The Creative Volunteer Community

a collection of writings
by Eva Schindler-Rainman D.S.W.

Vancouver
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Centre

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F. General Texts

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United Way
Member Agency

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PREFACE

These collected writings span three decades and numerous subjects. Yet they are knit together by recurrent key themes.

The first is a dedication to volunteerism. Throughout this book, as throughout her career, Eva Schindler-Rainman demonstrates her commitment to the view that, through volunteer action, we can move mountains of defeat, doubt and despair. With this power, she believes, even "the restraint era can be humanized".

A second unifying view is that a changing world presents us not with problems but possibilities. Change is seen as generating continual challenges—and challenges, at the hands of this activist author, are always opportunities to build a better society: "The crisis can be one of opportunity, especially if the people involved are also involved in the evaluation and planning of change".

Another recurring note is an appeal to creativity in attacking the problems of volunteerism. This may take the form of empowering low-status persons, inventing new forms of shared leadership, recruiting the very young, embracing "temporariness", expanding co-production, building 24-hour programs, flattening organizational pyramids, or blending volunteers and professionals in fresh ways.

A companion theme is that of collaboration. And, consistent with the call to creativity, this collaboration is to be extended to all potential partners including unions, professional associations, governments, corporations, and whatever other institutions can be enlisted in the cause at hand. Accordingly, "the helping professions need to work on developing skills in the connection business". Collaboration is even seen to extend to adversaries: "One of the changes that has to happen in our communities is that we have to get the opposition into our ventures".

The theme of collaboration leads on to one other: management. Dr. Schindler-Rainman emphasizes that, to reach their potential, coalitions must be focussed through shared goals, mobilized through appropriate structures, coordinated through solid plans, and guided through regular feedback.

Perhaps the essence of this book is best captured in a keynote speech delivered, fittingly, to a Canadian audience: "Lucky are we who have choices: to create, to change, to collaborate, and to celebrate; to celebrate that we are living in turbulent, challenging, and changing times". The reader will find here a celebration of volunteerism by one of its most distinguished leaders.

Mel S. Moyer,
Professor of Marketing,
Co-Director of Voluntary Sector
Management Program
York University, Toronto

INTRODUCTION

Articles are stimulating to read and interesting to think about. However, in order to move towards excellence of practice in managing volunteers and voluntary programs, it is important to be able to put ideas into action. To encourage this process, I have made a few suggestions at the beginning of each of the three parts, Reaching Out, Utilizing the Forces of Change, and Making Boards and Meetings Work. Hopefully you will build a lot of other educational - training - learning ideas into your programs, but perhaps these suggestions will be a launching pad for you.

Eva Schindler-Rainman D.S.W.
Los Angeles, 1986

Reaching Out

Part I

The ideas presented in the section on **Reaching Out** have to do with going beyond where we are now, both in terms of programs and the kinds of people we are involving as volunteers. Certainly this becomes particularly important as our communities change, and we have multi-cultural forces at work. There are people who are young, middle aged and older, men and women, persons of different educational backgrounds, persons with different values and social mores and differences beyond this. The most important thing to think about is the beauty of difference and the challenge of opportunity of reaching out to persons who have heretofore perhaps not been involved at all, or not been involved very much in causes they believe in, or not been involved in improving the quality of life so that it will be closer to the way they would like it to be.

In addition to the newcomers to our community there are many new populations available to the volunteer world, and they include the at risk populations. These are people who might be physically, emotionally, or socially handicapped in some way or other. These may be unemployed persons, or persons who have been retired early, or persons who are looking for new or different challenges and people with whom to work and to whom to relate.

It is important to know who the populations are in any of our communities whom we have not reached and to think about how to connect those with us, and us with them. Also, we have to think about the people we may already know in these communities or populations who might become connecting links, or volunteer recruiters, or persons who help us learn how to recruit and work with persons different from ourselves.

Ideas for training sessions include the training of volunteer recruiters through role playing. It has been found very useful for people who are going to go out and talk to people unlike themselves to practice in a role playing setting where it is safe to learn different ways of how to do that. This may be telephone recruiting and touching, or it may be trying to talk through a closed screen door, or it may be being invited in and being offered some strange-to-the-recruiter beverage or food, and learning how to partake of those without showing one's discomfort. Sometimes it helps to pair an experienced with a new person in order to help the new person to become an effective volunteer.

Here are some **creative exercises** that might be built into training sessions:

1. **The Unusual Uses Test:** This is an exercise where you hold up a usual item, such as a shoe, a ruler, a hammer, or a cooking pot, and you ask the group to list all the things they can think of that the item could be used for.

(a) They call out the uses, and thus begin to get comfortable with both in and off the wall ideas, and the fact that all ideas are "go". You can move from there to:

(b) What would be the consequences, if all volunteers in our community went on strike? Then list all those in much the same way.

(c) Then maybe you can proceed to:
All the ways to reach out to connect to new populations and/or new communities.

2. Another possibility would be to have people either write individually or talk in trios about "how I came to be a volunteer and what can we learn from it".
3. Another possibility would be to have small groups discuss and jot down on large sheets of paper "what turns me on about volunteering" - "why do I do it"? And then talk about how to translate that to recruiting potential volunteers.

Some **questions that might be asked here** are:

1. Who do we want to recruit whom we do not now have in our population?
2. What is our community really like?
3. How is our community changing?
4. How can we utilize people different from ourselves as consultants to us?
5. What are all the things volunteers could do in our various systems?
6. What are all the ways we could recognize the contributions of people who help us?

Refer to the Appendix "**From Goals to Action**".

These are some ideas to get you started. Be sure you plan any kind of learning/teaching sessions together with some of the people who are going to attend those meetings. People who are coming always have ideas about what they would like to learn and how best to do it, and they can be of help to those of us who are doing the planning.

1. RECRUITING AND TRAINING INDIGENOUS LEADERS IN LOW-INCOME AREAS

A ground work needs to be laid for this presentation. Such words as "disadvantaged" and "culturally underdeveloped" do not really adequately describe persons living in poor neighbourhoods. Therefore let us make assumptions to clarify our thinking.

WORKING ASSUMPTIONS

First: A person can be disadvantaged regardless of his social or economic background. It does not necessarily follow that because somebody lives in a low-income area, or even in a substandard house, he is disadvantaged culturally or even educationally. In describing the people in certain neighbourhoods, we too readily identify the appearance of the neighbourhood and the people in the same way.

Second: There are more disadvantaged people in low-income areas than elsewhere because certain things, like poor education, follow from economic disadvantage. Poor people are not able to avail themselves of a whole variety of opportunities readily open to others.

Third: There are more minority-group people in low-income areas, and, therefore, there are more minority people who are socially, educationally, economically, or culturally disadvantaged. They are not necessarily disadvantaged in all these ways at the same time.

Fourth: It is important really to know the area in which you are going to work. You have to roam through it and get to know it, not only its geography, its alleys and its byways and its highways, but the people. Until you do, you really cannot connect with the people.

Last, these areas have had few and poor private and public services, poor housing, poor education, poor resources, and often poorly trained professional personnel. Therefore the disadvantaged youngsters in these low-income areas are caught in a trap. Their self-image has been damaged, and so has the self-image of the adults who live in these areas.

People who live under such conditions, even though a variety of opportunities may be available to them, cannot take advantage of the opportunities. In order to take advantage of something, you have to know it exists. If you know it exists, you must feel you are wanted, and then can make use of it. Let me give you an example.

We know a family which lives only two blocks from the Health Center. The Visiting Nurse came along and said to the family, "Your children should be inoculated. For goodness sake, you live only two blocks away from the Health Center, why don't you go there"? The mother said, "We do? Where is it"? It was pointed out to her, and she said, "Oh, I've gone by it many times, but I didn't know what it was, and I certainly didn't know it was open to me". The Public Health Nurse then had to explain in great detail the available services and make clear that they are available to her and her family.

Opportunity can be here and a person can be near it, but something has to connect the person with the opportunity or resource. If you have a poor self-image and if you are very busy keeping your home, house, and clan together, you really do not have time to be aware of the opportunities, even if they are right around the corner.

SLEUTHING IN CLOSEUP

What then is the "sleuthing process' in this whole business of getting local people involved? We found some mighty interesting places to meet, greet, and recruit people. For in order to know a community, you need to talk with people in places other than at meetings.

You might try the local **laundromat**, during either daytime or evening hours. At different times of day you find different people—young mothers in the afternoon. Or you might stand or sit at a **bus stop** where senior citizens gather to look at the sun and talk to each other, but you need to be around enough so that you can begin to really hear what their concerns and worries are. The **local grocery stores** often are real gathering places. Notice if the local grocery store has a **bulletin board** on which you can put a notice. And in reading notices already there, you will learn much about the neighbourhood, and the kind of services and goods they wish for, and the kind of goods and services they have to offer.

Another rather handy spot is the **local post office**. This is not only a place where people gather, but if you get to know the local postmaster, or some of the postal clerks, you can find a goldmine. These people know the community and know who might help you find volunteers. After all, the mailmen go down the same streets every day and know quite a lot about people.

Or try the **waiting room of the local Health Center**. There we met a whole group of young mothers from a housing project who were just dying to get connected with local organizations and did not know how to do so. Soon they engaged us in conversation: "Why are you here"? "What do you do"? And we got to talking about what they do and what would they like to get involved in, and so we found a marvelous place to recruit young mothers, especially during certain hours of the day. You have to know what groups the health centers serve, and at what hours of the day you can reach different age groups of people. The public health adult educator and the public health nurse can also be very helpful contacts.

Other spots where we have been able to find some very interesting and interested volunteers are **parent education classes** and **health classes** of all kinds at the local adult schools. If you attend somewhat regularly, and have an understanding with the instructor, the group will build up some connection with you. Sooner or later, class members talk to you about what they can do in the community besides worrying about their kids. And there you are to say, "Fine, let's line up some things you can do".

Another source is other **adult education classes** offered through the local adult evening school. You will find, for example, such classes as practical nursing, and English for the foreign-born. Again, you cannot just go once and make a little speech about "Here I am, you lucky people, I'd like to recruit you". But rather you have to go for a series of weeks so that they get to know you just because you are another human being who cares and is interested in people. What happens is that pretty soon instead of your having to make a speech trying madly to recruit somebody, they'll ask you "What do you do"? "How come you're here every week"? "Do you live around here"? And then it is up to you!

CHANGE YOUR APPROACH

Your approach has to be different in these areas; you may have to change your ways of work. Low-income neighbourhoods have some different characteristics than middle-class neighbourhoods, and one of them is the informality and the warmth that you will experience, once you are "in". It takes a while to get in, and getting in has nothing to do, really, with what you look like or what you wear or the kind of car you drive. It has to do with whether or not people feel that you really care. All the other accoutrements fall away, and somehow you must communicate that you really care.

Let me give you an example of something that happened to me: In one neighbourhood in a leadership training series I was conducting, someone said: "Well, we decided last night you're straight". I took a long look at myself and asked "Where am I straight, what are they talking about"? Then I said to one of my friends, "Could you please interpret this for me"? Well, being "straight" for this group meant, "You're all right". "You're in". "We don't have to test you any more". The jargon was new to me, and I was willing to ask about it, and so received an explanation. Learning the language is most important.

