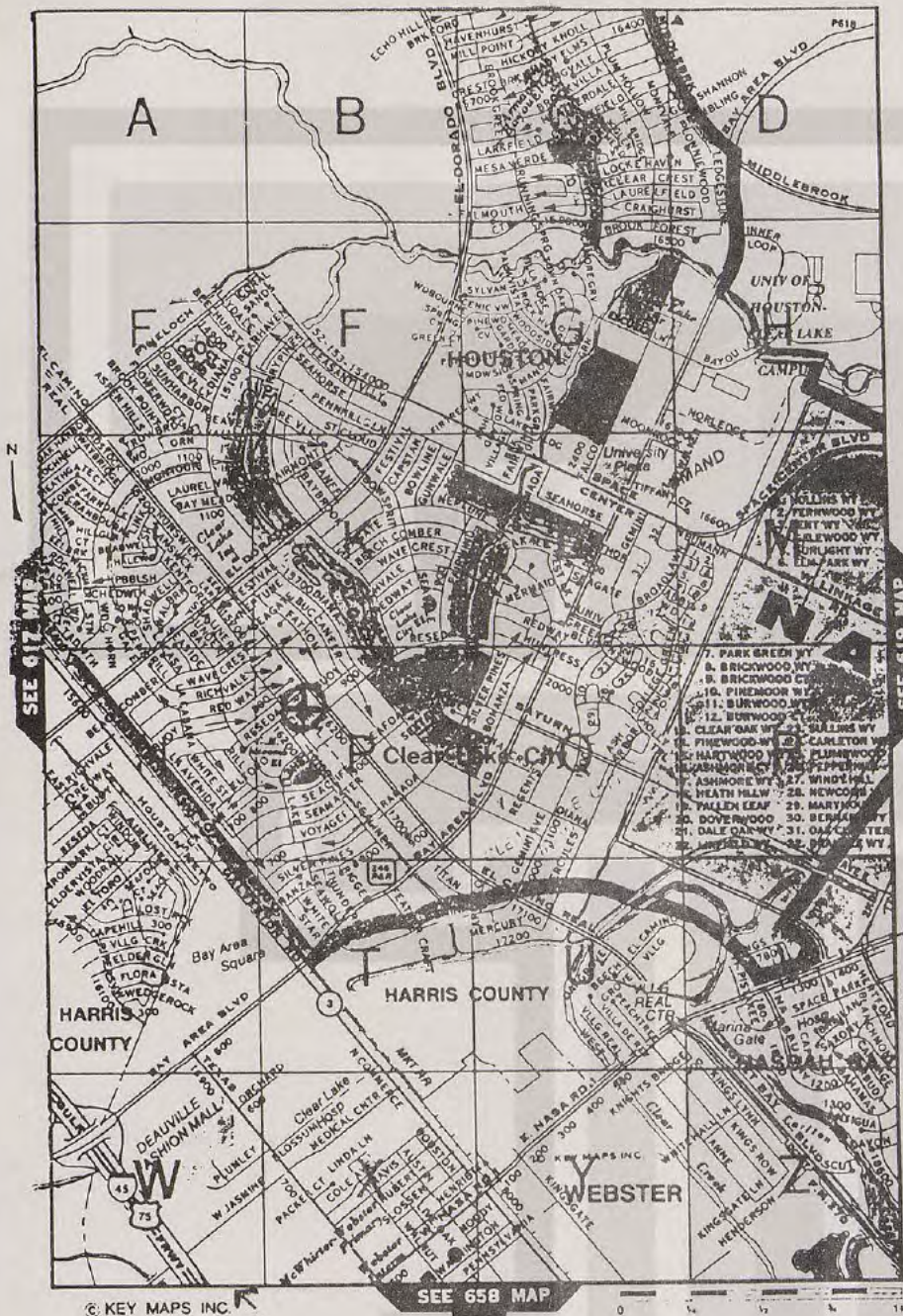
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BAY AREA LEADERSHIP INSTITUTE

A Uniting Church
979 Reseda
Clear Lake City, TX

From I-45 S: Take Bay area Blvd.
east toward Clear Lake to El Camino
Real. Go left (north) on El Camino
Real to first stop sign, which is
Reseda. Turn left to A Uniting
Church immediately on right. First
entrance to the right is parking area

From 146: 146 S. to Nasa Rd.I.
Turn right to El Camino Real. Turn
right past Bay Area Blvd. to Reseda
(stop sign). Turn left. See above.



I-45

Hwy 146

LWV-Texas
July 1986
LL Pres. Mailing; DPM

REGIONAL LEADERSHIP INSTITUTE REGISTRATION FORM

WE PLAN TO ATTEND THE LEADERSHIP INSTITUTE IN:

BAY AREA _____ DENTON _____ SAN ANTONIO _____

NAME _____

LEAGUE OR STATE UNIT _____

ADDRESS _____ CITY _____ ZIP _____

PHONE () home: _____ work: _____
A/C

CHECK ENCLOSED FOR _____ PEOPLE TO ATTEND AT \$5.00 EACH. TOTAL: \$ _____

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LEAGUE OR STATE UNIT _____

ADDRESS _____ CITY _____ ZIP _____

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NUMBER FROM MY LEAGUE WHO WISH TO GO ON THE TOUR _____

LEAGUE OF WOMEN VOTERS OF TEXAS

1212 GUADALUPE #107

AUSTIN, TX 78701

PROGRAM INSTITUTES

September 6, 1986

ORDER FORM FOR LWV-TEXAS PUBLICATIONS

League and/or person ordering _____

LWV of _____ Date _____

Ship to _____
Name

Address _____ City _____ ZIP _____

Shipping Instructions _____

NOTE: Third class/parcel post postage free

Priority mail (first class)--add 25% of the cost of publications

	PRICE PER COPY	QUANTITY	TOTAL
Choosing & Developing Local League Program	\$2.00	_____	\$ _____
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LWV-Texas Directory	\$2.50	_____	\$ _____
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FROM: Rachel Gooch, Org. Vice-Pres., LWV-Tx
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LWV-Texas
June 6, 1986
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© KEY MAPS INC.

