

August 15, 2024

**How to Develop
Community Leadership
In Your Community**

Based on the Knoxville-Knox County Community Action Committee
Community Leadership Project

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Preface

"Leaders take charge, make things happen, dream dreams and then translate them into reality. Leaders attract the voluntary commitment of followers, energize them, and transform organizations into new entities with greater potential for survival, growth, and excellence. Effective leadership empowers an organization to maximize its contribution to the well-being of its members and the larger society of which it is a part. If managers are known for their skills in solving problems, then leaders are known for being masters in designing and building institutions; they are the architects of the organization's future." -- Burt Nanus, Visionary Leadership.

Some people say that leaders are born. Others say that leaders are nurtured and developed. Leadership is situational. The person pumping gas may be a church deacon. The owner of a large business may be a volunteer for afternoon tutoring. An officer in the military reserves may be a sales clerk. The person in a housing project may be a community spokesperson.

People can become leaders. By cultivating, refining, and furthering leadership skills, you can help develop Community Leadership.

Knoxville-Knox County Community Action Committee instituted a successful Community Leadership Project in 1986 to provide a training ground for leaders interested in helping low-income people and their communities. Each year, 30 community leaders attend monthly forums that focus on participant understanding of the larger community. Participants learn how community involvement can help achieve their goals, and they enhance their leadership skills.

The success of the Community Leadership project in Knox County is impressive. In the past eight years, over 240 participants have refined their leadership skills by means of exposure to other community representatives, city and county employees, media personnel, local businesses, school systems, and the neighborhoods. They have ridden in police cars, surveyed local schools, met with television anchorpersons, toured social services facilities, and learned about community financing. They have reviewed principles and methods of leadership, and explored how to develop and apply their leadership capabilities.

The Community Leadership Project *produces* effective leadership qualities because it educates leaders about their communities. It stimulates visionary thinking. It promotes enhanced understandings of the systems, processes, and mechanisms that particularly affect low-income families. It helps people develop their knowledge and skills. It encourages people to act, to invent their futures.

Community Leadership Project Goals

The Community Leadership Project grew out of a commitment to 1) develop leadership capacity at the grassroots level, and 2) to provide opportunities for individuals to share common concerns in an environment which crosses economic, social, racial, and demographic lines. This fits into an overall strategy of "Helping People Help Themselves," which is a capacity building approach to community development.

The Community Leadership Project was first developed by the Knoxville-Knox County Community Action Committee with funds awarded from Hands Across America to deal with the causes of hunger in America.

Community Leadership does not have to address any particular problem or issue. The purposes are to:

- * train leaders to bring together others at the neighborhood level;
- * to identify issues of significance;
- * to plan the needed solutions; and
- * to initiate actions in pursuit of their solutions.

Another focus is to nurture the environment in which this kind of networking and problem solving can grow and develop across the economic, social, and ethnic lines that often separate people.

This workbook pulls together the materials used by the Knoxville-Knox County Community Action Committee for use by other Community Action Agencies. The Community Leadership Project was developed by J. T. Ross, Barbara Kelly, and Dixie Petry from the [Knoxville-Knox County Community Action Committee](#). This workbook was packaged by Teresa Wickstrom and Jim Masters of the [Center for Community Futures](#).

Getting Started

To begin your Community Leadership Project, there are a few preparatory steps to take.

Step 1: Arrange a Meeting with Staff

Arrange a meeting with the Executive Director, Administrative staff, Program Directors, and/or other agency personnel. Items to discuss:

- Purposes and activities of the Community Leadership Project.
- How does Community Leadership relate to your agency's mission statement?
- Is there a legitimate reason why you *shouldn't* institute Community Leadership?
- What connections does your agency currently have with other community organizations?
- How can your agency work with these connections to develop and promote Community Leadership sessions?
- Are staff members enthused by the Community Leadership concept?
- Who will coordinate Community Leadership sessions? Who will network with other organizations? Should a Community Leadership Committee be formed?

Step 2: Discuss Resources You Will Need

The following is a list of the items your agency will need to run Community Leadership.

- **Schedule:** one day per month for training sessions. There should be 8 to 10 training sessions per year.
- **Facilities:** arrange meeting space well in advance. Preferably, all training sessions should be scheduled two months before the opening session takes place. The training sessions should be held at a variety of locations. Talk with the other community organizations about tours, speakers, locations, times, meals, etc.
- **Audio/Visual Materials:** slide projectors, screens, easels, newsprint pad, markers, television, VCR, etc.
- **Flip Signs:** create a flip sign with *One Minute* and *TIME* designations for presenters.

- **Agency Letterhead, Envelopes, Postage:** for recruiting leaders and presenters and for communications with participating agencies.
- **Application Forms:** prepare an application form for recruiting participants (or use the sample in this publication, on Page 9).
- **Handout Package:** prepare a descriptive overview of your agency's objectives with Community Leadership to hand out to potential presenters and candidates. See the Sample Handout Package on Page 21.
- **Staff and volunteer time** to create and manage the project.

Step 3. Develop Your Recruitment Flyer and Application Form.

Initiate your recruitment activity. See the sample recruitment flyers and application form on Pages 8-9.

Step 4: Plan Community Leadership Sessions.

Choose the subject areas for the training sessions. For example, Knoxville-Knox County CAC uses following eight areas relevant to emerging leaders: Business/Economics, Education, Law Enforcement, Leadership, Local Business, Local Government, Media, and Social Services. For the areas selected, determine who in your community has the expertise, knowledge, skills, and resources available to work with your agency in producing the training session. Make a list for each area selected. The following are suggested contacts for eight areas:

Business/Economics

Authors of books on business, economics
 Chamber of Commerce representatives
 Keynote speakers of business conferences
 Presidents/CEO's of medium or large businesses
 Representatives of companies like IBM or AT&T
 Small Business Administration representatives
 University Business Department professors
 University Economics professors

Education

Authors of theory on education

Authors of educational materials
 Board Member of the County Commissioners
 National Education Association (local chapter)
 Principals
 Professors
 PTA representatives
 School District Supervisors
 Superintendent
 Teachers
 University Education professors

Law Enforcement

Crime prevention program leaders
 District Attorney

Highway Patrol
Judge
Marshall
Organizers of Neighborhood Watch
Patrolmen and patrolwomen
Police
Private investigators
Public Defender
Sheriff

Leadership

Administrators/CEO's
Authors of books on leadership
Baseball team owner
City Council members
Elected officials
Executive Directors
Football Coach
Managers of successful business(es)
Prominent community representatives
Yourself

Local Business

Better Business Bureau
Chamber of Commerce
Community Development Corporations
Large business owners
Manufacturers/Production companies
Medium business owners
Small business owners

Local Government

Agency Governing Board
City Council
City Planning Department
County Commissioner
County Council
Board of Supervisors
Mayor
Local legislators

Media

Disk jockey
Journalists
News anchors
Newspaper Editor

Public broadcast station managers
Radio personalities
Reporters
Station managers
Talk show hosts/hostesses

Social Services

Adult Protection Services
AIDS and HIV services
Alcoholics Anonymous
Alzheimer's Disease/Related Disorders Assn
American Red Cross
Animal Care and Control Shelters
Area Agency on Aging
Associations for the Deaf
Auditor General
Birth Control Centers
Boy Scouts of America
Boys' and Girls' Clubs
Catholic Charities
Chambers of Commerce
Children's Protective Services
Churches
Commission on the Status of Women
Community Development/Services Dept
Community Colleges
Consumer Affairs Department
County Veterans Affairs Services Office
County Dept. of Mental Health
County Mental Health Department
County Senior Employment Program
County Dept. of Public Social Services
County Adoption Services
Credit unions
Crime prevention
Drug abuse/prevention programs
Employment Development Dept Job Service
Environmental health services
Family planning
Fire Department
Foster care
Geriatric Assessment Center
Girl Scouts of the USA
Goodwill Industries
Guidance clinics

Hospices, Hospitals
Housing Authorities
League of Women Voters
Legal Aid Clinic
Meals on Wheels
Medical centers
Mentally Ill Homeless Programs
Municipal services
Non-profit programs
Non-profit organizations
Nutrition Centers
Pregnancy testing and counseling
Probation
Psychiatric Services
Public Safety
Public libraries
Redevelopment Agency
Refuse collection

Regional Poison Control Center
Relay Services
Retired Senior Volunteer Program
Salvation Army
School Districts
Self-Help centers
Senior Employment Program
Senior Information and Referral
Social Security Administration
Special Olympics
Spiritual Healing Centers
Suicide and Crisis Hotline
Transportation
United Way
Welfare
WIC Nutrition Program
YMCA/YWCA
Youth Authority Department

Step 5. Identify agencies/individuals to help you develop the letters.