Important in all this is that you have to **be** there. You have to be visible. Letters will not do it, and notes and announcements will not do it, but you can connect if you are there, and, only if you are there for the whole meeting. Don't try to pop in and out. If you cannot stay, this is not the day for you to be at the meeting. Even if you get to make a pitch, you need to be around afterwards to answer all the informal questions, and to clue in and cue in with people.

There are other spots where you can find volunteers in these areas, such as **parents' groups**, and you will find that there are many local parents' groups without any banner. They may not be called the P.T.A. but may be called the Local Parents Improvement Committee for the Inter-section of 120th and Central Avenues, for example. Or it might be just the local improvement club that is trying to get the trash carted away from one given block. It is very good to get to know these kinds of informal local parents groups formed for specific purposes, because often they fall apart when a particular task is finished, and if you can find them before they disintegrate, you may have a nucleus group of volunteers.

There are also **church groups**. They may be a little different from the church groups you know. They might be informal church groups that have coffee after church service, or perhaps they get together to keep the church clean. They may or may not have officers, but they are usually interested in other activities in the community besides the local church.

Another marvelous source of finding out what the organizations of the community are, and especially those not on the usual Chamber of Commerce list, may be the **local Savings and Loan Associations**. They often produce directories of local churches and organizations. If they do not have a printed directory, you will often find, especially with the new Savings and Loan organizations, a public information officer who will sit with you and tell you some of the key people and key organizations in the area.

Another very interesting group may be a **senior citizens group** that has no title or formal organization. But often, there is a group of senior citizens who meet regularly, sometimes in the local park, sometimes at somebody's house, and sometimes in a church. In one group, for example, the members are not anxious to get a title and they do not want training because they think they have lived long enough so that they do not need it—but they are quite willing to offer services. For example, they are willing to hostess all kinds of community meetings; they are now going to help with an agency open house. This group is an example of how people need to help in their own way.

The National Council of Negro Women is an excellent source for leadership, even though these women often do not live in the area. They are usually the teachers, the secretaries, the professional women who serve in the area. Their organization has many wonderful subcommittees whose members are willing to help both financially and with leadership skills. They are anxious to do this in a helpful and visible way.

There are also a whole series of **political associations**, and it is important to become familiar with these. For example, in East

Los Angeles, one of the most powerful organizations is the M.A.P.A. (Mexican-American Political Association). And you need to know who its leaders are, what segment of the population they represent, and what they stand for, though it is not necessary to agree with their platform.

Often **policemen** will help you too, especially in those areas where there is still a policeman who walks a beat. They know the area and they know it not only in terms of its delinquency but also in terms of its strengths.

Probation officers and **parole officers** who may be active in a community are another source. They not only know some of their youngsters who may need service, but they also will know the families.

The director of the local housing project is usually a gem. He will know the people in the housing project who would like to be active or who might be contacted as leads to others.

Let me give you an example of a lady in a housing project in Los Angeles. She attended one of the "Operation Leadership" series. Every Tuesday night, she was there, and everybody was amazed at how regularly she attended. Finally, I said, "Why are you all so surprised"? "Well, Mrs. So-and-so is pretty fond of wine, and by this time of night she usually isn't able to come to meetings". So when we had the evaluation session and asked people what they learned in "Operation Leadership" she spoke up and said, "You really want to know what happened to me"? I said, "Sure, I'd love to know". She said, "Well, on Tuesdays I don't drink at all anymore, because I want to be able to come to the "Operation Leadership". It was important that she gathered enough strength to come and participate. She got a big ovation, and she has since become the president of the Parents' Council in her particular Housing Project. Now, think of all the associated learnings, and of the things this did for her children and for her neighbours. And it all began with "I'm going to get to that class sober, or else", and she always did. There's another interesting point here. Middle-class people drink too, but they would never admit this in an evaluation session. This is one of the real differences I have found—this kind of directness.

HELPFUL APPROACHES IN TRAINING

Now, what about actual training? What are some of the things you need to think about? Let us say you have sleuthed and that you have recruited some people interested in serving in a variety of capacities. One of the most helpful things to do is to get a local planning committee together. They meet once or twice with the trainer to talk about what they would like to see happen in the course. They talk about what their needs are, and they know this much better than the trainer.

It is important to **start the training with the concerns the par-**

ticipants have about the job they are to do. At the beginning, they really need not know the structure of the program, or its philosophy. This comes later, because they develop interest in these things as they get some security about where to start with the girls. Planning with, rather than planning for: that is the key to the success of the training.

It is also important to **look at what you are going to call your training**! "Look, Cook, and Learn" or "Operation Leadership" or whatever. Perhaps you can ask the people what they would like to have the training called. You will find that in some neighbourhoods they would like to have it called a "course", and they would like to have the teacher called "teacher". Mostly, you will find, however, that informality is preferred. It must not be like school at all.

Another thing that helps is to locate a **facility that is not threatening**, preferably not a school. It is well to ask that, "Where would you like to meet"? You will find that there are some favorite spots and while they may not be ideal for training, never mind. If they are comfortable and accessible, this is much more important. We have met in basements of churches, and have met in long narrow rooms, we have met in rooms that are cold and rooms that are too warm. But somehow they have to be comfortable and familiar places for people to go and meet, and then all other factors fall away.

The **seating arrangement** should not remind them of school either. Informality is important, and the seating must be carefully planned. Often group members can help plan and do this arranging before the meeting. The people want no connection with a situation like school which tells you something about the methods you use and the visual aids you make available. There needs to be enough signs and symbols that if people cannot read, their self-image is not damaged.

We also found that if the course has some **visibility in the local papers**, this helps, not so much before it gets started, as after it gets started, perhaps naming some of the people who are in it with maybe even a picture of them. Perhaps some clippings can be put up at the local market and post office so that people can see what is happening.

Another thing needed before the training is **personal follow-up**. For example, the day of the training, it may be well to call the people up and say, "Gee, we're looking forward to seeing you tonight. Do you have a way to come"? "No, I don't but I was planning to come". "Well, we'll see to it that you get picked up". Now, this may sometimes mean that you do the picking up, if you cannot find somebody to do it. Often this is necessary only once. Often it is a matter of their testing, or being scared, and then saying, "If they want me that much, I guess I'll have to go". There are lots of dynamics involved in this, but the follow-up is terribly necessary. The fact that somebody has said he will come to the training does not mean he will turn up. And this is perhaps a difference. In some low-income areas there isn't the same value placed on being places on time, or just on being there, even if you said you would come. Something else came up, you had a flat tire, or the television program was interesting! What is so important, especially the first time? Especially if you don't know what you are getting into and if you have a certain amount of fear of it. Therefore the personal contact is vital to the success of the program.

Recognition by the trainer when members arrive is important. Let them know how delighted you are to see them. It is really fine to spend time greeting and meeting people, name-tagging them, and helping them find a place to sit. Or you might have greeters, meeters and seaters, and even if you have to start a little later, you will find that this is well worth it. If people really feel comfortable and welcome and a part of the group, they are more ready to learn. Try to make name tags before the first session, because often there is self-consciousness either about not being able to write or about not being able to write well. And certainly you do not want to put people on the spot.

It is helpful to **eliminate titles**. So you are an Executive Director, or Field Director, or whatever; it does not mean very much to this group. Titles do not make people, but often they produce social distances that you neither want nor need. Usually a first and last name on a name tag are enough.

Another helpful training technique is **matching before each session** with some of the course members, for purposes of training them to be discussion leaders that evening, if you are going to have small group discussions. "Before" may not be very far before, but at least, earlier than the rest of the people come. Or you might meet with them to help them learn how to take notes, or make coffee, or hostess. You can build this in as an "inner kind" of training, to develop leadership within the group by teaching people to help you as part of the training course. This often proves to be exciting, because the participants enjoy it so much.

One of the things to watch is that you are **flexible about how your instructions are heard**. This is often no different in low-income neighbourhoods than it is anywhere else. But often we give "lovely" instructions. Sometimes these are not even written, and then we expect that everybody will respond in the same way. They do not. For example, recently we gave some instructions to ten table groups. Members were asked to introduce themselves to each other, and to tell their favorite hobby. They then were asked to introduce each person at the table to the total group. And every table did it differently. And then we reflected on how different people hear things differently, and it was great fun.

Another training maxim is to start **where people are**. For instance, you might ask such questions as "What are your questions about girls? What would you most like to talk about tonight? What happened this week that "bugged" you? What happened this week that worked well"? In this way the course content comes from the group and meets the members' **present** needs.

If you are using **resource people**, be sure that you meet with them beforehand, so that not only are they prepared for the group, but you can prepare the group for the resource person. For example, in one "Operation Leadership", we had invited the local police captain and someone representing the recreation department, because there had been many complaints about a local recreation facility, and about the way the police handled youngsters in the area. We met with these two resource people for dinner and told them that the questions would be quite direct and also warned them a little about what the questions were going to be. At the same time, before we began, we established some ground rules with the group, so that instead of attacking these two gentlemen, they would be asking questions to which they could get answers. And it was a perfectly marvelous session. The recreation department man finally said to the group: "We really didn't know these conditions existed. We will certainly do something about them". And somebody popped up in the back of the room, saying, "Well, Mr. M. that's fine. When are you going to do it"? "Oh", he said, "this weekend". "That's fine. We'll see Eva next Tuesday night, and we'll tell her whether you did it or not". He said, "Fine, you do that". The interchange could be so free and informal because Mr. M. had been prepared, and he was not on the defensive. The same thing happened with the police captain, who, incidentally, has now become a member of the agency board because he got so interested in its "doings".

A GOOD LOOK AT TRAINING METHODS

There are a vast variety of training methods you can use. A few might be enumerated, and if you do not have skill in these, it might be important to include them in your next in-service training plan.

Probably the least effective method is the **straight lecture**. Learning through doing is much better. **Role Playing** works very well, and you will find it easy to get people in low-income areas involved in role playing. They think this is a "ball", and whether you role play being a discussion leader, or chairing a first meeting, or whatever it happens to be, this technique is a good one provided you know something about it.

Panel participation, with the trainer as the thread man, is another good way of learning. It also works well to let people speak up right from their tables or places about something that they have witnessed.

Total Group participation, both in small groups and large groups, is very important. For instance, if a group's arrival time varies, it is well to have some involvement plans ready for them from the time they come to the time the official meeting begins. These plans might include discussion of a problem in a small group, or sitting with the trainer to discuss what they have been doing in the past week. Something needs to happen so they really get involved the moment they come in, instead of standing around and wondering what is going to happen next.

Much **small group work, particularly problem-solving,** is another method. The way to start is with one simple task. For example, list all the things they know about eight-year-olds. And when they have looked at these and reported back, then you assign the next task. This is much better than long group meetings with complicated instructions.

It is important to get some feedback on whether or not your assignment is clear. "Did it make sense"? And somebody will invariably pop up and tell you it did not make any sense at all. Now they may not have been listening, or you may have used poor language. Then you say: "Okay, let me try it again".

