Unit IV: Community/Public Policy Leadership Skills

Module 1: Dealing With Change

Overview

The changing environment in American society in general — and in organizations and communities in particular — accentuates the need for strong leadership at the local level. No matter how competent an individual is, one person cannot take the responsibility or provide all the resources and expertise for solving a community's problems. Citizen involvement and leadership are key ingredients in solving the many social, economic, and infrastructure problems many individuals and groups face.

Adapting to, managing, or creating change are different ways to deal with change. A vision to be developed and shared, as well as communication, problem-solving, decision-making, and many other skills are needed to help deal with change in a positive way. Understanding change from a personal perspective builds a foundation for managing change in broader contexts.

Objectives

Participants will:

- Understand how change occurs for individuals, organizations, and communities.
- Identify attitudes and skills needed to manage change in a positive way.
- Develop strategies for dealing with organizational change.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Dealing With Change

Change has always been part of the human condition. What is different now, however, is the pace of change, and the prospect that it will come faster and faster, affecting every part of life. Changes occur so quickly that many people often feel they do not have time to adjust before more change takes place.

Change can be defined as any planned or unplanned alteration in the status quo of an organism, situation, or process. Change may happen through transmission — without deliberate or conscious social actions or decisions — or through transformation, which occurs as a result of planned or conscious social decisions or action.

Planned change is an intended, designed, or purposeful attempt by an individual, group, organization, or larger social system to directly influence the status quo of itself, another organism, or a situation.

Leadership and Change

One of the key parts of the leadership process is dealing with change. Individuals face change in many different ways. This may vary with the nature of the change and whether it is voluntary (i.e., chosen), or involuntary, happening without control or choice. Sometime it is possible to predict a change, while other changes occur in an unpredictable fashion.

Communities and organizations also experience transitions and changes. The culture of an organization or community is a composite of the individuals who live, work, or belong. Organizational change is any planned or unplanned alteration of the status quo that affects the structure, technology, and human resources of the total organization.

Stages of Change

Three stages of change can usually be identified: endings, the neutral zone, and new beginning.[1,2] Change can often be examined by starting with an ending.

Endings

The ending is actually the beginning of the transition. An end marks the death of the old — old habits are given up. Loss of a spouse, close friends moving, children leaving home, daughter and son-in-law moving back in, or a change in jobs are just a few examples of what could be described as endings.

In each of the above examples, something is always given up. In other examples, even when the change will involve a new opportunity such as getting married or getting a new job, there is an ending to an existing pattern of behavior.

Neutral Zone

The bridge between the ending and a new beginning is characterized as the neutral zone. Typically, there is a struggle with the situation, and there is mourning. It should be a time when you talk with someone about what you are experiencing and process your experience and feelings.

Information is gathered about the situation, and options and their probable consequences are identified. Experimenting with the new beginning starts, and new plans are made.

Beginning

New goals result from the planning process. New relationships are established. New or different ways of using time, money, or other resources are developed.

Gradually, different patterns of goals and behavior develop, possibly with different sources of satisfaction.

Reactions to Change

It is important to accept the neutral zone. Individuals can reduce the feeling of being trapped by finding productive things to do. It's important to maintain health and allow time for reflection and discussion. Remember that transition tends to bring on a crisis of identity for everyone, whether as an individual or as a member of a group. A community going through change may experience a similar crisis. Remember that you influence transitions and/or changes in your life, in your community, and in your group.

Many attitudes about change and diversity are formed in childhood. Diversity has many dimensions: some are visible, others are not. Many changes involve becoming more inclusive in relationships. As people become more aware of these multiple dimensions, they can better appreciate and value others. Analysis of the reasons for one's beliefs can begin with thinking about roles and role models in a variety of situations. Personality types also differ in their attitudes and acceptance of change.[3]

Most people find it helpful to have strategies for dealing with change. A plan can help a person cope with unpredictable changes as well as the predictable ones. During times of change and transition, values may be examined and either affirmed or revised. Your personality also affects the time needed to process and adjust to change.

Organizational Change

The principles in dealing with personal change and organizational change are very similar. Organizations are composed of individuals. When change occurs within an organization, individuals are affected. They can resist or accept the change that is proposed.[4] Typical reactions include:

Resistance to Change

- Tradition is threatened: "We have always done it this way" is a common comment.
- It is perceived as illogical: Costs seem greater than benefits.
- It is perceived as self-serving: Who is promoting it? Is there a personal benefit?
- It lacks clear intention and direction: Change evolves slowly. Rarely are all parts in place at the very beginning.
- It brings on fear of the unknown: This fear can produce a reluctance to trade the known (the way things are now) for an uncertain, new way.
- Positions are threatened: Will the change bring reorganization? Will power positions change?

Acceptance of Change

- The need for change is recognized.

- It is logical: Its merits are understood.
- People are involved in the change: Because they are part of it, they support it.
- It is non-threatening: Jobs will not be lost and there will be no pay cut. If this is not possible, there will at least be recognition of the problem and some strategies to help those affected.
- Its intention is very clear.
- It is perceived to have a low risk level.

Strategies for Dealing with Changes

You can make changes in many ways. Two very different styles for initiating change are summarized here. A variety of strategies for each illustrates the difference between these styles.[4, 5]

Collaborative Strategies

A collaborative strategy is one in which you work with the group to identify needs and generate new ideas to solve a problem. Collaborative strategy may involve the following:

- Providing information about the problem.
- Presenting other courses of action (such as programs and procedures).
- Requesting support for new approaches to the problem (such as new forms of service delivery).
- Appointing a task force to study and recommend alternative approaches to the problem.
- Creating new opportunities to express ideas and feelings, build trust, and learn better ways to communicate with each other.
- Appealing to conscience, ethics, and values, with a focus on the common good.
- Persuading by logical argument and presentation of data.
- Pointing out the negative consequences of continuing a specific policy.

Adversary Strategies

To bring about change using adversary strategies, you must work against the group — trying to influence people to adopt proposed changes. Adversary strategy may involve the following:

- Submitting petitions that set forth demands.
- Confronting the group openly in agency meetings and public forums.
- Bringing sanctions against the agency through external funding, standard-setting, and professional agencies.
- Publicly criticizing and exposing organizational practices through the communications media.
- Calling strikes or picketing.
- Engaging in litigation.
- Bargaining to negotiate differences and to develop compromise solutions.

Conditions for Change

Three conditions must exist for effective, planned change to take place within an organization or community:

1. Surplus resources must exist or be created.
   These resources may come in a variety of forms and can be developed in a variety of ways. They might include dollars, skills, time, information, or other resources. They can be in place as surplus resources, or be created through such actions as a budget cut or reallocating funds, attainment of a grant, or other donations.

2. The implications of change must be clear.
   A lack of clarity will bring resistance.

3. Time must be available.
   Time is critical in decision-making patterns. When many people must be involved in reaching an agreement, a long-term plan will be needed.

Leadership and Organizational Change

Understanding how organizational change takes place is not easy. Knowing how decisions are made, and who is making them, is critical in working toward implementing change within an organization. The first step in understanding organizational change is to identify or classify the types of organizations according to their decision-making patterns.[4]

Three types of organizations can be distinguished: directive, mixed, and developmental organizations.

1. Directive: Decision-making takes a minimum of time because participation in decision-making is limited.

   Change comes through:

   - Use of authority or coercion.
   - Directives "from the top."
   - Establishment of emergency rules to deal with crises.

2. Mixed: Decisions require a moderate amount of time. More people are involved, so decision-making takes more time than in directive groups.

   Change comes through:

   - Bargaining more than coercion.
   - Some exploitation.
   - Compromise over difficult issues.

3. Developmental: Decision-making is usually the slowest in this type of organization. More people are involved, and there are more decision-making levels.

   Change comes through:

   - Cooperation (team-oriented).
   - More creative alternatives or solutions.
   - Pressure for action from the bottom up.

- Reciprocal adjustments.

Becoming a Change Agent

Three categories of people are often involved in making changes in an organization: change initiators, change implementers, and change adopters.[4, 5]

Change Agent Categories:

1. **Change Initiators** — see that something needs done. Convert issues into a need for change.

Categories	Examples
First Liners: The first to confront resistance to it.	Present a topic on child abuse at a club meeting.
Patrons: Give money and endorsements	Organizational sponsorship of a candidate.
Demonstrators: Promote public discussion.	Working mothers petition school board for after-school daycare facilities.

2. **Change Implementers** — work to make the change an accepted practice.

Categories	Examples
External Experts: Have special knowledge.	Include public policy topic in every meeting.
External/Internal Experts: Know the internal system. Come as external consultants.	Hold series of meetings on topics featuring inside and outside speakers.
Internal Experts: Work with members to implement the change over along period.	Select committee project to work on during the year.

3. **Change Adopters** — practice new behavior.

Categories	Examples
Experimenters: Will try it. Normalize the change.	Try to use a new method of evaluation.
Maintainers: Don't want to fight it.	Implement new program approaches.
Users: Accept changed product or service.	Select a chairperson to institutionalize change.

Summary

Change does not come easily for many people, and those initiating change need to remember that most attitudes about change are formed in childhood. A leader must know the stages of change. If the leader is familiar with strategies for dealing with the change, a plan will help everyone cope with unpredictable changes as well as the predictable ones.

References

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5. Ottaway, R.N., ed., *Change Agents at Work.* Conn: Greenwood Press, 1979.

Learning Activity: *Moving With Change*

Purpose: This activity illustrates some of the ways people experience change on a daily basis. It also gives participants the chance to stand up and stretch!

Items Needed: A large enough space to move around.

Procedure: The leader will read the following paragraph and statements to members of the group:

"I will read some typical changes encountered by Kansans. If you have experienced this change, please move to the left or right as instructed.

Everyone who had a birthday last month......................Move 1 left

Those who retired last year .... Move 4 right

Planted a garden this year ....Move 3 left

Became a grandparent in the last year .... Move 2 right

Moved to a different home last year ....Move 4 left

Purchased a new car in the last 2 years.........................Move 2 left

Changed jobs in the past year.................................... Move 1 right

Will become a parent within the year...........................Move 6 left

Gone back to school...Move 3 left

Changed the color of your hair................................. Move 4 right

Dropped out of an organization
within the last year .... Move 2 right

Took on chairmanship of an organization
within the last year ....Move 1 left

Remodeled or repainted within
the past 6 months .... Move 4 right

Voted in a recent election ....Move 2 left

Had a child move out of, or back into your home
within the last year...Move 1 left

Had to get bifocals in the past year .... Move 4 right

Participated in a training session
(including this one) ....Move 1 left

Discussion:

1. Were you surprised at the many different types of change you have recently experienced?
2. How do you, as an individual, regard change?
3. Do you like it or get upset by change?

Summary: Some of the changes are voluntary, some are not. Change may also be predictable or unexpected. For many people, change is usually less stressful if it is voluntary and predictable. However, individuals with different personality types, and living in different situations and cultures, may regard change in very different ways.

Note: *The questions may be adapted to focus on a particular topic or audience.*

Learning Activity: *Flower Pot*

Purpose: This activity helps people learn more about change and their attitudes toward change, as well as illustrating some skills needed to manage change. Participants will learn:

- That pots can be broken.
- That pieces are important.
- How to organize a task.
- The value of cooperation.
- The value of patience.
- How to control frustration.
- It's okay to think outside the box.

Items Needed: Paper sack, small clay flower pot, roll of tape (if you have more than one group, use a variety of tape, including masking, duct, electrical, scotch, first-aid adhesive, etc.), and written instructions with the following message:

1. Put the pot in the sack.
2. Break the pot.
3. Use the tape to put the pieces together

Procedure:

1. Form small groups of 6 to 10. Ask for two volunteers from each group to serve in a special role and come forward for their instructions. One volunteer is the Group Leader; the second volunteer is the Group Observer. Give them their instructions separate from each other.

   GROUP LEADER: Read the set of instructions to the group leaders. Ask them to give leadership to their group to complete the task.

   GROUP OBSERVER: Ask the group observer to use all their senses to observe the activity. Also give them the following questions to help them complete their task.

   a. What styles of learning did you observe?
   b. To what extent were the different styles recognized and accepted by other members in the group?
   c. How did the group face or handle those with different learning styles?

d. To what degree did all members get to participate in the activity?

e. To what degree did the leader let the members help design the plan to break the pot? Put the pieces together?

f. What leadership styles emerged? Which one(s) were more effective?

2. Then, give each group a sack containing the flower pot, a roll of tape, and written instructions. Give them 10 minutes to complete the task.

Discussion: At the end of the time allotment, ask the following questions:

1. What reflections did you have on this experience?
2. Ask the group leaders about their experiences.
3. Ask the observers to share what they observed.

To add another dimension to the activity, assign one person in each group to be "differently-abled":

- Loss of use of hands: wears mittens
- Loss of sight: blindfolded
- Loss of mobility: have to stay seated in chair
- Loss of hearing: uses foam ear plugs
- Loss of speaking: can't talk

Then also ask:

- What were the signs or evidence that the group made an effort to include those who were "differently-abled"?

Summary: Frequently, people associate change with loss or giving up something (the pot is broken). Although things will never be the same again, change can bring new configurations, which may be satisfactory — or even more interesting than before. Individuals with disabilities, or just a lack of experience, may find change harder to manage than others.

Learning Activity: *Future Squares*

Purpose: This activity helps people see change in many different ways. This may vary with the nature of the change and whether it is voluntary (chosen), or involuntary (happening without control or choice). Sometimes it is possible to predict a change, while other changes occur in an unpredictable fashion.

Items Needed: Paper, pencils, newsprint, magic markers, and masking tape.

Procedure:

1. In each category below, ask participants to list recent changes or events from their lives.
2. Let participants share their examples with each other. Write the examples on a blackboard or newsprint.

Discussion:

1. Do you prefer changes that are predictable or unpredictable? Why?
2. Are you more comfortable addressing changes that are voluntary or involuntary? Why?

Summary: Most people find it helpful to have strategies for dealing with change. A plan can help cope with unpredictable and involuntary changes as well as the predictable and voluntary ones. During times of change and transition, values may be examined and either affirmed or revised.

	Voluntary	Involuntary
Predictable		
Unpredictable		

Learning Activity: *Imagine That*

Purpose: To encourage participants to practice creative thinking by responding to unusual questions.

Items Needed: Imagine That worksheet and pencils (one for each participant).

Procedure:

1. Distribute one copy of the Imagine That worksheet to each participant. Explain that individuals should use their imaginations to answer each of the 10 questions as fully and descriptively as possible.

2. Allow approximately five minutes for this part of the activity to be accomplished.

3. When the participants have finished, ask them to gather into small work groups. The group members should discuss their answers, giving some reasons why they responded as they did.

Discussion:

1. Which questions were the most difficult to answer? Why?

2. Were there many similarities between one person's answer and others in the group?

3. Did other members in your group have difficulty making a connection between your imagery and the concept? Why?

4. How do we use similar descriptions in our everyday communication?

5. How does creativity help in problem-solving strategies?

Summary: This activity illustrates how creative thinking can relate to different concepts. It also indicates that there may be many unique strategies to choose from in solving problems.

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Imagine That Worksheet

1. What shape is a **WISH**?

2. What color is **TODAY**?

3. What temperature is your **CAREER**?

4. What does a **HUG** sound like?

5. What does your favorite **SONG** feel like?

6. What does **QUALITY** smell like?

7. What does **HAPPINESS** taste like?

8. How much does **ANGER** weigh?

9. What is the distance of your **LIFE**?

10. What is the texture of **SUCCESS**?

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Unit IV: Community/Public Policy Leadership Skills

Module 2: Strategic Planning and Mobilizing Resources

Overview

Why are some groups — committees, organizations, or communities — able to plan and complete one project after another? Others seem to get little accomplished except complaining and bickering. Why are outsiders sometimes able to quickly help a group identify problems and suggest solutions that have perplexed local people for years? On the other hand, why do outside experts sometimes suggest solutions or goals that community members are unwilling to support?

Part of the answer lies in having a vision supported by everyone involved. Another part of the answer lies in knowing how to organize and what steps to follow. Still another part is the ability to align people and other resources to put a plan into action.

There are many different models and processes for planning and action. Most include development of a vision and goals, an assessment of the existing situation, identification of strengths and weaknesses, formulation of an action plan, and finally implementation and evaluation of the plan. Involvement of all citizens or members in the process is a key factor in success. Enough resources must be obtained or created to make change possible.

Objectives

Participants will:

- Identify the key factors in developing a strategic plan.
- Define the concepts of vision, mission, goals/objectives, strategies, and action plans.
- Describe some techniques for helping a group develop a strategic plan.
- Explain ways to align resources with planned directions.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and

- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Strategic Planning and Mobilizing Resources

The meaning of a purpose cannot be wholly conveyed by the words of charters and mission statements. Organizations and committees use the vision of a desired future to represent and communicate their purpose. This vision embodies people's highest values and aspirations (for self-actualization, excellence, service, and community). It inspires people to reach for what could be and to rise above their fears and preoccupations with current reality.

The process of creating visions enables people to clarify and realize what they really want, independent of what presently seems possible. It encourages them to develop their visions of the future and then builds a bridge between the current and desired states. Building the bridge may require problem solving, but the solutions are likely to be less limiting, more effective, and more satisfying.

Strategic Planning

Strategic planning provides a systematic approach to planning for future development and allocating needed resources for anticipated changes. Strategic planning considers possible future events and trends, and then bases planning and resource allocation on anticipated changes. Implementation strategies link the plan with resources and action.

The crux of strategic planning is "anticipated" change. The organization plans for the future by envisioning what the future will be like.[1,2] The questions to be asked are "How will the future be different?" and, "What decisions can we make now, based on this perception of the future?" How can the group move toward their desired vision for the future?

Why Use Strategic Planning?

Strategic planning is for small groups, for organizations, and for communities as a whole.

Strategic planning considers possible future events and trends and then bases planning and resource allocation on anticipated changes. The central focus of strategic planning is on dealing with change.

Implementation, as well as visioning and goal setting, are important components.

Both the product (the actual plan) and the process of development have important benefits. Effective strategic planning encourages consensus-building. The process enables people to work together more effectively for a common purpose.

A good plan attracts people and resources. It identifies short-range and long-range goals that can be monitored for success. Communication among stakeholders is also made easier. Strategic planning helps people look at the big picture, rather than just parts or one issue in isolation, and considers how the parts fit or relate to the whole. The focus is on critical issues and actions, rather than overwhelming details.

Learning and experiencing a process that focuses on a more holistic, rather than a fragmented approach, helps build synergy and make good use of resources. People are motivated when they determine where they want to go and develop the methods to get there.

What Type of Structure and Process is Needed?

Strategic planning deals not only with the long-term, but also the short-term and the intermediate planning period. Thus, those involved should be working toward goals that address important issues for the next one to six months as well as issues that will take longer to resolve.[2, 3]

The process is inclusive rather than exclusive, and all interested citizens should be encouraged to participate. However, it is important to identify people who have a large stake in the community and personally invite these individuals or their representatives to participate in the process. If these stakeholders are excluded, whether intentionally or not, the strategic planning process will be weakened.

It is extremely helpful to have an outside facilitator (someone not directly involved with the community or organization) who understands the planning process. This helps the group keep its focus, lets group members express their opinions fully, and avoids bias.

Strategic planning has benefits whether an organization or collaborative group is newly formed, has been around for several years, has no plan in place, or is in need of reviewing and refining an existing plan. A variety of different models are available. Two examples are described here.

The VMOSA Model

The "VMOSA" model or framework for the strategic planning process is one effective model.[4] It consists of a:

Vision **M**ission **O**bjectives **S**trategies **A**ction Plans **A**ction Steps

Several definitions and criteria are used in this model.