Review the lists and select programs or organizations for collaboration with your agency. After each list has been narrowed down, begin contacting those selected to discuss potential collaboration with the Community Leadership project.

Suggestions for Networking

1. Call each contact person. Tell them your name, title, name of your agency, overview of Community Leadership, the reasons why they are being asked to present a Community Leadership training session, and what is expected of the trainers.
2. Offer to provide the contact person with copies of Community Leadership information, meeting minutes, agency flyers, handouts, etc. Ask them for brochures, flyers, and other materials about their organization.
3. Keep a log of each contact. Record the date, person, address, phone number, etc.
4. Determine the ability of the contacted organization to participate as a presenter in Community Leadership. If a firm commitment is not attainable, make a note to follow up in a few days or move on to the next organization. Note this in your log.

5. When talking with the contact person, market the benefits of presenting Community Leadership training sessions. Think of the Community Leadership project as a "service" you are "selling." Mention benefits like:
 - exposure to emerging leaders
 - increased status as a trainer of leaders
 - opportunity for providing community service
 - opportunity to connect and collaborate with your agency, etc.
6. For those who accept and become part of one of your Community Leadership sessions, send a letter of confirmation. See the Sample on Page 7.

Sample Telephone Script

Prepare a statement before contacting potential collaborators.

"My name is _____ and I am the _____ *(your title)* at the *(agency name. Do not use abbreviations or acronyms!)*. We are committed to fostering leadership in our community and have initiated a Community Leadership Project.

"The Community Leadership Project produces leaders by cultivating, refining, and furthering leadership skills. There are 12 one-day sessions throughout the year in which participants learn about the community, engage in leadership development activities, and attend training sessions to polish their own leadership skills. The sessions include topics of Education, Law Enforcement, Business Economics, Media, and more.

"We are asking you to present a training session on _____ *(topic. For example, Media.)*. Presenting the *(Media Day)* training session will allow you exposure to emerging community leaders, an opportunity to provide community service, and link your organization and ours in an effort to enhance community leadership. Presenters are asked to present training that provides participants with an understanding of _____ *(how local media operate, how to work effectively with the media, and how the media relates to leadership in our community)*. The Community Leadership *(Media Day)* training session will be held _____ *(date, time, location)*. Would you be a presenter for this session?

"I will be happy to send to you written information about the Community Leadership Project and about our agency. Do you have flyers or brochures describing your organization that you would send to me?

"Thank you. I look forward to working with you."

You can put your "program" together first and use it to attract a particular group of people, or you can begin recruitment of community leaders using more generic materials.

For those who accept and become part of one of your leadership training sessions, send a letter of confirmation. See the sample on the next page.

Sample Letter of Confirmation

Apple County Community Action Agency
101 North Main Street
Appleville, ST 10101



Dear _____:

The purpose of this letter is to confirm your participation as a presenter for the Community Leadership session Media Day to be held October 11, 200x at the KJET Television Station.

As we discussed, the purpose of your presentation is to provide participants with an understanding of how local media operate, how to work effectively with the media, and how the media relates to leadership in our community. Your presentation should last about one hour. Be sure to allow time for questions and answers and dialogue.

We will provide refreshments, a flip chart, and an overhead projector if needed. I have enclosed flyers, articles, and brochures that describe our agency and the Community Leadership Project.

The members of Community Leadership 200x appreciate your interest. Please let us know if we can assist you in preparing for your presentation.

Sincerely,

Your Name

Your Name
Your Title

The sample flyer and Community Leadership application form, as developed by the Knoxville-Knox County CAC, are presented next on Page 8. The pages that follow are actual agendas from the Knoxville-Knox County CAC Community Leadership Project. You should adapt them to fit the specifics of your program.

Leadership Nominations Sought!

Community Leadership is seeking applications for its first class. Training sessions are provided for current and emerging leaders representing low and moderate income neighborhoods. Individuals who work with agencies or programs which affect these neighborhoods are also encouraged to apply.

The objectives of Community Leadership are to:

- * Strengthen the capacity for leadership at the grassroots level.
- * Create a learning atmosphere which crosses economic, social, racial, and demographic lines.
- * Acquaint participants with formal and informal decision making channels.
- * Challenge and motivate individuals to become more involved in community affairs.

Thirty participants will be chosen representing various community, civic, religious, professional, and educational groups. Key factors in the selection process will be the interest and demonstrated community commitment of each potential participant. Those chosen will be asked to commit one day (sometimes half day) each month to the training project during its duration.

The program will begin with an opening reception on _____ and a full day retreat on _____.

Training sessions have been scheduled as follows:

Thursday, November 10

Thursday, March 9

Thursday, December 8

Thursday, April 13

Thursday, January 12

Thursday, May 11

Thursday, February 9

Wednesday, June 14

Most sessions will begin at 8:00 AM with a continental breakfast and dismiss at 12:00 PM. The November 10 and June 14 sessions will include lunch ending at 2:30 PM.

Some of the topics to be included in the Training program are:

Business/Economics

Local Government

Education

Law Enforcement

Social Services

Media

Local Resources

Leadership

Community Leadership is sponsored by _____.
Application forms are available at: _____, _____, and _____.

Any individual may apply or make a nomination. The application deadline is _____.

For additional information contact: _____ at (____) _____.

Community Leadership Application Form

Please complete all requested information. This information will be used in the selection process. If necessary, use additional paper.

Name: _____ Date: _____
(Last) (First) (Middle)

Address: _____
Street City State ZIP

Home Phone: _____ Business Phone: _____

List below the organizations and groups in which you are currently an active member:

If chosen, describe how your participation in the project would benefit the group or groups of which you are a member:

Describe why you would like to be chosen to participate in this project:

How did you learn about the Community Leadership program?

What is your occupation/place of employment? *(optional)*

Is there anything that would prevent your full participation in the project?

G Yes G No. *If yes, please explain:*

Will your schedule allow you to participate at the scheduled times for Community Leadership sessions? G Yes G No. *If no, please explain:*

Would you need transportation? G Yes G No.

* Age:

* Race: Black_____ White_____ Other

* Sex:

**This information is for statistical purposes only and your response is strictly voluntary.*

Signature

Date

Please return completed form to:

Your Name

Address

City, State, ZIP

Community Leadership: Sample List of Topics

Date		Location
09/15/05	Opening Reception	Candy Factory
10/13/05	Opening Retreat: Developing Leaders	East Street Center
11/10/05	CAA Day: Our Mission and 17 Programs	CAA
12/08/05		Bank of East Tennessee
	Social Services Day	
01/12/06		First Presbyterian Church
	Media Day	
02/09/06		Chamber of Commerce
	Business Economics Day	
03/09/06		City/County Building
	Local Government Day	
04/13/06		Bearden High School
	Education Day	
05/11/06		City/County Building
	Neighborhood Issues Day	
06/14/06		Second Presbyterian Church/ UT Faculty Club
	Closing Session	
Topic		

Opening Retreat

October 7, 200x

Purpose:

- 1) To acquaint Community Leadership 200x participants with each other, to encourage interaction; to create a feeling of togetherness and to produce an appreciation of the different backgrounds and perspectives represented in the group;
- 2) To stimulate interest and curiosity in what is to be discovered during Community Leadership.