Use **films** rarely. Use them only if you preview them. There are not very many good training films that really picture the life of the people with whom you are working. Most of the films are made by middle-class producers for middle-class audiences. For example, they show houses and dens, and everyone is well-dressed, and usually all the characters are Caucasian. If you use films, including the Camp Fire Girls Scrollfilms, get a local group to preview the film with you. And they will give you some hints about what they think is way off beam, or what they think makes no sense, or what they have questions about. And then you can use it constructively in discussion. Be sure that whatever you do, you are comfortable with the method.

Demonstration is a very good method to use. Bring in girls, perhaps, who might tell about an experience.

Games are probably easier to use with these groups than with anybody else. For example, all the communication games go over very well. Another example: We developed a game about how to build an agenda. We gave the people a whole list of things that might be on an agenda for a meeting, and had it all scrambled, and gave them a sheet of paper, and said, "Now here are all the items. How would you put them together, and why, and in what order"? And then we looked at all the ways in which an agenda could be built, and they really had a wonderful time.

The rumor clinic, if you have ever used it, is appropriate. It helps people learn how communication takes place, or does not.

Music can be used. At one of our meetings, music was on when people came in. Folk music might be used. This leads to conversation about it. Then, you might suggest that they could use this record with the girls, and how they might use it, and when it might be of most interest.

Recognition of people when they have finished a particular course is important. We have designed certificates which simply says: Mrs. XYZ has completed the First Camp Fire Girls Training Course. And there is a gold seal and the trainer's signature, and there is great to-do made over the giving out of these certificates. In visiting the homes of some of the people who took courses, I have seen the certificates on the wall, often framed.

One last thought on **publicity**. In the low-income areas we must be the most helpful people ever, but also be sure that the local people get the credit, and not we. This is one of the things to which people in "target areas" are particularly sensitive. It behooves us, in voluntary organizations particularly, to make sure that the person doing the job gets the publicity, and not those of us whose job it is to help them learn how to do this.

These are some of the kinds of things we have learned. They are applicable to middle-class neighbourhoods, but they are most easily learnable in low-income neighbourhoods. It is a challenge and it is exciting. Volunteers can be found anywhere. We just need to sharpen our skills in finding them, helping them, and working with them.

2. THE MODERN CONSULTANT—A RENAISSANCE PERSON

The world is in transition—moving from the no longer to the not yet! This is an exciting time to be alive and active as an organizational consultant. Challenges to be creative, innovative and helpful face every consultant who has the opportunity to make a difference in the lives of people in small, medium, and large public, voluntary, business, and corporate systems.

As the world is in transition, so are the organizations that carry out the world's work. The people in these systems find themselves in the midst of profound changes caused by a combination of societal trends and shifts that are intra- and inter-organizational. Many call on consultants to help in some ways.

In order to be a modern, skillful, knowledgeable and useful consultant it becomes imperative to be aware of the changes and the concomitant challenges, and to continuously learn and expand one's consultation repertoire.

The new consultant needs to be many things, including:

philosopher
diagnostician
enabler
partner
supporter
risk taker

advisor
creator/innovator
and visionary

As I see it, consultants function in a variety of ways:

1. full time inside a system;
2. outside of one or several systems on a full to part-time schedule and from a one time or short-term to a regular ongoing basis;
3. as a connector between systems or in collaboration with persons inside the organization, or as part of an inside-outside consultant team.

The purposes of consulting vary, but may include educational efforts, diagnostic activities, prescriptive ideas, alternative ways to make changes, ongoing support and feedback, creating evaluative tools or processes, and short- and/or long-term strategic planning.

There are some qualities and qualifications necessary and helpful for the "now" and "future" consultant.

1. *Clarity of personal values and knowledge of self.* This should help one determine with whom to work, and what kinds of organizations and missions take priority for the consultant. This assumes that the consultant has a choice and makes it on the basis of understanding the potential client and client systems, as well as being clearly in touch with her/his strengths, skills, limitations, likes and dislikes. Every consultant can probably help some person or system, but every consultant can not help everybody equally skillfully or usefully. It is important to know when to tap into or refer to the resources of others in addition to one's own.

2. *Sensitivity to and understanding of the beauty of differences.* There are different people and different organizational cultures, life styles, background experiences, belief systems, ways of work, and value systems. People from many different cultures and countries inhabit the work places. Organizations are traditional, old, experienced and successful, as well as newly established, reorganized, struggling, in the process of change; decentralizing or centralizing; heirarchical or flat structured; autocratic or participative in ways of work and communication, with a wide variety of leadership patterns and planning and decision making practices. Acceptance of and comfort with differences is of paramount importance.

3. *Flexible, creative diagnostic skills and insights.* Change and transition demand that the consultants be open to and appreciative of each new situation, making an effort to design and tailor the consultative intervention to the particular situation, at a given point in time, with the particular people in a given culture. The consultant must take into consideration his/her skills and resources, and the available time, money, material, and human resource budgets of the system, in order to achieve

carefully jointly defined outcomes, goals and/or products.

4. *Ability and willingness to take risks.* Often what worked in one system or situation won't work with a different client system. Sometimes adaptation is possible, but rarely adoption. So the question becomes: what kind of an intervention needs to be developed here that will achieve the agreed upon goals and objectives? There are packages and instruments which may be useful as they are or with some adaptations. But often it is necessary to create new and/or different processes, methods, instruments, and ways of work. It is helpful for the today-tomorrow consultant not to be totally dependent on one or two heretofore successful intervention strategies and packages.

5. *Awareness and understanding of economic changes and pressures being experienced in and by many systems.* These changes may be due to decreased income, excessive efforts to join the information society (large capital outlays), rapid, not carefully planned growth, outdated products or services, changes in leadership and decision makers, governmental or other institutional regulations and/or deregulations, etc. Creative interventions, by the consultant, that suggest humanistic ameliorations are usually deeply appreciated. This may include tapping into other funding sources; reorganizing the work force; and developing bartering or coproduction projects and different ways of organizing, valuing and utilizing time, money, material, environmental, and human resources.

6. *Development of an appropriate balance of dependence, interdependence and independence* between consultant and client. Just as individuals and groups change over the course of a lifetime so do relationships between consultant and client or client system. As a relationship or relationships develop, trust between the involved persons hopefully develops also. It is of paramount importance that a consultant engenders trust, can be counted on, and "you know where he/she is coming from". There usually is some degree of dependence on the consultant at the beginning of a client-consultant relationship, but surely, as interdependence develops and new skills are learned by the client or client system, the client must be helped, supported, and encouraged to move to independence with the consultant available when needed but at a decreasing rate until and unless new conditions, problems, and/or challenges arise.

7. *Ongoing improvement of verbal, non-verbal, written, and media communication skills.* The consultant to be successful must understand "the management of meaning" . . . Consultants often influence decisions of how ideas, changes, and directives will be communicated to the rest of the system. Knowledge about a vast variety of communication methods and media is important. But perhaps the most important skill for a consultant is to be an effective, sensitive communicator. This means ongoing development and feedback encouraged by the consul-

tant in order to keep learning and improving in this complex area. Also, it is important to learn about and understand work trust levels and "languages" of the client system. These vary tremendously.

8. *Enjoyment of and an "up" attitude* about the tasks and challenges presented to the consultant. The consultant who takes on the problem and stress orientation of the client can not be nearly as effective as the consultant who focuses on images, possibilities for action and visions of alternative scenarios while accepting that the client may be in pain. Adequate information about the past and present must be collected, but the consultant's orientation usually should be proactive rather than reactive, while remaining realistic about both the extant problems and possibilities for dealing with them.

9. *Life-long professional development,* tool sharpening and change is a must for all professional persons. A modern consultant must continually be "in training"—learning, adding understandings, skills, and knowledge to remain on the cutting edge of the complex, ever changing political, societal, economic, social and professional arenas that affect present and potential client systems.

10. *Contributions to colleagues, to organization development* and change and to the field of micro and macro systems interventions are important. Persons who are consultants with organizations and communities can help each other, recognize each other, plus contribute to each other and to the field if they are willing to risk communicating via the spoken and/or the written word. Turfdom leads to narrowness, and eventually to obsolescence.

11. *Collaboration skills* with colleagues, and development of collaborative ventures between organizations, are becoming increasingly important and needed competences for consultants. As the world turns it is necessary to tap into the talents and resources of the many rather than the few. Agreed upon joint projects and programs often increase the possibility of quality product and/or service delivery without duplication and overlap once the common denominator becomes clear. Indeed, collaborative efforts provide growth opportunities for all the participants.

As a change innovator and enhancer the consultant can be the catalyst in systems where human beings think, talk, work, and act. The consultant can make a difference in humanizing the work place, breathing life into the mission and achieving systems goals. Such are our challenges now and tomorrow.

3. THE GROUP INTERVIEW: A TOOL FOR ORGANIZATION DIAGNOSIS AND ACTION RESEARCH

The group interview is a flexible tool for involving a client organization or community population in diagnosis of problems and readiness for change. It often serves as a very important basis for feedback discussions and stimulation of planning change. In this brief resource paper we want to:

1. Differentiate the group interview from the individual interview.
2. Identify some of the special values of the group interview.
3. Clarify the potential purposes of a group interview.
4. Present some "snapshots" of a group interview in process.
5. Suggest some physical arrangements for the group interview.
6. Add some mini "snapshots" of other uses.
7. Identify some traps in the use of the group interview.
8. Include samples of some of the interview schedules we have developed.

A group interview is really a carefully structured activity, as contrasted to a discussion. Typically there are four to seven persons in the interviewee group, with co-interviewers. One of the interviewers primarily questions and probes; the other records the data provided by the interviewees. The recorder also often does probing and clarification as part of the recording activity.

A group interview is a purposeful, designed conversation, using an interview instrument.

SOME DIFFERENCES FROM INDIVIDUAL INTERVIEWS

The major difference between individual and group interviews is an obvious one. In the personal interview the conversation is between one interviewee and the interviewer, whereas in a group interview a number of people are interviewed, and they interact with each other, as well as with the interviewer. Typically more information is elicited because, as items are discussed, group participants build in each other's comments. Also it is possible to get data from the non-verbal activities and interaction processes of the group members.

SOME VALUES OF GROUP INTERVIEWS

We have found several important advantages of the group interview. Some of the most important seem to be:

1. After people have participated in group interviews there is a desire and readiness to utilize the data which they feel they have been involved in creating. Often the actual interview schedule or kit is developed together with some of the people who will be involved in the interview situation. The participants collectively want to get feedback of data summaries and analysis and to generate suggestions about follow-up action derivations.
2. The group interview seems to increase the motivation to want to make changes.
3. The group interview frees participants, through interaction, to become open about giving data.
4. Participants build on each other's feelings and ideas.
5. There is a kind of non-defensive climate setting because of the open participation. An anticipatory posture toward getting feedback from the information develops.
6. There are usually different levels of the system involved, which often opens up cross-data communication, hearing each in an objective non-dangerous situation.
7. Since confidentiality is assured, it is a safe situation in which to speak up. Also, the recorded data comes from the group rather than any one individual in it.
8. There is opportunity, as mentioned above, to get both verbal and non-verbal data.