The Vision: is the dream — the idea of the way things ought to be. The vision should be shared by all, stated concisely, and be easy to communicate. It serves as the guide for setting directions.

The Mission: tells what and why. It also needs to be clear, concise, and easy to communicate. The mission will be more detailed than the vision. It often refers to the general purpose of the organization, or the beliefs and culture of a community.

The Objectives: describe measurable results. They indicate how much will be accomplished, how well it will be done, and in what time period. Objectives should be specific, measurable, achievable, relevant, and timed. (In some models, objectives are referred to as goals, or more specifically, "Smart Goals." When goals and objectives are distinguished, goals are a general statement of intent, while objectives are more specific.)

The Strategies: tell how the objectives will be met. They also should be specific, measurable, achievable, relevant, and timed.

The Action Plans: indicate what steps will be taken, by whom and when. They add another step to the strategies by initiating a plan for action.

Action Steps: answer questions such as,

- What?
- How much?
- By whom?
- When?
- Costs?

These steps, taken together, provide clear guidelines for directing organizational or community change. The steps should be clearly written down and in sufficient detail so they provide an effective guide and monitoring function.

Strategic plans should engage multiple sectors in the community, include all the stakeholders, and identify community changes.

Building consensus requires dialogue to ensure that the proposed changes are regarded as important, feasible, and sufficient. Compromise among different interest groups is usually needed. Both the actual change and the method of achieving the change must be included in the discussion.

Vision to Action Model

Another model is the Vision to Action process, which helps a community or an organization:

- identify its vision for itself;
- specify its mission and purpose;
- find its niche; and
- focus on strategies and action projects to reach that vision in light of the community it serves.

This relatively recent approach to community building through modified strategic planning incorporates identifying assets, building capacity, bringing diverse players together, building on community strengths, and finding common ground.[5]

The Vision to Action Planning Process is based on the following questions as a framework:

- Where have we been?
- Where are we now?

- Where do we want to go?
- How will we get there?
- How will we know when we get there?

Definitions and criteria in this model include:

The Vision: addresses the question of **what**. What are the ideal characteristics? It is a description of what things would be like if they were what you wanted. A vision is not concerned with how to get to where you want to go, just where you want to go.

Strategic Priorities: the conditions that must exist in order to create successful action projects.

The Action: what needs to be done to move the community closer to a vision element.

The Action Project: work ready to be done, an action planned in detail. Includes specifically what needs to be done, who can do it, when it will be done, and how it can be accomplished now that it is a project ready for work.

Other Models

Other frequently used models include determination of a shared vision, and identification of weaknesses, barriers or limitations. Characteristics may also include identification of strengths or assets, and development of top priority goals and action steps.

Many approaches today endeavor to place more emphasis on asset preservation and development, and less focus on needs or problems. Sometimes this seems to be just a matter of wording, but a more important result is the ability to maintain and promote a positive approach.

Some Tips on the Planning Process

- Be inclusive.
- Manage conflict.
- Use brainstorming rules.
- Be efficient.
- Communicate products of planning.
- Provide support and encouragement.

Aligning and Mobilizing Resources

One or two individuals, or a small group, usually take charge of mobilizing resources and setting a strategic plan in motion. The larger planning group will have prepared the overall blueprint. They should have worked to separate needs from wants, since people who are emotionally involved in an issue may confuse their own "wants" with community "needs." It's essential to sort out which issues are the important ones. Priorities are set as groups determine which is most important, which is second in importance, third in importance, and so on. Then, the correct sequence and strategies for attacking the top priorities are developed in detail. This may involve further refinement in the overall plan as human and other resources are developed and aligned with the goals.

In most cases, the nominal group process is the best technique for setting priorities. Others may be considered, including an attitude survey, group discussion, and consensus building. Again, involve as many people as possible.

Review Goals and Objectives

If you are in charge of "mobilization" or fund-raising, determine what needs to be done about each priority and state it as a goal. Then, break the goal down into more specific objectives.

Remember that a goal is a general statement of intent. An objective tells who will do what by when. Well-written objectives are challenging, realistic, specific, measurable, simple, and not too confining. These terms are often used interchangeably, so it's important to specify the level of action expected.

Assess Resources

What human, financial, and physical resources are available to carry out the objectives? If the resources are inadequate, for any reason, then the objectives may need to be rewritten to make them more realistic.

Techniques that may help assess resources include a local resource inventory, public meetings, or discussions with individuals who are aware of the area, state, and federal resources. Most potential donors or contributors prefer to contribute to a specific project, so framing your requests in this way will be helpful. Communities can take advantage of both local and outside resources.

Alignment/Agreement

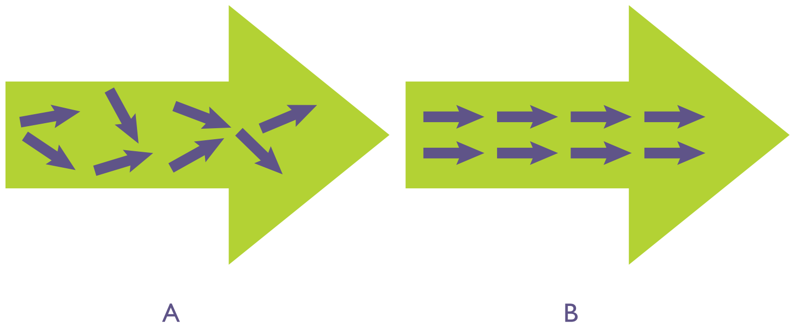
Alignment is the special condition wherein people operate freely and fully as part of a larger whole. It is created when people see their group's purpose as an extension of their personal purposes. People who are aligned identify with the organization and consciously assume responsibility for its success. They naturally support each other out of a recognition that "We are a part of the same whole."

Alignment is more than people agreeing on where they are going. A strategic planning session may produce agreement on joint goals and individual objectives, while generating a lot of immediate enthusiasm and commitment. Several months later, however, even though individuals are keeping their agreements, collective goals are not accomplished, people are dissatisfied, and there may be a pervasive feeling that the plan is not working. In most organizations and communities, people have fundamental agreement on general goals, but these groups lack alignment. Alignment deals with the more inspirational aspect of purpose or vision, while agreement often deals with the mechanics of goals and objectives. People who agree may be saying no more than, "We share the same good ideas."

People in aligned groups are more likely to keep their agreements with each other because of their deeply felt personal commitment to a common purpose. They also are more capable of both disagreeing about ideas and resolving these disagreements because their commitment enables them to transcend their differences. Financial and other non-human resources also must be carefully aligned to fit the group vision and goals.

Aligned groups value personal power, because when people are fundamentally committed to the same direction, the increase in their individual power increases the total power of the organization.

Consider a group of people within an unaligned organization (A). While people are generally moving in the same direction, which could be viewed as the purpose of the organization, they are somewhat unaligned, or pulling in different directions. By contrast, people in an aligned organization (B) pull in the same direction.



Revise the Plan

The objectives as well as activities for meeting the objectives should be included in the plan. The plan should specify individuals' responsibilities and a time by which each activity will be completed. The plan coordinates all the resources so the overall goal is accomplished logically and efficiently.

In delegating responsibilities, keep in mind that some people are willing to help plan, some will legitimize, some will provide resources, and some will be workers. If planners are called on to be workers, they may rebel and fail to deliver. Using people in the wrong roles is a common mistake. Be sure people are committed to do specifically what the plan requires of them.

Implement the Plan

Constantly refer to the written plan to guide the work.

Techniques needed at this point include effective communication, conflict resolution, group dynamics, and publicity. If the plan has been carefully written, individuals who have the necessary skills will have the responsibility to use those skills at the right time.

In some communities, people lack some of the critical skills or at least the confidence to use them. In that case, the community should organize training to develop necessary skills before plunging ahead.

Evaluate Results

Encourage feedback from everyone involved. As people implement the plan, they will invariably run into snags. Everything cannot be anticipated in the plan. At this point, it may be desirable to adjust the plan to make it more realistic before proceeding. Maintain an attitude of flexibility, which will enable minor adjustments or, if necessary, a major adjustment where the entire plan must be rewritten due to a major snag.

When you think the project is completed, check the objectives to be certain nothing has been overlooked. You may want an outsider to conduct a formal evaluation in some cases.

You will at least want to record what you did, right or wrong, to improve chances of success on future projects.[3]

An Ongoing Process

The process described above is sequential. However, once you get into aligning resources with objectives, you may want to change your thinking. When you backtrack to make changes, follow the effects of those changes through each succeeding step.

Summary

The difference between a group accomplishing many projects and a group that seems to get little accomplished is in having a vision supported by everyone involved. This vision is not enough, though, as the group must know how to organize and what steps follow. People must also be aligned and resources lined up, before the plan can be put into action.

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Learning Activity: *Point North**

Purpose: To illustrate that everyone may not be headed in the same direction (both in the context of a place of movement and in decision-making).

Items Needed: None.

Procedure: Ask all participants to close their eyes for about 10 seconds and then ask them to remain with their eyes closed and to take their right hand and their pointer finger and point north. As soon as everyone is pointing, ask the participants to open their eyes.

Discussion: What does this activity illustrate about giving good directions or to understanding someone else's direction and interest?

Summary: The point of this activity is to be sure that people examine their understanding of the direction in which they might be heading as well as other people and not to assume that everyone is headed the same way if it hasn't been discussed.

* *Adapted from More Energizers and Icebreakers by Elizabeth S. Foster–Harrison. Educational Media Corporation, 1994.*

Learning Activity: *Goal Tending*

Purpose: To let participants work in groups to practice setting and achieving goals.

Items Needed: A tennis ball; a wastebasket; a chair; index cards (one card for each subgroup); felt-tip markers (one marker a different color for each group); masking tape; a flip chart. In the meeting room, place a wastebasket approximately 8 feet away from a designated starting point (which you can mark with masking tape on the floor). Place a chair 3 feet in front of the wastebasket (5 feet from the starting point).

Procedure:

1. Explain to the participants that after subgroups are formed, the chosen representatives of each team will attempt to bounce a tennis ball in front of the chair so it clears the chair and drops into the wastebasket.

2. Divide the entire group into at least two teams with a maximum of six members each. Distribute one index card and a felt-tip marker to each group (each group should receive a separate color marker for identification purposes.) Explain the follow rules:

   a. Each team will select two representative players.

   b. Each player will have three chances to bounce the ball so that it goes into the wastebasket. Each player will be allowed one practice shot before the actual "tournament" begins.

   c. Each team needs to set a goal based on the total number of successful shots it anticipates making (e.g., 2 players x 3 balls = 6 total attempts per team). Stress that the goal should be realistic, yet challenging. Allow the teams a few minutes to choose their representative players and set goals. Each group should record its goal on the index card provided.

3. Collect the cards, which you will use to post the groups' goals later. Next, start the game by instructing two designated players from each team to throw the tennis ball three times per representative player. Note the number of successful attempts on the flip chart and record the total for each team.

4. Compare the stated goal and the number of successful throws for each team. Report the results by recording the team color, the goal, and the actual successful attempts on the flip chart.

Discussion:

1. How well did you do in accomplishing your goal?

2. How did you determine who would represent the team?

3. How did you determine the goal?

Summary: This activity utilizes the nominal group process in setting goals and developing an action plan. It also examines the process of determining and achieving goals.

Learning Activity: *Juggling**

Purpose: To pass an increasing number of objects between group members using a somewhat random but established pattern. If your group has ever felt like they were juggling too many jobs at one time, this activity is probably ideal for them.

Items Needed: A variety of soft, colorful, diverse objects that can be tossed without hurting anyone. Useful objects include: tennis balls, horseplay balls, beanbags, plastic fruit, flying disks, pieces of upholstery foam, stuffed animals, inflatable pool toys, rolled-up socks, pillows, and balloons.

Procedure: Typical presentation, storyline, or metaphor:

Well, it is the end of the month, and there are still 40 things left to do before the close of business today.

It takes concentration to keep all of your most important projects going. See how many of these critical projects you can keep moving for 2 minutes. You may want to prioritize which projects are the most important and protect these the most.

In addition to varying the size, shape, and texture of the objects, this activity can be greatly altered by having the participants wear gloves. Provide a variety of gloves such as new medical examination gloves, cotton work gloves, knitted mittens, slick ski gloves, cycling gloves, welding gloves, etc. Even the best athlete will be humbled by their performance using gloves. Playing with your non-dominant hand is also a challenge.

Another variation includes having the participants say their name as they receive the object, or say the name of the person they are passing the object to. Players may also make a unique sound as they catch the object.

It is important to establish a pattern by passing a single object across the circle of participants. Make sure participants know that they are passing the object to the same person each time. This means that there are only two people that each person has to watch, the person they are receiving the object from, and the person they are passing the object to. Start a single object randomly across the circle of participants, passing it to every participant before returning it back to the starting position. It is sometimes helpful to have group members hold up their hands until they have received the object. This helps to identify which members still need to receive the object.

Discussion:

1. What is the maximum number of "projects" your team could handle at one time?
2. Was it easy to concentrate during this activity?
3. What was most distracting during the activity?

4. Were you pleased with the performance of the person tossing the objects to you, and the person receiving the objects thrown by you?

5. What would have improved your efficiency in this task?

Summary: There are many goals that need to be accomplished within the confines of a community. How the leadership in communities sets goals and prioritize resources often becomes a juggling act. This activity illustrates the complexities of juggling too many jobs or goals at one time, especially when a few unforeseen variations are added to the mix.

[*] Adapted from Teamwork and Teamplay by Jin Cain and Barry Jolliff. Kendall/Hunt Publishers, 1998.

Learning Activity: *Finding the Connection*

Purpose: To network with people and identify and share resources.

Items Needed: 3” × 5” cards and pencils.

Procedure: Give each person a 3” × 5” card and a pencil. Tell participants not to write their names. Instead, tell each to write:

1. Something you like to do for fun.
2. Something you would like to get information or help on, for example, How to find a walking partner.
3. Some information or skill you have that you could share with others. (Make it fairly general for purposes of this activity. For example, “Computer word processing and printing.”)

Ask members to put their cards face down on the center table. Mix them up a bit.

Each person in turn draws a card. If someone gets her own, she should put it back and draw another. If it’s the last card, she can pretend it’s someone else’s.

After drawing cards, the first person reads aloud the first item on the card and tries to guess whose card it is. If the guess is NOT right, let the group try to guess . . . just one or two tries. If unsuccessful, the person who wrote the item should introduce herself.

Have the next person repeat the process. Continue until all cards are drawn.

Then say:

“Now, let’s put this exercise in the perspective of networking. Please stand up and move around the room, introducing yourself to someone, if you don’t know them, and asking whether they can help you with the second item on your card (what you need) or whether they can refer you to someone who could. If you know everyone, just select someone, and ask for help. If the resource person is someone in the room you know, that’s great. Go ahead and talk to that person. If not, ask if they know a person outside the group who might help.

If you’re not doing well at connecting, discuss with someone near you the type of information or expertise you wrote down as the third item (information or skill you could share).”

Discussion: Ask for members to share questions or experiences. With most groups, sharing of their own experiences is helpful and fun. Watch the time, and keep the discussion moving to avoid too much repetition. You may want to emphasize the idea of exchange . . . giving as well as receiving.

Summary: The characteristics of this activity are similar to initiating a network. The idea is to create connections in order to give and receive help. Think about who you are, what you can offer, what you want to get.

Unit IV: Community/Public Policy Leadership Skills

Module 3: Public Issues

Overview

Public policy education, more often called public issues education, is the process of helping citizens clarify public issues, explore alternative solutions, and analyze the consequences of different policy choices. No choice or option is favored by the educator. Public issues education also includes helping people develop the ability to convey their opinions to the appropriate decision-makers and bring about change.

Advocacy, in contrast to education, means working for a particular candidate or party, or working toward a particular choice or solution to a public problem. Organizational or professional maintenance is the process of generating support and retaining funding for programs in an organization or profession.

Although the methodology is similar, there are important distinctions between these three approaches. Each have quite different goals, but they are often grouped together and labeled generically as "public policy involvement." The distinction is important because public issue educators should be as neutral as possible, without imposing their personal values on their clientele.

Objectives

Participants will be able to:

- Identify issues in their communities.
- Analyze a public issue in terms of the underlying problem and options for resolution.
- Communicate effectively with policy makers and other citizens.
- Learn how to find or develop groups interested in local or state issues.
- Identify different goals and methods for public policy involvement.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so everyone understands the point of the activity and how it relates to their leadership roles.

Public Issues

Do you have an idea that could benefit your community? Is there a concern in the back of your mind that keeps nagging at you? Is there a law that needs updating, or a community problem that someone should do something about? Could that someone be you?

Public concern about a policy issue develops over a period of time. Frequently, people become disturbed by a particular situation, resulting in discussion, tension, and conflict, which, in turn, leads to a search for solutions. There are often many issues surrounding a problem or concern.

The terms "public issue" and "public policy" can be defined in several ways. A private problem or issue becomes public when consequences of individual or group action go beyond those directly involved. And, there is an effort by others to influence those consequences. As more people become involved, leaders and interested citizens become aware of the concern. Discussion clarifies and defines the problem or opportunity — the gap between "what is" and "what could be." The issue emerges as different ideas about what could be done are developed.[1, 2]

Public issues are controversial because different groups of people are affected in different ways. Even when a goal is agreed on, different ways of reaching the goal and/or financing the new outcome may be favored by different individuals or groups. An advantage or benefit for some may be a disadvantage or cost for others. For example, the problem may be a community's high rate of illiteracy in adults. The policy options might include reading programs, parent education, or school policies to reduce dropouts. Doing nothing (maintaining the status quo) is also an option.

Public policy consists of statements or principles underlying government action. Policy is expressed in local, state, and federal government action as legislation, resolutions, programs, regulations, appropriations, administrative practices, and court decisions. Less formal policy also includes customs and traditional ways of doing things.

The Issue Evolution Cycle

Public issues and policies can be examined from many perspectives. They have consequences that affect society, either directly or indirectly. The effects may include social, economic, and environmental impacts. They are felt by all individuals, families, industry, agriculture, management, labor, consumers, producers, and taxpayers.

Issues usually evolve gradually over time, although sometimes a crisis may precipitate a need for rapid action.[1, 3] The issue resolution cycle generally includes these stages:

1. Growing concern and interest.

2. Involvement of officials and/or citizens.

3. Specification or framing of the fundamental issue (not just a list of symptoms).
4. Identification of alternative solutions (including maintenance of the status quo).
5. Determination of consequences of each alternative.
6. Selection of one alternative (or combination of several).
7. Implementation of the choice.
8. Evaluation.

Issue Evolution Cycle

Issue Analysis

Public issues can be studied in many ways. You must learn the facts; there is no substitute for information. You must also learn about other people's points of view. You must distinguish between facts, myths, and values. Remember that people with different values and goals can reach different conclusions from the same facts. Frequently, not all facts can be discovered. This is particularly true when the impacts of a choice will not be known for many years. The following suggestions will help guide your study.[4, 5]

1. **Define** the problem.

   Identifying the problem is the foundation of issue analysis. Try to state the basic problem in neutral terms, or as a question, rather than in terms of a symptom or proposal for change.

   Then, determine the issues relating to the problem. They may originate from many sources, such as citizen groups, educators, consumer activists, governmental bodies, business groups, or combinations of these groups.

2. **Explore** the possible alternative solutions and their consequences.