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Hwy 146

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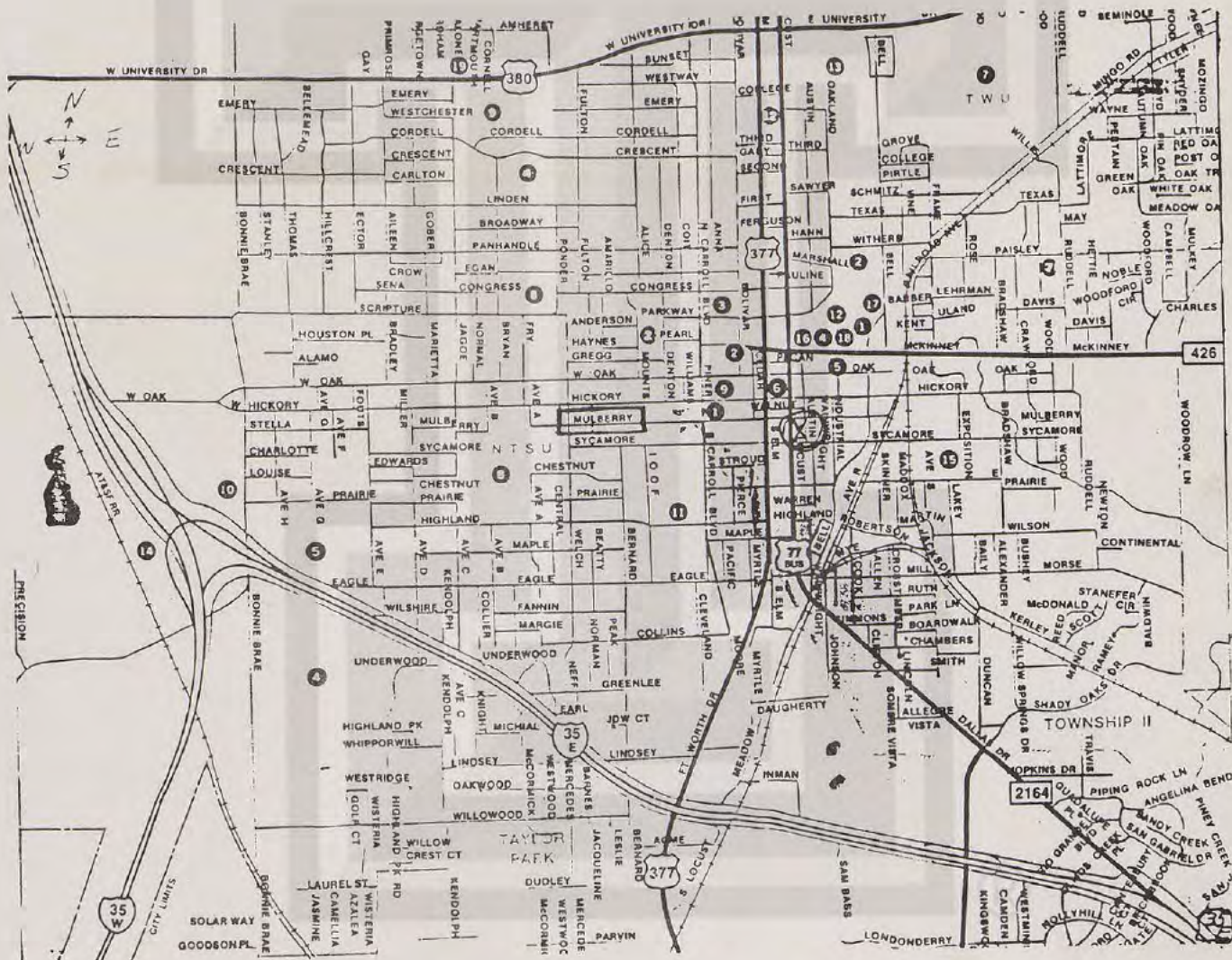
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LWV-Texas

July 1986

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Elaine Coronado

SAN ANTONIO LEADERSHIP INSTITUTE



LWV-Texas
July 1986
LL Pres. Mailing; DPM

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EXPANDED OUTLINE OF LEADERSHIP INSTITUTE FOR LEADERS

SIGN-IN SHEET

- I. 10:00 a.m. Introduction
 - A. Start the meeting fairly close to 10 a.m.
 - B. Begin with an enthusiastic welcome. Mention that there are two other leadership institutes taking place that day.
 - C. Thank the host League and ask if they have any announcements (where the rest rooms are, what the lunch plans are, etc.)
 - C. Ask people to introduce themselves; the usual: name, League, and League job.
- II. Introduce the subject for the day - The Program Process
 - A. Explain why the topic was chosen - *what sets L. apart*
 1. Numerous requests for assistance with program from LL's
 2. Difficulty observed in LL's with various aspects of program by State League people
 - B. Give a brief outline of the day's activities
 1. Overview of the essentials of the program process. Mention publications available - *handout + order form*
 2. Discussion of how program interacts with other aspects of League
 3. Training to conduct a consensus or discussion meeting
 4. Mock consensus
 5. Wrapup and evaluation
 6. Counterpart lunch
- III. An Overview of the League program process
 - A. Go through the transparencies covering 10 Steps to Reaching Member Agreement Successfully. Talk through the steps as you show the transparencies. By all means, amplify from your own experience and from 10 Steps.
 - B. You can invite questions and discussion, but remain aware of the time passing. Although the time schedule is only a guide, it would be good to not get too far off the track, as there is a lot to cover.
 - C. Somewhere along the way here I think you should make the group aware that consensus-building, which is the heart of the League's program process, is a skill which is useful in many situations. Any time you have a group which can agree on a common goal and a process through which to achieve that goal, you can use consensus-building to accomplish that goal.
- IV. 11:00 a.m. A discussion with the whole group of how program interacts with other League activities. Be sure you cover membership, finance, voters service, publicity, as well as anything else you and the group can think of. You're pretty much on your own here. I don't have any materials to assist you.

- V. 11:30 a.m. Training for discussion leaders, recorders, resource people, and group members for discussion or consensus meetings.

A. Both transparencies and handouts

1. Go over material in transparencies and amplify as needed
2. I would anticipate little discussion, so I haven't left much time.

B. Material in handouts not covered on transparencies

1. Probably not time to cover it
2. If you have time, go ahead and cover it

VI. 12:00 noon Counterpart lunches

Counterpart assignments are on a separate sheet

VII. 1:00 p.m. Mock Consensus Groups

- A. Give consensus questions to group leaders
- B. Ask the participants to divide themselves into as many groups as you think seems reasonable (limited by chart pads and easels to 4 in Denton, 3 in Bay area, and 2 in San Antonio, but you can improvise with paper and tape, if you need to divide up more).
- C. Check with host League on making location assignments for groups.
- D. Don't forget to tell the groups the deadline for reconvening (2:00 p.m.)

- VIII. 2:00 p.m. The Board's Role (Diane Sheridan will send you the information to use here) After reconvening with the whole group, you go over the consensus reports you have from your small groups and decide whether you have arrived at consensus on the questions. I suggest using a chart pad divided into sections representing the consensus groups you had, then lining up the responses on each question from the groups next to each other. That way it should be easy to see whether you have agreement. You should point out that this would ordinarily be done by the resource committee or study chair, and that the results would then go to the board for their evaluation.

- A. Did we reach consensus?
- B. Action Plans

IX. Wrapup and Evaluation

- A. Finish up any loose ends you're aware of
- B. Invite discussion of unresolved issues, what they need to know more about, etc. Be sure you or somebody takes notes on this, and also collect any notes from the counterpart meetings and return to me. ®
- C. Pass out evaluations and ask them to fill them out and leave them

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LWV of _____ Date _____

Ship to _____

Name

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to embarrassment. There are any number of reasons why a latecomer doesn't come on time: he or she doesn't think the meeting is very important, doesn't believe it will start on time, tries to schedule too much, or is always behind. Wait until after the meeting and then simply ask the latecomer why he or she is late for the meeting so frequently. Don't lecture! Ask the latecomer what would make the meeting important enough to want to be on time. Perhaps you might ask the latecomer to be the facilitator or recorder for the next meeting.

The only way meetings are going to start on time is by starting them on time. Waiting five minutes at one meeting will lead to a ten-minute delay the next. And pretty soon everybody will be timing their arrival according to their personal estimate of when the meeting really will begin. If you start meetings on time, people will get the idea that when you say ten-thirty, you mean ten-thirty and not ten-forty-five. (If it's ten-thirty and only a few people have arrived, let *them* decide when to begin the meeting. Maybe they will think it's a waste of time to begin before certain other members are present.)

Every group member is going to be late sometime. To keep disruptions to a minimum, focus the meeting away from the door. When someone comes in late, acknowledge his or her presence: "Hi, Rita, glad you could come. Sit down here and catch up by reading the group memory." Don't stop the meeting to review. Let the latecomer sit quietly without participating for a while to get a feeling for what has been happening. If the latecomer is a critical person and a detailed review is required, take a short break and review the group memory without wasting other people's time.