TYPICAL PURPOSES OF THE GROUP INTERVIEW

There are a variety of purposes of the group interview, which include:

- Diagnosis
- Intervention to stimulate change
- Evaluation, assessment

Let's clarify these three purposes:

Diagnosis: Group interviews can be utilized as diagnosis of the here and now situation in the organization or for probing the readiness for change, or for getting a feel about the interaction and communication patterns between individuals, departments, and/or other groups, both vertical and horizontal. Sometimes the purpose is diagnostic observation. It is also possible to compare priorities, as for example, priorities for change from one group to another. Another purpose is to diagnose the management and human relations climate of the organization. Sometimes diagnosing the power structure and how it operates is an important diagnostic objective.

Interventions to Stimulate Problem-Solving and Change: Group interviews may be utilized as an intervention in conflict situations, particularly if the co-interviewers are accepted as a non-involved third party. Another intervention is to probe the group on what kind of desired outcome they have in any reorganization or change effort. Sometimes the interview intervention is helping the groups verbalize the kinds of goals and priorities they have as a basis for planning.

The intervention can also be one of stimulating openness of communication and motivating people to participate in planning for change. We think of these as action research interventions, in which many persons in the system may become involved in giving ideas and therefore become more ready for action.

Evaluation and Assessment: In many situations it is necessary to do an evaluation of programs or services, or of the degree in which the participants in the systems feel goals have been met, or getting evaluation of a particular change that has been made to see whether it is working out in the experience of the participants. There are also some very useful adaptations of the group interview as a personnel assessment tool.

A CASE SNAP SHOT OF A GROUP INTERVIEW IN ACTION

This particular group interview was one that was conducted with a national organization of women who are active in their churches. It was the purpose of the National Board to get feedback from as many local units as possible, before that Board decided on five-year objectives and goals. The Group Interview Guidelines were pilot tested both on the East and West coasts, revised, and then put into Group Interview Kits, which were mailed to all 1,200 units of the organization. The Interview Kit included an audio plastic record with orientation from national leadership, as well as written instructions, interview questions schedule, and recorder sheets. Each kit had a face sheet which would give the data about the group being interviewed, including such data as numbers, racial composition, age composition and community.

The Group Conversation schedule included five separate items.

Item #1 was a discussion question. Participants were asked "What excites and frustrates you about programs and activities in your chapter"? They were also asked to decide whether they wanted to start with listing excitements or frustrations, and to indicate why they made the choice they did. It was suggested that this activity should take about 15 minutes.

Item #2 was a series of live phrases. Each was read to the group, and the recorder was also requested to put them on a blackboard or a large sheet of paper so that participants could hear them as well as see them. After the first response to the items they were asked to choose one or two to discuss further in detail.

Included were phrases like: "A Woman's Place is in the Home"; "Women are Fulfilled when They Can Assume Many Roles: Wife, Lover, Mother, Worker, etc."; "Women Do Not Need to Get Married to Lead a Full Life"; "Women Should have Exactly the Same Choice Opportunities as Men"; "This is a Sexist Society"; It was suggested that Item #2 take approximately twenty minutes.

Item #3: This activity was designed to find out the personal understanding of the group about their faith. No consensus was required, nor did the answers have to agree with any official ideas that had been passed on from the national body. It was suggested that in order to express the meaning of faith as each person in the group understood it, would take approximately twenty minutes to record their reflections.

Item #4 was a series of nine program topics and activities that had been selected nationally in the past and had been worked on in a variety of ways in the different chapters. The topics were listed up front by the recorder so that the participants could see them. Then each participant was given a 3x5 card and asked to list those nine items in order of priority as they saw them. They only needed to list the letter in front of the items, like "A" - "C" - "F" - "B", etc. There was also the possibility of adding a tenth item if someone had a personal priority that was not in that list. The ordering was done by each participant by herself from most important to least important. All of the topic issues were then tabulated. It was suggested that this activity should take about 35 minutes.

Item #5 was designed to find out how group members felt about their ogranization, why they belonged, and what some of their impressions were in relation to how their organization was seen in their community. It was suggested that they take about twenty minutes to discuss this item and get their thinking recorded.

The schedule suggested that at the end of the group interview participants be thanked, the materials be collected, and that they be assured again that they would get a feedback from the survey as soon as it was tabulated.

This was a low budget survey effort, and resulted in the National organization making major changes, with the members feeling that they had been really involved and had helped make the changes that the National Board decided upon. So there was readiness to implement the changes locally.

PHYSICAL SETTINGS FOR THE GROUP INTERVIEW

It is very important in conducting group interviews to think about the physical setting. It must be comfortable, preferably with a round table for six, seven, or so persons. If a table is not available, a small circle of chairs will also work. It is important to think about such things as easy access to the building, parking facilities, and easily finding the room where the group interview is to be conducted. It is also helpful, if possible, to have coffee or tea available, and to make the setting as informal as possible. A blackboard or easel to hold a larger paper is needed. If neither is available, check how large sheets of paper can be put on the wall with masking tape.

Materials needed are the Interview Guidelines, the Recorder Guidelines, large sheets of paper, large felt-tipped pens, masking tape, and an information sheet about all participants.

It is always suggested in the guidelines that the interviewer state the purpose of the interview, and that any questions about the interview be taken care of before the interviewing begins. It is also helpful to have an understanding of no interruptions unless they are of an emergency nature.

SOME MINI-SNAPSHOTS OF OTHER GROUP INTERVIEW USES

1. Group Interview of department managers in a large city

The purpose here was to elicit data around the utilization or non-utilization of volunteer persons in each of twenty-eight city departments. Volunteer interviewers and recorders were trained, and each pair did a minimum of two department groups. Items in this interview included a question about the attitude and feelings about volunteers in each department, some quantitative data about how many volunteers are now being utilized, if indeed there were volunteers. Whether or not those people who did not have volunteers were interested in having them, and then some items around what kind of help they would need, either to increase their programs or to initiate volunteer programs, were included.

2. A High School with 2,000 Students and Tension Around Racial and Economic Groups

There was a concern on the part of the administration, teachers, and parents, about the number of young people who were dropping out of school, or attending irregularly. A Steering Committee of Students, Administrators, Teachers, and Consultants developed a group interview format. There was a training session for group interviewers, who were sometimes a teacher and a student, and sometimes student/student. In this case brainstorming was utilized a great deal, and so all of the interviewers were trained on how to lead the brainstorming with their interview group. The group interviews were held during one day, all over the school, with all students who were in school that day participating simultaneously in small interview groups. The theme of the day was, "What Will Turn Us On To Learning Around Here"?, and after the day was over, a student, faculty, parent, and administrator group looked over the data and developed a feedback information sheet. This feedback report was given to the students at two separate assemblies by the principal. This was done under three headings: 1. "Things we can do today with your help". 2. "Things we can do a little later with your help", and 3. "Things we cannot do, and why".

3. Community Involvement in Future Planning

In this project a representative task force of community leaders developed a "Futuring Kit" group interview package with guidelines and schedules for the co-interviewers and some short stimulus readings for each participant. The groups were citizen groups of all types throughout the community—organization boards, service clubs, church leaders, neighbourhood groups, high school classes—several thousand in all. The interview data included a "Prouds" and "Sorries" brainstorm about the community and life in it, then a projecting of preferred futures by taking a trip ahead in time, describing alternative desired scenarios for life in all aspects of the community. Then the interview led each group through a process of prioritizing their future images. These data went to a volunteer task force which included political, business, academic, and social leaders. They tabulated the preferred images and wrote a workbook of preferred future scenarios to use for the community feedback and action planning sessions. (This procedure is described in detail in: Lindaman and Lippitt, *Choosing the Future You Prefer,* and in Schindler-Rainman and Lippitt, *Building the Collaborative Community,* both available from Development Publications, 5605 Lamar Road, Washington, D.C. 20016).

POSSIBLE TRAPS IN USE OF GROUP INTERVIEWS

There are several possible issues to be alert to and traps to avoid in utilizing group interview procedures. Some of the most important are:

1. Lack of a clear contract around such things as the role of the interviewer consultant, the time the interview will take, and how the information will be handled, including confidentiality.
2. Convening too large a group, rather than interviewing several smaller groups. If the group is too large, opportunity to participate is restricted and individual resources will be lost.
3. The group interview developer needs to use appropriate representative insiders to help formulate the objectives and main ingredients of the interview.
4. If a large group of interviewers is trained, it is important to observe the quality of their interviews after they have done one, and to give them feedback on how the task can be improved.

5. Get clear agreement on what will be done with the data, and how it will be fed back.
6. There must be careful preparation of who should be involved in the interview groups and how they should be involved.
7. When the group members stimulate each other to probe and amplify, it is critical to have the time available.
8. Be sure to have adequate climate setting of informality at the beginning of the interview. Relaxation is important as well as clear rationale.
9. Poorly trained interviewers and recorders are one of the most serious traps.
10. Avoid a misunderstanding that the group interview by itself is a problem-solving solution to "What's wrong".
11. Lack of a pilot tryout of the interview, to test it and improve it, is a critical trap.
12. Lack of a clear understanding of both the way in which feedback will be done, and a time schedule for it, and the type of policy on confidentiality has often been a trap.

The group interview can be a very helpful tool for diagnosing problems, determining readiness for change and action planning. It can be used equally effectively by an internal staff person or an external resource person so long as there is a shared commitment to the process and structure of the group interview.

4. TEAM BUILDING IN VOLUNTARY ORGANIZATIONS

The concept and practice of team building are familiar to persons in corporate and governmental systems, but this is not true in voluntary systems. There has been a healthy emphasis on the importance of good professional and volunteer relationships and/or Board/Staff relationships in the voluntary sector. Team development, building and maintenance are becoming critically necessary to the survival of systems whose programs and services are delivered by a combination of paid and volunteer personnel.

"Team" may be defined as a group of persons interrelated by agreed upon objectives and tasks; carrying out their functions as a total group, or as a sub group, or as individuals with the support and resources of the group-team members available to them.

TRENDS THAT CALL FOR TEAM WORK

Team emphasis becomes increasingly important because of

the societal changes impacting voluntary organizations.
What are these trends and changes?

1. **Shifting Funding Sources**. Not for profit systems can no longer take for granted their dependency on traditional funding sources. New requirements of accountability, productivity, and program/service effectiveness are constantly surfacing. The world economy and our changing tax base are impacting the philanthropic dollar. Therefore creative fund development is a daily concern. It takes a unique combination of human and community resources to develop, initiate and implement new funding patterns.