AGENDA	
7:30 a.m.	Bus will depart from MLB Building, 2247 Western Avenue.
	Trivia Game - Gail Harris, Director, Office of Community Services
8:15	Arrive East Street Center. Continental Breakfast.
8:30-8:50	<u>Welcome and Introductions.</u> J. T. Ross, Executive Director, CAC Barbara Kelly, Deputy Executive Director, CAC
8:50-10:00	<u>History of Knoxville. . . A Perspective</u> Dr. W. Bruce Wheeler, Author and Professor of History, University of Tennessee.
10:00-10:10	Break.
10:10-11:00	Small Groups - "40 Questions" <i>(See next page)</i>
11:00-11:10	Break.
11:10-12:00 p.m.	<u>The Qualities of a Leader and the Challenge</u> Introduction of Speaker - Gail Harris. Speaker: Jerome H. Morton, PhD, Director, Little Tennessee Valley Educational Cooperative, Lenoir City.
12:00-1:00	Lunch.
1:00-2:30	<u>Intra-Group Development.</u> Leader: Dr. Gene A. Hayes, Professor and Chair, Recreation and Leisure, University of Tennessee
2:30-2:45	Break
2:45-3:15	<u>East Street Center: Its Mission, History, and Current Resources.</u>
3:15-4:00	<u>Trivia Game Answers; Evaluation/Conclusion;</u> Gail Harris.
4:00-4:30	Tour East Street Center.
4:30	Board Bus for Return to MLB Building

Opening Retreat Small Group Task

The purpose of this task is threefold:

1. To help refine the program format to meet your specific interests and concerns.
2. To create interest and enthusiasm for Community Leadership upcoming sessions.
3. To foster unity and communication among group members.

Following is a list of subject areas that can be used for question generation. This list is a guide. It is not necessary to formulate a question about all subject areas, nor is it necessary to confine questions to these subjects.

Arts
Business/Economics
Community Action
Crime/Law Enforcement
Economic Development
Education
Environment
Equality
Health Care
Housing
Knoxville's Image
Local Government
Local Resources
Media
Neighborhoods
Networking
Race Relations
Recreation
Social Services
Tourism
Transportation
Utilities
Volunteerism

Task:

Develop a list of 40 questions about our community. These questions will identify concerns and questions that your group would like to have Community Leadership address during the coming year. The questions should be specific. For example, "How many visitors come to the Great Smoky Mountains National Park each year and what impact do they have on our local economy?"

Work individually for 10 minutes. Then review your list with the person sitting next to you for 20 minutes. Add to the list and refine it as you go along. Then we will list ALL of the questions. There is no "right" or "wrong" response, there is only what you want to know about. Select a Recorder to record the questions and deliver the list to _____ during the retreat.

CAC Day

Wednesday, November 4, 200x

Page 14

Purpose:

- 1) To develop a better understanding of the Knoxville Knox County Community Action Committee's role in providing services to residents of Knox County;
- 2) To receive an overview of the CAC, its history, makeup, and uniqueness; and
- 3) To become more familiar with some of the various programs offered by CAC, and to meet some of the principals involved.

8:00 a.m.	Bus leaves Mechanicsville-Lonsdale-Beaumont (MLB) Community Center for Travel to South Neighborhood Center.
8:30-8:45	CAC South Neighborhood Center
8:45-9:15	<u>Welcome and Overview of "CAC Day"</u> , Harry Spencer, Manager, CAC West Neighborhood Center.
9:15-9:45	<u>CAC's Commitment to Community Leadership</u> , J. T. Ross, Executive Director. Slide Presentation about CAC.
9:45-10:00	<u>Overview of South CAC Neighborhood Center</u> , Joe Maloy, Manager.
10:00-10:30	Travel to O'Connor Senior Center.
10:30-10:45	<u>Tour of O'Connor Senior Center</u> , Ruth Petersen, Director, O'Connor Center
10:45-11:15	Travel to North Head Start Center.
11:15-11:30	<u>Tour of North Head Start Center</u> , Joyce Farmer, Director, Head Start.
11:30-12:00pm	Travel to Cansler Training Institute
12:00-12:15pm	<u>Overview of Private Industry Council (PIC)</u> , Vaughn Smith, Director, PIC.
12:15-12:45	Travel to MLB.
12:45-1:15	<u>Lunch - Senior Nutrition Meal for Congregate Sites</u> , Mary Sue Grady, Senior Nutrition Director.
1:20-2:10	<u>Overview of CAC Elder Services and Program</u> , Ruth Martin, Community Development Manager, Office on Aging
2:10-2:30	<u>Evaluation and Conclusion</u> , Harry Spencer. Bus returns to CAC South Neighborhood Center.

Social Services Day

Tuesday, December 8, 200x
Bank of East Tennessee

Purpose:

- 1) To become more aware of the local social service agencies in our community and to meet some of the principals involved;
- 2) To examine the issues of affordable housing and teen crisis as they relate to social service agencies and programs;
- 3) To provide participants with an opportunity to become more familiar with the local social services in our community through case studies.

AGENDA

8:00-8:25 a.m.	<u>Continental Breakfast</u> , provided by the Bank of East Tennessee.
8:25-8:30	<u>Welcome and Introductions</u> , Barbara Kelly, Deputy Executive Director, CAC; Greetings from the Bank of East Tennessee.
8:30-9:30	<u>Affordable Housing Panel</u> , Joan Blanton, Planner, Metropolitan Planning Commission; Lewis Holmes, ReMax Preferred Properties; William Powell, Human Resources Director, Knoxville's Community Development Corporation (KCDC).
9:30-9:45	Break.
9:45-10:45	<u>Teen Crisis Panel</u> , Charlie Gentry, Director, Child and Family Services; Carolyn Pearre, Director, Knox County's Center School; Peggy Hightower, Drug Abuse Prevention Specialist, Knox County Middle and High Schools.
10:45-11:00	Break.
11:00-11:50	<u>Case Studies</u> , Barbara Kelly. Participants will receive directories of Social Service Resources in the community. Small groups will have specific cases to consider as directories are used to identify local help available for specific needs.
11:50-12:00 p.m.	<u>Evaluation and Conclusion</u> , Barbara Kelly.

Media Day

Wednesday, January 13, 200x

Purpose:

- 1) To become more knowledgeable about the operation of our local newspapers, television and radio stations, and to meet some of the principals involved;
- 2) To become more knowledgeable about how to work effectively with the media; and
- 3) To provide a tour of a local television station for Community Leadership '93 participants.

AGENDA

8:00-8:25 a.m.	Continental Breakfast.
8:25-8:30	Welcome.
8:30-9:45	<u>Media Panel</u> , Moderator of Panel: Harry Moskos, Editor, Knoxville News Sentinel; Margie Nichols, News Manager, WBIR-TV, Channel 10; Rick Benjamin, News Anchor, WATE-TV, Channel 6; Colvin Idol, Consumer Action Reporter, WKXT-TV, Channel 8; Kim Hansard, Promotions Director, WEZK Radio.
9:45-10:00	Break.
10:00-10:45	<u>Practical Application: News Releases, P.S.A.'s, Talk Show Hints</u> , John Evans, Public Information Coordinator, Knox County Executive's Office.
10:45-11:00	Travel to Channel 20, Community Television of Knoxville.
11:00-12:00 p.m.	<u>Tour of Channel 20</u> , David Vogle, Tour Leader, Station Manager.

Business Economics Day

Wednesday, February 10, 200x

Purpose:

- 1) To receive an overview of the Knoxville-Knox County economy, its makeup, history, and uniqueness.
- 2) To develop a better understanding of the Chamber of Commerce's role in creating new jobs and maintaining existing jobs in the community.
- 3) To understand economic development as it relates to the wider community and our neighborhoods.

AGENDA

8:30-8:50 a.m.	<u>Continental Breakfast</u> , provided by the Chamber of Commerce.
8:50-9:00	<u>Overview of the Day</u> , Joe Maloy, Manager, CAC South Neighborhood Center.
	<u>Welcome and Introductions</u> , Jack Hammontree, President, Greater Knoxville Chamber of Commerce.
9:00-9:45	<u>Knoxville's Economy</u> , Dr. William F. Fox, Chairman of Economics, University of Tennessee at Knoxville.
9:45-10:00	Break.
10:00-10:45	<u>Panel: Economic Development Outlook for the Knoxville-Knox County Community</u> Melissa Ziegler, Executive Director, Development Corporation of Knox County; Susan Brown, Director of Economic Development, City of Knoxville; Jeanette Kelleher, Administrative Coordinator, Department of Community Development, City of Knoxville.
10:45-11:00	Break.
11:00-12:00 p.m.	<u>Panel: Chamber of Commerce</u> , Michael Magill, Senior Vice President of Economic Development; Chip Smith, Vice President of Governmental Affairs and Education; Anne Schmid, Vice President of Membership and Small Business Services

Local Government Day
Wednesday, March 10, 200x

Purpose:

- 1) To become more aware of the responsibilities of City and County Government and to meet some of the principals involved.
- 2) To develop a beginning level of understanding as to how our government is financed.
- 3) To become aware of how elected officials interact and best receive information from their constituents.