The early leaver drains the energy of the meeting by leaving before it ends. Like the latecomer, this individual shouldn't be confronted before the group. Find out later why this disruptive behavior continues. Maybe your meetings are too long or too loose. Maybe there is something you can learn from the early leaver.

At the beginning of the meeting, check to see if everyone can stay until the end. If all the participants commit themselves to staying, a potential early leaver is less likely to sneak out. If one or more people announce they are going to leave early, find out when and decide at the beginning of the meeting whether you will continue in the absence of these members. There is nothing worse than continuing a meeting with people slowly wandering out. It's like sitting in a bathtub and watching the warm water drain out around you.

The broken record keeps bringing up the same point over and over again. Use the group memory to acknowledge that the point is important to the individual. Demonstrate that it has been heard and recorded several times. "Yes, Alice, I know this idea is really important to you. We have written it down on page three and on page six of the group memory. We won't lose it. We will have a chance to evaluate it later with all the other ideas when we are finished generating alternatives. Is there something else that you want to add? If not, can you let go of it now?" If the individual is worked up over the issue and looks as if he or she needs an opportunity to talk it out, you could suggest, "Why don't we take three minutes now to hear what you've got to say, so you can let go of it. We want you to be able to free your mind so that you can move along with us through the rest of the meeting."

The Doubting Thomas constantly puts down everything: "That will never work"; "That'll never happen"; "I don't like that." This Thomas is always negative; you're wrong until you prove yourself to be right. While it's healthy to have a skeptic in any group, aggressive negativism is a damper on creative effort. As a facilitator you can use mental judo to cope with the doubting Thomas. Get the whole group to agree to a process of not evaluating ideas for a set period of time, then use this agreement to correct anyone who violates it, especially the doubting Thomas: "Wait a minute, Harry! You and the rest of the group agreed not to evaluate ideas for a while. You just

mouth more difficult for the facilitator. The most subtle techniques for coping with loudmouths involve your physical position in relation to them. Try moving closer and closer to them while they are talking and maintain eye contact until you are standing right in front of them. Your physical presence—you standing, they sitting—will often make them aware of their behavior and they will stop talking. Then, immediately shift your focus and call on someone else. Otherwise, deal with loudmouths outside the meeting. Often loudmouths are people who have to blurt out ideas as soon as they come into their heads. Give them a pad of paper and ask them to create their individual memory, or get them to serve as recorder. That will keep them busy and keep them from talking. Point out that they are dominating the meeting and preventing others from participating. If nothing else works, you may have to confront them directly in the meeting.

The attacker launches personal attacks on another group member or on you as facilitator. If two group members are going at it, try to interrupt the fight by physically moving between them, getting them to talk to you rather than to each other. Ask, "What's all this about? What's the problem?" Remind them that everyone is at the meeting to work on a task, not to watch them work out their personal problems. "That's fine if you want to work out your differences, but why don't you do that after the meeting?" Use the group memory to refocus on ideas rather than individuals. Walk up close to the recorder and get the attacker to focus on what is being written. "Make sure we are capturing your criticisms. You feel that this suggestion over there is unrealistic and unworkable?" Also, you might try the techniques of deferred evaluation (see the Doubting Thomas, above).

If it's you who is being attacked, try to resist the natural instinct to deny the charges and defend yourself. If it's your facilitation that's being criticized, take a step backward, give yourself a moment to collect yourself, thank the attacker for his

or her criticism, and then use the boomerang technique by turning the issue back to the attacker for positive suggestions. "You feel that I am not giving you and Louise enough opportunity to state your case. What do you think I should do to correct the imbalance?" If the attack is in defense of other group members, check out the accusation with them. "Louise, do you feel the same way? Do you feel that I've not been giving you enough time to state your case?" This technique can be a way of getting the group as a whole involved in correcting the situation, but don't let the group attack the attacker.

The interpreter always speaks for other people. "What Alberto is trying to say is . . ." If Alberto is in the middle of talking, jump in quickly and say, "Hold on a minute, George, let Alberto speak for himself. Go on, Alberto, finish what you were saying." Or if Alberto has already finished, check out the interpreter's interpretation with him. "Alberto, do you think George understood what you said? Is that an accurate representation of what you were saying?" This technique gives group members an opportunity to tell George they don't need him to be their mouthpiece.

The gossip introduces hearsay and gossip into the meeting: "Well, I overheard them talking about . . ."; "I remember the regulations saying something about . . ." Hours of valuable meeting time are wasted arguing over whether something is true or not when five minutes and a telephone call would answer the questions definitively. When you see potentially important information being introduced with vague qualifiers ("Somebody mentioned that . . ."; "If I remember correctly . . ."), check it out immediately: "Do you know that for a fact?" "Are you sure?" "Can anyone else verify that?" If the responses are weak, ask, "How could we find out the answer to that question? Who would know?" Then, either defer the issue until after the information can be obtained or take a short break to make a telephone call, look up the information, or invite an expert to your next meeting.

The **know-it-all** uses credentials, age, length of service, or professional status to argue a point: "Well, I'm the one who has a Ph.D. in physics, and I know it doesn't work that way"; "I've been working in this business longer than anyone else here, and I know that will never fly." Acknowledge the know-it-all's expertise once, but emphasize why this issue is being considered by the group. "Yes, we all recognize and respect your experience in this area, but the decision has to be made by the group as a whole after weighing all the alternatives." "Yes, we know this is your specialty and you may be right, but one reason why we're tackling the problem as a group is to come up with some new insights and solutions. Your knowledge may actually be blinding you to new ways of looking at the problem. Will you indulge us for a while even though some of the suggestions may seem crazy to you?" Or try, "That's your opinion, but there may be equally valid other points of view."

The **backseat driver** keeps telling you what you should be doing: "I would have let people discuss the issue more before brainstorming"; "I would move on to the next issue if I were you"; "Tell him to shut up." As a servant to the group, the facilitator should request process suggestions from the group and generally follow them. When a backseat driver starts criticizing your facilitation, ask him or her to suggest a procedure and then check it out with the rest of the group. If the other group members concur, act on the suggestion immediately. The backseat driver will be satisfied and defused for a while. If the group disagrees, the backseat driver's argument will be with other group members, not with you. Occasionally you will encounter a backseat driver who thinks that he or she is a more sensitive, skillful facilitator and will disagree with everything you do. This can be really annoying and slow up the meeting. Point out that there are different styles of facilitation and many ways of approaching problems. There is no one right way, but you have to start someplace. Ask the backseat driver politely to bear with you and try your approach. If it doesn't work, the

group can always try something else. In extreme cases, you may have to challenge the backseat driver openly: "Do you want to facilitate? That's fine if you do, but if you don't, please do me the courtesy of withholding your criticisms until after the meeting." The backseat driver will usually back down, but if your offer is taken up, step down gracefully. The backseat driver will either do a better job, which is okay, or do a worse job, in which case the group will come to respect the difficulties of the position, appreciate your facilitation, and ask you to step back into your role. But don't say, "I told you so."