   Time for a team! In one system it was decided to recruit the following combination of people and talents—experienced persons from the organization, persons totally new to the system, women and men representing the constituencies of the agency, people with fund raising/development expertise, and the executive director. This organization, which had depended largely on United Way and memberships funds, developed some entrepreneurial activities (renting space, selling services and goods) that brought in more money than was available in the past. This allowed for increasing income from investments. The development team became the finance and development committee of the board.
2. **From Turfdom to Collaboration** is affecting how organizations relate to one another, and ways in which designing collaborative programs and services. To do this, **inter-organizational teams** perform as planning groups, and often continue into the implementation phase. For example, an inter-agency team developed a communitywide 24 hour, seven days a week emergency information and referral service. Dire need motivated everyone. Realization that they needed the expertise and resources from other organizations helped them put together a team of persons who were able to conceive and initiate such an information and referral service.
3. **The Information Society** now requires a much more sophisticated collection of wisdom, skills and interests. As a result inter-disciplinary teams are formed to work on such things as restructuring the organization, analyzing organizational leadership or computerizing the organization.
4. **The World of Voluntarism as a Visional Force**! More volunteers are available who are intergenerational, intercultural, interracial, and who represent a cross section of life styles and interests. They represent power and

influence because they want to make a difference in the quality of life; they want to share their time and talent; they want personal gratification, and they want to help effect changes. We have then the emergence of staff-volunteer teams both on a permanent and a more temporary basis. These teams may develop personnel policies, organization policies, or become the planning arm of the system. Sometimes teams are developed internally to more effectively deliver financial, public relations or training services.

5. **New Populations**. Not to be overlooked are the identifiable and growing groups of newcomers to our country; persons who are socially, emotionally and physically at risk; first offenders; retired citizens; the unemployed; people on welfare, and the very young. Organizations providing services to these populations need their input through their participation in team building activities.

POSITIVES AND NEGATIVES OF TEAMS

Team building is a deliberate artful action related to goals, time frames, deadlines and specific tasks. There are some positives and negatives related to this activity.

Positives

1. Availability of a variety of resources
2. Willingness of participants to take training and grow together
3. People from different parts of the organization can work together on a project
4. Possibility to have persons from within as well as outside of the organization
5. Exposure to leadership and followership opportunities
6. Development of new investment in the mission of the organization
7. New opportunities to be creative and productive
8. Chance to meet personal needs for interaction and support
9. Team members can be part of something bigger than they are
10. Volunteers and paid personnel working together for a common cause
11. Opportunity to do a time limited project, finish it, get rewarded and celebrate
12. Experience of the special comraderie of being part of a successful and productive team
13. Support from top management

Negatives

1. Incompatible commitments
2. Hidden agendas
3. Poor work and lack of follow through
4. Inability to work as a group member
5. Unclear direction and purpose
6. Laissez-faire leadership
7. Unsatisfactory staff-volunteer practices, roles, relationships
8. Loss of perspective of the importance of the job
9. Organizational inexperience
10. Lack of organizational support for team
11. Inconsistent attendance at meetings
12. Poor performance on delegations
13. Unappreciated and unsupported teams often disintegrate

STRATEGIES FOR COMPOSITION OF VOLUNTARY SYSTEM TEAMS

Both the size and the "texture" of these teams vary tremendously. They may be totally internal, or a combination of internal and external persons. They may be ongoing like a professional office team that weekly determines how the support services are provided. It develops the reciprocal feedback system for quality maintenance. Sometimes the team is a temporary system to produce a specific service, program or idea for implementation. Sometimes teams are made up of representatives of geography, function, or places in the hierarchy. Or they may be a combination of providers and consumers of services.

The **structuring and developing** of a group that hopefully becomes a team should consider the following criteria:

1. Clear, "doable" goals or hoped for outcomes
2. Those to be affected by the work of the team should be represented
3. The number of persons can be from 3 to 15, but if it becomes too large or too small, cohesiveness is difficult to develop
4. The beauty of difference is important, since a team should be able to produce a better program, product, idea or service than any member could do alone
5. Variety of experiences that are shared enrich the resources of a team
6. Orientation and training activities must be developed
7. Thoughtful consideration should be given to how team members are recruited and placed

8. Contract development between members and between the total team and the agency may be useful
9. Regular stop sessions and feedback procedures within the team are helpful, as well as between the team and the system
10. Recognition, visibility, celebration and reward procedures are vital to team life
11. Agreement on the lifetime of a team (even if changed later) helps in recruitment, expectation building, and maintenance.

The **maintenance** of team morale and motivation should include:

1. Programming for progress reports and celebrations
2. Exchanging ongoing feedback
3. Supporting the team as an integrated part of the total organization (it is possible for well functioning, cohesive teams to become entities unto themselves and exclusive of others)
4. Having an open ended recruitment policy so team members can come and go by design
5. Carefully documenting the process and product(s) of the team's work
6. Consideration of shared, functional, temporary, or other leadership patterns, so the opportunities for leadership are available to more than one team member
7. Having ongoing support structures and staff services
8. Keeping the lines of communication clear to and from the team
9. Ongoing team training as organization changes
10. Agreement on regular meeting time and suitable meeting place
11. Acknowledgement and recognition

Combination of diverse human resources is what team building and maintenance are all about. Voluntary systems need to reorient their thinking, ways of work and structure to accommodate and encourage a variety of teams to do the work that one or two persons or committees heretofore usually did.

5. THE VOLUNTEER WORLD - POTENTIAL GIANT AND CLIENT

The Volunteer World has turned upside down and is totally different from what it was even in 1980. There are many sectors active with volunteers as a major component.

These include:

- the not-for-profit systems,
- governmental systems,
- business and corporate systems,
- and informal, non-incorporated systems, such as neighbourhood and self help groups.

Voluntarism encompasses:

Systems at the local, state, national and international levels. Nationally there are such well known organizations as the Independent Sector, and Volunteer, while internationally there is participation of volunteers in organizations as different as UNICEF, the Girl Guides, the International Association of Volunteer Education, and the United Nations.

Categories of Volunteers:

Whereas volunteers used to mainly give either direct service, or serve as members of decision making bodies, such as Board of Directors, volunteers now do a vast variety of jobs. They may work independently, or in groups, and are often part of an interdisciplinary, or intersystem human service team. The jobs they do include:

- **Direct services**, such as driving, tutoring, reading, etc.
- They also serve as connectors. Connectors between potential clients and providers, between the community and providers, or between decision-makers, clients and providers. Here their main function is to be a connecting link between people who need to be linked.
- Still another function is that of the **Administrative Volunteer**, both as a decision making person, and sometimes as a volunteer in administrative capacity working with professional administrators.
- A form of volunteering that has made a great deal of difference in making change is the **Advocacy Volunteer**. These are the persons who work hard to advocate causes that they believe in. These may include peace, child abuse, elder abuse, hostility, violence in neighbourhoods, drunk driving, seat belts for infants, etc.
- The **Researcher Volunteer** is a fairly recent variety. There have been volunteers who have done some research, but

this is now becoming a very accepted form of volunteerism, and interesting to volunteers who enjoy this kind of activity. This may include poll taking, telephone interviews, group interviews, direct observation, and other kinds of research that help systems gather data that they may need in order to prove to funding agencies that they are doing what they say they are doing, or in order to measure outcomes of particular kinds of programs and services.

- The most recent volunteer category is that of the **Technology Transfer Volunteer.** This kind of volunteer works as an expert consultant on a voluntary basis. This person usually does short term jobs all the way from helping civic and not-for-profit systems decide whether or not they need computers, and if so, what kind, to helping the police find the difficulties in a new communication system, to developing together with a school system, based on the Navy experience, the right kind of covering for school roofs so that they don't leak.

Additional Changes:

Another major change is that there is an emerging profession, namely that of an Administrator of Volunteer Programs and Services. This professional person may be called Director, Vice President, or Coordinator, but his or her main function is to be the administrator of the volunteer program and persons. Indeed it is a job not unlike the job of a Personnel Director in charge of paid personnel. In some places the Administrator of Volunteer Services is part of the human resource system of the organization or institution.

And as part of the emerging profession there is a fine development of a body of professional literature, including journals, books, abstracts, research papers and articles. Also, there are a number of professional associations, including the Association of Voluntary Action Scholars, the Association of Volunteer Administrators, the Council of Industrial Administrators, and the Directors of Volunteers in Agencies, to name but a few.

Further, as part of the evidence that there is a profession emerging, there is now certification possible based on certain criteria. This is being offered by the Association of Volunteer Administrators. Also there are many courses both on the graduate and undergraduate level aimed particularly at Volunteer Administration. Indeed in some places it is now possible to earn a Master's Degree in that area.

Who Volunteers? and Why?

But now one might ask: Who is a volunteer anyway? The answer is that any person age three to 103 who gives of her or his services, time, skill and knowledge without monetary compensation and for a voluntarily chosen cause is a volunteer. There are some exceptions to this, including the volunteer who is referred by the court to community service. Volunteers are diverse. They include all life styles, economic levels, diverse racial, ethnic, and religious groups, native born Americans as well as newcomers to these shores, people who are at risk, including the unemployed, physically disabled, emotionally or socially disabled, and the court referral persons.

Thus it becomes evident that the volunteer of the 1980s and 90s is a very different person from the middle class, middle aged, middle spread white woman volunteer of the 50s, 60s, and early 70s.

Motivations, too, have changed. It used to be thought that by and large volunteers volunteered because of a Judeo-Christian or family based motivation. It was also known that some persons learned to volunteer through participation in youth organizations.

Today there are some additional motivations, including the following:

1. To move upward in a system; volunteering is one of the ways in which one can be upwardly mobile.
2. To become more visible in the community.
3. To advocate a cause.
4. To be able to put the volunteer experiences on a resume. This is a relatively recent development due to the fact that many corporate, government, and not-for-profit systems employers include on their application blank a place for volunteer experience.
5. To learn, grow and change.
6. To transit, and here it is necessary to say that volunteering may often be a way to help people with both maxi and mini transitions. A maxi transition would be from single to married or vice versa, from children at home to children leaving, from married to involuntarily single. Mini transitions may include moving from one part of the city to another, or changing jobs.
7. To experiment in new-to-the-person arenas—this means that often people do take volunteer jobs in order to have vocational, professional or recreational exploration experience in arenas with which they are not familiar.
8. To become an influencer and to help change the system in which they are working.
9. To become a leader and to increase one's ability to have power and to influence others.

Some Transition Trends

Of course there are transition trends that are pushing the above discussed changes. There are a number of things that are happening in our society in the United States and some even world wide, that make it clear that volunteers can extend professional services, can humanize systems, and can add an important additional resource.

These transition trends include:

1. The changing economic picture, and with it the concurrent push toward collaboration between disparate systems.
2. Changing technologies and the information society are certainly pushing systems to work together in different ways.
3. Thirdly, organizations are changing their structures from hierarchical to flat, and are looking at ways to deliver services to the human beings who work in the system as well as clients and population that the system serves. It is interesting that many systems are concerned about insurance, child care, sick leave, in new and more extended ways. There is also a development of volunteer personnel policies and record keeping. Another part of this trend is that in many situations clients, patients, and members of the system sit on the Boards that makes the decisions for the system.
4. The increasing social responsibility trend of large corporate systems means that their employees are more available to volunteer, and their Foundations are looking more carefully where to put their efforts and monies in order to have a good community image.
5. Certainly the changing world of work has freed some people to volunteer at an earlier age and at new and different times than they ever expected to be able to serve their community. These changes include: shorter hours and work weeks, flex time, so called sweetened retirement, and the utilization by the work world of volunteer experiences as a way to help educate or re-educate employees.