   Controversial issues are accompanied by strong opinions. It is important to gather as many facts as possible in order to make a thorough evaluation. Make a complete list of alternatives and consequences so the data you gather will provide the balance you need for objectivity. Avoid classifying the consequences as advantages and disadvantages, since an advantage for some persons may be a disadvantage for others.

Some possible consequences or impacts are listed below. Depending on the particular situation, some will be more important than others to different groups of people. Ask yourself about the effects or consequences of a policy choice on:

- Family
- Health or safety
- Freedom of choice
- Quality of life
- Environment

Be sure to consider the long-range implications of the consequences to avoid costly mistakes and reduce the need for a future reversal. Also remember that there are many individual variations within categories such as families and employees.

3. **State** your position.

   Think through all the choices very carefully. Your decision will be based on both facts and your values. Then, go on to examine the issue in terms of the policy-making process. When you have reached your conclusion, write it in your own words with your own reasons for reaching your decisions. Writing helps you clarify your thoughts and makes it easier to discuss your opinion with others. Dialogue with others who have different viewpoints is helpful at this stage.

   As an educator, you provide information in as neutral and objective a way as possible. As a citizen leader, you may advocate for a particular choice of action or for support of your organization or group. Whether your goal is to get a law passed or to establish a community project or program, your position will be strengthened if you can provide information about the human, financial, and physical resources available, as well as possibilities for obtaining or developing other necessary resources.[1, 2, 5]

4. **Determine** the current status of the issue.

   It is usually best to become involved in an issue as early as possible. The further it progresses from discussion to action, the more difficult it is to make a substantial contribution.

   Find out if the issue is in the discussion stage, or what action may have been taken. Has a resolution been passed or a regulation proposed? Has legislation been introduced?

5. **Find out who** will be affected by the issue.

   Is the issue local, or does it affect a large segment of society? Who has the most to gain or lose with respect to the issue? How does it affect you as a consumer, taxpayer, or citizen? Are there citizen or consumer activist groups, professional associations, or other organizations working on this problem?

6. **Determine where** the issue will be decided.

Will it be decided at a local, state, or national level? Who has the authority and jurisdiction to make the decision? Will it be decided by a legislative body, commissioners, or a regulatory agency?

7. **Find out when** the decision will be made.

   Is this an issue that will be decided in the near future or over a period of time? This will determine your schedule of action. All too often, people do not register their opinions until a decision has already been made.

8. **Recheck** the status of the issue.

   Before taking action, recheck the status of the issue. During your study process, the issue might have advanced further along the route to a decision. It is important to know the current status so your opinion is directed to the proper source.

Moving Toward Action

Citizen participation means that individuals exercise their freedom of choice to decide when, where, and how they might become involved in community decision-making. This choice is fundamental to a democratic society. Individuals participate when they have reasons important to them. People get involved in different issues, activities, and groups to the extent that their personal needs and interests are appealed to and met.

Most citizens are willing to become more involved in the decision-making process, but they may hesitate because they don't know how to get started.[6] Factors promoting participation include:

- Learning how the government or policy-making process works.
- Developing leadership and communication skills.
- Analyzing issues and finding possible solutions.
- Building networks and coalitions.
- Mobilizing human, financial, and community resources to accomplish goals.

A citizen who wants to be more effective in analyzing issues and influencing policy decisions has many choices. The first thing to do is get information and decide how to participate. Everyone who votes or attends a fund-raising event for a favorite candidate, cause, or political group is starting to influence public policy. Attending meetings and discussion groups is a good first step, particularly for the person who is somewhat hesitant.

You can join and support an organization working to establish or support the activities you favor, lobby on your own, or work for candidates who share your views. Lobbying means influencing other people's ideas — it need not be a formal action only at the capital. Self-confidence is gained through study, practice, and experience.

What's Your Style?

Some people enjoy being "center stage," others prefer "building the sets." Both make important contributions. Citizens with experience in basic organizational skills offer valuable services to any study group or political action group. Those who are willing to share information (names, contacts, phone numbers, community backgrounds), who can make and follow through on a time and task commitment, and who are able to meet changing deadlines and to pitch in where needed, are essential to most volunteer citizen groups.

Think about the type of activities you like to do. For example, if you like to read and do research, you can provide a service by pulling together data to develop an issue and possible solutions. If talking on the telephone is your favorite occupation, you might volunteer to call people to set up meetings, interview others about their ideas and opinions, or get out the vote.

Once you have identified an issue that interests you, moving from ideas to action involves getting your suggestions into the decision-making process. What steps can you take? What can you do to make your efforts effective? Find out who else is working on, or is interested in that issue. This often leads you to a group who might support your work. You may find others with similar interests in an existing organization or in an important group that works together on the issue.

Some groups are interested in solving problems, while others only want to discuss the issue, or just complain. As you look for support, encouragement and resources to bring about change, remember that diversity and dialogue usually lead to a stronger plan or project that is more widely accepted. If differences of opinion occur, as they will, make sure the process of conflict resolution and reaching consensus is carried out.

Join a Group

Ask the mayor's office, county clerk's office or state agencies for lists of citizen advisory boards, terms of office for current members, and when and how new appointments are made. You can form a group (such as a task force, committee, or study group) by initiating a meeting of people interested in a particular issue. If your group has an issue that no existing mechanism is set up to handle, ask that a city or county committee be appointed to study and make recommendations, and ask that you or some of your group's volunteers be appointed.

Before joining an existing group, consider it carefully to make sure your interests are similar and productive.

Educators and Advocates

In almost every community, there are some who look beyond current issues and put their emphasis on promoting understanding through high-quality public discourse. These are the people concerned about preparing the community's future leaders. They are also concerned about nurturing a community-wide capacity to address issues. Such people may hold elected or appointed public positions, or belong to an organization. They are committed to building the know-how to solve problems and seize opportunities.

There are also community leaders who have strong positions on their community's issues. Their public role involves promoting their own point of view, their own way of framing the problem, and their own set of solutions. Their priority is advocacy, but they also see the need to function in a context of learning and dialogue.

The Educator Role

As a public issues educator, your job is to plan and help carry out learning activities related to public issues. You may be an individual who is concerned with improving the way issues are addressed or associated with an organization or community task force. The functions of a public issues educator require several different types of expertise. Frequently a team of people share these leadership roles.

The role or function of a public issues educator may include:

Convener: Calls a group together for mutual learning, skill building, or collaborative problem-solving.

Program planner: Attends to the design of learning activities and the way they mesh with planning, problem-solving, and decision-making.

Facilitator: Leads a group through a process of learning, information sharing, and problem-solving.

Information provider: Identifies relevant information and delivers via lecture, print, or electronic means.

Adviser/analyst: Gathers and interprets relevant information, and participates actively in identifying alternatives and anticipating consequences.

Forecaster: Analyzes emerging issues to help a group begin to address issues as early as possible.

Models of Public Issues Education

Four frequently used models include the:

1. **Alternatives and Consequences Model:**

   The alternatives and consequences model stresses the middle stages of the issue resolution process: clarifying options and anticipating the impacts of each. This model assumes that an issue has been defined and focuses on the central elements of a thoughtful choice. This focus on the key concepts of identifying alternatives and solutions, then analyzing the consequences — the "what-ifs" of each alternative — is so important that the same steps can be found in nearly all other models as well.

   An important feature of the alternatives and consequences model is that it avoids favoritism toward any one alternative. It is possible to use this model to facilitate discussion in which participants themselves identify and analyze the alternatives and consequences. However, the model has more often been used as an aid for organizing experts' presentations about public issues. Experts in such a role need to spend a great deal of time with colleagues and other knowledgeable people to pinpoint the analytical heart of an issue. Then, they need to incorporate that insight into their educational approach in ways that avoid divisiveness. Some people believe that the educator must know more about the issue than anyone else to lead a discussion. Others believe that a good facilitator can call in experts and ask them questions to bring out the points needed for group discussion and educated decision-making.

2. **Issue Evolution/Educational Intervention Model:**

   This model consists of stages or steps — alternatives and consequences are in the middle. Early stages include the emergence of a problem or concern out of which the issue develops. This model also clarifies the decision-making, implementation, and evaluation stages.

   The stages before "alternatives" and after "consequences" offer additional roles for the educator. A key feature of this model is the possible roles it suggests. The model assumes that an educator can determine an issue's stage, and then design and implement educational interventions appropriate for that stage. For example, in Stage 1, educators may help people understand a problematic situation. In Stage 2, they might help identify decision-makers and affected parties and get them involved. In Stage 3, they might help participants clarify their goals and understand the conflicting goals of other participants.

3. **National Issues Forums Model:**

   The national issues forums model emphasizes steps that are similar to the alternatives and consequences model, and interest-based problem-solving model, even though the terminology is different. The national issues forums are also geared toward exploring alternatives, but in this approach, the intended participants are ordinary citizens who don't necessarily have an official policy-making role, or even a direct personal stake in the issue. It especially emphasizes preparation of discussion leaders, agreement on ground rules, and "closing." The latter is a step that asks participants to reflect on what they have come up with that is different from the usual positions taken on public issues.

   The national issues forums model takes the form of a town meeting and engages the public in deliberation about an issue. Written materials, called "issue books," provide background information and outline three or four major options. The forums are discussions led by trained facilitators. The goal is to get people to move from initial opinions, to more thoughtful judgments that incorporate an understanding of others' viewpoints. The model emphasizes that making choices is difficult and illustrates this point. Group members are asked to work through their own conflicting emotions about the trade-offs that will have to be made to resolve the issue.

4. **Citizen Politics Model:**

   The primary goal of the citizen politics model is to "bring the public back into politics." This is accomplished by counteracting the dominant role played by politicians and professional policymakers. The idea is to make politics something in which the public participates. The model is built around several key concepts:

   - The idea of a "public world" that is different from people's private lives, but equally important.
   - "Self-interest" as a legitimate starting point for seeking solutions to shared problems.
   - "Diversity" as a source of relevant experience and knowledge.
   - "Power" as something that can be created by building relationships.

   In practice, emphasis is usually placed on the early stages of the policy-making process — where problems are defined. People understand how they are affected, and key players are identified and brought into the perspectives. It also involves bringing diverse interests to the table, eliciting self-interests through storytelling, and building a mission statement that reflects the varied interests of the group.

Participants are often normally uninvolved in public life (young people, the elderly, the poor, racial and ethnic minorities). These groups receive help in building relationships with other key players who already work together redefining and solving problems.

The Advocate's Role

Individuals and groups are motivated to participate in public policy decision-making in response to some interest with which they identify. People use a variety of techniques to clarify their opinions, consider the viewpoints of others, and convey these ideas to the relevant policy.[2]

Advocacy means promoting a specific solution to a problem, a policy choice, or a candidate. Advocacy is sometimes called lobbying. Anyone who can make a phone call or write a letter can lobby. Lobbying is an important part of citizen leadership.

Why? First, because virtually every aspect of people's lives, every institution, every activity is affected by government at some level. Government responds to the wishes of the people. At times this may not be apparent and at times it seems to take forever, but sooner or later the actions of our government reflect the wishes of the people. There is one big IF. Government reflects what the people want ONLY if you and enough others take the trouble to let policy makers know what you want.

The second reason why you should lobby is that if you don't someone else will. Every cause has its advocates. Lobbying is often essential to explaining and building support for your cause. Any program or organization that does not lobby well, may be left out.

Summary

When issues are identified in a community, leaders need to step forward as public educators. Sometimes they may be advocates with a specific solution in mind, but more importantly, they are needed to analyze the issue, look at options for resolution, communicate effectively with citizens and policy makers, and be aware of different methods for public policy involvement. With the proper training and desire, the public issues educator can make a difference in the community where they live.

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Learning Activity: *The Picket Line*

Purpose: To have participants learn more about each other.

Items Needed: 12" × 18" poster boards in several colors — two per person; markers or crayons in many colors; string; hole punch, tables and chairs plus a large open space.

Procedure:

1. Distribute two pieces of poster board per person. Let them choose the colors that appeal to them
2. Ask them to think of something that illustrates who they are, what they value, an achievement, a special interest, or a hobby. Give them time to think.
3. Have them draw their symbol on one of the poster boards.
4. Now ask them to think of a phrase, key word, or sentence that represents them, such as "I'm a winner," or "share with others." They are to write their words on the second poster board.
5. Use the hole punch and string to make picket signs. Connect the two signs, one below the other, and use a large loop of string to hang the double sign around their necks.
6. Have the group move to the larger space and walk up and down as if in a picket line.

Discussion:

1. Do these signs help you learn something about one another?
2. How will this knowledge be helpful as you work on public issues?

Summary: This activity identifies people in the way they see themselves. These self-identified resources/talents might be matched with those qualities needed to address specific public issues.

Learning Activity: *Townville Tree Issue*

Purpose: The *Townville Tree Issue* is a public concern of the community. This concern resulted in discussion, tension, and conflict. There are many problems surrounding this issue but alternative solutions must be found.

Items Needed: A copy of the case study scenario for each participant.

Procedure:

1. Have each participant read the following case study scenario and volunteer for one of the interest group roles.
2. Have each interest group meet and prepare comments that support their position.
3. Hold a mock town meeting called by the "tree neighbors" and authorized by the city council.
4. A neutral facilitator will present the issue and ask for comments from each of the interest groups.
5. Following the comments, the "tree neighbors" will present the alternative courses of action and their possible consequences.
6. The goal of the town meeting is to hear from the various groups in the community that have an interest in this public issue and identify alternative solutions.

Discussion:

1. Did the interest groups present their beliefs in a clear and concise manner?
2. Did the facilitator do an effective job in presenting the issue and maintaining a neutral position during the meeting?
3. Were members of the "tree neighbors" effective in summarizing the alternative courses of action and their possible consequences and in identifying possible solutions?
4. Did the results of the town meeting make a decision from the town council easier to make?

Summary: Almost everyone has an opinion in regard to a controversial public issue. It is best for such issues to receive a complete hearing from all groups that have an interest in the issue before alternative solutions are recommended.

*Townville Tree Issue** Case Study

Townville has a population of 6,000 and the town is laid out around a central square. The layout includes a bank, the library, a church, old homes, new housing developments, a school, the courthouse, and green space. A key feature is the 300-year-old oak tree, a town landmark.

Situation:

Old Mr. White, a resident of Townville for 92 years, has recently passed away. There are no close relatives and his property must be sold. The property includes the Oak Tree.

Rumors abound:

- An apartment building will be built on the site.
- The property will be subdivided and several small homes built.
- The tree will be cut down.

Opinions also are multiplying:

- The town needs new business.
- We don't need more people. The tree is part of our history.
- The tree is a beautiful part of the town.
- The tree is just a tree, and money is more important.

The town was small and growth had been slow. No one had ever bothered to set up zoning regulations. The City Council always made all the decisions.

People described the issue in various ways:

- Should we save the tree or cut it down?
- Who should decide how to develop private property?
- Is the economic vitality of our town more important than sentimentality over the past?

People of Townville were beginning to move into groups based on their opinions as stakeholders:

- Property owners.
- Townspeople who lived near the tree and loved it.
- Townspeople who didn't live near the tree and loved it.
- People who wanted to buy the property.
- Town council members.
- People who hadn't thought much about all this.
- The executor of the estate where the tree was located.
- A group of "tree neighbors" to explore alternative courses of action.

Emotions were running high. The matter was placed on the Council agenda two weeks from now.

A group of "tree neighbors" got together to explore alternative courses of action and their possible consequences. Some of them used the term "scenarios," meaning an imaginative trip into the future. They thought each set of stakeholders would have different opinions about the "best" or "fairest choice." They decided to call a town meeting to hear from the various interest groups and to help determine alternative solutions to the issue. They received verbal support from the town council to call a town meeting. A qualified individual from another community agreed to serve as the neutral facilitator for the town meeting.

** Adapted from Townville Tree Issue: Outline for Discussion. J.C. Penney Company Education Materials. Adapted from A Grassroots Approach to Action.*

Learning Activity: *Where Do You Stand?*

Purpose:

1. To help participants practice issue analysis.
2. To help participants observe the different beliefs people have about various issues.
3. To help participants realize that public policy decisions are based on beliefs as well as facts.

Items Needed: Issue statements, masking tape, and signs on poster board or newsprint reading:

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

Procedure:

1. Post the signs of 'SA', 'A', 'U', 'D', and 'SD' around the room in five locations.
2. As the facilitator reads the short statement describing the issue to be analyzed, or a possible solution to an issue, each participant should think about the statement and then stand in front of the sign that most closely expresses their agreement or disagreement with the statement.
3. The facilitator reads five (or more) statements, allowing participants time to move around between each one and observe an estimate of the overall feelings of the group.
4. Resume as a large group and the facilitator summarizes the overall beliefs of the group, pointing out that this activity shows how people prefer different solutions to public issues, based on their beliefs about what is "fair" or "equitable," "affordable," and being financed in the "right" way.

Discussion: How do you feel during this activity (particularly if you were alone in your belief)?

Summary: This activity demonstrates that no two people have the same beliefs regarding a variety of issues. In public policy issues, there is rarely a right or wrong answer or a solution that everyone can agree with.

Statements: *Where Do You Stand?*

1. Curriculum offerings in the elementary school should be limited to the basic reading, writing, and arithmetic. Classes should be geared to the average American child. Parents should pay for special offerings, such as art, music, and computer use.

2. It is widely recognized the KSU faculty are underpaid relative to most peer institutions. The state legislature should pass a law stating that tuition and registration fees should be waived for dependent children of faculty at KSU.

3. KanWork is a program that provides training and job search skills to mothers on welfare. The state legislature should expand this program throughout the state. Mothers of children over the age of 1 should be required to participate in this program in order to receive assistance such as SRS services or food supplements.

4. Local school districts should be mandated to provide after-school supervision and recreational activities for children whose parents are employed. A sliding scale of fees should be charged, with low-income parents paying a very low fee.

5. Charity begins in the local community and should help local people. Nationwide or international problems are not our responsibility as long as people are hungry and homeless within our state.

6. Federal government should provide us only with defense and international trade, and federal income taxes should be lowered as the budget is reduced. Responsibility for all other services, such as education, health care, transportation, social and business welfare should be limited to a local or state responsibility.

7. Crime rates in Kansas are rising. Since most criminals come from the city, city residents should pay most of the cost of the prison system. Prisons should be built and maintained within the metropolitan areas.

8. Smoking should be prohibited in all public buildings, such as schools, offices, restaurants, and meeting rooms. Smoking should also be prohibited on all airline flights.

9. Ownership and control of a person's own land is an absolute right. Planning and zoning boards should not interfere with the use of private property.

10. Cost and responsibility of caring for our society's elderly should be borne primarily by the family, not the taxpayer.

NOTE: These are examples of discussion. When using this exercise, you may want to rewrite localized issue statements.

Learning Activity: *What Would You Do?**

Purpose:

1. To help participants identify their own analysis attitudes.
2. To help participants practice analyzing individual reactions toward group issues.
3. To help develop an overall understanding of Issue Analysis.

Items Needed: Copies of the questionnaire *What Would You Do?* and pencils.

Procedure:

1. Distribute a copy of the questionnaire and a pencil to each participant. Direct participants to circle their reaction (choose one: a., b., c., d.) to each of the five issue situations on the questionnaire. Then have them total the number of a's, b's, etc. at the bottom of the questionnaire.
2. After participants have totaled their responses to the questions, have all of those with "a," as their largest total in one group, "b," as their largest total in a second group, and so on . . .
3. Ask small groups to discuss the pros and cons of reacting the "a" way, "b" way, "c" way, and "d" way.
4. Bring the small groups back together as a large group.
5. Ask small groups to report some of their pros & cons.