The **busybody** is always ducking in and out of the meeting, constantly receiving messages or rushing out to take a phone call or deal with a crisis. What's worse, the busybody is often the manager or senior person in the meeting. That's why he or she feels so free to come and go, but by doing so the busybody ends up wasting his or her time and the time of the rest of the participants. During each departure the meeting may come to a standstill or the busybody has to be briefed upon reentry. Often there is no point in continuing a meeting if a key person is absent. As a facilitator, it is almost impossible to deal with a busybody during the meeting. Only group members or the manager/chairperson can exert any real pressure on the busybody to stop the interruptions and remain in the meeting. You can recommend that the meeting be recessed or adjourned until the busybody can attend without interruptions. At least this preserves the time and energy of the other participants and helps to demonstrate to the busybody that his or her actions are disruptive.

The best time to deal with a chronic busybody is before the meeting. Point out how maddening and inefficient this behavior is and see if you can get the busybody to agree to hold all calls for the duration of the meeting; or you can meet away from the busybody's office where there can be no interruptions. Another possibility is to schedule the meeting before or after normal business hours to minimize distractions. In any case, if you can

get the busybody before the meeting to make a commitment to remain in the meeting for a given time without interruptions, you will have some leverage you can use if the individual resumes busybody behavior: "Hey, just a minute! I thought you promised to hold all calls for the next hour."

The interrupter starts talking before others are finished. Often the interrupter doesn't mean to be rude, but becomes impatient and overly excited. Like the loudmouth, the interrupter is afraid that a new, red-hot idea will be lost if it isn't blurted out immediately. As a facilitator you should deal with an interrupter immediately. Remember: One of your major functions is to be a traffic cop and let everyone have a chance to be heard without being cut off. This may be one of the first tests of your neutrality and service to the group. People will be watching to see if you will really protect them. They want to see if you will stop the interrupter, even if he or she is a VIP. You should jump in immediately, saying something like, "Hold on, Irving, let Charlene finish what she was saying." You must be impartial and fair in your interventions. Don't play favorites. Between meetings you can point out to the chronic interrupter how irritating his behavior is to other group members and suggest that the interrupter bring a pad of paper to write down ideas until there is an appropriate time to express them—a personal group memory. Or make the interrupter the recorder—recording is a good exercise in listening. Some interrupters and loudmouths have become excellent recorders and have made dramatic changes in their behavior.

The teacher's pet spends more energy looking for approval from the facilitator than focusing on the content of the meeting. The teacher's pet can be very distracting to you as a facilitator and can hook you into paying too much attention to one individual. You are supposed to serve the group, not pass judgment on how well it's performing. You can be encouraging, but don't let the group or an individual become dependent on you and use you as a crutch. If a teacher's pet keeps talking to you rather

than other group members, walk over to one side of the group and break eye contact. The idea is to get people to talk to each other, not to you. If the teacher's pet tries to trap you into an evaluation, boomerang the question back. "I don't know, Ruth. How do *you* think the meeting's going?" The responsibility for the success or failure of a meeting must be shared by all participants.

HOW TO REMAIN NEUTRAL AND BUILD TRUST

One reason why the Interaction Method works so well is that it insists on the neutrality of the person who runs the meeting. Running a meeting is like driving a car; it's easy to steer in any direction you want. If you are personally affected by the outcome of a meeting, it's almost impossible not to maneuver the meeting (consciously or subconsciously) toward results that you favor. As we have pointed out, being a manager/chairperson of a group and running your own meeting is like trying to be captain, quarterback, referee, and record keeper at the same time. That's too many roles to play at one time.

And yet, let's face it: no one is really neutral; everyone has personal preferences and values. So the practical objective is to maintain "operational neutrality." That means that as far as the participants of a meeting are concerned, you, the facilitator, are not letting your own ideas affect the course of the proceedings. It is part of the social contract that you make with your group: that each member has a responsibility of letting you know if you exhibit a bias toward one point of view. If no one objects to your behavior during the meeting, you have achieved operational neutrality.

In most meetings the role of facilitator can be rotated in your group. Periodically, someone (other than the manager/chairperson) can be chosen to plan and conduct the meeting, so each participant only has to facilitate every few weeks or months.

jumped on Joe's suggestion. Hold on! You'll get a chance to evaluate ideas later."

The headshaker nonverbally disagrees in a dramatic and disruptive manner. Headshakers shake heads, roll eyes, cross and uncross legs, slam books shut, push chairs back, or madly scribble notes after someone has said something. These nonverbal gestures can interrupt a meeting as effectively as words. Perhaps more insidious for you as a facilitator, the headshaker can grab your attention and get you to lose your temper at him or her. You begin to find yourself reacting to whatever the headshaker does, since you're the only one in the group who is directly facing this person.

The first strategy to try is to ignore the headshaker and focus your attention on the person who is talking. Often the habitual headshaker is unaware of his or her behavior. You can turn to the individual and say something: "Frank, I see you're shaking your head. Looks like you disagree with what has just been said. Do you want to share your reactions with the rest of the group?" Sometimes if you treat these gestures like any other negative comment, Frank will become more aware of what he is doing and tend to control his body language. But if the headshaker becomes disruptive or extremely annoying, wait until a break and share your perceptions. "Frank, every time you start shaking your head, you interrupt the meeting just as much as if you had cut somebody off verbally. What's bothering you?" Perhaps he has a legitimate gripe. Eventually you may have to say, "I think you're being unfair to the others, and I personally find it really annoying! Please try to control your body language!"

The dropout sits at the back of the room, doesn't say anything or reads a book or doodles. The dropout tends to be more disturbing to the facilitator than the rest of the group. You're trying to run an energetic, creative meeting and Carl is sitting there, yawning and reading a magazine. There is an almost irresistible urge to catch the dropout in the act by asking,

"What do you think about that, Carl?" And then watch him squirm. Gotcha! But sometimes the doodler hasn't really dropped out. Some people think better with a pencil in their hands. Or the real dropout may have a good justification; perhaps there is no reason for him to be at the meeting at all. Sometimes just walking up near the dropout is enough to wake him or her up. Or wait until you have eye contact, ask a question, and then take the dropout off the hook by turning to someone else: "What's your idea on this, Carl? I'll give you a moment to think. How about you, Jennifer?" During the break, ask the dropout why he or she isn't participating. Sometimes this behavior is an indication the meeting is not very effective, that a topic is irrelevant, or that the dropout is more or less understandably preoccupied with something else for the time being.

The whisperer is constantly whispering to a neighbor and is one of the most irritating of the problem people. It is very hard to concentrate with two people whispering and giggling near you. But many group members don't have enough courage to object. As facilitator, try walking up close to the whisperers. Often this low-key intervention will work. If there is a lot of whispering going on, you can say, looking around the room, "Hey, let's keep a single focus here! We won't get anything done if people are going off in different directions." If two cronies are really going at it, you can stop the meeting and say, "Do you want to share what you're talking about with the rest of the group? If not, why don't you go outside the room to talk? We still have a lot of work to do here." At a break, ask them what's going on. A very subtle technique is to find a way to get chronic whisperers to sit apart from each other.

The loudmouth talks too much and too loud, dominates the meeting, and is seemingly impossible to shut up. Loudmouths are a common breed, gravitating naturally to meetings of all kinds. Often the loudmouth is the senior person or decision-maker in a meeting—a fact which makes dealing with the loud-

INFORMATION ON SEX EDUCATION IN THE PUBLIC SCHOOLS OF ANYTOWN, TEXAS

- Approximately 13 % of teenage girls in Anytown become pregnant each year.
- A high percentage of the babies in the neonatal intensive care unit at Anytown Public Hospital are born to teenage mothers.
- Babies born to teenagers are much more likely to suffer birth defects and have a higher infant mortality rate within the first year of life.
- An estimated one-half of all families receiving public assistance are headed by women who were teen mothers.