Challenges and Opportunities for Consultants and Trainers

There are many challenges and opportunities for us if we are willing to adapt/change/retread ourselves and change what we have been doing with other client systems. In training, consulting, presenting and writing we need to be aware of the following areas that are of interest to administrators of volunteer services, as well as to the volunteers themselves. These areas include:

1. Management skills for administrators of volunteer programs and services, including management of paid persons, management of volunteers, and management of volunteers/paid persons/ and interdisciplinary teams.
2. Team building and team maintenance are becoming important areas.
3. Influencing skills, including how to influence upward, as well as outward.
4. Organizational analysis and action planning.
5. Realistic present and future strategic planning.
6. Developing collaboration competencies, skills, and initiating strategies.
7. Feedback and initiation processes tailored to the particular system.
8. Leadership insights and skills.
9. Understanding and enhancing the productivity of staff and volunteers, and ways to measure this productivity.
10. A professional development program to bring volunteer administrators and volunteers into the information age.
11. Health and time management, with an effort not only to help people lead a better life, but to support them in decreasing stress.
12. Creative financing, and realistic budgeting, built on new models rather than old ones.
13. Conflict management and utilization skills.

These are but a few of the arenas in which we as Behavioral and Social Scientists could be active and helpful. Volunteering is an important human service opportunity. Volunteerism is part and parcel of a democratic participative society.

For us, it is a time of

- Challenge
- Choice
- Collaboration, and
- Creativity.

6. RELEASING CREATIVE POTENTIAL

Let us take the title "Releasing Creative Potential" apart for a minute. What does it really mean to release anything? It means to let go, to let out, to encourage, to free. What about the word "creative"? It could mean inventive, innovative, imaginative. And "potential"? That all important word means it is not yet a possibility - it has in it the essence of power. What we are really talking about here is how to encourage human beings to discover and use the whole self. This is what we are trying to do as Camp Fire Girls professionals - learn how to encourage human beings to discover and use the whole self in a free, innovative, and open way. Or, if you would rather have a lighter title, "How to Uncork Human Energies".

SOME OBSERVATIONS

1. **Every person has a creative potential**, though often this potential has not been tapped. Incidentally, research shows us that there is no such thing as a person without creativity. This includes mentally retarded children who have a creative spark in some area of their lives if not in all.

2. **The kind and degree and type of creativity differs for different people.** There are different kinds of creativeness. For example, a person with creative ideas about human relations and people working in groups probably has a different kind of creativity than Mr. Picasso who turns out pictures and sculptures, or the late Mr. Kennedy who had innovative political ideas, or the late Dr. Einstein who had great and marvelous scientific ideas. The latter said of himself, that he found it almost impossible to put into ordinary language the thing he was trying to communicate - discovery - and that was why he had to invent his own symbols and then try to describe those. Or Mr. Mozart who had the kind of creativity which he said that all he had to do was think about a piece of music, and he would think the whole thing through. He could do this while riding in a cab, with horses drawing it; he could do this while he had his many children around him. Then he would untie his little bag of memory when he got ready and write the whole symphony down. But he could just keep it up there just all tied up until he got around to putting it down on paper. Or Gertrude Stein who said that she didn't really have an idea in her head until she took pen to paper and then it came to her. There are all kinds of creative people and all kinds and degrees of creativity that differ very much from one person to another.

3. **The professional can either help or hinder in this process.** The professional needs to be free and creative herself in order to motivate and release others. It is pretty nearly impossible to try to help others be free while you feel very inhibited.

4. **It is possible to increase people's creative ability in an atmosphere that encourages experimentation, the open mind, openness to new experiences, the possibility of a variety of solu-**

tions to any problem or question. It is this kind of atmosphere you really need in order to enhance or increase people's creative potential.

A paragraph from a famous series by Dr. Seuss illustrates the point. This one is the one that is called *On Beyond The Zebra:*

> "So now", says the first character. "I know everything anyone knows from beginning to end, from the start to the close, because Z is as far as the alphabet goes". His friend responds, "You can stop if you want with Z but not me. You'll be sort of surprised what there is to be found once you go beyond Z and start working around".

And that is what we need to do - start poking around beyond Z.

LET'S LOOK AT CREATIVITY

How shall we look at creativity? One of the ways it has been looked at is in terms of the product - that is you judge a thing or a person to be creative because of the **product that he has produced. Einstein's Theory, your idea for an annual meeting, your camping program, my husband's pottery - whatever. You can judge creativity by the product. Another way to look at creativity is to look at the process - that which is happening while something is being created. This something may be an idea, a question or a product that you can see, feel and touch. Or you can look at creativity by looking at the characteristics** of people who are creative, and an awful lot of research has been done on that one. Or you can look at the **idea climate** for creative behavior, and sometimes this is the kind of climate that allows for the open mind. The kind of climate that allows for lots of solutions and answers to a given question. The question we might ask here is, "Is creativity an aptitude or an attitude?

We could use an operational definition for creativity. Creativity can be defined as a process that requires the open creative attitude and results in a product with different values attached to this creative product by both the producer and the consumer. That is, creativity is a process that requires an open attitude. If you say that it is a process, then it is a continual development involving many changes. For process is not something that will run along a straight line. Process looks more like an up and down, curvy line, and sometimes it goes in circles. Process changes as the development goes on that requires the open creative attitude - an attitude that can exist though nothing new has been created, like the person who wonders at the world every single day. The product may be an idea, a problem solution, be it in art, dance, human relations, politics, organizational behavior or what have you.

It may also happen that you have a marvelous idea with which you are pleased and the consumer may not think that it is so good. Or, the other way around. You think you have a very usual idea, and the consumer, perhaps one of your volunteers, or your president, or a committee chairman, thinks it is the greatest idea ever. You never know. But, **it is certainly the attitude that makes all the difference**. And this, we want to examine.

THE CREATIVE ATTITUDE

One of the people who has written a good bit about the creative attitude is Erich Fromm. Our emphasis here is on us, our relationship with others, and our ability to release the creative potential in others. What is really required for the cultivation of the creative attitude in us? The whole business of the creative attitude is one that says that you can see and respond to others with an open mind - that you see "openly" because you are still full of wonder. It is a bit like the youngster who gets up in the morning and is delighted the sun is out, and the adult says, "Well, it comes up every morning, you know". But the youngster finds it wonderful. Or the kind of wonderment that says, I wonder how we could solve this in a way we haven't before? Or, I wonder how many different routes one could take to a given destination? Or, I wonder about . . . any number of things. It is this wonderment that has to do with the creative attitude. Fromm says that you really can only achieve the creative attitude if you have some kind of an inner maturity that says, "I kind of know who I am - at least most of the time. I kind of know what I stand for".

WHAT ARE THE CONDITIONS FOR THE CREATIVE ATTITUDE?

1. **The capacity to be puzzled**. This sometimes means saying I don't know . . . I wonder . . . I don't understand! The famous French scientist Poincare said that scientific genius is the capacity to be surprised. How many of us have the capacity to admit to being surprised when we really are, to being puzzled with what others take for granted.

2. **An ability to concentrate**. It means full commitment to the moment. Research on the creative process has found that there is not a single highly creative person who does not have this capacity more than the general public. Examples of this include the artists who get so involved in something they are doing that they simply cannot stop - not just because they fight it, but because they are really so involved that time and all the other kinds of social pressures on them make no difference. Time seems to mean something different to them, namely time to work on the particular project in which they are involved. There are lots of other people, many scientists, who also have this ability to concentrate. This talent is something one can learn to an extent -

to really stick with something that you are really interested in long enough to get it done and to feel some satisfaction therefrom.

3. **Trying to experience the "I as I am" and to being comfortable with oneself**. Can we learn to experience and understand ourselves as we are? This is not to say as we would like to be, or as we think somebody thinks we are, but as we are. Highly creative people are much more at home with themselves than are less creative people. They know who they are and what they stand for - this does not mean they never change. They are also more comfortable with change than other persons.

There is importance to the sense of self meaning and the sense of identity. It is certainly necessary for every human being. You not only have to know who you are and what you stand for, but you have to be able to stand up for what you do believe, and this gets harder and harder in a world where most of us are numbers to everybody, except perhaps to our families. Stand in line . . . the bank has a number for you, the credit card people don't care about your name at all - just so you have a number - and you name it, you've got a number almost everywhere. There are many books and articles being written on the whole quest for identity. When a person experiences this sense of self it is no longer necessary to worry every minute about what people think of you. When you know who you are, and you know what you stand for, then you can go off and create and be helpful to others.

4. **The ability to accept tension and conflict rather than to avoid them**. Most of us really try to have a pleasant life. We like to have it nice, to have life be on the same pleasant plateau, if possible, and yet life is not like that. The ability to accept tension and conflicts is an ability that highly creative people have way beyond the general public. They can take the tension and conflict that the very creative process arouses in them better than some of us. The highly creative person will be just as aware of the tension but will go beyond it and keep trying, knowing that the tension will sooner or later leave him. Isn't it really necessary to be able to accept conflict? How often do we encourage recruitment of people for committees who agree rather than disagree with us? Usually we look for like-minded people because it is pleasanter. You will have a much more creative committee if you have a variety of viewpoints, because then you really have a chance not only to explore but to look at all the different attitudes.

5. **The willingness to be born every day**. To be creative, the whole process of life must equal the process of birth and re-birth. The attitude we mean here is the one that says, "I wonder what this day is going to bring"?, instead of saying, "Well, I know how I feel, on Mondays I always feel the same, as every Monday is

blue, or purple, or yellow". "I wonder what this day will bring"? This is the willingness to look at life with some kind of excitement. The willingness to look at each day anew is an attitude one can work on. It has much to do with the way in which you do your work, You say to yourself, "Oh, Mrs. Jones is coming in, and I know just what it is going to be like". You do yourself an injustice because maybe if you tackled it a new way, Mrs. Jones would behave differently. But if you treat her the same way, she'll respond in the same way. It is amazing how a different reaction from you will elicit something different in someone else. If you don't think so, try it. If you have the creative attitude you can't be so certain that you know what's going to happen tomorrow. You can't be so certain of the outcome of a given piece of work or a meeting or what the decision will be. You really have to say, "Well, I don't know, we'll have to see". You cannot be so certain about what will and will not work, even if you have tried it three times before; maybe the fourth time is a charm.

6. **The willingness to stand alone and be courageous** about what you believe and what you think and what you stand for - individually, and as an organization. This asks for the willingness to go into the unknown and try out new ways of work, new ideas, and new programs.

7. **Faith in yourself and in other people**. If you have a creative attitude it means you believe that others can not only carry through, but have something to offer.

8. **Allowing time for people to be alone.** Allow them some opportunity to work and to think through solutions. Without courage and faith and some time for one's self, creativity is impossible. Thus, the development of courage and faith is necessary for the development of a creative attitude.

Education for creativity is really education for living.