AGENDA

8:15-8:45 AM	Continental Breakfast.
8:45-8:50 AM	<u>Homework Assignment for Education Day</u> , Telinda Jackson.
8:50-9:00 AM	<u>Welcome and Introductions</u> , J. T. Ross, Executive Director, CAC.
9:00-9:45 AM	<u>Discussion with Our Knox County Executive</u> , Dwight Kessel.
9:45-9:55 AM	Break.
9:55-10:40 AM	<u>Discussion with Our Knoxville Mayor</u> , Victor Ashe.
10:40-10:50 AM	Break.
10:50-12:00 PM	<u>Panel of Local Legislators</u> , Panel Moderator: Frank Leuthold, Knox County Commission; Jack Sharp, Vice Mayor, Knoxville City Council; Wanda Moody, Knox County Commission; Larry Cox, Knoxville City Council; Rudy Dirl, Knox County Commission. <u>Closing</u> , J. T. Ross.

Education Day

April 14, 200x

(See next page for Homework Assignment)

Purpose:

- 1) To develop a better understanding of the Knox County School System's role in creating and maintaining a quality system of education in our community.
- 2) To receive an overview of how education is financed, how the school system's staff is organized, and how priorities are set.
- 3) To acknowledge the responsibility of community leaders to work together to promote quality education in all sectors of our community.

AGENDA

7:15 a.m.	Depart from MLB Building; travel to Bearden High School.
7:45	Arrive at Bearden High School. Breakfast in Library/Media Room.
8:00-8:05	<u>Welcome and Overview of the Day</u> , Harry Spencer, Manager, CAC West Neighborhood Center.
8:05-8:50	<u>Discussion with School Administrators</u> , Allen Morgan, Superintendent, Knox County Schools; Sam Anderson, Vice Chair, Knox County School Board.
8:50-9:00	<u>Nutritional Planning</u> , Mary Queen Wilson, Supervisor, Knox County Schools Food Service.
9:00-9:55	<u>Panel: Education in the 90's</u> , Moderator of Panel: Dr. L. M. DeRidder, Professor of Educational Counseling Psychology (Emeritus); Andrea Hughes, Parent/Teacher Organization, Community Representative; Sarah Simpson, Assistant Superintendent of Instruction; Madeline Rogero, Board of County Commissioners
9:55-10:10	Break.
10:10-10:50	<u>A Principal's View of Education</u> , Dr. Alvin Scott, Principal of Bearden High School. <u>Tour of Bearden High School</u> , Debra Bean, Assistant Principal; Eddie McLemore, Assistant Principal.
10:50-11:55	<u>Panel: Promotion of Quality Education and the Role of the Principal</u> , Moderator: Margaret Maddox, Board of Education, Knox County Schools; Henrietta Grant, Principal, Austin-East High School; Dr. Anita Padial, Principal, Lonsdale Elementary School; Dr. Emily Walker, Principal, Alternative Center for Learning.
11:55-12:00 p.m.	<u>Evaluations</u> , Harry Spencer

Education Day Homework Assignment

Education Day is the topic of the session of Community Leadership on _____. In preparation for that day we have developed a homework assignment of visiting a school outside the area you live in. During that week, your objectives are:

1. To develop a better understanding of the School System's role in creating and maintaining a quality system of education in our community.
2. To receive an overview of how education is financed, how the school system's staff is organized, and how priorities are established.
3. To acknowledge the responsibility of community leaders in working together to promote quality education in all sectors of our community.

The principals of your assigned schools are prepared for your visits during the week of _____. Your responsibility is to contact your principal to schedule a two-hour morning or afternoon visit. If additional assistance is needed, contact: _____.

Attached is a folder containing information on the local School System, along with:

1. Listing of assigned schools
2. Locator map
3. School Survey/Questionnaire

*Optional assignment: If your schedule prevents you from visiting your assigned school, you may attend one of the meetings or facilities listed below:

Education Day School Survey/Questionnaire

Name _____ of _____
School: _____

Date: _____ Time _____ of _____
Visit: _____

The Survey/Questionnaire has been formulated to assist you in the observation of your school visit. Please note: participants who are unable to visit a school may use this survey/questionnaire by selecting the questions suitable for the optional assignments.

1. Are the philosophies/objectives clearly expressed in the motto and mission statement of the educational experience you have selected?

Q Yes. Q No. Please explain:

2. Please describe your overall impression as it relates to quality education.

3. In your review of your visit, what was your impression of the following:

A. Facilities/Environment (atmosphere, maintenance, etc)

B. Student Body (conduct/decorum, morale, cooperation, class participation, class objectives, on task, etc.)

Please return completed Survey to:

Name
Address
City, State, ZIP

Neighborhood Issues Day
Wednesday, May 12, 200x
(See next page for Class Assignment)

Purpose:

- 1) To become more knowledgeable about the different courts and law enforcement services as they relate to neighborhood residents.
- 2) To become aware of resources available to local neighborhoods through the Department of Community Services of Knox County and the City of Knoxville.
- 3) To become more knowledgeable of resource tools and services available to community groups through the Knox County Public Library system.

AGENDA

7:30-8:00 AM	<u>Welcome and Overview</u> , Pat Crippins, Manager, CAC East Center.
8:00-9:00 AM	<u>The Courts of Knox County</u> , Judge Bob McGhee, Sessions Court Moderator; Judge Kay Kaserman, Knox County Juvenile Court.
9:00-9:15	Break.
9:15-9:25	<u>Sign-Up: Myers-Briggs. How Personality May Relate to Leadership</u> , Telinda Jackson.
9:25-10:00	<u>Law Enforcement Services and How They Relate to Neighborhoods</u> , Sheriff Tim Hutchinson, Knox County; Captain Day, Criminal Investigation Commander (CID), Knoxville Police Department.
10:00-10:15	Break.
10:15-11:15	<u>Neighborhood Services Providers</u> , Suzanne Sebert, Director, Knox County Community Services; Laurens Tullock, Director, City of Knoxville, Department of Community Development; Patricia Watson, Director, Lawson-McGhee Library.
11:15-11:20	Break.
11:20-12:00 p.m.	Class Picture.

Neighborhood Issues Day Class Assignment
Riding in Police Cars

Assignment Dates: _____

Neighborhood Issues Day Objectives:

- 1) To become more knowledgeable about the different courts and law enforcement services as they relate to neighborhood residents.
- 2) To become aware of resources available to local neighborhoods.
- 3) To become more knowledgeable of resource tools and services available to community groups through the Public Library system.

For our next Community Leadership session, "Neighborhood Issues Day," a class assignment of riding in police cars has been planned from _____ through _____. This assignment is a privilege extended to our Community Leadership class by the City Police and is available as a ONE TIME OFFER. Each class participant may ride for a minimum of two hours to a maximum of four hours. Listed are three shifts with time frames of which you may pick for your scheduling convenience:

<u>Morning</u>	<u>Afternoon</u>	<u>Night</u>
*6:30-10:30 am	*2:00-6:00 pm	*9:45-1:45 am
8:00-12:00 pm	6:00-10:00 pm	1:45-5:45 am
9:00-1:00 pm		

* These time frames include the opportunity to observe Roll Call for the shift.

During the breaks or after today's session, enter your name on the large Sign-Up Sheet. Only three people may sign per shift. THERE IS A LIMIT OF ONE CLASS MEMBER PER POLICE CAR.

Please note: Due to the complexity of scheduling, it is necessary that you honor your scheduled shift and time frame. Attached is a reminder card on which you should record your shift and time. If you are unable to keep your commitment, please contact us within 48 hours prior to your appointment, between the hours of 8:00 AM and 4:30 PM. It will not be possible to reschedule.

Plan to arrive at the police station at least 15 minutes before your scheduled time. This will give you time to sign the required release of liability form and be ready to leave at the scheduled time. We appreciate your participation and cooperation in this assignment.

Appropriate Dress: Comfortable clothes, tennis shoes, and jacket.