A 1985 Gallup/Phi Delta Kappa Survey on education shows that 75 % of those polled favor sex education in high schools, as compared with 70 % in 1981; for elementary schools, those figures are 52 % in favor as compared with 45 % in 1981. The same survey shows 86 % of teachers favor sex education in high school, and 75 % favor it in grade school.

The key element in efforts to prevent teenage pregnancy is a course on Human Growth and Sexuality, which discusses self-esteem, physical development of boys and girls, and decision making. A pilot program has been developed by a special board addressing the problem. It is proposed for trial during the next school year in the sixth grade, before expansion to other schools.

The program involves parents both in planning the program and in the program itself. The program is voluntary, with a signed permission from parents required for participation. Those presenting the program would like to see that changed so that a parent would have to sign a request for their child ~~not~~ to participate in the program.

The advisory committee also recommends that this program be expanded to include educational units beginning in early elementary grades with gradual development of the material through the years.

There are, of course, those in the community who feel that sex education is a family or religious concern, and should not be addressed by the public schools.

This program is part of an overall effort to assist pregnant teenagers to stay in school by providing a special school environment and to encourage provide an on-campus daycare program for children of teenage mothers so that they can continue their education.

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INSTRUCTIONS FOR LEADERS

Leadership Institutes
September 6, 1986

The Board's Role: Did We Reach Consensus? Action!

Leaders can prepare for this session by reading pages 8-10 in Ten Steps to Reaching Member Agreement Successfully, League publications like Action, and using their imaginations.

Approximately 30 minutes is available to determine whether consensus has been reached on sex education and to discuss how to develop an action plan once there is agreement. (There's not enough time to develop a full plan for this subject, but the evaluation form lists Action as a potential convention workshop topic.) Here are some thoughts to start discussion.

Note that in a local study, the study committee, the study chair, or the program vice-president is usually responsible for compiling the consensus results and reporting to the board. We're omitting that step today and pretending that all of you are a League board trying to determine whether your League has reached agreement on the mock study of sex education.

DID WE REACH CONSENSUS?

What will the board do with the consensus report forms/recorder's notes?

- o Calculate demographic info
 - Goal: To determine whether any agreement reached is representative of the membership as a whole
 - How many members participated out of total membership
 - Any demographic factors that cause concern: splits along geographic lines, political parties, economic brackets, etc. Are they significant?
- o Examine responses to consensus questions and analyze whether agreement has been reached
 - Look at each question/section of question individually, then see how it fits into a whole

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- Tally results that can be tallied. What percentage agreed? Is it enough, in your judgment, to call it consensus?
- Look at statements worded after discussion and representing agreement among members of a unit. compare to other units. Can wording be combined to represent all areas of agreement.
- o Where agreement exists, write a position statement indicating what League supports (or opposes).

ACTION

After the board approves a new position, what do you do with it?

- o Tell your members what it is. Leagues take action based on positions which their members understand. Members must know what the position is in order for the League to begin to act.
- o Tell the world--press releases, etc.
- o Decide how to make your recommendations reality
 - Where is action needed?
 - What action is needed?
 - Develop an action plan and set realistic objectives to try to achieve the goals set in your new position statement.
- o Don't hide your new position in a filing cabinet--the goal of League study is ultimately ACTION!

To: Counterpart lunch group leaders
From: Rachel Gooch

August 26, 1986

These counterpart sessions should be very informal. They are not intended to be information giving sessions, but just a chance for people from local Leagues to share their experiences in a given area. Your function is just to stimulate a conversation and keep the group talking.

I have included a few ideas for questions for you to discuss with each group. However, if their special interests take the discussion some other direction, that's fine. I would appreciate your notes on anything you think is significant from your group's discussion. You can give them to me at board meeting.

Counterpart assignments: Bay Area--Presidents, Lois Carpenter; Program, Barbara McCormick; Voters Service, Modelle Brudner; Membership/PR, Helen Hunter.
Denton--Presidents, Sondra; Program, Diane Sheridan; Voters Service, Rachel Gooch; Membership/PR, Scherel Carver; Treasurers/ Finance, Myrtle McMahan.
San Antonio--Presidents, Doris Watson; Program, Evelyn Bonavita; Voters Service, Rowena Rodgers; Membership/PR--Sally Coughlin.

Questions for Presidents

1. What would you like to talk about today?
2. Would you like to share something your League is doing that is working very well?
3. What is giving your League the most trouble? How are you handling it?
4. What area/s are you working to improve in your League this year?
What plans have you made to bring about the improvement?
5. What local program is your League working on this year?
Has your League had a local consensus and taken action on the issue in recent years? What kind of action? How effective has it been?
6. Does your League observe local governmental bodies on a regular basis? How many?
7. Is your League growing in membership or getting smaller?
8. Is your League in good financial condition? What kinds of things do you do to raise money?
7. How do you feel about the way your board meetings go?
Any suggestions to facilitate board meetings?
8. How do you handle personnel problems?
Personality conflicts among board members?
Board members who don't come to board meetings?
Board members who don't do their jobs or don't do them well?
9. What would you like the State League to do that would be of help to you?

Questions for Program counterparts

1. What is your League studying in local program this year?
2. What action items does your League have in local program this year?
3. What kind of action does your League take following local consensus on an issue? Do you develop action plans?
4. What results do you get from your action?
5. Has your League carried a local item from study through consensus into effective action during the past few years? If so, did you feel that strengthened your League? If not, what do you think the reason is?
6. Does your League have people who regularly observe local governmental bodies?
7. What meetings is your League having in connection with the State item on health care?
8. What else is on your program agenda for this year? Any National program?
9. What would you like the State League to do to help your League?

Questions for Membership/PR Counterparts

1. Has your membership been growing or shrinking? Do you know why?
2. What strategies are you using to develop membership?
3. What strategies are you using to involve new members in your activities?
4. Do you have any kind of special orientation for new members?
5. How successful are you at retaining members?
6. Does your League have active local program issues? Do you think they help you get and keep members?
7. Does your League observe meetings of local governmental bodies on a regular basis?
8. Would you consider your League a highly visible, moderately visible, or low-profile organization?
9. What League news is covered in your local media? Announcements of regular meetings? Coverage of public forums? Coverage of candidate forums? Before or afterward?
9. What strategies do you use to assure media coverage?
10. Do you receive good or not-so-good print media coverage in your community?
11. What does your League do on your local Cable station or other TV station?
12. Has your League done any Public Service Announcements?
13. What would you like the State League to do to help you this year?

Questions for Voters Service Counterparts

1. Are you aware that Libertarian candidates have been certified to appear on the ballot in November? Have you included them in your Voters Guides?

2. How are ^{you} handling Libertarian candidates in your candidate rallies and/or debates? What are you doing in cases where there is a Democrat or a Republican running but there is no opponent from the other major party, but there is a Libertarian opponent?
3. How would you like the State League to assist with Voters Guide questions in federal congressional districts and State congressional and senatorial districts which include two or more Leagues? Should there be the same questions for all Leagues? Should the State League write the questions? Should there be local coordination by the Leagues concerned? Should the State League designate a lead League to coordinate questions?
4. What are your problems with Voters Guides? How do you handle them?
5. When you don't get responses from candidates, do you follow up with phone calls or what do you do?
6. What kinds of activities are you planning with candidates this year?
7. Will you have television coverage of your candidate debates or interviews? What problems do you encounter with candidate meetings or debates? How do you resolve them?