THE FIVE STAGES OF THE CREATIVE PROCESS

Creativity does not just happen, it takes time and hard work. Let us look at the stages of the creative process.

1. **Exposure**. This is a period of preparation. Think of your own way of work and see whether you allow for this. During this period, knowledge, skill, and technique are acquired. This stage allows one to begin to pose problems to himself. For example, the youngster who gets exposed to art media for the first time has a chance to develop his knowledge about how to use them. Another example is the adult who has never been in a group, or in a training session working in a small group, who gets some knowledge about how it feels to be with other people. She then gets some understanding about how the girls might feel.

2. **Work**. W-O-R-K. This is simply a stage during which actual work is done. Another way of putting it is that this is the period

of concentrated effort, in which attention is given to solving the problem or coming up with the idea. The interesting thing about this period of work is that sometimes it is very fast and sometimes it is quite slow. For example, people like Mozart didn't take very long to create a whole new piece of fine and lasting music. For people like us, it might take a little longer. How long it takes also depends upon whether it comes out in a spark or whether one really has to plod along. Time is not the way to judge the quality of the work; rather one looks at what happens after the period of work.

3. **Incubation**. This is an interesting period. Not only is there often a withdrawal from the problem and sometimes from people, and sometimes from even thinking, it is a period of psychological retreat, a period during which things have to gel.

4. **Illumination**. Some people have called it the "AH-HA" moment. "I've got it"! This is a time of insight accompanied by real exhilaration, glow, elation, "feeling good" because you have an idea that will solve the problem. It is the period known as "the light's gone on". Things are beginning to hang together.

5. **Execution**. This is the stage where the more creative people part from the less creative people because they usually do something with this fifth stage. Some of us stop at the "AH-HA" moment stage. The stage of execution is a period of verification, elaboration, evaluation of an experience. The problem is solved. This is the period when the product is really produced.

Whether these stages are gone through by an individual or by a group, there is not any way to make it easy. These are processes people must go through - not necessarily in such a nice smooth order. When we are trying to enhance the creative process, release human energy, do we really encourage people to go through these stages in any form at all? It is clear that the process of creativity is not easily come by nor are all the stages easy to endure.

RELEASING THE CREATIVE POTENTIAL

How then can we, having tried to attain a creative attitude, release the creative energy - the creative potential - in others? Here are a few suggestions.

1. **Help people find their strengths and build on these.** Everybody has some strengths - some things he can do well. The question is to find out what they are. Or we might ask, "Can we really learn to start with people where they are rather than where we would like them to be"? This means being able to find out where they are, or where their interests are. How much time do we spend with this kind of questioning?

2. **Suspend judgement and encourage individual differences.** There are so many ways to do one thing - just lots of ways. It is

important to encourage self-sufficiency so that people learn to plan for themselves, rather than depending on us to be the spark. We can ask, "What do you think"? "How would you plan it"? "What are your ideas"? Such questions encourage independence of judgement and thought. Incidentally, independence of judgement is one of the most interesting characteristics found in studies of the creative person. Independence of judgement is something we could encourage in the people with whom we work. If they make a judgement or a decision, let them act on it. If it is way off, maybe we ought to help them look at it, but first let us be sure we know it is way off.

3. **Encourage adventuresomeness including trying out new things, - thinking through new ways, finding innovations.** It is also possible to set the stage for people to find and develop their own resources. If you ask people why they leave an organization they will often tell you that they left because they did not get a chance to grow as people. Their human potential was not developed. They won't answer it in these kinds of statements, any more than their little girls will say to you, "Well, I'm joining because I want to be a fine woman, and I want my character built". People do need challenge, and we can give it to them.

4. **Find useful instead of blocking deadlines for work and work plans.** We are always in a hurry. If you really believe in creative work, then you have to allow time for the work to be thought through and done. How often do we rob ourselves of good solutions because we don't allow enough time to talk them over, particularly in committee and board meetings where the agendas are usually longer than there is time for?

5. **Give support and recognition** - This should occur not only at official functions, but all the time. Success breeds success.

6. **Allow for deep involvement.** This is the commitment to the moment mentioned earlier. Instead of saying to people, "Well, it will only take five minutes", or "Oh, we don't really want very much from you", make clear you're wanting commitment and involvement. If you do not want very much from a person, why should he bother? Underselling the job is a big mistake. Most people want a challenge. We often not only undersell others, we even say "no" for them. "I know you are awfully busy, and I know you really can't take on another thing, but . . .".

7. **Develop a flexible system** so that all kinds of people will fit into it.

8. **Provide for free communication, upward, downward, sideways, crisscross.** There is nothing as deadening as saying to somebody who would like to talk to a chairman, "Yes, but have you talked to your sub-committee chairman yet"? There are ways in which we can develop open communication systems so people can talk to each other without having to have a map of whom

they have to talk to and when they may talk to them.

9. **Encourage a variety of values and life styles.** Even though life styles may vary, people from different parts of a community have more in common and are more similar then disparate. All people have something to offer! We are all in the game of life. The question is, do our partners have to play it exactly the same way we play it?

10. **Allow for a variety of work styles**; This can happen alone, in small groups, in lively groups, with or without you. Releasing creative potential means allowing for individuality and differences.

11. **Suspend pre-conceived solutions and answers**! There are two things you can do. If you have an answer to a problem, share it. Do not manipulate people into giving the answer you wanted in the first place. Do not insist that your answer is the only answer. If you do know the perfect solution, then leave the field open for the committee or the individual to find the way that is workable. Often people go home and they say, "Now wait a minute, why did I vote for something that I really didn't believe at all"? "How did she get me to do it"? This way of work does not allow for the opening up of creative potential.

12. **Allow for questions on interpretation of policy**. It seems that organizational policy like the Bible can be looked at from different points of view. For example, if the board of a youth organization decided to require pre-camp training for adults before taking teenagers on an overnight trip, then the adults wishing to lead the group need to understand this. Why not let them ask all the questions in the world about why this is necessary? If they understand the reasons for training they are much more apt to accept the training happily and gracefully than if they do it by your order. Also, policy change should be encouraged when it is indicated. Some policies are just dead and gone. We need to ask ourselves, "Are we meeting the needs of the community today"?

IN SUMMARY

Encouraging openness and the creative attitude is our charge. If we accept this challenge, we can't help but release the creative potential in people. The creative process can be found in every person. Whether it is developed or not depends on the social climate, the work and the living environment. In most people at some point in their maturation the creative process gets blocked, diverted, diluted, squashed or corrupted. Creativity then really is something which every individual has and yet it is something that most of us do not develop to the fullest in ourselves. Many of us really believe that any person can become more creative through proper working conditions, through encouragement, through the kind of support we can give each other and our volunteers. Certainly it can happen if the organizational philosophy says, "We are open to new ideas all of the time". "Let's see how you would do it".

The famous social philosopher, Lindeman said, "If life is learning, and learning is life then creativeness is a possibility in all spheres of activity to which significance is attached". Georgia Douglas Johnson in a beautiful poem entitled, "*Your World*", found in a book called *American Negro Poetry*, put our theme into these words:

> "Your world is as big as you make it
> I know, for I used to abide
> In the narrowest nest in a corner
> My wings pressed close to my side.
>
> But I sighted the distant horizon
> Where the sky line encircled the sea
> And I throbbed with a burning desire
> To travel this immensity.
>
> I battered the cordons around me
> And cradled my wings on the breeze
> Then soared to the uttermost reaches
> With rapture, with power, with ease"!

7. MOBILIZING CITIZENS FOR ACTION - CHALLENGES, CHANGES, AND CHOICES

"There are two lasting gifts we can give our children: one is roots, the other is wings", an appropriate quote by Hodding Carter, from *To See What I Shall Become.* (Fact Book on Missouri's Children & Youth. Jefferson City Missouri 1981)

In this paper we shall analyze how to mobilize citizens to help us grow roots and wings. We are living at a time when citizens can be mobilized; young, middle, and older; this is a time when we have choices about what we do; when, where, and how we do what we freely choose to do. We have not begun to uncork the creative potential of human beings in this country to work in the interest of themselves and their children.

These may be the gifts we can give our children, but if we did not happen to get them as children, they are gifts we can give ourselves, because all human beings need both roots and wings. Barbara Powers, a former Girl Scouts executive, put it this way: "When it comes to children and youth our society is adrift; old values are in question and new ones must be merged. We, who hold the best of the past, must help find new pathways to the future". This is what we are all about; to see what our children shall become; to see what we shall become. We want the opportunity to become something better than we are, or to become something in addition to what we are, or just to become!

How do we do that in a time of rapid, complex, and constant change? We can, if we understand the vast difference between making change and making change **humanely**. It is the latter that we are considering here.

In this paper we shall do the following: look at some of the pushes or changes that will help increase citizen participation; describe some of the needs that participation can meet for the children who participate; analyze some of the methods for working with and mobilizing people to work; and, lastly, discuss the challenges we face in mobilizing citizens for action.

We must help find new pathways to the future, so let us look at who we want to have along with us on this pathway, or pathways. I, for one, going to work on citizen mobilization and participation, would want the following kinds of companions: I would want "experienced heads" - that is, people with a variety of life experiences. A recent study on the future found that in the present, that is in the 1980s and 90s, we shall need between fifteen and twenty heads to solve problems and come up with innovative solutions, as quite different from the 1920s and 30s when 1.5 heads were needed. Yes, we want experienced heads, with the addition of some youthful heads, persons who have lived less long on the little planet called Earth, who bring a fresh point of view. We need the older American as well as the newcomer to our communities. Newcomers to the United States originate from a variety of countries, cultures, backgrounds, and lifestyles, and they can add many ideas and insights about finding ways to involve citizens in community action, programs, and problem solving activities.

As companions we want to be sure to have ethnic, racial, and religious minorities involved. We need persons who are handicapped, as well as persons who are not. Of course, we all have some handicaps, some are just more visible than others. Also, we must involve the voluntary, the public, and the corporate sectors.

PUSHES AND CHANGES

We are living at a time where things are not the way they were, and they are not yet the way they are going to be. We are right in between, and this can be an exciting, creative period for all of us. A Chinese proverb puts it this way: "May you be cursed to live in interesting times", and to transit from old to new is surely interesting. Toffler says we are moving from the second to the third wave; others say we are moving from an industrial to a post-industrial society. Whatever descriptive terms are used, it is clear we are in movement as a society, as a world—in transition!

We can help determine where we are going if we want to. We have the opportunity to be creative, to take risks, to change the size and the direction of the paths we take; the opportunity to test and transmit our ideas, and to be comfortable about the fact that we are not always where we are going, but at least we know we are on the way. We remain flexible, because we may have to change course midway.

Another change that is interesting is that many of our values are changing. In a new book, *New Rules, Searching for Self-Fulfillment in a World Turned Upside Down*, Daniel Yankelovich analyzes our changing values, but he is not pessimistic about the upside down, because he also sees it as transition. Many of us feel in addition that these changes will enhance our quest of increased citizen participation.