Discussion:

1. What type of people are the "a's," "b's," "c's," and "d's"?
2. Were there any issue situations where "it wouldn't matter what an individual would do?" If so, which ones?
3. After discussing in your small groups the different ways to act as an individual, did anyone change their mind about how they would act next time? If so, why?

Summary: This activity helps participants see trends in their own thinking pattern and helps them recognize thinking trends in others. The exercise provides a better understanding of the many aspects of issue analysis.

* *Adapted from Kansas Family Community Leadership Notebook. Kansas State University, 1994.*

Questionnaire: *What Would You Do?**

1. Someone makes a suggestion at your club meeting to add another officer with the title of Vice-President of Community Affairs. You:

   a. Support the idea and volunteer to have your name put on the ballot.

   b. Offer to help write a position description.

   c. Recommend the club try it for a year.

   d. Oppose the suggestion since it has never been done before.

2. Your neighbor brings over a box of a new product she purchased at the grocery store and guarantees to make dinner a delight. You:

   a. Suggest you both prepare it right away to see how it tastes.

   b. Make her promise to keep a sample for you when she makes it.

   c. Put it on your grocery list to buy a package.

   d. Offer to take her to the hospital after she serves it to her family.

3. Your club president wants to give $50 to a candidate who is running for mayor. You:

   a. Make the motion and offer to deliver the check personally.

   b. Offer to write a letter of reasons why the club supports the candidate to accompany the check.

   c. Vote yes on the motion.

   d. Abstain from voting on the motion because the club has never supported a candidate in the past.

4. The Community Projects Committee has studied possible community projects and suggests raising money for the Center for Rape and Family Violence. You:

   a. Were on a committee and spent three months gaining committee support for the idea.

   b. Support the suggestions and volunteer to be on the publicity committee.

   c. Support the suggestion and volunteer to give an old chair to the yard sale.

   d. Vote 'NO' because you think inadequate child care is more of a problem in your community than domestic violence.

5. The mayor has declared this week Library Week and encourages everyone to read at least one hour/day for the entire week. You:

    a. Check out 20 books from the library and pass them out to your friends.

    b. Jump at the encouragement and spend 3 hours/day in the library.

    c. Buy a new magazine every day and read it over a cup of coffee.

    d. Head for the library but get diverted at the clothing store and never make it to the library.

Tally your score: Count the numbers of times you circled each letter and record it in the space below.

Number of a's = ______ b's = ______ c's = ______ d's = ______

* *Adapted from Kansas Family Community Leadership Notebook. Kansas State University, 1994.*

Unit IV: Community/Public Policy Leadership Skills

Module 4: Influencing Policy Decisions

Overview

Citizen leadership and public policy education are based on the concepts that public participation in government decisions is valuable. If the democratic process is to function effectively, citizens must be well-informed about issues. They must also be able and willing to express their views and participate in the decision-making process.

When you are serving in a leadership position, it is vital to your credibility that you distinguish between your role as an educator and your role as an advocate. In most cases, it's better to select one role or the other and not try to mix the two.

Objectives

Participants will be able to:

- Select effective strategies for conveying their opinions and reasons for their decisions.
- Participate in dialogues among interested individuals, groups, and policy-makers.
- Enhance their skills in consensus-building and collaborative decision-making processes with other individuals and groups.
- Create and use networks, coalitions, and other groups or teams to strengthen their ability to develop and support resolution of public issues.

Teaching Tips

As you plan ways to use this module, refer back to the experiential learning, or "learning by doing," model in the introduction.

Experiential learning lets people learn from one another. Each person:

- experiences, performs, or is involved in an activity;
- reflects or looks back on what took place by sharing and processing; and
- applies the new information or ideas by generalizing about the results and using the new information in other ways.

Experiential learning provides opportunities for active involvement and offers a variety of activities and techniques.

The real learning comes from the thoughts and ideas created as a result of the experience. Allow time to debrief or process. Let participants reflect and share what happened so that everyone understands the point of the activity and how it relates to their leadership roles.

Influencing Policy Decisions

Citizens with skills and interests in the policy making process will find themselves much needed in the coming years. Pressing social and economic conditions and conflicting ideas about what to do about many problems lead to growing demands for creative leadership. This makes it worthwhile to learn about ways to become involved in the policy making process.

Communities need people who can:

- Define public problems and issues in a precise way.
- Obtain unbiased facts about issues and their impacts on people of different backgrounds.
- Come to agreement in conflict situations.
- Think through solutions to public problems that are in the majority interest but also protect the rights of the minority.

Citizens have a responsibility to make choices about how to solve problems — government alone cannot solve them all. Citizens' views often differ from those of officeholders. Deliberation may reveal new possibilities for action that neither citizens nor officeholders saw before.

Advocacy, in contrast to education, means personally working for a particular solution to a public problem. An advocate proposes and/or supports one position, action, or group in a policy debate. A person's advocacy position is based on emotions or personal values as well as facts.

Public Deliberation

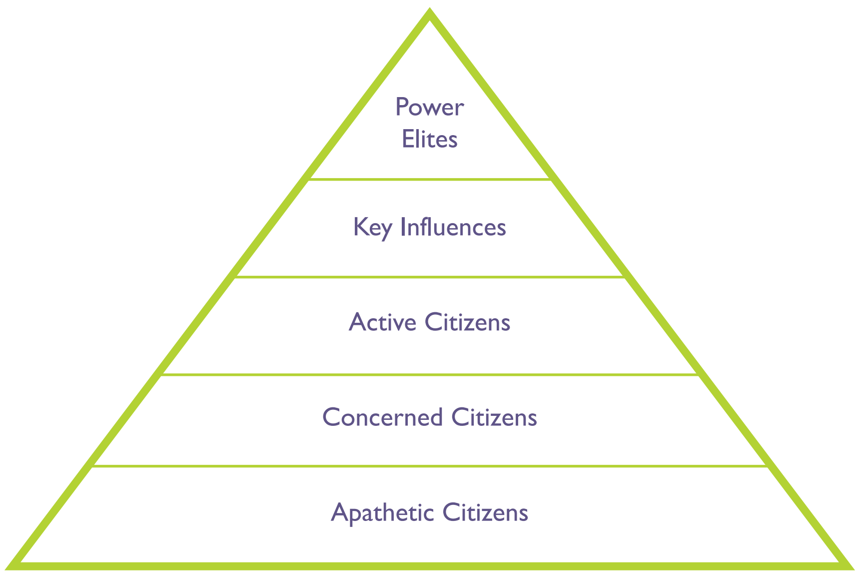
Democracy requires an ongoing deliberative dialogue about challenging public policy issues. Public deliberation occurs when people gather to talk about a community problem important to them. Participants deliberate with one another (eye-to-eye and face-to-face) to explore options, weigh others' views, and consider the costs and consequences of public policy decisions. Public meetings or forums where people can both advance their own opinions and listen to those of others is a foundation for finding common ground.[1, 2]

Public deliberations enrich participants' thinking on public issues. The process helps people see issues from different points of view. At their best, forums help participants move toward shared, stable, well-informed public judgments, based on what is valuable to them about important issues. Through deliberation, participants move from making individual choices to making choices as a public. Deliberation involves discussion and an exchange of ideas, whereas debate occurs after opinions have polarized.

Often citizens are seen as clients or customers of government. However, public forums operate on the premise that citizens must take responsibility for and act on their problems. Citizens cannot act together until they decide together. Public deliberation is a precondition for public action. Forums result in defining the area between agreement and disagreement, called common ground for action. This provides a general direction in which to move.

Citizen Participation

Individuals and groups are motivated to participate in community activities in response to some interest with which they identify. They may hope to protect a private or public resource, advance an agenda, or balance or block the influence of another group. Based on differences in roles, technical expertise, and willingness and ability to commit time and energy to a process, individuals will participate at different levels. People tend to move from apathy to concern or active involvement when an issue directly affects them. One way to picture this is the pyramid or triangle model illustrated here.[3]



Participation in consensus-building and collaborative decision-making processes should be thought of as dialogue between interested parties. Effective communication involves sharing and dialogue — getting information out to other citizens and interest groups, and collecting their ideas, issues, and concerns. Citizen leadership includes formulating one's own choice, sharing this opinion with others, and listening to the views of others. Often this results in some modification of the original choice.

Participation Techniques

There are many ways to involve interested parties in a consensus-building process. Several common techniques to involve citizens in a process and solicit feedback are listed here. Many other methods, or combinations of methods, can be tailored to the needs of a specific community or situation.

Public Meetings and Workshops

Public meetings — whether town meetings, public hearings or workshops — are the most widely used public participation techniques.

Public hearings are usually formal meetings at which people present official statements of positions and assertions of fact. Such meetings do a good job of meeting legal requirements for the preparation of a formal record, but they are not well suited to bringing people together to solve difficult problems.

Problem-solving workshops may include problem identification, goal determination, brainstorming and priority-setting as methods of building group consensus about an issue.

Electronic Town Meetings

An increasing number of communities broadcast important meetings, such as city council meetings, over local television channels. Several have experimented with more participatory uses of electronic media.

Focus Groups

Focus groups have been used by market research experts for decades. They help assess consumer reaction to particular products, services, or messages. More recently, this technique has been used to gain an understanding of public opinion. In a focus group, a small number of people are brought together in a confidential setting to discuss an issue with the assistance of a skilled facilitator.

Interviews

People will often provide more information through conversation than in public forums. For this reason, interviews offer a good way to gather detailed information on specific issues. Interviews can be used as a quick way to learn how citizens view a particular problem, or how they might be engaged in a public-involvement process.

Locating the Decision-Makers

Finding your way through the courthouse or city hall and locating the appropriate official or agency can be a challenge. A variety of choices are available to citizens who want to participate in the decision-making process in their community. Entering into the political arena is often accidental for many — they become involved because they are interested in a particular issue. Lacking experience, they succeed in a trial-and-error fashion.

By finding out "why you go where" in local government, contrasting the different levels, and determining what can be reasonably expected from each level, the system becomes more understandable. Identifying consequences of these action choices can also be a tool for citizen groups. This identification can help them decide how to intervene in the policy-making process in the way that is best suited to their purpose. Although the sequence follows the flow of an issue through all potential channels, it is possible for citizens to select any approach at any time.[4]

Choices for local political action include:

Staff: (Administrative support to executive branches of government — agency personnel, committee staff, etc.) Staff members are a source of information, advice, and opinion. They can make small decisions within the scope of their procedures. As a rule, they have no authority for policy changes.

Elected Officials: These persons are a source of information, advocates for policy changes, and intermediaries for citizen groups, citizens, and staff.

Committees: (Standing, ad hoc, citizens, or subcommittees) Committees are typically an advisory level of government. They prepare recommendations for higher levels of government, and conduct the work leading up to decisions. They are characterized by greater informality, more candid and detailed staff reviews, airing positions of all interested parties, and brokering or negotiating trade-offs between interest blocks.

Councils/Boards/Commissions: These groups are the final action, decision-making level for most cities, counties, districts, and planning bodies. Frequently, decisions are results of committee recommendations. They are characterized by more formal procedures and presentations. The likelihood of action without a committee recommendation or referral is remote.

Media: The media is relevant to any discussion of the political process, although it is not a bona fide category of political action. Letters to the editor, feature stories, talk shows on current events, editorial board support, and electronic and social media are strategies for influencing public officials and contributing to the public debate.

Express Your Opinion

Whether you call it lobbying, persuading, or influencing, it's important to know how to express your opinion effectively.

Lobbying is trying to persuade policy-makers and/or other citizens or groups — whether in city council, county commission, state legislature, or congress — to enact or change a policy to be favorable to your cause. It's that simple. The legislation may set up a new program, change an existing one, guarantee certain rights, appropriate funds, or other actions*.[5, 6]

There are still some persons for whom the word "lobbying" carries an ugly connotation. To them it conjures up visions of shady deals, bought and sold favors, and money passed under the table. Today, despite a few well-publicized exceptions, the great majority of legislators, and lobbyists alike, are honest and dedicated servants.

Lobbying is Not for Experts Only

Sometimes people won't lobby because they're afraid they don't know how. They are supporters of their cause, they recognize the importance of lobbying, and they know it pays off. Yet, they hold back because of a mistaken notion that lobbying is only for experts. Like anyone else, the more you know about how to lobby, the better you will be. But again, if you can make a phone call or write a letter, you can lobby.

An effective lobbyist needs the following three things:

1. A few basic facts.
2. Belief in the cause.
3. Common sense.

The most important thing a lobbyist needs to know is the subject. What is the substance of the legislation you are proposing (or opposing)? Why is it so important? What will happen if it passes? What will happen if it does not pass? How much will it cost? Who will pay for it?

A new level of public involvement, often called citizen politics, has emerged in which citizens see public policy setting as a collaborative effort. This is especially true when either the problem and/or the solution is not clearly definable. This collaborative process empowers citizens to decide on the issue, expand the communication process, and develop an equitable and fair solution.

The results are more opportunities for community debate on many alternatives and consequences. Facilitators who have the skills and abilities to lead citizens through volatile discussions are needed by organizations and communities.

Consensus is reached by ranking ideas and solutions from all participants. Citizen lobbyists move from the group discussion or educational setting to the active or advanced stage.

Guidelines for Lobbying

Although the role of a lobbyist may appear extremely complex, the citizen lobbyist can be effective if a few simple rules are followed.[6, 7] Today's general public is more aware of community issues than citizens were a decade ago. Citizens with inquiring minds and the courage to speak up are not afraid to ask high-level people questions, or to bring information to the attention of the media. While many issues are still being decided by powerful and financially strong interest groups, the ability of the average citizen to collect relevant information, address issues with intelligence, and initiate public meetings has made the public influence much stronger.[5]

Know your facts, and be accurate in expressing them.

Despite the myth that successful lobbying implied influence peddling, most effective lobbyists trade facts — not influence. What the citizen lobbyist may lack in experience and contacts, he or she can compensate for in knowledge and research. Accuracy and thoroughness are the hallmarks of successful lobbying campaigns. Self-interest is the starting point for seeking solutions to shared problems. Self-interest is not selfish interest, but an expression of values, concerns, and experience.

During the course of any emotional campaign, there is always a temptation to overstate your case, manufacture statistics to fit your argument, or misrepresent your opponents' views. Resist this temptation. Your long-term credibility is far more important than any temporary advantage you may gain through prevarication.

Know the opposition.

For every cause, there will be opposition. An effective lobbyist will identify his or her opposition early in a lobbying campaign. The lobbyist will also try to fairly and accurately analyze the arguments and power sources of his or her opposition and attempt to neutralize them. At least as much time should be devoted to analysis and repudiation of your opponents' position as in developing your own case.

Look for common ground.

Look for common ground and shared interests. It is often more effective to negotiate than win "at any cost." Again, the watchword of a consistently successful lobbyist is honesty and accuracy. Mischaracterizations of an opponent's position can be as damaging to your own credibility as misstatements of facts in arguing your own case.

Correct errors immediately.

Although expert lobbyists try to be accurate in every document or statement they make, errors inevitably creep in. This can result from the passage of time, changes in the facts, or simple misinterpretations of statistics, dates, legal citations, etc. And, with more individuals participating in a lobbying campaign, the more likely errors will occur.

Mistakes should be corrected as soon as possible after they are discovered. It is not enough merely to admit a mistake was made; you or your organization should also supply the accurate information at the time it corrects its error. Finally, your degree of public acknowledgment of the error should be dictated by the seriousness of the mistake. Usually, warning the recipients of the inaccurate information (that it should not be relied upon) and correcting the mistake in a low-key manner will be enough. It is always embarrassing to admit you're wrong, but it is political suicide if you don't.

Plan, coordinate and follow-up on each contact.

Much time, energy, and intellect is wasted each year by lobbyists who have not carefully planned their approach. Each contact you make should be thoroughly researched in advance, careful notes should be kept of the content and results of meetings, and each meeting should be followed up with written notes.

It does a lobbyist little good to develop a network of allies and then not use them. Friends should be kept fully informed of your activities, their questions and comments promptly addressed and, above all, they must be thanked for their contribution to your cause. Your skills and diligence in using your contacts will be a measure of your success.

Testifying at a Public Hearing

Testifying at a public hearing is one effective way to make your voice count. As you become interested in the policy-making process, attend meetings, forums, and public hearings to see for yourself how the process works. Most of them are open to the public. Usually a phone call is required to get your name on the agenda if you wish to speak at a hearing. Giving testimony simply means expressing your views about a proposed regulation, law, or other policy.[6, 8] The same principles for preparing any other presentation apply. Emphasize what you would like done very clearly, particularly if the information is already known to the group.

Purpose of Hearings

Many governmental bodies hold public hearings to give individuals and groups a chance to interact and exchange information. They are also held to provide citizens the opportunity to express their opinions to the policymaker.

- A governmental body may hold hearings to inform the public about a potential problem.
- Officials hold hearings to get help from the public in drafting regulations or developing long-range plans.
- Officials also hold hearings to find out how well a policy is working, or to respond to questions or complaints about a procedure or regulation.

Why Participate?

It is your right and responsibility as a citizen to be involved. It is important for you to voice your concern or interest in a decision (or potential decision) and provide reasons why it affects you and your family or community. You may be able to give information that can affect a decision. Decision-making bodies do not always see all the alternatives or perspectives until concerned citizens express their views.

You might also represent a group that wishes to make a public statement about an issue to show support or disapproval of a plan or decision. Do not imply that you represent an organization unless you are authorized by the organization to do so.

Preparing to Testify

Know the issue. Read the proposal, understand the implications, and talk to people with different views. Even if it is a local hearing, and you are planning informal, individual testimony, take the time to do your homework. You will feel more confident and will come across as a competent citizen.

It is also appropriate to raise questions in your testimony. You may have a question about the results of an action that no one else has thought about.

Written testimony is important for a legislative hearing and/or if you are representing a group. Prepare neatly typed copy with your name, the name of the group, the issue, and date. Make copies for each member of the board or committee and for the press.

Find Out the Time Schedule

Many legislative committees and other policy-making groups operate on very tight time schedules. Therefore, there may be a timer or some other signal when the minutes of your appointment are up. So plan to highlight the most important thoughts first.

Giving Your Testimony

1. Stand and identify yourself immediately. State your name and tell who you are, for example — homemaker, parent, or resident of the neighborhood to be affected. If you are representing a group, give the name in the first sentence. State the position of the group, and briefly tell how member opinion was determined.

2. Outline the problem as you see it, and provide alternative suggestions or solutions if you oppose a proposal. Be clear and concise. If relevant, refer to present laws or procedures and indicate how the proposal would affect those laws.

3. Address only one issue at a time. Don't wander off the subject. If you have detailed, technical information, don't include it in the testimony. Make group members aware of this information and attach it to copies of the testimony.

4. Avoid duplication. If several other speakers have already said what you planned to say, quickly summarize these points and try to concentrate on a point that hasn't been emphasized or on how the decision will affect you.

5. Be prepared to answer questions about your testimony. If you don't have the information to answer the question, try to follow-up after the meeting.

6. End your testimony with a one-sentence summary of your (or your group's) opinion. Thank the committee or board for the opportunity to testify.

How to Contact Government Officials

An elected official seldom tires of hearing from constituents. Letters from constituents are important, and the quantity and quality of mail has been known to reverse many governmental positions.

It is important that government officials know your side of the story and how the proposed issue (action) affects you. Government officials cannot read your mind, nor can they listen in on your conversations with your family, friends, or neighbors. *You must tell them*. Do not think your message is unimportant and would impose on your representative. When making up their minds on an issue, government officials consider information and opinions given to them by their constituents. Most appreciated are informative letters requesting action on a specific subject of real concern.[6, 8]

Writing the Message

- Email messages are acceptable.
- Provide your address.
- Use your own identity — not your company position.