Questions for Finance/ Treasurers

1. Was your finance drive affected by the economic slump? How much?
2. What plans are you making for this year's finance drive?
3. Do your members make personal finance calls? How do you divide up the calls?
4. Are your letters personally addressed? Does this make a difference?
5. What other money-making efforts are you undertaking?
6. What are your problems as LL treasurer?

Consensus Questions

1. Should there be sex education in the public schools of Anytown, Texas?

yes_____ no_____

2. Should it be required for all students or should it be optional?

required_____ optional_____

3. What grade level/s should be included?

K-5 6-9 10-12 All levels

4. Should sex education be required by State law or should it be offered at the discretion of the local community?



Transparencies on
Ten steps to ^{Reaching} a Member Agreement
Successfully



THE PROGRAM PROCESS

WHY IS THE LEAGUE A SUCCESSFUL ADVOCATE FOR GOVERNMENTAL CHANGE?

BECAUSE OUR POSITIONS ARE

- BASED ON THOROUGH STUDY
- REPRESENT SUBSTANTIAL AGREEMENT AMONG OUR MEMBERS

WHAT DOES IT TAKE TO SUCCESSFULLY REACH "SUBSTANTIAL MEMBER AGREEMENT?" **TEN STEPS**

- CLEAR MEMBER SUPPORT FOR ADOPTION OF THE STUDY ITEM
- BOARD APPROVAL OF AN APPROPRIATE MEMBER AGREEMENT PROCESS
- A STUDY PROCESS OPEN TO ALL MEMBERS
- DEVELOPMENT OF GOOD CONSENSUS QUESTIONS OR CONCURRENCE STATEMENT
- MEMBERS WELL-INFORMED ABOUT THE ISSUES UNDER STUDY

— MEMBERS WELL-INFORMED ABOUT PROCESS

- OPPORTUNITY FOR ALL MEMBERS TO PARTICIPATE IN THE MEMBER AGREEMENT PROCESS
- MEMBER AGREEMENT PROCESS CONDUCTED IN AN ATMOSPHERE OF TRUST
- CAREFUL BOARD EVALUATION OF WHETHER AGREEMENT HAS BEEN REACHED
- MAINTENANCE OF RECORDS ADEQUATE TO ENSURE THAT FUTURE MEMBERS CAN UNDERSTAND THE AGREEMENT THAT WAS REACHED



#1

CLEAR MEMBER SUPPORT FOR ADOPTION OF THE STUDY ITEM

- PROGRAM PLANNING IS ITSELF A MEMBER AGREEMENT PROCESS

- ITEM CAREFULLY WORDED

SCOPE AND FOCUS DEFINED

- STUDY STRUCTURE TO ANTICIPATE AGREEMENT AND ACTION

- CHECK LEAGUE PRINCIPLES

- REVIEW STATE AND NATIONAL POSITIONS TO ASCERTAIN NEW STUDY IS NECESSARY



#2

BOARD APPROVAL OF AN APPROPRIATE MEMBER AGREEMENT PROCESS

- DECISION TO USE CONSENSUS OR CONCURRENCE
 - * MAY BE MADE BY ANNUAL MEETING DELEGATES
 - * OTHERWISE, BOARD MAKES DECISION, USUALLY ON RECOMMENDATION BY STUDY COMMITTEE
- CONSENSUS HISTORICALLY THE LEAGUE METHOD
- CONCURRENCE USED MORE FREQUENTLY IN RECENT TIMES
- CONSENSUS-BUILDING A USEFUL SKILL FOR RESOLVING CONTROVERSY
- CONSENSUS STILL THE RECOMMENDED METHOD, WHERE POSSIBLE



WHAT IS CONSENSUS?

- AGREEMENT AMONG A SUBSTANTIAL NUMBER OF MEMBERS WHO ARE REPRESENTATIVE OF THE GROUP AS A WHOLE
- REACHED AFTER SUSTAINED STUDY AND GROUP DISCUSSION

WHAT IS CONCURRENCE?

- THE PROCESS OF DETERMINING AGREEMENT WITH A
- POSITION ALREADY REACHED BY ANOTHER PERSON OR GROUP
 - * ASKED TO AGREE OR DISAGREE
 - * STATEMENT MAY BE OFFERED BY BOARD, STUDY COMMITTEE, UNIT, TASK FORCE, OR THE BOARD OF ANOTHER LEAGUE

S BASED ON INDIVIDUAL OPINION, NOT GROUP OPINION

S NOT INTERACTIVE, AS CONSENSUS IS



WHEN DO WE USE CONCURRENCE?

- WHEN THE QUESTIONS ARE SIMPLE AND EASILY ANSWERED
- WHEN THE SUBJECT IS ONE ABOUT WHICH PEOPLE ALREADY KNOW A GREAT DEAL
- WHEN MEMBERS WANT TO REAFFIRM SUPPORT FOR AN EXISTING POSTION AFTER RECEIVING UPDATED INFORMATION ON THE TOPIC
- WHEN ONLY A SMALL CHANGE IS NEEDED TO EXTEND A CURREN POSTION
- WHEN A CURRENT POSTION NEED CLARIFICATION
- WHEN A LEAGUE WISHES TO CONSIDER ADOPTING A POSITION ALREADY HELD BY ANOTHER LEAGUE



#3

A STUDY PROCESS OPEN TO ALL MEMBERS

- INVITE ALL MEMBERS TO PARTICIPATE ON THE STUDY COMMITTEE
 - * ASK AT MEETINGS
 - * PASS AROUND SIGN-UP SHEETS
 - * ADS IN THE *VOTER*
 - * TELEPHONE THOSE INTERESTED
- BOARD SHOULD APPOINT AN UNBIASED CHAIR FOR THE STUDY
 - * SEEK SOMEONE WILLING TO LOOK AT ALL SIDES OF THE ISSUE
 - * IF THE ONLY WILLING CHAIR IS BIASED, FIND A CO-CHAIR WITH THE OPPOSITE VIEWPOINT
- SEEK MEMBERS OF ALL PERSUASIONS TO SERVE ON THE COMMITTEE



#4

DEVELOPMENT OF GOOD CONSENSUS QUESTIONS OR CONCURRENCE STATEMENTS

- CONSENSUS QUESTIONS ARE

- * DRAFTED BY THE STUDY COMMITTEE

- * APPROVED BY THE BOARD

- GOOD CONSENSUS QUESTIONS SHOULD

- BE SHORT AND SIMPLE
- BE UNBIASED
- NOT LEAD TO A "RIGHT" ANSWER
- BE FREE OF EMOTIONALLY LOADED WORDS
- BE SUBJECT TO CLEAR UNDERSTANDING OF THEIR RESPONSES
- BE GENERAL STATEMENTS, WITHOUT TOO MANY SPECIFICS
- BE DIRECTED TOWARD GENERAL ISSUES, NOT DIRECTED TOWARD SPECIFIC LEGISLATION OR OTHER SPECIFIC ACTION
- BE ANSWERABLE BY AN INFORMED NON-EXPERT
- LEAD TO RESPONSES THAT WILL PERMIT ACTION FOR MANY YEARS
- BE ANSWERABLE IN THE TIME AVAILABLE



#5

MEMBERS WELL-INFORMED ABOUT THE ISSUES UNDER STUDY

- PUBLISH A FACTS AND ISSUES
- PUT A BACKGROUND PAPER IN YOUR *VOTER*
- PUBLISH SEVERAL ARTICLES IN YOUR *VOTER*
- HAVE A GENERAL MEETING WITH EXPERTS
- HAVE A GO-SEE TOUR
- HAVE A WORKSHOP
- PRESENT A TV SHOW
- PREPARE A VIDEO TAPE