Closing Session

Tuesday, June 15, 200x

Purpose:

- 1) To assess one's leadership style.
- 2) To gain information about how to work effectively with others by using the diverse talents of group members.
- 3) To assess the overall experience of Community Leadership.

AGENDA

8:15-8:25 a.m.	Continental Breakfast.
8:25-8:30	<u>Welcome and Overview of the Day</u> , Gail Harris, Director, Office of Community Services.
8:30-9:30	<u>Myers-Briggs or Other Leadership Inventory: A Tool for Understanding Your Own Strengths and Appreciating the Gifts of Others</u> , Peggy Wirtz, Program Development Specialist, Office on Aging.
9:30-9:40	Break.
9:40-10:40	<u>Continuation: Leadership Styles and Working Effectively with Others.</u>
10:40-10:50	Break.
10:50-11:10	<u>Pictorial Review</u> , Gail Harris.
11:10-11:30	<u>Leadership in Our Community</u> , Marsha Shields, Director, Volunteer Services at Lakeshore Mental Health Institute.
11:30	<u>Closing</u> , Gail Harris.
11:45	Departure to University of Tennessee Faculty Club for Graduation Luncheon.

Sample Handouts

Community Leadership Project Goals

The Community Leadership Project grew out of a commitment to 1) develop leadership capacity at the grassroots level, and 2) to provide opportunities for individuals to share common concerns in an environment which crosses economic, social, racial, and demographic lines. This fits into an overall strategy of "Helping People Help Themselves," which is a capacity building approach to community development. The Community Leadership Project was first developed by the Knoxville-Knox County Community Action Committee with funds awarded from Hands Across America to deal with the causes of hunger in America.

Community Leadership does not have to address any particular problem or issue. The purposes are to:

- train leaders to bring together others at the neighborhood level;
- to identify issues of significance;
- to plan the needed solutions; and
- to initiate actions in pursuit of their solutions.

Another focus is to nurture the environment in which this kind of networking and problem solving can grow and develop across the economic, social, and ethnic lines that often separate people.

Sample Evaluation Form: Specific Session
Business Economics Day

The purpose of this session was:

- 1) To receive an overview of the local economy, its makeup, history, and uniqueness.
- 2) To develop a better understanding of the Chamber of Commerce's role in creating new jobs and maintaining existing jobs in the community.
- 3) To understand economic development as it relates to the wider community and our neighborhoods.

1. Please rate your overall reaction to the session (check one):

<u>very poor</u> (1)	<u>poor</u> (2)	<u>average</u> (3)	<u>good</u> (4)	<u>excellent</u> (5)
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Please explain briefly the reasons for your rating:

2. Please rate the following 1 through 3, with 3 being the highest:

A. Breakfast

<u>1</u>	<u>2</u>	<u>3</u>
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B. Facilities

<u>1</u>	<u>2</u>	<u>3</u>
----------	----------	----------

C. Speakers:

	<u>1</u>	<u>2</u>	<u>3</u>
--	----------	----------	----------

	<u>1</u>	<u>2</u>	<u>3</u>
--	----------	----------	----------

	<u>1</u>	<u>2</u>	<u>3</u>
--	----------	----------	----------

	<u>1</u>	<u>2</u>	<u>3</u>
--	----------	----------	----------

	<u>1</u>	<u>2</u>	<u>3</u>
--	----------	----------	----------

	<u>1</u>	<u>2</u>	<u>3</u>
--	----------	----------	----------

	<u>1</u>	<u>2</u>	<u>3</u>
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Sample Evaluation Form: Community Leadership Project

1. Please rate your overall reaction to the Community Leadership Project (check one):

<u> </u> very poor (1)	<u> </u> poor (2)	<u> </u> average (3)	<u> </u> good (4)	excellent (5)
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Please explain briefly the reasons for your rating:

2. Please rate the following 1 through 3, with 3 being the highest:

A. Application Process	<u> </u> 1	<u> </u> 2	3
B. Transportation Arrangements	<u> </u> 1	<u> </u> 2	3
C. Speaker Selection	<u> </u> 1	<u> </u> 2	3
D. Content of Presentations	<u> </u> 1	<u> </u> 2	3

3. Which of the sessions were most valuable to you? Please rank the sessions below in order of preference, with 1 as the highest and 8 as the lowest.

<u> </u>	Business/Economics
<u> </u>	Law Enforcement
<u> </u>	Local Resources
<u> </u>	Local Government
<u> </u>	Social Services
<u> </u>	Leadership
<u> </u>	Education
<u> </u>	Media

4. Please provide additional comments about the Community Leadership Project on the lines below:

Attendance Policy

1. **You** are the most important part of Community Leadership. Learning from one another is an essential part of the Community Leadership experience.
2. Community Leadership participants who miss more than two sessions will not be eligible to receive a certificate of completion in June of this year.
3. If you must miss more than two sessions you are encouraged to continue to participate and make an arrangement to make up the missed sessions next year. You will receive your certificate and be listed with the Community Leadership alumni as soon as the make up is complete.
4. In order to get "credit" for the session, you must attend the entire session.
5. Arriving late and/or leaving early will count as one-half day absence.
6. All of our Community Leadership presenters are busy people who volunteer their time to Community Leadership because they believe it is important. If you must arrive late or leave early, please be as unobtrusive as possible.
7. Community Leadership participants are asked to follow a one question rule. That is, there is a limit of one question per person until each person with a question to ask has the opportunity to do so. If time allows we will go around again.
8. Homework assignments are given as part of some topics. Homework assignments are not mandatory and no credit is deducted if homework assignments are not completed. These assignments are in addition to training and may not be substituted for a regularly scheduled session. Under no circumstances should you consider missing a regular session because you were unable to accomplish the homework assignment. The assignments are planned to enrich your leadership training experience and your cooperation is appreciated.

Guidelines for PresentersError! Bookmark not defined.

You are an important part of the Community Leadership training experience. Participants are eager to learn from you and to ask questions.

1. Plan to arrive a few minutes before your scheduled presentation. If the continental breakfast or break is scheduled before or after your presentation, you may want to plan sufficient time to visit informally with class members at those times.
2. Please keep to the time allocated for your presentation. The question and answer sessions are an important part of the program. To make sure there is time for questions, we use a flip sign with one minute and TIME designations.
3. Community Leadership participants are asked to follow a one question rule. This is a limit of one question per person until each person with a question to ask has the opportunity to do so. Then if there is time you can take additional questions.
4. If you are planning to use visual aids, display materials, or have a large number of handouts, contact _____ for arrangements.
5. Please provide information about yourself suitable for a brief introduction. Send or fax the information to:



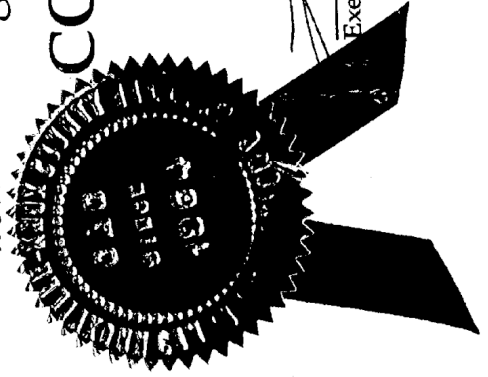
KNOXVILLE-KNOX COUNTY COMMUNITY ACTION COMMITTEE

CERTIFICATE

Awarded to **David M. Walker**
in recognition of your leadership and commitment to progress
in our community and the welfare of its citizens; and in
acknowledgement of your completion of the training course of

COMMUNITY LEADERSHIP '92

This eleventh Day of June, 1992




Executive Director


Board Chairperson

Additional Guidelines, Suggestions, Ideas

1. The Community Leadership project is affordable. Knoxville-Knox County Community Action Committee has run this project for under \$3500 per year. And they have run it for eight years.
2. We recommend that you provide participants with the Community Leadership Project evaluation form at the beginning of the project. Ask them to keep the evaluation form with them and refer to it after each session. See Page 23 for a sample Project evaluation form.
3. You may choose to prepare a separate evaluation form for the specific sessions. See the sample session evaluation form on Page 22. We recommend that you provide participants with this evaluation form before that session's activities begin.
4. The focus of Community Leadership is to advance the people of your community to positions of leadership and empowerment. The candidates selected for participation should be those in a position to assist with the enhancement of services to and enhancement of the lives of the disadvantaged, those in poverty, and low income families.
5. Community Leadership is a project that is most successful when it runs repeatedly over the years.
6. Celebrate graduation! Throw a party with refreshments, certificates of achievement, acknowledgements, and words of encouragement.
7. The Myers-Briggs Personality Indicator is a recognized assessment of personality type. You can use the Myers-Briggs Personality Indicator or other "Leadership-style Inventories" to help people gain insights about their approaches to issues. Although it has been suggested that an inventory be administered at the beginning of the project, Knoxville-Knox County CAC recommends that this be done last, perhaps just before the closing session.
8. You may adapt the samples in this publication, especially the application form, or you may create your own.
9. The agendas are provided as examples. Adapt them to your needs. Schedule the training sessions to best suit the needs of your agency and the participants' schedules.
10. When coordinating Media Day, talk with journalists, editors, and/or newspaper reporters about running a full page article on the graduates at the end of the year's project. A photograph of each graduate with brief description, including title, should be submitted to the newspaper as soon as it is available.