Guidelines for the Message

1. Write on only one subject at a time.
2. First put your thoughts in draft form. Then, delete the nonessentials and organize the letter into a brief, clear message. If possible, the letter should be limited to one typewritten page.
3. Explain briefly who you are and why you are concerned. If you are writing for a group, give its name and membership. (Numbers are important.)
4. Explain briefly what action you think should be taken and why.
5. If you are writing to several public officials on the same subject, do not send identical or photocopied letters. Individualize each, and use your own words.
6. If you are writing to a government official about a particular bill, identify it by number and name or content.
7. If you are writing about technical information, indicate your technical competence to do so.
8. Be courteous at all times, and personal when appropriate. Never threaten — either directly or by implication.
9. Consider proper timing. Write shortly before or at the time the particular subject (issue) is being discussed by the decision-making body.
10. Close with a statement of thanks and an expression of continued interest in future action.
11. Don't limit your letter to support or opposition to a particular action. Send a note of appreciation to members of the decision-making body when they have taken action of which you approve. They, too, like praise.

How to Address Letters

Local Officials

Mayor	**Councilman (Councilor if a woman)**
The Honorable (full name) City or Town Hall City, State, ZIP Dear Mayor (last name) Sincerely yours,	Councilman/Councilor (full name) City or Town Hall City, State, ZIP Dear Mr./Mrs./Ms. (last name) Sincerely yours,

Local governments (city, county, school district) often have contact information for elected officials posted online.

State Officials

Governor	**State Senator**	**State Representative**
The Honorable (full name) State Capitol Building City, State, ZIP Dear Governor (last name) Sincerely yours,	Honorable (full name) State Senate State Capitol Building City, State, ZIP Dear Senator (last name) Sincerely yours,	Honorable (full name) House of Representatives State Capitol Building City, State, ZIP Dear Representative (last name) Sincerely yours,

Find contact information for Kansas officials, including addresses, email addresses, and phone numbers at http://www.kslegislature.org/li/b2013_14/members/

Federal Officials

The President	**U.S. Senator**	**U.S. Representative**
The President of the United States (one line) The White House Washington, DC 20500 Dear President (last name) Sincerely yours,	Honorable (full name) Russell Office Building Washington, DC 20510 Dear Senator (last name) Sincerely yours,	Honorable (full name) House of Representatives House Office Building Washington, DC 20515 Dear Congressman (last name) Sincerely yours,

Find contact information, including addresses, email addresses, and phone numbers for federal officials at http://www.usa.gov/Agencies.shtml#Elected_Officials.

Making Telephone Calls

A phone call to your governmental official can communicate as well as a letter. If there is a time deadline, a call can be even more effective. During the legislative session, the Kansas legislature maintains a toll-free telephone number. A citizen can call this number and ask to have the legislator or a staff member return the call, so there is no expense to the citizen. Toll-free telephone service is also available to provide information about the status of legislation under consideration.

Use the same guidelines for telephone communications that you would when writing a letter or email. Above all, be organized, well-informed on the subject, brief, and courteous.

Faxes and emails should also follow similar guidelines. Electronic communication methods can be fast and effective. In general, brevity and clarity are even more important through these media.

A follow-up letter of thanks is appropriate and welcomed by governmental officials. In this letter, summarize the conversation (thus documenting the information) and thank the official for his or her time and interest.

Making Personal Visits

A common difficulty encountered by people just beginning to get involved is not knowing where to go within the governmental institutions. Take time to get acquainted. Ask questions and try to find out who the decision-makers really are. In most policy-making processes, much of the work is done by staff, committees, and interested citizens — before the decision comes up for a public vote. This is often the time when your opinion has the most impact.

Talk to many people as you explore the different parts of your government. In your own community, find the locations where informal discussion leads to important decisions — often in a restaurant or other place where community leaders tend to gather. Attend meetings of the city council, county commissioners, chamber of commerce, and board and committee meetings. Introduce yourself — don't just sit in the back row.

It's usually more convenient for everyone if you make an appointment prior to the meeting. When you call, identify yourself and the issue or topic you wish to discuss. You can ask to see either your official or one of his or her top staff persons. You might also schedule an appointment just to get acquainted — to tell your official that your organization is expanding its work on public citizenship, public issues, or to indicate your interest in a particular problem or opportunity. Getting to know your representatives before you ask for something is a valuable strategy.

If you are visiting about a specific issue, you should plan to provide the official with a brief summary of your views.

Working Through Groups

Public decisions are usually most effectively influenced by the actions of groups, although one person can be highly persuasive when acting alone to initiate action. As with other groups, teams, or organizations, attention to the stages of group development and goal setting are critical. When citizens as individuals and as groups work together, their power is multiplied. Synergy increases their effectiveness and expands the resource base.

Types of Groups

There are many ways of defining community groups that engage in problem solving and policy influencing behavior.[7] Some commonly used definitions are:

Alliance: Individuals or organizations working together in a common effort for a common purpose to make more effective and efficient use of resources, a coalition.

Coalition: Individuals or organizations working together in a common effort for a common purpose to make more effective and efficient use of resources, an alliance.

Collaboration: The process of individuals or organizations sharing resources and responsibilities jointly to plan, implement, and evaluate programs to achieve common goals.

Cooperation: Individuals or organizations associating to accomplish a common goal.

Coordination: Individuals or organizations working together to accomplish a common goal.

Network: Individuals or organizations who share information, ideas, resources, or goals to accomplish individual or group goals.

Partner: An individual or organization working with others to accomplish a common goal with a shared sense of purpose and sharing responsibility for the outcome.

Partnership: Individuals or organizations working together in a side-by-side effort to accomplish a common goal with a shared sense of purpose and a shared responsibility for the outcome.

Teamwork

Teamwork is certainly nothing new. Every group of team develops its own pattern of interaction as it goes through various phases. As trust and cooperation develop, group members and the leaders or facilitators begin to think in terms of "We" instead of "I" or "They." Loyalty and respect for one another are shown. Working together for the common goal and taking responsibility for group tasks becomes a high priority.

The word "synergism" is often used to describe what teamwork can accomplish. Synergism means a cooperative action where the total effect is greater than the sum of the effects taken independently. This is the benefit of successfully uniting individual talents.

Networks and coalitions as examples of cooperative community groups are described in the following section.

Networks

The ability to create and use networks is an important strategy for sharing ideas and gaining support. In the simplest terms, a network is a collection of people you know who you can count on for some kind of help — and who you may be able to help.

Networks are informal and functionaI. They can help everyone by exchanging information, skills, and resources. Sometimes informal networks develop into more structured coalitions or other groups. The ability to create and use networks is an important strategy for personal success — on-the-job, in professional organizations, in volunteer work, and for political action. Networking helps you gain information, ideas, resources, and influence in order to accomplish goals.

When your group is planning to work on a community project or study an issue, it is wise to take time during a meeting to develop a network list. Share ideas about individuals and other groups who might have some interest in linking with your group for information, resource-sharing, or strategies to achieve a common goal. Also, make a list of members from your organization who could provide information, services, or access to other groups. You can make this information available to staff people, officials, or other policymakers or potential funders. These persons often need information on issues and projects. Let these people know that you have referred others to them. Don't hesitate to list yourselves — informed citizens or consumers often are hard for decision-makers to locate.

Coalitions

Coalitions are alliances, usually between organized groups and sometimes including individuals outside an organized group. They can be informal or formal. To develop a coalition, members of one group contact and join with other organizations that also support this goal. Coalitions can be effective because they increase the number of people involved, and they bring more power to your cause. Coalitions can sometimes be in name only — but they are far more effective if people and other resources of the organizations are committed to the cause. Coalitions are often formed to deal with one issue only, and they disband when the issue has been solved.[7]

Steps to Organizing a Coalition

1. Consider all possible groups that might join a coalition.

   Get groups by soliciting them from members or by looking up social service agencies, chamber of commerce, and local social service directories in the yellow pages.

2. Classify by type of organization.

   Is it a service organization, special interest, social, or religious? Is one group predominant? If so, then that could provide a clue as to the make-up of the community.

3. Do some homework on each group.

   What does this organization do? Have they been involved in solving community problems before? Have they supported issues similar to yours? By gathering information on a group, you will learn its views, who its members are, how much power it has, and who controls it.

4. Evaluate which organizations you think would or would not support your issue.

   It is important to know who your opponents are. Knowing how and what your opponents think (and why they think the way they do) can be invaluable to your cause.

5. Approach the groups.

   When you approach an organization to join your coalition, define the issue in a way that will appeal to their interest and benefit, as well as your own.

Only ask organizations to join your coalition if the organization will contribute more than it demands, and if that organization will not create problems that will weaken your organization or cause a split on the issue.

Cultivate your allies.

There is hardly an issue that does not attract or repel a number of groups for widely different reasons. Your chances of succeeding in a lobbying campaign will be enormously enhanced if you join with other groups who share your aims. Allies don't just happen, they must be sought out and cultivated. In the nation's capital you are likely to find them in the most unlikely places — even among groups that have traditionally opposed you. In seeking allies, keep your eye on the ultimate objective of the lobbying campaign, not the positions of personalities of your allies. Few political objectives worth achieving can be gained without allies of some sort.

Merely gaining allies, however, is not enough. You must be sure they do their part. Specifically, make sure your friends keep their promises and abide by the same standards of credibility and integrity you set for yourself. In writing, announce specific goals and projects each group will be expected to perform. Make sure you keep your part of the deal and they keep theirs.

Summary

As educators, leaders make valuable contributions by helping people learn the methods to express their preferences most effectively. Special communication techniques, such as testifying, interviewing, or lobbying; planning and conducting public meetings; building networks, teams, and coalitions, and developing relationships with decision-makers are skills that can be acquired. The educator leader also enlists the aid of those with technical knowledge to provide and interpret information, and distinguish facts from myths.

As active citizens, people use a variety of techniques to clarify their opinions, consider the viewpoints of others, and convey these ideas to the relevant policymakers. The decision to become an advocate is an important one with several implications; each person's advocacy stance incorporates personal values, because even in the same organization or profession, the same values are seldom held by everyone.

There are several effective strategies for influencing policy decisions. It's important that your voice and that of your organization is heard. Democracy requires an ongoing deliberative dialogue about challenging public policy. Public involvement by personal contact, lobbying, testifying, networking, and coalitions can all make a difference in the decisions affecting your community.

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Learning Activity: *Moving Paper Clips*

Purpose: Concentration. (You might use this activity to introduce goal setting or influencing policy decision.)

Items Needed: Paper clips and string

Procedure: Have the participants tie a thin piece of string (approximately 10 inches long) to the top of a small paper clip. (An alternative to this would be to have all the clips ready with the string attached.) Have the participants hold the string in front of them with the string end in the fingers about eye height. The paper clip should be dangling at the end. Tell the participants to keep their hands still and just concentrate on the paper clip and think about moving the clip to the right and the left. Within about 30 seconds, everyone's paperclip should be swinging, just by concentrating on the clip, looking at it intensely, and thinking "moving" thoughts.

Discussion: Think about goal setting and influencing policy decisions by discussing the importance of their vision and their determination. They can make things happen and change if they have enough direction and concentration. Then let them move the clips and wait for responses of surprise!

Summary: This activity portrays the power of concentration and focusing. Changes can occur if one has a vision and is determined.

Learning Activity: *Speaking Your Piece*

Purpose: To illustrate effective communication with legislature through role play.

Items Needed: Six copies of *Speaking Your Piece* skit, pencils, and props and costumes (optional).

Characters Needed:

- Buzza Round
- Dizzy Lizzy
- Tellim Off
- Timid Tillie
- Rita Writer
- Larry Legislator

Procedure:

1. Assign above characters roles to participants.
2. Direct participants to act out roles noticing which one of the roles they resemble most.

Discussion:

1. Could you identify with any of the roles played in this skit?
2. Are there any advantages of any one role over the others?
3. Do you think that your letters to legislature will be more effective if you follow the advice of Larry Legislator?
4. How did you feel about this activity (particularly if you were alone in your belief)?

Summary: This activity shows how people prefer different solutions to public issues, based on their beliefs about what is "fair" or "equitable," "affordable," and being financed in the "right" way. People's beliefs determine if and how they communicate with legislators.

Adapted from an activity in the Family Community Leadership Resource materials, author unknown.

Skit: 'Speaking Your Piece'

BR: "I am Buzza Round from the radio station KFCL — your roving reporter. Today I'm out on the street, talking to some of our local citizens, asking them the question of the day. Have you ever written to your local legislator?"

"Here we have a person who seems willing to talk to us. Hello. I'm from the station KFCL. Would you like to answer our question of the day? Have you ever written to your local legislator? And would you tell us your name please?"

DL: " My name is Dizzy Lizzy, Yes I have written to my legislator, sort of. Last year when the Mothers Club I belong to was concerned about seat belts, I signed a photocopied letter and sent one to each of our three legislators. It really didn't take very long and I don't suppose it makes a difference if you take time to use your own thoughts and words, does it? The letter may have arrived after the bill was acted on, but it's the thought that counts, isn't it?"

BR: "Thank you Mrs. Lizzy (aside) but I have heard that public officials appreciate letters written just to them and that arrive in time to influence thought."

"Here is a gentleman who might be interested in sharing with us. Sir, would you like to talk to the KFCL audience? Our question is 'Have you ever written to your local legislator?'"

DL: "I sure would."

BR: "Could you tell us your name?"

TO: "My name is Tellim Off, and have I written to my legislator? You bet I do. Every time those guys make a move, I get a hold of them and let them know how I want them to vote. The way I want — or else. I don't bother to give them reason, I just tell them what to do. I remind them how important I am in the district and how I could get them defeated in the next election. Why, sometimes I write 3 to 4 times about the same issue, same letter too. If I can take time to write a six-page letter, they better take time to read it carefully. And they better take time to vote the way I tell them, see?"

BR: "Yes sir, Mr. Off. I surely do see sir, thank you sir. We'll move along now, thank you, sir."

"Moving on down the street, who's this in the corner? Sir, sir, could you come out and talk to us? We'd really appreciate it. We're visiting today on the question, 'Have you ever written your local legislator?' Please come out. (Timid Tillie — takes several false starts before finally appearing). Could you tell us your name please?" (Disappears once, but does reappear).

TT: "Oh — My name is Timid Tillie. What was the question?"

BR: "Have you ever written to your legislator?"

TT: "OOOHH, I thought about it once. But I was afraid I'd say the wrong thing, or that I might hurt someone's feelings — or that they couldn't read my writing — I didn't think they would be interested in my opinion. S-o-o-o — I just never got the letter written and sent. Come to think of it, the vote didn't go the way I wanted it either."

BR: "Yes, that's too bad ___Tillie___ (aside). If your legislator knew how people in the district felt about the issue, maybe the vote would have been different. Any letter, even the copied one sent, is better than no letter at all."

BR: Here's another person. "Ma'am, could you tell us your name and answer the question, "Have you ever written to your legislator?"

RW: Rita Writer. "Yes, I have, and I do. When an issue affects me and my family, I take time to tell my legislator my side of the story and how the proposed action will affect me. I try to keep the letter short, no more than one typewritten page, and to talk about only one subject. I tell who I am and why I'm concerned. The letter should get there while the issue is before the legislator for study or action. It's also a good idea to send a note of appreciation to legislators when they have taken an action you like."

BR: "Thank you, ___Miss Writer___."

"Well, here is one of our local legislators now, ___Larry Legislator___, would you talk to the KFCL listeners about our question of the day about writing to your legislators?"

L: "Buzz, I'm really glad you asked me. Letters from my constituents are really appreciated. Opinions from home about a certain bill (using the bill number) can be a big help with a decision on that bill. I like well thought out letters that present a definite position, even if I don't agree with it. Timing is important too. I'd like to have those letters while we're in committee on the law. I must say I like a pat on the back once in a while too when a citizen approves of an action or position I've taken."

BR: "Thank-you, ___Mr. Legislator___, and to all the people we've interviewed today. This is ___Buzza Round___ returning you to station KFCL."

Learning Activity: *Who Should Be Involved in the Coalition?*

Purpose: To define the vision of the coalition and identify the various major interest groups.

Items Needed: Circle worksheets and pencils.

Procedure:

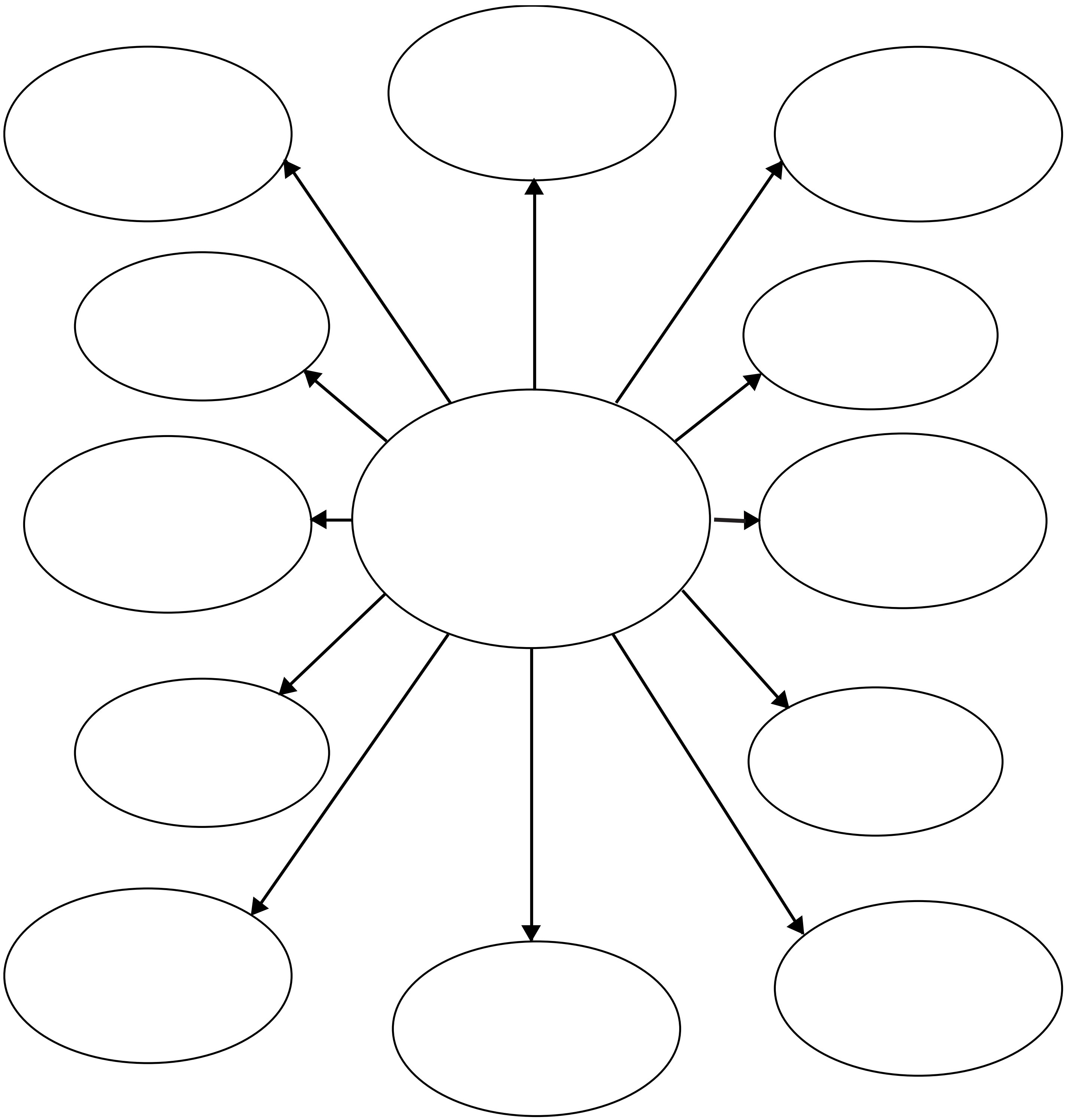
1. Distribute the worksheet and a pencil to each participant.
2. As a group, write a brief vision statement in the center oval. The statement should identify who is the target audience of the coalition. (Will the coalition target senior citizens, youth, or limited resource families, etc?)
3. Brainstorm to identify individuals, agencies, and organizations in the community who may also be concerned about this target audience and place their names in the outer circles.