MATERIALS PRESENTED TO MEMBERS SHOULD

- * BE UNBIASED
- * COVER ALL PERTINENT POINTS
- * PROVIDE INFORMATION NEEDED TO COVER QUESTIONS TO BE ASKED
- * BE WELL-WRITTEN

EFFORTS TO EDUCATE MEMBERS PAY OFF

- IN MEMBERS COMFORTABLE ENOUGH TO TAKE ACTION
- IN MATERIALS WITH WHICH TO EDUCATE THE PUBLIC AS WELL AS YOUR OWN MEMBERS

#7
#6

**MEMBERS WELL-INFORMED ABOUT THE PROCESS TO BE USED TO REACH
MEMBER AGREEMENT**

- GRASSROOTS NATURE OF LEAGUE MAKES THE OPPORTUNITY FOR MEMBERS TO PARTICIPATE IN CONSENSUS IMPERATIVE
- FIRST STEP IS TO EXPLAIN THE PROCESS TO BE USED
- IF A NEW OR CREATIVE APPROACH IS TO BE USED, IT IS NECESSARY TO EXPLAIN BOTH THE PROCESS AND THE REASONS FOR CHOOSING IT
- OTHERWISE, UNNECESSARY MISUNDERSTANDING MAY RESULT
- NEW OR RETICENT MEMBERS NEED TO UNDERSTAND VALUE OF CONSENSUS IN LEAGUE PROCESS.



#7

84

OPPORTUNITY FOR ALL MEMBERS TO PARTICIPATE IN THE MEMBER AGREEMENT PROCESS

- THE LEAGUE BELIEVES IN AN OPEN PROCESS FOR MEMBER AGREEMENT AS IT BELIEVES IN AN OPEN GOVERNMENTAL PROCESS
- BE SURE THAT YOUR MEMBERS KNOW WELL AHEAD ABOUT CONSENSUS MEETINGS AND THAT THEIR INTEREST IS AROUSED
 - * IN YOUR YEARLY LEAGUE CALENDAR
 - * IN YOUR *VOTER* CALENDAR, TWO MONTHS AHEAD
 - * IN *VOTER* ARTICLES
 - * BY YOUR TELEPHONE TREE OR COMMITTEE
 - * BY PUBLIC ANNOUNCEMENTS ON RADIO, TV, ET CETERA
- HOLD MEETINGS IN CONVENIENT PLACES
- CONSIDER OFFERING AN OPPORTUNITY TO RESPOND BY MAIL OR CALL-IN TO CONSENSUS QUESTIONS IN *VOTER*
- CONSIDER OFFERING SEVERAL MEETINGS AT DIFFERENT TIMES ON A CONSENSUS ISSUE, EVEN IF YOU DON'T HAVE UNITS

WHAT DO YOU DO IF YOU STILL DON'T HAVE PARTICIPATION?

- THE ACTIVE CAN'T HOLD BACK THE INACTIVE
- IN A STATE OR NATIONAL STUDY, YOUR GROUP'S RESPONSES BECOME PART OF A LARGER WHOLE AND WILL THUS BE VALIDATED
- EVEN A LOCAL STUDY ON A NONCONTROVERSIAL ISSUE MIGHT BE OKAY
- IF THE ISSUE IS CONTROVERSIAL, HOWEVER, BOARD MIGHT TRY TO VALIDATE THE RESULTS WITH AN ADDITIONAL MEETING OR A SUPPLEMENTARY CONCURRENCE

#8

MEMBER AGREEMENT PROCESS CONDUCTED IN AN ATMOSPHERE OF TRUST

- LEAGUE LOOKS AT ALL SIDES OF AN ISSUE
- REQUIRES AN ENVIRONMENT INVITING A DISCUSSION AMONG EQUALS
- REQUIRES THE SKILLS OF A TRAINED DISCUSSION LEADER, RECORDER, AND RESOURCE PERSON
- REQUIRES CARE IN THE USE OF TELEPHONE POLLS OR *VOTER* TEAROFFS



#9

11/11

CAREFUL BOARD EVALUATION OF WHETHER AGREEMENT HAS BEEN REACHED

- STUDY COMMITTEE CONSIDERS RESPONSES TO CONSENSUS AND EVALUATES WHETHER CONSENSUS HAS BEEN REACHED
- CAREFUL ANALYSIS IS UNDERTAKEN BY COMMITTEE
- STUDY COMMITTEE THEN REPORTS TO BOARD
- SUBSTANTIAL AGREEMENT WITH MINOR OR NO DISAGREEMENT IS CONSIDERED MEMBER AGREEMENT
- MAJORITY AGREEMENT WITH SUBSTANTIAL DISAGREEMENT IS NOT CONSIDERED MEMBER AGREEMENT
- FEW LEAGUES HAVE WRITTEN CRITERIA FOR DETERMINING WHETHER CONSENSUS HAS BEEN REACHED, BUT MANY HAVE UNWRITTEN ONES
- NUMBER PARTICIPATING IS OFTEN A CONCERN, BUT HOW MANY MEMBERS CONSTITUTE ADEQUATE PARTICIPATION WILL VARY ACCORDING TO USUAL PARTICIPATION RATE AND OTHER FACTORS
- FINAL DECISION RESTS WITH BOARD
 - * IN A LOCAL STUDY, THE POSITION IS PUBLISHED IN THE NEXT *VOTER*
 - * IN A STATE OR NATIONAL STUDY, THE REPORT IS SENT IN. RESULTS ARE NOT PUBLISHED LOCALLY, SO THAT MEMBERS WON'T BE CONFUSED



#10

MAINTENANCE OF RECORDS ADEQUATE TO ENSURE THAT FUTURE MEMBERS
KNOW WHAT AGREEMENT WAS REACHED

- IMPORTANT TO MAINTAIN GOOD RECORDS IN A LOCAL STUDY
- KEEP CONSENSUS QUESTIONS OR CONCURRENCE STATEMENT AND RECORDERS' NOTES AS WELL AS BOARD-APPROVED POSITION
- KEEP BACKGROUND MATERIAL, *VOTER* ARTICLES, ETC.
- KEEP NAMES OF STUDY-COMMITTEE MEMBERS, AS WELL AS A SUMMARY OF RESEARCH



DISCUSSION UNIT

1. Discussion Leader
2. Recorder
3. Resource person
4. Group member

THE DISCUSSION LEADER

The discussion leader is a facilitator who

- **is a neutral servant of the group**
- **does not evaluate or contribute ideas**
- **focuses the energy of the group on their common task**
- **suggests alternative methods and procedures**
- **protects individuals and their ideas from attack**
- **encourages members of the group to participate**

The discussion leader helps the group by

- moving them along or slowing them down
 - * "Are we getting anywhere?" "Is it time to move along?"
 - * "We have plenty of time left. Let's make sure we're saying what we mean."
 - * "Let's stand and stretch." "Does somebody have a new point of view?"
- helping the group when it gets stuck
 - * reminding them where they are by referring to recorder's notes
 - * asking them if they're ready to move on
 - * energizing the group by being energetic
 - * letting the discussion flow without interruption when it will
- handling silences thoughtfully, starting with the least directive approach
 1. "Is everybody asleep or are you thinking?"
 2. "I need help. What should we do next?"