11. We want to hear your Community Leadership story! Let us know how the project goes.
Write to: Jim Masters, Center for Community Futures, P.O. Box 5309 Elmwood
Station, Berkeley, CA 94705.

Special thanks to Barbara Kelly, Deputy Executive Director, and Telinda Jackson of the Knoxville-Knox County Community Action Committee for their assistance, materials, and dedication to leadership.

Appendix A: ADVOCACY

From _____ by _____

ADVOCACY AND TECHNIQUES

Advocate is both a noun and a verb. A person who is an advocate is a friend, a helper. To advocate means to speak for. The CAA Board advocates, or speaks for the poor in support of them, their needs or interests. The Board can support and reflect the will of the poor where the poor are not likely to be heard. Lowincome people must be allowed and encouraged to speak for themselves, and assisted to learn how to effectively advocate for their own interests. The CAA can provide that assistance.

Why Advocate? In advocating, the Board:

- * Sets an example for the poor.
- * Supports the efforts of the poor.
- * Brings about institutional understanding and change.

Where to Advocate? It may take place at:

- * Meetings of civic, social and church groups and local governments.
- * In interviews with the media.
- * At places of work and sessions of business and professional organizations.
- * At nonpartisan rallies and other legal gatherings.

Advocacy Principles. Advocacy must be carried out:

- * In the best interests of the poor.
- * In accordance with applicable statutes and regulations, unless you are prepared to pay the consequences of intentionally violating those rules.

Advocacy Techniques. Techniques include:

- * Individual or group action.
- * Negotiating.
- * Publicizing a need for change.
- * Publicizing successful efforts and programs.
- * Stimulating and supporting legislative changes.

B. Advocacy and public policy.

Advocacy can be non-controversial, and it can be controversial.

Advocacy implies a desire or request for change. Other people may or may not agree with the need for the particular change, and some people simply do not want any change of any type, period.

Advocacy can be controversial if it involves techniques that some find undesirable, such as picketing, leafleting, or other forms of direct action, whether the purpose of the advocacy is seen as valid or not.

Advocacy can be accepted on behalf of an individual but become controversial if pursued to benefit a whole group or community.

Some people simply do not like the personalities of people who are outspoken or who criticize existing institutions.

Advocacy can be controversial if it is perceived that it is being supported with public funds. Some people feel that their tax funds should not be used to pursue changes in society or to provide services to individuals unless they personally agree with those changes or purposes. Some CAAs make sure that only non public funds are used to support advocacy efforts.

In most situations, the legal limits as to what a CAA can do with public funds to promote advocacy are far wider than what the general public perceives. You can win in the courtroom but still lose in the arena of public opinion. These are trade offs that need to be weighed.

This is an area where individual board members can often be more effective as advocates than paid staff. The Board member has a constituency. They are not paid with public funds. They are leaders, and can exercise leadership on an issue in ways that a staff person could be criticized for doing.

The fear of controversy alone should not in and of itself be the reason for avoiding advocacy. In fact, change often involves controversy. There are, however, practical limits on the number of issues on which change can be sought at any one point. It takes time to build the agreement needed to secure change. It takes resources. Most CAAs find that they can sustain only one or two major social change efforts involving controversial advocacy at any one point in time.

Nobody wins them all, but a nonprofit agency that takes on more issues than it can handle, or that loses most of them, may be perceived as "just a troublemaker" or as ineffectual.

Appendix B: ELEMENTS OF GROUP DEVELOPMENT

By Elizabeth K. Rath, with input from Frank Johnson, Anne Collins and Kathi Fisher.

Team building is an on-going process that enables a group with a given task to work together more effectively. This chapter lists some of the questions that groups ask of themselves as they form.

1. Getting Ready to Work Together

Who are we?

- * What information do we need to know about each other?
- * What do we want to learn?
- * What personal resources do we each bring to this team?

Why are we here?

- * What are our hopes and concerns for this team?
- * What do we want to get from our participation?
- * What support do we want?

2. Who Called Us Together?

- * Who are we accountable to?
- * Who will be affected by our work?
- * Where do we fit in the overall organizational plan?
- * What are the ground rules?

3. Where Are We Going?

- * What is our purpose? Goals? Task?
- * Do we all understand them in the same way?
- * What are our priorities?
- * Who has information about the task?
- * Do we need more information? From whom?

4. How Will We Work Together?

- * How do we want to function on this team?
- * Who wants to do what?
- * Who will chair our meetings? Do we want a rotating chair?
- * Who will be the recorder and record our decisions?
- * What other roles do we need?
- * How will we make decisions?

- * What is our agenda?
- * How much time do we have? When will we begin and end our meetings?
- * How often will we meet? When next?
- * How will we communicate with others?
- * How will we deal with conflict?
- * When/how will we evaluate our process at the end of each meeting? throughout the meeting?
- * Who will do what before the next meeting?

5. Reflecting On and Evaluating Our Work

- * How well are we working together?
- * How do we feel about the work we are doing?
- * Are we spending enough time on our maintenance needs?
- * How are members held accountable for tasks they said they would do?
- * What is the trust level of the group?
- * Are we listening to one another?
- * How well do we handle differences?
- * Is everyone encouraged to participate?
- * What do we need to do differently?

Appendix C: GROUP NEEDS AND MEMBER FUNCTIONS

By Elizabeth K. Rath, with input from Frank Johnson, Anne Collins and Kathi Fisher.

There are three areas of need operating simultaneously in every group/team. They are group maintenance needs, task needs and individual member needs. It is important for every group/ team to find some way to balance all of these needs so that the team can work effectively together. No one person can be expected to meet all of these needs. The success of the group/ team often depends on the members' ability to share responsibility for performing the needed functions. This shared leadership uses the resources of more members, and stimulates creativity, higher group morale, interest and concern.

The following is a list of the group maintenance needs and some of the functions that can be performed to meet these needs.

1. Maintenance Need:

Every team has the need to hold together and to strengthen, support and maintain the working relationships of its members.

Member Functions that Meet the Maintenance Need

Harmonizer: Works to reduce tension between members by requesting people to explore differences.

Gate Keeper: Works to help others get into the discussion and to keep communication channels open.

Encourager: Is warm, friendly and responsive to others; praises others for their ideas and contributions; reinforces risktaking behavior.

Tension Reliever: Eases tension and makes work more fun by joking, suggesting breaks, and by proposing fun approaches to the work.

Compromiser: Offers a compromise which yields status when own idea is involved in a conflict; will admit error and will modify own position in the interest of group cohesion.

Standard Setter and Tester: Asks group if it is satisfied with its procedures, norms and standards.

Evaluator of Emotional Climate: Asks members how they feel about the way the group is working and about each other; shares own feelings.

2. Task Need

Every team has the need to do a meaningful job.

Member Functions that Meet the Task Need

Initiator: Suggests ways to proceed; proposes tasks or goals; defines a group problem and suggests ideas for solving a problem.

Information and Opinion Seeker: Asks for facts, ideas, information, opinions, feelings, feedback or clarification of suggestions.

Information and Opinion Giver: Offers facts, opinions, ideas, suggestions, and relevant information to help group discussion.