Discussion:

1. How does each interest group relate to the target audience of the coalition?
2. Does the vision statement meet the needs of the coalition?

Summary: Prior to developing a coalition it is important to determine its vision and identify all interested parties. This activity illustrates how to begin that process.

Worksheet: *Who Should Be Involved in the Coalition?*



Learning Activity: *Lobbying Case Situations*

Purpose: This role-playing activity focuses on three scenarios that present problems that need to be resolved through influencing policy decisions.

Items Needed: A copy of the case studies (with discussion questions) for each participant.

Procedure:

1. Divide the participants into groups of 5 to 8 people.
2. Assign one of the three problem scenarios to each group.
3. Give the group time to review and discuss their scenario and to assign people to role-playing parts.
4. Have the groups role-play the scenario they were assigned in front of all participants.
5. Following each group's presentation have all participants comment on the discussion questions.

Discussion:

1. What was the objective/goal for the meeting?
2. What were the real problems the meeting needed to address?
3. What seemed to prevent discussion?
4. What are some of the hidden agendas and personal positions?
5. What could a facilitator have done to:
   a. Help set the stage for discussion and participation?
   b. Clarify the issues?
   c. Help people hear other positions?
   d. Help identify positions and linkages?
   e. Provide answers to questions?
   f. Involve more participants?
   g. Keep the discussion positive and directed?
   h. Bring effective closure to the meeting?

Summary: Policy decisions can be influenced in a variety of ways. This role playing activity demonstrates some of those ways. It also points out the attributes of a good facilitator.

Scenarios: *Lobbying Case Situations*

Case Situations:

1. You are lobbying for an art program in your school district. The decision-makers are school board members from your community. They have been handed a 15 percent cut in funds and have not outlined how the cut will be implemented. You have one month before the decision will be made.

2. Your county zoning board will be deciding on how many housing units per acre will be allowed in an area two blocks from your home. A condominium developer wants the density allowance changed from 8 per acre to 20 per acre. The board meets on the issue in one month.

3. Your city council is deciding whether to commercialize part of the largest city park. A park developer has made recommendations, but there is strong opposition from area residents. Unfortunately, area residents are not organized. They all oppose commercializing the park for different reasons.

Discussion:

1. What was the objective/goal for the meeting?

2. What were the real problems the meeting needed to address?

3. What seemed to prevent discussion?

4. What are some of the hidden agendas and personal positions?

5. What could a facilitator have done to:
   a. Help set the stage for discussion and participation?
   b. Clarify the issues?
   c. Help people hear other positions?
   d. Help identify positions and linkages?
   e. Provide answers to questions?
   f. Involve more participants?
   g. Keep the discussion positive and directed?
   h. Bring effective closure to the meeting?

Designing Leadership Programs

Overview

This section of the LEADS resource notebook focuses on one particular type of program activity: Delivering leadership development programs. It involves ongoing commitment to a group of individuals interested in improving their leadership abilities and better addressing public issues directly affecting the local community. This section is designed to assist extension educators in developing, organizing, and providing leadership programs.

The leadership program model in this section uses the educational activity resources in other sections of this notebook as well as reinforces the opportunity of tapping into local community resources for funding, speakers, tours, facilities, etc.

A leadership program may be organized with a formal, ongoing structure or informally as needed. Both types of programs are addressed in this section. It is important that the program have a strong leadership development component, which is experienced in a way to involve class participants in a growth process.

Many Kansas communities are in short supply of capable people willing to take on leadership roles. Factors affecting the pool of leaders include:

- changing populations,
- aging of current leaders,
- out-migration of younger residents, and
- demands of business, employment, family, and other responsibilities.

In Kansas, these programs are often organized at the county level. A county leadership program can increase the volunteer pool and enhance the ability of volunteers to make a difference in their county's quality of life through gaining new knowledge and developing new leadership skills.

Major goals that can be achieved through a county leadership program include:

1. identifying, training, and motivating potential leaders for voluntary positions within the county;
2. providing these potential leaders with an awareness of the issues and opportunities facing the county;
3. developing a format for ongoing communications among emerging and established leaders — a networking of ideas and involvement; and
4. encouraging these trained and skilled leaders to increase their involvement in local community affairs by matching their skills and interests to existing needs.

Leadership programs should be unique, based on the characteristics and resources of the local communities involved. A successful program will be tailored to fit the needs of the people and the communities.

The suggestions and examples of resources given in this section are based on the following assumptions:

- The leadership program is offered county-wide.
- A series of six sessions will be attended by all participants.
- 15 participants are selected through an application process.
- Sessions are one day long, held monthly from October through April.
- The program will be called "Leadership _________" (name of county);
- The Board of Directors will have 12 members serving three-year terms.
- Officers of the Board will be: Chair, Vice Chair, Secretary, and Treasurer.
- County/district extension agents will be advisors, and the local extension office will be the principal office of the program.

Variations of this model are encouraged. However, it is helpful for each program to be defined in a similar manner as the program is being designed. Each county or district will need to decide individually such issues as the number of directors, legal structure, number of class members, and content of sessions, locations, and speakers as appropriate in the county or district.

The authors wish to express appreciation to the following leadership programs, which provided information on which this material is based: Leadership Butler, Leadership Barber County, Leadership Coffeyville, Leadership Lawrence, Leadership Marion County, and Leadership Thomas County.

Resources in this section include:

How Extension Agents can use LEADS

Organizing Committees

Marketing

Possible Funding Sources for County Leadership Programs

Sample documents:

Budgets

Bylaws/guidelines for Operation

Brochure

Application Procedure and Form

Solicitation for Nominees

Acceptance Letter

Evaluation Forms

Planning an "Informal" Leadership Program

How Extension Agents Can Use LEADS

Here are some scenarios that demonstrate how a sound leadership development program can be used in a county or district.

There's a big debate in your county on corporate hog farming. Citizens feel strongly on both sides of the issue. The LEADS program can equip citizen leaders with skills in conflict management, issue analysis, and public policy.

Your Community Development Program Development Committee (CD PDC) is unsure of what its role should be. Other groups in the county are already doing industrial development activities. The LEADS program is a specific activity that several counties have begun through their CD PDC.

The new chair of the PRIDE committee has come to you for help with her new position. She's concerned about chairing meetings and wants to improve her public speaking. The LEADS program includes Leadership, Communication, Presentation Skills, Group Dynamics, and Effective Meeting Skills.

A former 4-H member has graduated from college and returned to your county. He enjoyed 4-H and is looking for a way to continue to use and polish his skills, and get reacquainted with the business leaders of the county. The LEADS program can provide a natural opportunity.

Your county commissioners just returned from a statewide commissioners meeting. One of them heard about a county leadership program in another part of the state, and wonders why it isn't being done in your county. The LEADS program includes sample materials that can be used easily to organize and initiate a program.

You have been approached by the nursing home directors in your county for assistance pertaining to volunteers. They have expressed a need for information and resources on how to work effectively with volunteers. The LEADS program includes such information as part of Group Dynamics.

Your 4-H PDC has identified the need for a program to help teens develop organizational and leadership skills. The LEADS program provides a model for such youth programs.

Organizing Committees

Steering Committee

Once the decision has been made to start a county leadership program the first step is to organize a steering committee. The primary purpose of the steering committee is to conceptualize, organize, market, implement, and evaluate the first year of the leadership program. This steering committee could include members of the Extension Community Development PDC or their designees, members of an area Chamber of Commerce, or any group that has interest in increasing the current leadership pool within the county. Steering committee members should be diverse and be representative of the communities within the county. Often, the steering committee becomes the first Board of Directors.

The steering committee provides structure to the program. It identifies desired skills in future community leaders, creates the leadership curriculum, identifies local resources and trainers, recruits and selects participants, and coordinates the training curriculum. At the completion of the first class, the steering committee collects data on participant development, identifies training strengths and weaknesses, and establishes an alumni organization to build support for additional training.

Once the program has completed the first year and has been evaluated, a Board of Directors can be formed from the graduating members of the class. As future class members graduate, those members may serve on the board as prescribed in the bylaws or operating guidelines (see examples on pages 12 and 16). The county or district extension agent(s) may serve as an advisor.

The board may appoint standing committees such as the Curriculum Committee, Selection Committee, Alumni Activities Committee, Marketing Committee, and Budget/Finance Committee, or the board may prefer to perform some of these functions itself. Following are the responsibilities for each of the standing committees:

Curriculum Committee — Responsible for planning and conducting sessions of the current class.

Responsibilities:

1. Carry out the purpose of Leadership ___________(county name) by conducting sessions on matters of broad and continuing interest.
2. Plan for an introductory session prior to the first session in order that participants may become acquainted with each other.
3. Work toward designing the curriculum so there is a good balance between leadership skill building and community experiences.
4. Plan and execute a minimum of _______________(number) monthly sessions beginning in ___________(month).
5. Recommend details and agendas of the sessions for approval by the Board of Directors prior to the first session.
6. Make arrangements for speakers, facilities, transportation, meals (breakfast, lunch, and afternoon snack), and other functions of the program.

   * Each committee member is responsible for the following:

   a. Initial call to speakers associated with his/her day.
   b. Follow-up letter to confirm phone conversation.
   c. Reconfirm by phone or letter two weeks prior to session.
   d. Introduce their session and speakers.
   e. Send thank you notes after each session to each speaker.
7. Coordinate with the alumni committee for the end-of-day socials.
8. Evaluate sessions and make recommendations to next year's committee.

Selection Committee — Responsible for selecting up to ____________(number) participants and ___________(number) alternates representative of a cross-section of the county to participate in the current class program.

Responsibilities:

1. Select for approval by the Board of Directors a group of participants from a cross-section of the county with different career, educational, political, social, and cultural backgrounds.
2. Select not more than one participant from a company/organization or subsidiary or affiliate in any one program year, if possible.

Alumni Activities Committee — Responsible for providing an activities program of continuing education, personal development, and networking for Leadership ______ (county name) alumni.

Responsibilities:

1. Coordinate and arrange financing for the social hours following each current class session.
2. Coordinate a minimum of ___ (number) activities each year for program alumni.
3. Coordinate the publication and distribution of a directory of program alumni.

Marketing Committee — Responsible for promoting and building awareness of the leadership program.

Responsibilities:

1. Develop a marketing plan for the program.
2. Contact businesses for support and potential nominees.
3. Conduct a publicity program involving news releases to local newspapers and radio/TV.

Budget/Finance Committee — Responsible for conducting the fiscal planning for the Leadership _____ (county name) Program.

Responsibilities:

1. Develop an operating budget for approval by the Board of Directors by a mutually agreed-upon deadline.
2. Identify prospective donors for the Scholarship Fund.
3. Solicit donors to finance expansion of the program.
4. Promote contributions from program alumni.

Marketing

Once the decision has been made to develop and implement a county leadership program, it is important that it be marketed and promoted. For such a program to be successful, it must show the potential participants how it would benefit them as well as how it would benefit the county. There are a number of ways to accomplish this task. A brochure is the most used promotion for a county leadership program. An attractive well-written brochure is a necessity. Other ways to share the information include:

Word of mouth: One of the best ways because it is free, sincere, and believable. This can include using social media.

Logo: Creates an identifiable image if used consistently.

Business cards: Add professionalism.

Stationery: Adds professionalism, especially if the logo is included.

Newspaper: Articles in the county newspaper can be effective.

Radio/television: May be costly, but is also effective.

Community: Sharing information with community/county

Organizations: Organizations may spread the word and also reach a target audience directly.

There are also a number of marketing tools that can be effective in the promotion of a county leadership program. These include:

1. a one-page brochure,
2. a program impact or fact sheet,
3. a slide show or video,
4. a promotional newsletter,
5. a promotional packet/manual,
6. a one-page fundraising brochure,
7. an alumni roster, and
8. a visitation program or speaker's bureau.

Possible Funding Sources for County Leadership Programs

**Participant Tuition — Must Be of Reasonable Cost

Participant's Employer

County Commissioners

County Banks

Insurance Agencies

Real Estate Agencies

Accounting Firms

Chamber of Commerce

Economic Development Groups

Grocery Stores

Any Local Business

Local and Regional Foundations

Grants — May be local, state, or national.

Sample Monthly/Quarterly Budget Report
Leadership ______ County
(Dates covered)

Category Description	Actual	Budget	Difference
INCOME/EXPENSE			
INCOME			
DONATIONS		$1,900.00	
GRADUATION		100.00	
GRANTS		1,000.00	
TUITION ($200 × 15 participants)		3,000.00	
TOTAL INCOME		$6,000.00	
EXPENSES			
ORIENTATION/ART OF LEADERSHIP			$1,400.00
ECONOMIC DEV./AG		400.00	
HEALTH/EDUCATION		400.00	
STATE GOVERNMENT		1,400.00	
CITY/COUNTY GOV.		400.00	
GRADUATION EXP.		1,000.00	
OTHER		500.00	
WRAP UP		500.00	
TOTAL EXPENSES		$6,000.00	
TOTAL INCOME/EXPENSES			

Sample
Leadership _______ County
Annual Budget

Session	Cash	In-Kind
Orientation/Art of Leadership		
Speaker(s)	400	60
Materials/Supplies	150	50
Meeting Room		100
Transportation/Gas		140
Meal	200	
Cope Course	300	
TOTAL	$1,050	$350
Economic Development/Agriculture		
Speaker(s)	250	
Materials/Supplies	30	25
Meals	150	
Meeting Room		50
TOTAL	$430	$75
State Government		
Transportation/Gas		460
Lodging	720	
Meals	320	
TOTAL	$1,040	$460
Education/Health Care/Agencies		
Speaker(s)	200	100
Materials/Supplies	100	25
Meals	120	
Meeting Room		50
TOTAL	$420	$175
City/County Government		
Speaker	300	100
Meals	140	
Materials/Supplies	60	25
Meeting Room		50
TOTAL	$500	$200

Session	Cash	In-Kind
Wrap Up Session		
Speaker(s)	700	
Materials/Supplies	40	25
Meeting Room		50
Meals	120	
TOTAL	$860	$75
Graduation		
Speaker	30	100
Materials/Supplies	200	25
Meals	520	
Meeting Room		50
TOTAL	$750	$175
Other Expenses		
Brochure	200	
T-shirts	200	
Notebooks	550	
Materials/Supplies		200
TOTAL	$975	$200
TOTALS FOR ALL SESSIONS:		
Speakers	1,880	360
Materials/Supplies	580	375
Transportation/Gas		600
Meals	1,570	
Meeting Room		350
Lodging	720	
Cope Course	300	
Brochure	200	
T-shirts	200	
Notebooks	550	
	$6,000	$1,685

Sample
By-Laws
Leadership ______ County

Article I — General

Section 1. Name. This organization shall be known and designated as Leadership ________ County.

Section 2. The objective of Leadership ________ County is to ensure the continuing vitality of our community by providing for a planned and continuing source of motivated leaders who are educated about the community and its issues, as well as trained to accept future leadership roles in ______ County.

Section 3. Principal Office. The principal office of Leadership ______ County shall be located at the _______ County Extension Office, (address).

Article II — Board of Directors

Section 1. General. Leadership _______ County shall be governed by a Board of Directors as hereinafter provided. The Board shall consist of twelve directors representing communities throughout _______ County and diverse interests including but not limited to: city/county/government; business; agriculture/rural; education; churches; health care; finance; and civic organizations. Membership on the Board should be balanced and diverse in terms of geographic representation, gender, and age. The immediate past board chair and other members of the community may serve at the discretion of the board. Extension agents shall serve as advisors.

Section 2. Nomination. The Leadership _______ County Board shall elect two members-at-large to the Board of Directors each year, and the graduating class shall elect two members to the board from members of the graduating class of that year.

Section 3. Election. The Leadership ______ County Board of Directors and Graduating Class Alumni shall be the only voting members to elect the Leadership board members.

Section 4. Term of Office and Eligibility for Re-election: Directors shall be elected to rotating three-year terms. Directors are eligible for re-election to an additional three-year term. Following the completion of two (2) three-year terms, they shall not be eligible for re-election until after an interval of at least one (1) year following the completion of the final year of service.

Section 5. Vacancies. The seat of any elected member of the Board of Directors may be declared vacant upon a majority vote of the Board of Directors after the absent Director shall have been absent without an explanation from two consecutive regularly called meetings of the Board. Upon a declaration of vacancy, the Leadership ______ County Board of Directors is authorized in each case to appoint a successor by a majority vote of the Board of Directors.

Section 6. Functions of the Board. The functions of the Board of Directors shall be those commonly ascribed to such bodies.

Section 7. Meetings of the Board of Directors. Meetings of the Board of Directors shall be held as often and at such times and places as may be decided upon by the Board. Special meetings of the Directors may be called by the Chair of the Board of the Directors, or on written request of at least six Directors. Five days written notice shall be given to all

Directors prior to any regular or special meetings of the Board of Directors. Fifty percent of membership is necessary for a quorum.

At meeting of the Board of Directors, votes by proxy shall not be officially recognized. No member of this Board may vote who is not present when the question is completely put. Members who are necessarily absent from such meetings may designate a representative to appear and speak for them, but such a representative shall not have any official vote in the proceedings, nor shall he or she represent more than one absent member.

Article III — Officers

Section 1. Officers to be Elected. The elected executive officers of the organization shall be a Chair of the Board of Directors, a Vice Chair, a Secretary, and a Treasurer. Only members of the Board of Directors shall be eligible to hold office. Such officers shall be elected for terms of one year by the Board of Directors following the election of new Directors at the conclusion of each year's program.

Nomination and Election of Officers. Nominations for Chair of the Board of Directors, Vice Chair, Secretary and Treasurer shall be made by the Leadership _______ County Board of Directors. The election shall be held at the Directors meeting scheduled after the final program session for each year's class. In addition, any Director may nominate any other Director for any such office at the Director meeting at which the election occurs. In the event of death or resignation of any of the Leadership ___ County officers, any Director may nominate any eligible person for any such office at the Board of Directors meeting. The Board of Directors shall then proceed to elect an officer to fill each such vacancy as may exist.

Section 2. Duties of Officers. The Chair of the Board of Directors shall be chief officer of the organization, be its chief spokesperson, and shall preside at all meetings of the organization's Board of Directors. The Chair also appoints persons to chair any necessary Leadership ______ County committees. The Vice Chair shall serve as second in command, shall preside at all meetings where the Chair is not present, and shall assume the duties of the Chair should he or she not be able to fulfill his or her responsibilities.

Section 3. Parliamentary Procedures. The organization at its meetings and the Directors and committees in their deliberations shall be governed by Roberts Rules of Order insofar as same may be consistent with this instrument.

Article IV — Finances

Section 1. Fiscal Year. The fiscal year of the organization shall be established by the Board of Directors at their discretion.