3. "We could go on to the next item, take a break, or come at the problem from another viewpoint. What do you think?"

4. "Well, since there isn't any strong feeling, why don't we try...?"

- ensuring participation

- * being fair and friendly
- * being positive and encouraging
- * using phrases like: "Good idea. We're really moving along now."

Factors which inhibit participation are (1) difficulty in getting a chance to speak and (2) fear of personal attack.

- being honest with the group

- * admitting it when they're stuck or having a hard time with something
- * accepting incomplete ideas with a suggestion to come back later
- * not letting anyone dominate; interrupting politely, if necessary

- puncturing a filibuster

- * being gentle but firm
- * interrupting the speaker, then asking for somebody else's opinion
- * pointing out to the person that they're dominating the meeting, and it's time for somebody else to talk

- avoiding repetition

- * indicating that a point is already recorded
- * asking person to be more concise
- * delaying off-track comments to the appropriate part of the discussion

putting a damper on negativism

- * trying to get the group to defer evaluation
- * being especially supportive of the least articulate person's efforts to express ideas
- * being patient and waiting for people to say what they want to
- presenting a positive image
 - * being aware of your body language
 - * being sensitive to your environment
- regulating traffic
 - * being firm and fair
 - * calling on people in the order in which they indicate a desire to speak
 - * preventing people from butting in

handling problem people

See separate sheet

Specific techniques the discussion leader uses are:

- boomerangs questions back to the group
- is positive; complements the group
- doesn't talk too much
- supports the recorder
- isn't afraid to make mistakes



THE RECORDER

- KEEPS THE GROUP 'MEMORY' OF THE MEETING
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- USES OTHER TECHNIQUES SUCH AS STARS, NUMBERS, UNDERLINING, ETC., FOR EMPHASIS
- READS BACK WHAT IS RECORDED SO THAT THE GROUP CAN AGREE OR CHANGE THINGS
- MAY USE COLOR TO DIVIDE AND EMPHASIZE IDEAS, IF THE NOTES ARE WHERE THE GROUP CAN SEE THEM



THE RESOURCE PERSON

- ACTS AS LIAISON BETWEEN THE GROUP AND THE RESOURCE COMMITTEE
- BRINGS FACTUAL INFORMATION TO THE GROUP
- CORRECTS FALLACIOUS INFORMATION
- MAKES SURE ALL PRO AND CONS ARE EXPRESSED
- RESPONDS TO REQUESTS FOR INFORMATION FROM THE GROUP
- MAY EXPRESS OPINIONS AS A PARTICIPATING MEMBER, BUT
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In addition to functioning in the discussion meeting, the resource person may have responsibilities as a member of the resource committee.



THE GROUP MEMBER

- HELPS KEEP THE DISCUSSION LEADER NEUTRAL
- KEEPS AN EYE ON THE MEMORY
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HOW TO DEAL WITH PROBLEM PEOPLE

Some problem people you may run into are

- **the latecomer** - confront the chronic latecomer in private; start on time.
- **the early leaver** - confront in private; ask yourself is meeting too long or too loosely structured?
- **the broken record** - acknowledge point; make sure it is in recorders' notes; ask person to let go and let group move on.
- **the Doubting Thomas** - get the group to agree to defer evaluation of issues; then make sure they stick to the agreement, especially the doubter.
- **the headshaker** - first ignore action; then invite participation by asking a question; confront at a break; then confront in the group.
- **the dropout** - invite to participate by asking a question; confront at break.
- **the whisperer** - walk up close to whisperers; ask group to stay focussed on group goal; ask whisperers to share comments with group or go outside to talk.
- **the loudmouth** - often the senior person or decision maker. Walk closer and closer to them as they talk; your proximity may cause them to stop; then shift focus to someone else; confront privately; ask to keep an individual record of their comments.
- **the attacker** - may attack a group member or you as facilitator; place yourself between two people who are arguing. Focus on ideas, rather than personalities. Try to involve group in evaluating criticism of you as facilitator, but don't let them attack the attacker.
- **the interpreter** - ask the person being interpreted if the interpretation is correct.
- **the gossip** - check out unverified information presented immediately. Verify from someone else in group or call somebody who knows.
- **the know-it-all** - acknowledge expertise immediately; but ask their indulgence to explore alternative answers. There may be more than one solution or things may have come up that person isn't aware of.
- **the backseat driver** - when the backseat driver criticizes your procedure, check with the group on the suggestions for proceeding; ask bd to let you facilitate; or offer to step down and let bd do it.

- **the busybody** - get busybody's agreement before the meeting to hold calls or defer business; hold meeting at time or place where business is not possible.

- **the interrupter** - stop this behavior immediately; be fair and firm. Say, "Just a minute, John. Let's let Mary finish what she's saying. You're next."

- **the teacher's pet** - move to the side of the group and break eye contact, if the teacher's pet is monopolizing your attention; boomerang questions back to questioner.

When you deal with problem people in a group discussion, you first

- **accept** what the person is doing; don't just ignore the interruption.

- **legitimize** the person's feeling of concern, without agreeing.

- **defer** dealing with the concern expressed until a later point in the discussion, if the person is willing to do this. Otherwise, go on to a

- **graduated response** to the interruption, beginning with the most subtle and least threatening interventions. If a low key approach doesn't work, then you may have to escalate, saving direct confrontation as a last resort.



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ROLES OR FUNCTIONS WHICH HELP MAKE A GROUP PRODUCTIVE

None of us is equally good in each role, but we list them here for two reasons:

1. To help you in diagnosing the need of the group at a given time.
2. To remind you of the range of roles that may be needed in a group and encourage you, when leading or participating to try to vary the ones you perform, -- to extend your own range of comfortable group roles.

Task Roles: (to facilitate content coverage)

1. Initiator-Contributor . . . suggests, proposes, ideas and plans
2. Information Seeker asks for clarification, facts, information
3. Information Giver supplies facts or experience, "resource person"
4. Opinion Seeker asks for clarification of values, standards
5. Opinion Giver supplies beliefs; states "I think"
6. Elaborator develops others' ideas, sees how it will work
7. Summarizer pulls together ideas, combines information
8. Technician physical arranger, operates equipment, sees to comfort
9. Recorder group memory of group thinking, planning, "secretary", lists areas of agreement & disagreement
10. Disagreer this category was added by one of the training groups which felt that disagreement was a positive group role when it prodded the group to analyze its thinking

Group Maintenance Roles: (to facilitate group and individual satisfaction)

1. Encourager praises, agrees, accepts others' ideas
2. Harmonizer mediates, relieves tension
3. Compromiser comes half way, yields status, admits error
4. Expediter encourages and facilitates participation of others
5. Observer & Commentator . . . records group process, feeds back to group when needed for evaluation, i.e., "I wonder if we could move along better if we accepted one definition of this term just for the purpose of this discussion; we seem to be bogged down in definitions." or "A lot of us seem to want to talk this over with our neighbor while we jell some ideas. Could we just talk with a few people around us?"
6. Follower goes with group, passively accepts decisions, listens attentively

Notes:

1. The discussion group will be more productive and feel better about itself if many people share in assuming these "leadership functions." If the discussion leader does not jump into the breach too quickly and honestly encourages others to assume these roles, you will be achieving what is known in the lingo as "shared leadership."
2. In the last analysis, the discussion leader is expected by the group to see that necessary functions are performed. Shared leadership does not mean abdication of responsibility on the part of the designated leader.
3. These roles should not be regarded as stereotypes. No person should be playing any one role the whole time, but should move from one to another.