Clarifier and Elaborator: Interprets ideas or suggestions, clears up confusion, defines terms, indicates alternatives and issues before the team, presents examples and develops meanings.

Summarizer: Pulls together related ideas or suggestions and restates and summarizes major points discussed.

Reality Tester: Examines the practicality and workability of ideas, evaluates alternative solutions and applies them to real situations to see how they work.

Consensus Tester: Asks if the team is nearing a decision, checks with members of the team to assess how much agreement has been reached.

3. Individual Need:

The members of every team have their self-needs which are brought to the group and influence their interaction.

Member Functions that Meet Individual Needs

Awareness: What is your body telling you? Where are your tension points?

Owning: Acknowledging to yourself the sources of your tension.

Deciding: How much do you want to share now and how much can you shelve?

Leveling: Letting others know what's going on in you stating what you think, feel, want.

Confronting: Telling other people the effect their behavior has on you.

Asking for Clarification: Letting others know when you are unclear about something.

Listening: Really paying attention to what others are saying.

Checking Out: Finding out whether others understand things they way you do.

Recommitting Yourself: Deciding to "get in there" and work on the task.

When the task need is not met and when the task functions are not performed, the task will not get done. When the maintenance needs and the individual needs are not met, the team members will often demonstrate some behaviors that are not helpful and which also keep the team from accomplishing its tasks.

Behavior that Keeps a Team from Accomplishing Its Task:

Aggressive: Criticizing or blaming others, showing hostility against the group or an individual.

Blocking: Interfering with group process by going off on a tangent; giving personal experiences unrelated to the problem, arguing too much without hearing others.

Withdrawing: Acting indifferent or unconcerned; being passive or not involved in the team task in an attempt to remove the source of uncomfortable feelings.

Competing Trying to produce the best ideas; talking the most; attempting to be the most popular.

Dependency/CounterDependency: Leaning on or resisting anyone in the group who is or represents authority.

Appendix D: Improving Group Functioning: A FRAMEWORK FOR ACTION

By Elizabeth K. Rath, with input from Frank Johnson, Anne Collins and Kathi Fisher.

Process is concerned with what is happening between and to group members while the group is working. Group process focuses on how a group works/interacts together rather than on what it talks about. Group process or group dynamics deals with morale, feeling, tone, atmosphere, influence, participation, decision making, leadership, etc. Looking at group process entails making observations about group behavior, getting the facts, and developing and offering guesses about what the behavior means. Feedback to the group would be a threestep process: (1) Share observations; (2) ask members how they feel/what they think and what they think they should do about observation; and (3) offer your guesses about what the behavior means.

The following are some observation guidelines to help you analyze group behavior.

Participation

- * Look for differences in the amount of participation among members.
- * Who are the high participators? Low participators?
- * Is there any shift in participation did the low participators become active or did the high participators become quiet? What is your guess about a reason for this interaction?
- * How are the silent people treated?
- * Who interrupts? Who gets interrupted?
- * Who talks to whom?
- * Who keeps things going?

Influence

- * Who is always listened to and/or followed?
- * Who is never listened to and/or followed?
- * Is there a struggle for control of the group? What impact does this have on group members?

Styles of Influence

Autocratic:

Does anyone try to get his/her own way? Does anyone try to block group action when things aren't going his/her way? Does anyone try to act as a judge of other's behavior?

Peacemaker:

Does anyone work to support group member decisions? Does anyone work hard to avoid conflict, to keep things calm? Is anyone only willing to give positive feedback?

Laissez faire:

Does anyone receive attention by staying uninvolved? Is anyone withdrawn, uninterested, apathetic? Does anyone demonstrate an "I don't care" or "It doesn't matter" attitude?

Democratic:

Does anyone try to include everyone in a group discussion and decision? Is anyone open to negative feedback and criticism? Does anyone try to deal with conflict in a problemsolving way?

Types of Group Decision Making

* Selfauthorized: Does anyone make a decision and carry it out without checking with other group members?

* Handclasp: Do any two or more members join together to get "their" decision? How does it impact the group?

* Cliques: Do decisions seem to be made by some group members outside of the regular meeting and then acted on at subsequent meetings?

* Baiting: "We all agree, don't we?"

* Majority: Is there evidence of a majority pushing a decision through over other members' objections?

* Unanimity: Is there pressure for everyone to agree/ conform?

* Plop: Does anyone make a contribution that does not receive any recognition or response from the group? What impact does this have?

Consensus: Is there any attempt to get all members participating in decisionmaking?

Group Atmosphere

* Is there an attempt to suppress conflict? Are there efforts to keep everyone happy?

* Who seems to prefer conflict? Does anyone seem to enjoy provoking others?

* Are people involved and interested?

Membership

- * Are there subgroups?
- * Are there "insiders" and "outsiders?" How are they treated differently in the group?
- * Do some members move in and out of the group? Is there any body language that might suggest that? Can you guess at reasons for this shift in and out?

Feelings

- * What signs of feelings do you observe in group members?
- * Does anyone seem to want to block the expression of feelings, especially negative feelings? How is this done? Is it done consistently?

Norms

- * What standards or group rules seem to be operating?
- * Are there certain topics that cannot be discussed (e.g. sex, religion, the leader's behavior, etc.)?
- * Are group members overly polite? Are only positive feelings allowed? Do members agree with each other too readily? What happens when members disagree?
- * Are there norms about the kinds of topics that can be discussed or the kinds of questions that can be asked?

Appendix E: GROUP DECISION-MAKING

EXECUTIVE TRAINING SEMINAR

(Adapted from Robert Balke's Formulations)

No one of the different decisionmaking methods listed below should be considered better, or more important, than another. Each has its use at the proper time, and that selection option is up to each group. There is, however, a very important word of caution: each distinct method has certain consequences for future group operation. The group (or Board, committee, task force, etc.) must understand these consequences well enough to be able to choose a decisionmaking method appropriate to the group's purpose, mission and goals. IN EFFECT, A GROUP'S FIRST DECISION IS MOST LIKELY TO BE THE SELECTION OF A METHOD OR A PROCESS FOR MAKING FUTURE DECISIONS!

1. Decision by Lack of Response ("The Plop")

The floor of many group meeting rooms is completely covered by ideas, statements, motions, etc., that have "plopped." Someone has proposed something, and this has been followed by discussions, other proposals, more ideas, perhaps some argument, then more suggestions, until, finally, the group settles on one it will act on. All the others have simply been bypassed in a common decision not to support them, making the proposers feel that their suggestions have "plopped." In this process, endurance and persistence can prevail!

2. Decision by Authority Rule

Many groups set up a power structure or start with a power structure in which one person (occasionally a small group) makes the decisions. All the others in the body, meeting, board, committee, etc., can and do contribute to ideas, suggestions, recommendations, discussions, but stop short of making the actual decision (selection of one of the ideas) and look to the authority person or small group to determine the final step. This process is usually more rapid, and may actually be more efficient (in terms of the group's energy input versus the output). However, quite often the group discovers that none of its ideas, etc., is selected, and something quite different is opted for by the authority person (chairperson, leader, president, etc.). This usually causes problems when the group faces the implementation phase of the decision it did not help choose. The group must be aware ahead of time of this potential consequence of the authorityrule decisionmaking method. This process is often seen at work when a larger group or board allows the "Executive Committee" to make final decisions in the interest of expediency, or because of geography, or some other obstacle.

3. Decision by Minority

Feeling "railroaded" into making a decision is one of the most common complaints of group/board members. One person can "railroad" a decision by preempting the buildup of opposition to his or her idea(s). A small group, no more than 3 individuals, can be very effective in controlling the discussion in a larger group. Quite often individual's silence in a public gathering is construed as consent or acquiescence, even agreement. When questioned later in private, many individuals will

state their opposition to the "railroaded" action, or at least express complaints about the tough, organized, sometimes "strongarm" tactics, but the decision stands. When objection is actually voiced, you will hear: "Everyone had a chance to speak up. You did, too! You could have disagreed." The trap is the assumption that silence is consent.

4. Decision by Majority Rule: Voting and/or Polling

This method is the most familiar primarily because it reflects our political system. In its simplest form, each individual opinion is sought after an agreed-to period of discussion, often on the pros and cons of an idea, either in an informal poll, or in a more formal process of asking for votes for, votes against, and abstentions. On the surface, this method, which we so often take for granted as the only way to proceed, has several consequences peculiar to it that the group must contend with.