Section 2. General Receipts and Disbursements. The Leadership _____ County Treasurer shall collect all fees and tuition and deposit them in the Leadership ______ County account in such banking institution or institutions as Leadership _____ County may designate. Receipts of funds may be placed in a revolving account, upon which any two of the Leadership _____ County board officers shall have authority to discharge the individual financial obligations with approval of the board of Leadership _____ County within the annual budget constraints.

Article V — Amendments

These bylaws may be amended by a majority vote of the Leadership _____ County Directors present at any meeting of the Board, provided that notice of the substance of the proposed amendment has been stated to each Director at least seven days prior to the meeting at which amendment is to be considered.

Leadership ______ County
Guidelines for Operation

Name

The name of the organization shall be Leadership _______ County.

Objectives

The objective of Leadership ______ County is to develop and encourage leaders in the region. Each year, the organization will identify and involve a class of ______ Countians who have demonstrated their leadership potential. The program is dedicated to the development of future ______ County leaders.

Program

The program shall consist of six sessions held monthly except December. The sessions will begin in October and end with graduation in April. Participants are REQUIRED to attend all sessions to successfully complete the program. Applicants need not apply if their schedule will not allow them to attend all sessions in their entirety, but are encouraged to apply the following year.

The program will combine informative presentation by area leaders; panel discussions; dialogue between participants and community decision makers; and tours, including a trip to Topeka. Social opportunities will foster a mutual interest in working together to find a better future.

Participants

Fifteen class members will be chosen by an anonymous selection committee from applicants received. The class shall be a diverse group selected from various businesses, professional, governmental, educational, religious, and civic organizations. Candidates should be promising representatives of organizations or firms.

Requirements of Participants

Candidates are REQUIRED to attend all sessions. Participants will be asked to sign an attendance policy. Candidates must have a minimum of one-year residency in ______ County at time of application.

Board of Directors

The board of Directors shall be composed of 12 members plus the county extension agent as an ex-officio member and program facilitator. Membership shall be eight former Leadership _______ County alumni and six at-large community members. At-large community members shall be appointed by the Board of Directors. Two class members shall be chosen by their class to serve a three-year term on the Board. Only one term may be served by alumni members. If a Board member is unable to fulfill his or her term, the Board of Directors shall make the appointment to fill the term.

Responsibilities of Board of Directors

A Chair, Vice-chair, Secretary, and Treasurer shall be elected at the first meeting of the fiscal year. The fiscal year of Leadership _____ County shall commence _____ of each year and end ______ of the following year. The Chair shall preside at Leadership ______

County Board meetings. The Vice-Chair shall preside in the absence of the Chair. The Secretary shall keep records and minutes of Leadership ______ County. The treasurer will manage funds of Leadership ______ County. Financial reports shall be provided to the Board of Directors at scheduled meetings. Board members are encouraged to attend any or all sessions as spectators, but should refrain from actively participating in the class sessions.

Executive Committee

The Executive Committee shall consist of two community and one alumni board member selected by the Board of Directors. The Executive committee will have such powers and duties as may be conferred upon them by the Board of Directors.

Leadership _______ County Alumni

Alumni shall be expected to help with recruitment for future classes. They shall take an active role in the community as opportunities arise. They shall support and cooperate with the Leadership _____ County Board of Directors and future leadership classes.

Guideline Amendments

Guidelines may be amended by a 2/3 vote of the Board of Directors.

Application
Leadership ______ County

Please type or print legibly.

I. Personal Data

Name: ____

First Middle Last

Home Address: ____

Home Phone: ____________________ Email __________________________________

Business Address: ____

Business Phone: _________________________ Fax:____________________________

Email____

II. Introduction

In 200 words or less, tell about yourself: Your education, employment, family, background, activities, goals, priorities.

III. References

Name __________________________________ Title ___________________________

Business Address _________________________________ Phone _________________

Name __________________________________ Title ___________________________

Business Address _________________________________ Phone _________________

Name ______________________________ Title _______________________

Business Address _____________________________ Phone _______________

IV. Commitment

Employer's Agreement: I fully support the application for the Leadership _____ County program, and I am willing to make available the necessary time for full participation in all scheduled classes and activities.

Signature __________________________________ Date ________________

(If self-employed, please obtain the signature of the responsible person in your absence.)

Applicant's Agreement: If selected as a participant in Leadership _____ County, I am willing to attend all the functions sponsored by the program, and I understand that attendance is required at all scheduled classes and activities.

Signature __________________________________ Date ________________

Class size is limited to 15 participants. The tuition fee is $___ payable by _____________. If selected you and/or your employer will be responsible for full payment of the tuition fee. Will you need scholarship assistance in order to participate?

Send completed application to:

____

____

____

Applications must be received at the ______________ office by 5:00 p.m. on _________. Class participants will be announced on ______________.

(Solicitation for Nominees)
Leadership ________ County
Return Address

Date

As the Chief Executive Officer of your company, business or organization, you are invited to apply or to nominate someone for the Leadership __________ program.

The purpose of Leadership __________ is to establish a network of present and potential leaders and give upcoming leaders an opportunity for growth and experience with the guidance and assistance of those who presently hold positions of leadership.

The series of ___ sessions will focus on all aspects of community life. Since sessions are full days and held generally on ___, a time commitment from both participant and employer is required.

We hope you will contribute to the future of ______ by participating in this effort to motivate and develop leaders. One way to do that is to nominate an interested person.

Another way to contribute to this effort is to sponsor a participant or provide a scholarship for one of the selected nominees who does not have a sponsor.

If you know of a person who lives or works in the ___ area and has leadership potential, we encourage you to nominate him or her. Each nominee will be asked to complete a formal application. The Board of Trustees will then select up to ___ persons from the applications received. Final selection of participants for next year's Leadership _______ Program will be completed by ___.

Please complete the enclosed form and return it by ______, to Leadership ___________, (address).

Sincerely,

John Doe

Chairman

enclosure

Your Logo

Nomination Form

Deadline: __________________

I wish to nominate the following person(s) for Leadership ________; please send an application:

Nominee ____

Address ____ Zip __________

Home Phone ___________________ Work Phone _________________________

Employer or Sponsoring Organization ____________________________________

Nominated By ____

Nominee ____

Address ____ Zip __________

Home Phone ___________________ Work Phone _________________________

Employer or Sponsoring Organization ____________________________________

Nominated By ____

Nominee ____

Address ____ Zip __________

Home Phone ___________________ Work Phone _________________________

Employer or Sponsoring Organization ______________________________

Nominated By ____

______ Our firm/organization would be willing to sponsor the tuition for our candidate(s).

______ Our firm/organization would be willing to sponsor the tuition for a participant selected who does not have a sponsor.

Request for Application

I wish to apply for Leadership ________; please send an application to:

Nominee ____

Address _____________________________________ Zip ___________

Home Phone ____________________ Work Phone __________________

Employer ____

Leadership ___________________

Return Address

(Letter to Nominees)
Leadership _______________
Return Address

Date

John Doe

Address

Dear John:

Congratulations! You have been nominated by ______ for the Leadership ________ Program. Leadership ________ is a great opportunity for a person to further sharpen his or her leadership skills and gain greater insight into our community. The program is sponsored by ________. __________ enabled the development of the program.

We invite you to take a few minutes to review the enclosed brochure explaining the program. After doing so, we hope you will apply for the next class. The DEADLINE for receipt of your application is ___.

There will be ___ individual sessions. Most sessions will start at approximately ___ and conclude around ___. The dates you will need to reserve are the following: ___. The program will conclude with a graduation on the evening of _______. Your attendance is important so please apply only if you will be able to attend each of these program dates.

The cost of Leadership ______ is ___ per participant, which includes all lunches and expenses. Business firms and organizations usually pay _____ of the fee for their participants. Each participant is responsible for the remaining _____. A limited number of scholarships are available for those who otherwise would be unable to participate. Tuition fees are not due until the first class, so you should not send your fees with your application.

Please have your completed application back to us by ______. We will notify you by approximately ______ of the outcome of the selection process.

Do not hesitate to call if you have questions. We strongly encourage your application.

Sincerely,

Jane Doe

Program Coordinator

enclosures

Session Evaluation
Leadership ___________

Topic of session_____________________________________ Date________________

1. What was most useful about this session?

2. What was least useful?

3. How would you improve this session?

4. How will you use the results of this session to benefit the community?

5. Additional comments:

Leadership ______ Session Evaluation Form

Answer the questions according to your own opinions about the session. Circle the number on the scale from 1 (poor) to 5 (excellent) that reflects your opinion.

1. **Organization of the session**

   1 2 3 4 5

   (Poor: too tightly controlled; lack of clarity concerning the topic or the method of presentation; much confusion)

   (Excellent: well organized; flexible enough so we were able to guide it; all flowed smoothly)

2. **Participation in the session**

   1 2 3 4 5

   (Poor: few dominate; some passive; some not listened to; several talk at once or interrupt)

   (Excellent: all are involved; all are listened to; open and lively discussion)

3. **Content of the session**

   1 2 3 4 5

   (Poor: did not learn much; not enough content; not appropriate to our needs)

   (Excellent: learned a lot; was informative; content appropriate to our needs)

4. **How would you rate the success of the session in terms of your learning?**

   Poor 1 2 3 4 5 Excellent

5. **Success in creating a challenging session**

   Poor 1 2 3 4 5 Excellent

6. **Your initial level of motivation and involvement in the session**

   Low 1 2 3 4 5 High

Don't Forget the Back !!!!

7. **Your final level of motivation and involvement in the session**

   Low 1 2 3 4 5 High

8. **Did the session meet your expectations?**

   Deeply disappointed 1 2 3 4 5 Exceeded expectations

9. **What about the session did you like most?**

10. What about the session did you like least?

11. What recommendations would you make?

12. What leadership concepts did you learn during this session and how do you plan to use them?

Additional Comments:

Overall Program Evaluation
Leadership ______ Curriculum Evaluation

1. **Describe the most significant benefit you have experienced so far as a result of your participation in the Leadership ______ program.**

2. **How do you anticipate your participation in the Leadership ______ program to benefit you in the future?**

3. **What do you consider the best part of the Leadership _______ curriculum?**

4. **What do you suggest we change/improve in the Leadership _________ program?**

There's more on the back!

5. **Is there anything we did not include as general information during the orientation that you feel would have been helpful to know?**

6. **Please add any other comments, ideas, or suggestions you would like to make about the Leadership ______ program.**

7. **How would you like to contribute to next year's Leadership ____ program?**

    _____ Serve as a board member

    _____ Help with sessions

    _____ Speak at sessions

    _____ Donate funds

    _____ Other

    (explain)____

Name_________________________________

Overall Program Evaluation

Please complete and return this questionnaire. The following items refer to the total program. Answer them as thoughtfully as you can. Your views are important for planning future programs.

1. **Length**

   The program was: Too Short   About Right   Too Long

   How many days should the program take (assuming the same goals as the present program)? ____ Days

2. **Topics to Add**

   What topics, if any, should be added to the program?

   Topics   Suggestions

3. **Topics to Drop**

   List the topics covered that you feel should be dropped or could be dropped without hurting the overall quality of the program.

   Topics   Suggestions

4. **Major Benefit**

   What is the major benefit you received from attending the program?

5. **Class Projects**

   Should Leadership ________ have class projects? If yes, what method would you use to ensure successful, community-oriented projects?

DON'T FORGET THE BACK!

6. **Which meeting facilities should we continue to use, which should NOT be used, and what ones did we overlook?**

7. **Are you comfortable with the methods utilized to resolve student questions and concerns during presentations?**

8. **What was the best session? Why?**

9. **What was the worst session? Why? Can it or should it be saved? How?**

10. **With the new awareness of your community received through Leadership ___, do you intend to become more involved in community affairs? If so, how?**

ADDITIONAL COMMENTS:

Planning an "Informal" Leadership Program

The term "informal" as used here indicates a leadership development program that is less structured than the county leadership program described in the first part of this section. An "informal" program does not have the organizational structure or by-laws described in that section. It generally will not have the detailed nomination or application procedure, employer support requirement for the time commitment, or the expense of the more formal program.

Informal does not mean that the program is less carefully planned or conducted. The curriculum will be chosen carefully, with careful attention to specific needs, interests, and experience levels of the target audience.

Informal programs may be designed for adult or youth audiences, or a combination. Participation of potential audiences in the planning process is encouraged.

Sessions may vary in time and schedule, ranging from a one-session, single-topic lesson to a sequence of day or evening sessions.

As you read the following pages, please view these guidelines as a working document. You may supplement these suggestions with materials from throughout this notebook.

Note:
There are also some programs that are already well developed but which require targeting the audience, marketing the program, or other steps prior to implementation. Partners in Community Leadership (the program developed as a North Central Region project that involves adults and older youth working as partners in leadership and community development) is one example. TAXI (Taking Anybody into Expanded Involvement) includes eight modules that feature elements of leadership and of volunteer management.

Following are guidelines and suggestions for planning informal leadership programs.

Planning An "Informal" Leadership Program

Rationale for the program

- **Identify need/interest/opportunities in general.** Then try to determine:
    - Specific characteristics of audience.
    - Whether they are beginners or have some experience.
    - What their time schedules are.
    - Whether they view themselves as already leaders or just beginning to think about leadership.
    - If they have immediate specific needs (how to be a board member, how to conduct a youth leadership project, etc.).

- **Partners/sponsors**
    - Decide if they are needed and if so, who is appropriate.
    - Consider cooperating with a specific group, such as 4-H leaders or junior leaders, not-for-profit boards, civic clubs, or religious organizations. Although not essential, working with a group provides a confirmed audience.

    - You may still invite others or have the sessions open to the general public.
    - Cooperation also provides a source of additional ideas and expertise and contributes to the team spirit.

- **Support of your Board/PDC, others as needed.**

Plan the program (overall goals, specific objectives, curriculum, and learning experiences)

- **Decide on topics**
    - If you are doing a series of sessions, develop a logical sequence.
    - Select lesson materials and learning activities
    - Determine teaching methods, speakers, etc.
    - Include a variety of methods, such as mini-lecture, group discussion, guest speaker or panel, case studies, skit or role plays.
    - Select and confirm guest speakers.
    - Review the principles of adult learning (a good resource is *Teaching as a Volunteer Leader*, MF-971)

- **Evaluation or feedback**
    - For each session, decide on your specific objectives.
        — What do you want participants to be able to do?
        — When should they be able to do this (immediately after session, after a time period for practice, etc.)?
        — How well will they be able to do this (get through it, well polished, etc.)?
    - A simple post-session evaluation can ask questions to assess changes in knowledge, attitude, skills, and aspirations (plans).
    - A follow-up several months after the program will provide some "impact" data. Surveys by mail, email, or telephone can determine how behavior has changed (how knowledge and skills are being applied).
    - Observation can also provide information on changes in the way participants conduct meetings, plan events, communicate with others, etc.

- **Celebration and reporting**
    - Most participants enjoy receiving a certificate or other symbol of successful completion of the program.
    - Some sort of celebration (need not be a formal recognition banquet) helps maintain enthusiasm.
    - Consider having the participants plan this, rather than doing it yourself.

- **Time schedule** (for program itself and who is to do what by when)
    - Write down the details and the schedule.
    - Be sure that everyone knows and accepts their responsibilities and agrees to meet the time frame.

- **Budget, finances and facilities**
  - Prepare a simple budget.
    - — Opinions vary as to the benefits of charging a registration fee. Some think charging a fee encourages people to follow through on their commitment to attend. Others prefer to offer sessions without charge unless money is needed to provide supplies, rent facilities, etc.
    - — See if you can find a local sponsor to provide refreshments, meeting room, etc.
  - Arrange for facilities
    - — Book facilities as early as possible. A comfortable meeting room, easily accessible is always a plus.
    - — Determine and arrange for audio-visual needs and other supplies.
- **Marketing, publicity, promotional brochures**
  - If you are trying to attract people, you will need some information/marketing effort. It need not be complicated, but it does need to be accomplished well in advance of the program.
  - Work with local media, sponsoring groups, etc. as appropriate.
- **Follow-up:** (personal invitations, phone calls, etc.)
  - Many busy persons make their decision on the basis of personal contact — someone telling them this program is really going to be worth their time.
  - Reminders and help with transportation also encourage participation.
  - Speakers often prefer their information in writing. A map or directions are appropriate if the meeting site is not known to them. Find out if they need equipment and be clear as to whether you will provide it or they should bring their own.

Conducting the program:

- **An effective introduction includes:**
  - ice breaker/focusing/group building activity,
  - opening/introduction,
  - objectives/expectations/benefits to participants,
  - non-threatening get-acquainted or focusing activity, and
  - preview of session.
- **Learning Session**
  - Provide information.
  - Have participants practice or experience skill building activities.
  - Reflect and generalize about learning.
- **Conclusion**
  - Summary of information provided.
  - Debriefing to promote retention and transfer of learning.

- Benefits (repeat from introduction).
- Evaluation if not done earlier.
- Plan for future action (individual or group, assignments for next session, etc.).
- Closure.

- **Suggestions for skill-building topics for leadership programs**
  - Basic leadership topics and skills, What is a leader? Motivating yourself to realize your leadership potential, etc.
  - Public speaking, presentation skills.
  - Leadership styles and understanding how to work with others.
  - Conflict management and resolution.
  - Dealing with change, from standpoint of individuals and organizations.
  - Others to suit your audience.

Evaluation Tools

Evaluation Tools Overview

Purpose of Program Evaluation

The fundamental purpose of evaluation is to help in decision-making. Evaluation provides information for making decisions about: (1) the value or merit of educational programs, (2) how well the programs have met their objectives, and (3) if additional, unplanned side effects have occurred. Evaluation results serve as the basis for effective planning of future programs. These results are also the foundation of accountability (justification of time, money, and other resources expended), which is increasingly required to maintain program support by clientele, policy makers, and sponsors.

Information Needs

When planning how you will assess the program, consider the full process. What information will be needed? What are the important decision points? Who should be asked for their observations or perceptions? What methods should be used for obtaining the information? What resources are available to carry out the evaluations?

A cycle of information gathering, analysis, planning, and decision-making is necessary throughout the process of developing and implementing the program. Sponsors, participants, presenters, and community members will also want information. It is helpful to get their input on what is to be evaluated, why the information is needed, and how it will be used.

Types of Evaluations

There are two general types of program evaluations: formative and summative.

- Formative (process) evaluations are conducted while a program is being conducted. Their primary purpose is planning for improvement of future sessions of the program.
- Summative evaluations are carried out after a program is completed and expected to have achieved results. The purpose is to gather data about the accomplishments of a program, identifying both short-term results and long-term impacts of a program.

Time Line for Evaluations

Evaluation procedures should be planned at the beginning of the program, rather than being "tacked on" at the end because no one thought about it.

Process and progress

Regardless of what other evaluation efforts are made, the facilitator/planning committee needs some mechanism to check the process for making decisions and check on progress in implementing the program. Information-gathering and assessment should occur throughout the process to help avoid mistakes and omissions and to keep things running smoothly. Developing a checklist of critical activities and time lines is very helpful.

Individual program sessions

A brief assessment of each session helps determine the effectiveness of the presenters, the content, the materials, and the format. Additionally, factors relating to physical comfort, such as room temperature, seating, and noise levels should be considered. Make changes based on this feedback as the program progresses — don't wait for next year's session to respond to suggestions.

Overall program

At the conclusion of the program, an overall evaluation can assess strengths, weaknesses, relative value of sessions, and other information useful in planning future programs and measuring success in meeting goals. Evaluation should include discussion and assessment of what people have learned as well as how they intend to apply it.

Community impact and long-term change

The real effectiveness of the program can be measured after the participants have had an opportunity to put their learning to use in the community. At selected intervals following the program, it may be helpful to explore the participants' perception of its usefulness and effectiveness, how the information has been used, what current activities are taking place, and how the graduates participate in community affairs or other leadership roles. Six months is a commonly accepted point in time for a follow-up survey. This may be too soon for planned actions to be put in place, so a later follow-up is desirable.

The impact of the program needs to be gauged in time sequences: at the conclusion of the program, six months later, one year later, and two years later. A program may be viewed positively by its graduates and sponsors, yet not serve its intended purpose. The following questions may serve as a guide to the long-term impact of the program:

- Are graduates more involved in the community?
- Has the quality of their participation improved?
- Has their leadership influenced others?
- Are citizens and community leaders more effective in working for the development of the community?
- Are new or better things happening in the community as a result?

Evaluation Methods

While evaluation is important, it should be concise and nonintrusive. A combination of formal and informal assessment is most effective.

Informal methods may include conversing with participants, sponsors, and committee members and asking things like "How are we doing? What could we do better? Are you getting what you need?" Observation, listening, and informal discussion can provide valuable insights throughout the process. The facilitator or coordinator can stimulate this kind of conversation at each session. Steering committee members may ask questions in less formal settings.

To determine if participant objectives or expectations were met, participants may be asked to write them down at the beginning of the program. Ask basic questions such as: For what reasons are you involved in this program? How do you expect to benefit? How do you plan to use the information? The responses can then be compared to answers to the same questions (in the past tense) at the end of the program and several months to a year later.

Session evaluations are usually brief questionnaires completed by the participants at the end of each session. Members of the steering committee should also meet with the instructors to assess each session and discuss how it might be strengthened.

The overall program evaluation may be through a group discussion or questionnaire at the end of the program, interviews, mail (or email) or telephone surveys at selected intervals, or a combination of methods. Open-ended questions generally provide more useful information than closed questions, although they may be more difficult to tally. Interviews can provide valuable information that is difficult to get from written surveys, particularly when considering overall and long-term impact. A variety of questionnaires, checklists, and other assessment tools can help in discovering this information.

Observation is also critical. What do you and others see or hear in the community? What is the community's perception of the program? Simply reading local newspapers may give some clues to impact. Are new activities being started? Are existing groups more active or effective? Are program graduates involved? It's useful to get feedback from people who weren't involved in the program as well as from those who were.

Evaluation Tools

Types of tools for gathering the effects of the program include:

- Reports of number of participants involved, activities and events, time contributed by volunteers, and other program participants, etc.
- Knowledge tests (such as pre- and post-tests to be administered to specific program participants).
- Observation, by extension agent, planning committee member, or an "outside observer," using a checklist to identify key skills or practices demonstrated by the participants.
- Visual techniques, such as photographs or video, that illustrate accomplishments of participants. These might be prepared by the agent/partners or participants themselves.
- Collection of perceptual data and self-assessments of changes in behaviors and impacts on organization or community.
- Compilation of "success stories" or detailed case studies.
- Others to meet goals and needs of specific situation or targeted program.

It's important that results can be aggregated and summarized for state and federal reports.

Indicators of accomplishment of objectives

Even though some effects of the program may take months to become visible, there are still immediate indicators of the program's success. Some examples include:

- Participants agreed on goals.
- Participants increased their knowledge of leadership concepts.
- Participants demonstrated increased leadership skills.
- Participants became more actively involved in leadership roles.

- Participants accomplished goals specific to the particular situation or targeted program.
- Program increased the use of leadership competencies in extension and/or non-extension roles.
- Program enlarged pool of competent leaders.
- Program improved the functioning of community and other volunteer groups.

Sharing the Program Results

Participants can benefit from assessing their experiences in the program and comparing them with those of others. Feedback on individual sessions is helpful to both present and future presenters. Planners and organizers need assessment information for multiple reasons. Sponsors should be informed of results in order to show appreciation, demonstrate the value of their investment, and encourage their continued support. All these parties may also need some evidence to justify their continued contributions of time, work, and other resources for planning future programs.

The best style and format for presentation of the information will vary with the intended audience. Numbers are often smaller in leadership development than in some other types of educational programs. Dollar amounts are often difficult to use but some estimates may be possible. Summaries and highlights of the overall evaluation, using quotes from participants, presenters, and steering committee members, is one useful format. These can be distributed to sponsors, community organizations, and news media, and used in fundraising and publicity efforts for new programs. News articles are a good way of reaching community members. If the program activities have been in the news periodically, people will certainly be interested in the results. Sponsorship and recruitment of future participants is also influenced by demonstrating positive results!

References

University of Missouri, Missouri Rural Innovation Institute.

Smith M.F., *Evaluability Assessment: a Practical Approach.* Mass: Kluwer Academic Publishers, 1989.

Evaluation Tools

EXAMPLE

SESSION EVALUATION
LEADERSHIP

Topic of session____
Date______________

1. What was most useful about this session?

2. What was least useful?

3. How would you improve this session?

continued on back

4. How will you use the results of this session to benefit the community?

5. Additional comments:

EXAMPLE

LEADERSHIP __________
SESSION EVALUATION FORM

Answer the questions according to your own opinions about the session. Circle the number on the scale from 1 (poor) to 5 (excellent) that reflects your opinion.

1. **Organization of the session**

   1 2 3 4 5

   (Poor: too tightly controlled; lack of clarity concerning the topic or the method of presentation; much confusion)

   (Excellent: well organized; flexible enough so we were able to guide it; all flowed smoothly)

2. **Participation in the session**

   1 2 3 4 5

   (Poor: few dominate; some passive; some not listened to; several talk at once or interrupt)

   (Excellent: all are involved; all are listened to; open and lively discussion)

3. **Content of the session**

   1 2 3 4 5

   (Poor: did not learn much; not enough content; not appropriate to our needs)

   (Excellent: learned a lot; was informative; content appropriate to our needs)

4. **How would you rate the success of the session in terms of your learning?**

   Poor 1 2 3 4 5 Excellent

5. **Success in creating a challenging session**

   Poor 1 2 3 4 5 Excellent

6. **Your initial level of motivation and involvement in the session**

   Low 1 2 3 4 5 High

7. **Your final level of motivation and involvement in the session**

   Low 1 2 3 4 5 High

8. **Did the session meet your expectations?**

   Deeply disappointed 1 2 3 4 5 Exceeded expectations

continued on back

9. **What about the session did you like most?**

10. **What about the session did you like least?**

11. **What recommendations would you make?**

12. **What leadership concepts did you learn during this session and how do you plan to use them?**

Additional Comments:

EXAMPLE

Overall Program Evaluation
Leadership ________ Curriculum Evaluation

1. Describe the most significant benefit you have experienced so far as a result of your participation in the Leadership __________ program.

2. How do you anticipate your participation in the Leadership __________ program to benefit you in the future?

3. What do you consider the best part of the Leadership __________ curriculum?

4. What do you suggest we change/improve in the Leadership __________ program?

5. Is there anything we did not include as general information during the orientation that you feel would have been helpful to know?

continued on back

6. Please add any other comments, ideas, or suggestions you would like to make about the Leadership ___________ program.

7. How would you like to contribute to next year's Leadership ___________ program?

_____ Serve as a board member

_____ Help with sessions

_____ Speak at sessions

_____ Donate funds

_____ Other

(explain)____

Name_________________________________

EXAMPLE

OVERALL PROGRAM EVALUATION

Please complete and return this questionnaire. The following items refer to the total program. Answer them as thoughtfully as you can. Your views are important for planning future programs.

1. **Length**

   The program was: Too Short About Right Too Long

   How many days should the program take (assuming the same goals as the present program)? ____ Days

2. **Topics to Add**

   What topics, if any, should be added to the program?

   Topics Suggestions

3. **Topics to Drop**

   List the topics covered that you feel should be dropped or could be dropped without hurting the overall quality of the program.

   Topics Suggestions

4. **Major Benefit**

   What is the major benefit you received from attending the program?

5. **Class Projects**

   Should Leadership ________ have class projects? If yes, what method would you use to ensure successful, community-oriented projects?

6. **Which meeting facilities should we continue to use, which should NOT be used, and what ones did we overlook?**

continued on back

7. **Are you comfortable with the methods utilized to resolve student questions and concerns during presentations?**

8. **What was the best session? Why?**

9. **What was the worst session? Why? Can it or should it be saved? How?**

10. **With the new awareness of your community received through Leadership ___, do you intend to become more involved in community affairs? If so, how?**

ADDITIONAL COMMENTS:

Please return to: ________________________________

Example

Note: The content outlined below would, in this example, be used in a questionnaire mailed to participants in the leadership development program about six months after their last session or "graduation."

This tool is not designed to be used as is; the format and wording should be adapted for use in a particular program or situation.

County Leadership Course Participant Survey

Please take a few minutes to complete the following survey. The survey will be used to measure impact of the leadership course and as a tool to improve the course for future participants.

1. Year you participated in the Leadership Course:

   ___2009-10 ___2010-11 ___2011-12 ___2012-13

2. Please rate yourself on the items below. Check the blank that best reflects your assessment of your skills, abilities, or knowledge: Very Poor (1); Poor (2); Fair (3); Good (4): Very Good (5).

	Before Leadership Program						**After Leadership Program**				
	1	**2**	**3**	**4**	**5**		**1**	**2**	**3**	**4**	**5**
A. Your ability to lead or facilitate a group.											
B. Your ability to work with people.											
C. Your ability to motivate and inspire people to work together											
D. Your ability to influence community affairs.											
E. Your knowledge of resources to use in solving public problems.											
F. Your confidence to openly promote causes about which you feel strongly.											
G. Your knowledge of state legislative process.											

continued on next page

	Before Leadership Program						**After Leadership Program**				
	1	**2**	**3**	**4**	**5**		**1**	**2**	**3**	**4**	**5**
H. Your ability to deal effectively with local political leaders.											
I. Other. Please add. ______________ ______________ ______________											

3. Please indicate by the following statements the extent to which you agree or disagree. If you strongly disagree, check 1; disagree, check 2; undecided, check 3; agree, check 4; strongly agree, check 5.

	Before Leadership Program						**After Leadership Program**				
	1	**2**	**3**	**4**	**5**		**1**	**2**	**3**	**4**	**5**
A. I find it easy to express my ideas in public.											
B. I believe I have the necessary skills to function as an effective community leader.											
C. I consider myself to be a leader in my community.											
D. I have the skills necessary to have an impact on public issues.											
E. When working with groups, I feel it is easy to assume a leadership role.											

continued on next page

4. Have you written or talked to any public officials (elected or appointed) during the last six months to let them know what you would like them to do on a public issue in which you are/were interested?

   A. Yes ____ B. No ____

   If yes, what types of public officials and how many times was each type contacted over the six-month period? (Check the appropriate box.)

Type of Official	Number of Times Contacted		
	1-5	6-10	11+
Local officials (Mayor, council member, commissioners, school superintendent, school board members, etc.)	___	___	___
State officials (state legislator, governor, etc.)	___	___	___
National officials (congressional representative, senator, etc.)	___	___	___

5. Did the program increase your awareness of ______________ County issues and/or problems?

   1._____ Greatly increased awareness

   2._____ Increased awareness

   3._____ Slightly increased awareness

   4._____ Program had little effect on awareness

6. On the whole, did you find the program interesting?

   1._____ Very Interesting

   2._____ Interesting

   3._____ Neutral

   4._____ Uninteresting

   5._____ Very Uninteresting

7. Please list any new leadership activities, memberships, appointments, or election to a position or organization since participating in the leadership course.

   ____

   ____

   ____

   ____

continued on next page

8. List any business changes, job promotions, or new work-related leadership activities you are now involved with since taking the leadership course.

____

____

____

____

9. Since taking the _________________ County Leadership Course have you taken any additional leadership training?

   A. Yes____ B. No____

10. Would you be interested in taking an advanced leadership course if offered through the _________________ County Extension Service?

    A. Yes____ B. No____ C. Maybe____

    If yes, NAME (Optional):

    E-mail:

    Address:

    Telephone:

11. What topics or suggestions would you have for improvements of the leadership course?

____

____

____

____

12. Would you recommend this course to someone else? Why?

____

____

____

Thank you for completing this survey. Your cooperation is greatly appreciated.

Return to: Local Program Coordinator

Example

(Note: The content outlined below would, in this example, be used in a questionnaire mailed to participants in the leadership development program about six months after their last session or "graduation."

This tool is not designed to be used as is; the format and wording should be adapted for use in a particular program or situation.)

County Leadership Course Employer Survey

Please take a few minutes to evaluate the impact the ______________ County Leadership Course has had on your business and employees. If more than one employee has participated in the course, you may answer the questionnaire as a composite, or photocopy the survey and answer for each individual employee.

For the following statements, please indicate with a check mark (√) the extent to which you agree or disagree. If you strongly disagree check (1), disagree (2), undecided (3), agree check (4), and strongly agree (5).

Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)

1. Your employee vocalizes their opinion more openly since taking the leadership course.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

2. Your employee exhibits more confidence since taking the leadership course.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

3. Your employee has become more involved in the community since taking the leadership course.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

4. Your employee is more receptive to suggestions and change since taking the leadership course.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

5. Your employee's ability to work with others has increased since taking the leadership course.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

6. Your employee's ability to solve problems has increased since taking the leadership course.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

continued on back

7. List any job promotions, changes or new activities your employee is involved with since taking the leadership course.

____

____

____

8. How has your employee's participation in the ________________ County Leadership Course benefitted your business?

____

____

____

9. What new group dynamics or communication skills do you see your employee utilizing as a result of information gained from the leadership course?

____

____

____

10. Would you be willing to continue to support employee participation in the ______________ County Leadership Course?

    A. Yes _____
    B. No _____
    C. Undecided _____

11. We are always open to suggestions for ways to improve the course. What are your thoughts and comments?

____

____

____

____

Thank you for your time and cooperation. Your support is greatly appreciated.

Return to: Local Program Coordinator

EXAMPLE

Note: The content outlined below would, in this example, be used in a questionnaire mailed to participants in the leadership development program about six months after their last session or "graduation."

This tool is not designed to be used as is; the format and wording should be adapted for use in a particular program or situation.

County Leadership Course

Leadership Skills Evaluation

Introduction: Within the last year, you were enrolled in the _____________ County Leadership Development Program.

Please answer the questions below and add any comments that might help improve the program or describe its success. Your answers will be summarized; your individual response will be confidential.

I. Skills improved: The leadership skills listed below were covered in the program. If you were already competent (or had the skill) before the program, please check the line in the left hand column. Check the degree to which the program helped you improve:

		How Much Did the Program Help You?			
Already Competent		None	Little	Moderate	Much
______	Planning an agenda	____	____	____	____
______	Working with committees	____	____	____	____
______	Chairing a meeting	____	____	____	____
______	Presenting a report	____	____	____	____
______	Using consensus decision-making	____	____	____	____
______	Facilitating discussions	____	____	____	____
______	Involving others	____	____	____	____
______	Setting group goals	____	____	____	____
______	Reaching decisions	____	____	____	____
______	Resolving conflicts	____	____	____	____
______	Identifying community problems	____	____	____	____
______	Seeking appropriate information	____	____	____	____
______	Other				

Please Specify ________________________________

____

Comments:

continued on next page

II. Skills applied: Check any of the skills below that you have applied twice or more since the program ended.

______ Planning an agenda

______ Working with committees

______ Chairing a meeting

______ Presenting a report

______ Using consensus decision-making

______ Facilitating discussions

______ Involving others

______ Reaching decisions

______ Identifying community problems

______ Seeking appropriate information

______ Other. Please specify. ____

____

____

Comments:

III. Citizen involvement:

A) During the last six months did your organization(s) sponsor any opportunities for citizen involvement? Yes___ No___

If yes, check any below that apply; if "other", describe briefly.

______ Public meeting(s)

______ Study group(s)

______ Community survey(s)

______ Citizen task force(s)

______ Fundraising

______ Other — what? ____

B. If your organization did sponsor some opportunity for citizen involvement during the last six months, approximately how many citizens were involved?

Number ___________

continued on next page

Comments:

C. How does this compare with citizen involvement in the same organization(s) a year ago?

______ This is less

______ About the same

______ This is more

Comments:

IV. Community problem-solving:

A) Please check any of the local problems listed below which have been addressed during the last six months by organizations in which you have a leadership role. (If a problem could be identified by more than one topic listed, check the topic you think is most applicable.) Add any others to the list.

______ Children's needs

______ Community housing, facilities

______ Community recreation

______ Community water supply, water quality

______ Crime prevention, safety

______ Domestic violence

______ Economic development

______ Education/school issues

______ Fire protection

______ Land use planning

______ Solid waste management

______ Soil/water/natural resource conservation

______ Work force preparation

______ Youth at risk

______ Other — what? ____

____

____

continued on next page

Comments:

B. How many community problems have you dealt with in the groups in which you have a leadership role THIS YEAR? _________

How does this compare with the number of community problems A YEAR AGO?

______ This is less

______ About the same

______ This is more

If you have done LESS this year, have you dealt with the problem more comprehensively? Please explain.

Comments:

V. About you: A) Please fill in the following information to help us in analyzing the feedback from you and the other participants.

Organizations to which you belong	Number of years	Current leadership position (if any)

B. How many years have you held a leadership position? ____ years

C. How many years have you lived in your community? ____ years

VI. Suggestions for the Leadership Program:

continued on next page

VII. Would you be interested in taking an advanced leadership course if offered through the __________________ County Extension Service?

A. Yes_____ B. No_____ C. Maybe_____

If yes, NAME (Optional):

E-mail:

Address:

Telephone:

Thank you for your help. Please complete this form by __________________________.

RETURN TO: Local Program Coordinator

LEADS Program Evaluation: State Summary

Information for extension agents to enter into the K-PICS system. (https://kpics.ksre.ksu.edu)

1. Number of people who attended leadership trainings.

2. Number of programs which were conducted.

   Of these,

   - How many were new?
   - How many were revised substantially?
   - How many were on-going?

3. Type and extent of Extension agent involvement (indicate primary roles or activities.) Check all that apply.

   _____ Initiated program planning.

   _____ Advisor or member of coordinating committee.

   _____ Facilitator of a program session.

   _____ Presenter at a program session.

   _____ Recruited or selected participants.

   _____ Applied for/obtained funding.

4. What were the participants' benefits? Check all that apply.

   _____ Increased knowledge.

   _____ More positive attitude.

   _____ Improved skills.

   _____ Changed aspirations (plan, set goals, etc.)

   _____ Use new knowledge and skills.

   _____ Changed practices (behavior).

   _____ Increased participation in organizations or community.

5. What were the community's (organizations, work place, etc.) benefits. Check all that apply.

   _____ More or better community dialogue.

   _____ Better collaborations.

   _____ Saved the community something.

   _____ Started a community project.

   _____ Demonstrated skills which improved organizational performance.

   _____ Increased capacity of community members to carry out public roles.

Leadership Development
Federal Report: State Program Evaluation Summary

(The state summary for the Annual Federal Report must include the following categories and is limited to one page plus one page for a case study and/or success story.)

Key Program Area: Leadership Development

State: ______________

Program Title: __________________________________

Program Description:

(1) Purpose:

(2) Audience:

(3) Evaluation methods:

(4) Keys to Success: (a brief description, outcomes, and impacts (both quantitative and qualitative summaries)

Contact Person: ________________________________

Return to: Paula Peters

KSU, Extension FSHS

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K·STATE
Research and Extension

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S137 May 2014