- a. The process itself creates two camps: those for something and those against it. This has a tendency, when repeated often, to form coalitions; the Winners and the Losers. The Winners are preoccupied with implementing what they won. The Losers become preoccupied with winning the next confrontation. The group must recognize this pitfall and ensure a climate that will prevent it.
- b. Minority members in this process (The Losers) come to feel misunderstood, incapable and resentful. They become angry and combative, naturally. Majority members (The Winners) grow to feel increasingly capable of conducting the group's business (without the Losers, which makes it easier). They also grow in power. It is possible for a group or Board of 25 members, who only require 13 present to constitute a quorum, to be ruled by a majority (Winners) of 7, thereby leaving 6 minority (Losers) and 12 others wondering what happened.

5. Decision by Consensus

This is probably the most effective group decisionmaking method. It is also the most timeconsuming. It is important to note that consensus is not the same thing as unanimity. Consensus does not demand that everyone in the group agree. It does require that everyone have a full opportunity to express their real (no hidden agendas!) feelings about an issue, accept that each has had an effect on an ultimate decision, avoid formal protocols (vote taking, roll calls) and test the "Sense of the meeting." When it appears that most favor a particular alternative, and those who oppose it accept that they have had a fair opportunity to influence the others, then a consensus exists. It is a psychological state that can be expressed as follows: "I know how most of you feel about the issue and what you would like to do about it. I personally would not do that, and I feel that you understand what my alternative would be. I have had sufficient opportunity to sway you to my point of view but clearly have not been able to do it. Therefore, in the interest of the group, I will go along with what most of you want to do." This attitude is a commitment not to act negatively or attempt to sabotage the implementation phase of the decision. Again, it is the most timeconsuming process, but a group that has learned to function this way is the most effective of all.

6. Decision by Unanimous Consent

This method is the most perfect of all decisionmaking methods, and the most difficult to attain. Unanimous consent means everyone truly agrees on the course of action to be taken by the group. The group itself must decide when, and in what kinds of issues, matters, situations it would require unanimous consent. Most often, it is not necessary to achieve unanimous consent in order to conduct a group's business effectively, and it would have a tendency to be highly inefficient. There are goals that groups can get unanimous consent for, but most often the problems arise over how the goals are to be achieved. Because a group can achieve unanimous consent for a specific goal, it must not assume that unanimity (or even consent) will last throughout the whole process of reaching that goal.

Appendix F: CONDUCTING MEETINGS

CONDUCTING A MEETING

A. PURPOSES OF BOARD MEETINGS

1. To hear about progress in the achievement of the various objectives of the organization.
2. To hear reports of Board committees and to make policy decisions, where required, based on committee reports.
3. To make policy decisions.
4. To inspire Board members toward greater service.
5. To provide a vehicle for Board members to meet Board members, and for Board members to meet staff.
6. To maintain control over the organization and to give guidance to committees.
7. To legitimize.
8. To communicate.
9. To coordinate.
10. To organize.
11. To plan.
12. To meet legal requirements for Board meetings.

Adapted from Conrad, William R. and William R. Glenn, The Effective Voluntary Board of Directors, Chicago: Swallow Press, 1976.

Developing an Agenda

An agenda is a list of things to be accomplished it provides an order of business for the group. In a way, its like having a map because it shows you where you must begin, what tasks you must complete, and where you will end up. Meetings that are run without agendas are likely to stray, last forever, or waste a lot of time.

A typical agenda format follows:

Agenda

Executive Board Meeting

_____ Agency

_____, 20__

1. Call to order and opening ceremonies.
2. Roll call.
3. Reading of the minutes and their approval.
4. Treasurer's report.
5. Standing committee reports.
6. Ad Hoc committee reports.
7. Unfinished business.
8. New or postponed business.
9. Acknowledgement of visitors for remarks.
10. Set date for next meeting and adjournment.

If the group follows this sort of agenda, business may be conducted out of order only when the group votes to suspend the rules.

Four methods of building an agenda follow.

METHOD #1 Leaderbuilt

The first method sees the leader (perhaps the chairperson or the chairperson in cooperation with the Executive Director and staff) build the agenda. The leader identifies what topics will be confronted and assigns these topics to an order or sequence. The leader also may assign time limits to the topics on the agenda.

METHOD #2 Group Input Leaderbuilt

The second method follows a similar format; however, it is developed somewhat differently. This process seeks input from some or all board members. Usually, a deadline is set, and topics must be submitted by that date.

The leader then creates an actual agenda listing the order of business and all topics to be discussed. The leader assigns priorities. And, if it's the group's custom, the leader assigns time limits (limits of debate or discussion) for each topic. Essentially, the format would be the same as or similar to the format described in Method #1.

METHOD #3 Groupbuilt

A third method departs from tradition significantly in that it is totally democratic and totally a product of the total group effort. In this instance, the leader and group members built an agenda together on the night of and at the beginning of the Board meeting. Naturally, some tasks (reading of the minutes, for example) are routine so only the main part or "meat" of the agenda is developed.

In this case, the leader lists all of the topics suggested by anyone in the group on a chalkboard or large piece of newsprint. When everyone is satisfied that all pertinent topics have been identified, the group then ranks the topics in the order of their intended discussion and budgets the amount of time to be spent on each item.

METHOD #4. Public Agencies

Most public CAAs have rules that apply to public bodies in terms of how items get on the agenda, and some items must be considered over two meetings, etc.

Checklist for Leading a Meeting

Planning

	Yes	No
1. Were members notified about the meeting time, place, and topic?	_____	_____
2. Was an agenda prepared or planned?	_____	_____
3. Are the physical arrangements adequate?	_____	_____
4. Will seating arrangements encourage listening and discussion?	_____	_____
5. Were staff members, outside experts, or community leaders invited as needed?	_____	_____
6. Is there factual or background material available?	_____	_____
7. Are visual aids available and in place?	_____	_____
8. Is something planned to break the ice before the meeting starts (coffee, a group exercise, etc.)?		

Conducting the Meeting

9. Did I announce the agenda topics?	meeting by:
10. Was my introduction:	a. following the agenda?
a. too long?	b. recognizing members who wished to speak?
b. relevant and to the point?	c. using parliamentary procedure?
c. adequately informative?	d. insisting that members stick to the issue at hand?
11. Did I toss the discussion ball to the group?	e. preventing a few people from dominating the meeting?
12. Did I control the order of the	

Yes No

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(Conducting the Meeting, con't)

13. Did I keep the discussion moving by:
- a. allowing sufficient time for each topic?
 - b. pointing out repetitions or digressions?
 - c. clarifying confusing points?
 - d. bridging ideas together?
 - e. pointing out differences of opinion?
 - f. drawing out quiet members?
 - g. redirecting questions to other group members?
 - h. expressing appreciation for individual contributions?

14. Were my leadership techniques:
- a. aimed at bringing out reasons, opinions, and causes?
 - b. designed to bring out and tolerate all shades of opinions?
 - c. presented objectively and without bias?
 - d. brief, timely, and to the point?
 - e. fair and tactful with all members?

15. When I put a motion to a vote or made a summary of the discussion, did I:
- a. cover all the points agreed upon?
 - b. state the full motion?
 - c. point out both sides (benefits, issues, disadvantages) of the question?
 - d. point out the consequences?

Yes No

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____

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_____	_____
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_____	_____
_____	_____
_____	_____
_____	_____

Evaluating the Meeting

	Yes	No
16. Was the meeting attended by all members?	_____	_____
17. Did the members arrive on time?	_____	_____
18. Did the individuals work as a group?	_____	_____
19. Was the contribution of each member recognized and evaluated?	_____	_____
20. Were the conflicts resolved into a common understanding?	_____	_____
21. Were issues approached with an open mind?	_____	_____
22. Were possible solutions checked?	_____	_____
23. Were any important aspects overlooked?	_____	_____
24. Was much time wasted?	_____	_____
25. Were personal interactions cooperative and in keeping with each member's worth and dignity?	_____	_____
26. Did everyone leave with a clear understanding of their "homework assignments" or other responsibilities?		
27. What conclusions did the group reach?		
28. What could I have done better?		

Appendix G: Newspaper Clippings