People need to make special efforts to understand and accept values different from their own. Yet it seems very difficult for older Americans to understand younger or middle-aged people who are relieved to be less competitive with colleagues, friends, and neighbours. We are moving from a society of high competitiveness to a society where competitiveness is not as important as it used to be. This may mean that we do not have to offer only leadership roles when we are recruiting citizens; quite a few persons will be happy to participate in their ways as members and supporters.

Another value change is the movement from an emphasis on conformity to an emphasis on the beauty of difference or an emphasis on the value of pluralism. There is a feeling in many circles that it is o.k. to be different in a large variety of ways. The beauty of difference is an asset we are beginning to appreciate.

An important value change is that we are moving from the definition of success as upward mobility to defining success as meaning self-fulfillment, me-fulfillment, doing what I think is important, making a difference, and being committed to causes that can make a difference. The range of causes is wide, and the opportunities are endless.

From rootedness to mobility is another change. We accept the fact that not only people can be mobile in their own communities, but also in the wider world. This means that we must catch volunteer effort when it is available, rather than when it is convenient for us, or our organization.

Older citizens in our country are moving from having been in retreat to demanding and accepting increased involvement in citizen action. Younger persons also are becoming increasingly restless with a need to be involved in meaningful work and activities.

There are changes in households, too. Only fifteen percent of all American families today are nuclear families, father, mother, and one or two children. Many families are single parent households, or other kinds of groupings under one roof, such as extended families or communes. Yankelovich sees that "we may have fewer nuclear families, more single parents, and other kinds of definition of family". But he predicts that we shall come back to a revival of family, and that people will choose to get married, raise families, and stay married. An important part of the change in family life is the changing role of the males and females, and that they are becoming increasingly more equal. We have the creative opportunity to see the family in many ways, and to break out of old molds, so that we can get families involved in communitywide efforts. People are going to be available, but it is necessary to recruit them in new, interesting ways for worthwhile, productive, and fun tasks.

There are also a lot of changes in the workplace. More people who are working are doing work they like and have chosen to do. Many have made midcareer changes to do so. Many people are not working in paid employment. The former may be available because many corporate systems are encouraging employees to volunteer. The under or unemployed are volunteering in order to learn marketable and transferable skills, or just to keep current and in practice. Corporate sector personnel are participating in the life of the community in a variety of ways. For example, people who plan to retire are being offered opportunities to do volunteer work as part of their work time and thus learn how to transit easier from paid work to another way of life. Also in the corporate world note is made in personnel records of the volunteer contributions being made by employees, whether that is helping to paint buildings, or teaching computer science in high school.

Another push is the increasing concern about human, environmental, and material utilization, pollution, and underutilization. For example, we are finally mobilizing very young and older people for new cause volunteer work in the health and mental health arenas, in early childhood education, in crisis intervention hotlines, and in peer counselling.

We are also learning how to do better and more with less, sometimes called limited resource management or downsizing. This may not be a totally negative push. Sometimes we are challenged to think about the services that are really needed, the ones that are duplicated, or those that are no longer viable, and we are pushed to think about new resources and possibilities. This may make us more creative, and also help us get our priorities in order. We have an opportunity to create and to try to find and utilize new sources of money, new sources of person power. Perhaps we will edge ourselves into a quality of life where we again depend more on each other than on a variety of machines and gadgets.

We are also involved in the changing communication technology. It is possible to mobilize people and get them involved through the utilization of telephone conferencing, audio-tapes or video-tapes, or some combination thereof. To inform people of programs and services slide-tape presentations are very useful. Audio-tapes can be made in English and other languages, as needed. The beauty of the visual art is that a picture is worth a thousand words. It is a good way to recruit citizens to work in situations that are unfamiliar to them. So if we want to "capture" new populations we should use some of the technology available to us.

Yes, there are more people available than ever before to participate as volunteers in causes, especially the causes of children and youth. It has been estimated that eighty-two percent of our population is available to volunteer, but we do not know how to tap into new and different populations because we seem to use the same old methods over and over again. Many people who are not getting involved are people who are ready but do not know how to connect with volunteer opportunities. People want opportunities to work; they want to make choices; often they want their volunteer service(s) to show on their resumes'; they want to learn, grow, participate, and they want to make a difference. A recent study noted that people are going to be more committed because they want "connectedness with the world", rather than self-denial, or only self-fulfillment.

NEEDS POSSIBLE TO MEET THROUGH PARTICIPATION

Now, let us look at the kinds of needs that participation meets in citizens. That is, why do citizens, why do human beings of any age need to participate? It is human need to give of one's self, service, and skills. We have not had equal opportunity to volunteer in our country, but it is beginning to happen. Volunteering, participating as a citizen, means it is possible to work with and for a particular cause, be that a religious, health, or youth cause. Whatever the cause happens to be, it means to commit oneself to something outside one's self. There are very few people who are not interested in other people. Maybe self comes first in some cases, but most people want to be involved with something other than self.

There is also a need to feel worthwhile, and contributing to others does help the self image. People want to be creative, and creativity is very much needed in the human relations world. This includes ideas of better ways to organize people, better ways to offer services, or better ways to help homes for the elderly deliver their services. Another need people have is to have fun, and participating and working with others can be fun. It does not have to be a chore.

There is a need to be helpful as well as hopeful. Important also is the need to help make decisions and to solve problems, particularly to help make decisions that one is affected by. So often decisions are made by people other than the ones affected by those decisions. To be empowered to do, rather than feeling powerless and passive, is one of the greatest reasons for people to become involved. There is a hunger for meaningful lives, to live life as an adventure, not just a chore, and most people also want to have the feeling of making a difference in this world.

We can meet some of these needs through humane citizen participation opportunities. How do we mobilize citizen energy? How do we help citizens make choices? How do we get them involved? Someone said: "Never fear change, rather revel in its glory, bend with each bend; change is a revelation of life—look for each moment to make things happen, relish it, and never hurry".

MOBILIZING CITIZEN ENERGY

Keeping that in mind, here are a few methods for mobilizing citizen energy. We must have clear destinations, clear goals. We need to take the initiative and involve others. We tend always to recruit the same people, because they are the ones we know, and who can do "it". On the other hand, the same people may get tired, and may run out of new ideas because they are comfortable with all the successful ones they have had. We need to recruit new people, involve new people, enjoy new ideas, encourage different people to come with new ideas, new awareness, and new resources.

We could also utilize the open systems theory. This means in part that committees or task forces or both are open to additional members at any time, and that some members may be more temporary than others. The reason for leaving the system open is that people can participate freely and easily. We must utilize temporary systems more than we have done in the past; that is, groups that meet for one, two, or three times for a specific purpose, and then are allowed to "die" (not the people, just the group?). "Ninety-nine year lease" committees are really out of style! Human energy should be utilized when we need it. Sometimes we get it together for a short period of time to ask "What are all your ideas"? Then we find out who would like to continue to work on the ideas and who would like to come back at another point in time.

There is also need to design more participative and productive meetings. Meetings should have a goal, a design, advanced planning, a realistic time table, good environment, and much opportunity for everyone to participate.

It is important to learn about and then to build on people's preferences. We often assign duties to people, and then wonder why they are not enthusiastic about their tasks. Perhaps we need a file of people's resources and skills, so we can tap them appropriately.

Shared leadership is an increasingly popular way to ensure good leadership. This means that several people share these duties and functions.

We should build in ongoing feedback, evaluation, and opportunities to redesign our projects and activities. It is often helpful to be able to stop midway and redesign our activities. This is only possible when records are kept of what is being done, and one has to be open to say "Well, that wasn't as good as we thought, so let's try another way".

Another challenge is to build collaboration among different agencies and organizations in the public, voluntary, and corporate sectors. It is often a better use of the dollar when we collaborate rather than when we compete.

PAY-OFFS OF CITIZEN PARTICIPATION

Now, let us look at the payoffs of citizen participation. These include: the public becomes more aware and knowledgeable. Adults and youth—intergenerational groups—work together and have opportunities to learn about and respect each other. It will be possible to decrease overlaps of effort; to recognize service of many people instead of a few; to build excitement about productiveness; to do creative risk-taking in a supportive environment; to build a new connection between the usually not connected groups of people; to question older traditional ways as well as to make sure of the ones we want to keep; to use different resources, styles, and backgrounds; to tap into new people and leadership potentials.

The challenges then are:

- to involve rather than to isolate
- to welcome differences rather than to look for conformity
- to act rather than to re-act
- to celebrate steps of movement rather than to worry about the gap between where you are and where you want to go
- to plan rather than to wing it
- to create rather than to depend only on the ways we have always done it
- to understand resistance and apathy as a challenge rather than as insurmountable problems;
- to be excited and puzzled rather than concerned, depressed, and overwhelmed.

Happy are we who are willing to dream dreams, and who are willing to take actions to make these dreams come true.

Utilizing the Forces of Change

Part II

UTILIZING THE FORCES OF CHANGE

Perhaps the most important lesson to be learned from the articles in this section is that change is the one thing that we can be sure we shall have to live with the rest of our lives. It is as important to help people decrease their stress about change as it is to help them cope with different kinds of weather. Change can be looked at as a problem or it can be looked at as a flexible opportunity, a wonderful challenge, and a chance to improve and make things better.

People, when considering changing or the **process** of change, need an opportunity to talk about their feelings, including such things as: what they like about change; what they fear about change; and what they resist about change. It sometimes even helps to have people pull out examples of changes they have coped with well, and changes they have resisted, and changes they are not coping with as well as they would like.

One of the best references for the volunteer world in dealing with change is the book, *Transitioning,* published by the Vancouver Volunteer Centre. It has in it many ideas about how to help people move from where they are to where they need to be, or want to be, or have to be.

Possible exercises include:

1. List all the positive consequences of change, and then all the negative consequences, and after that discussing how to overcome some of the negatives.

2. Another one might be to brainstorm all the ways to make change happen, and here are the brainstorm rules:

   a) List every idea
   b) Do not discuss
   c) Do not judge
   d) It is o.k. to repeat—and a little hint: if your group hits a moment of silence, enjoy it—the best is yet to come.

   It is important in this process to have people list all of their ideas, as stated in the rules, and evaluate or prioritize them **after** they have brainstormed for fifteen or twenty minutes.

3. Another possibility is to work out a pilot program to try a change before you put it into concrete. Indeed, it is better to look at changes as a way of doing, rather than thinking that a change cannot be changed again.

4. Another way is to take a leap ahead and imagine or forecast what the change will look like if it were to come about just the way you would want it to be. For example: one year from now we have fifty new intergenerational, multi-cultural volunteers working in our organization. Then you begin to list all the ways in which such volunteers might be recruited, trained, kept happy,

recognized, and promoted. So here the effort is on painting a realistic, doable image, and then figuring out how to make that image become reality.

Some Questions:

1. How does change come about anyway?
2. Who is needed to make the change happen?
3. Why is change so hard for most people?
4. Why do people resist change? (Or you might brainstorm all the reasons why people resist change)
5. What are all the predictions we have about the volunteer world one year, two years, five years from now. How is it different?
6. What are all the benefits of working in the volunteer world to the volunteer? To the staff?
7. Why collaborate—what are all the assets of collaboration? What are all the blocks? What are some of the traps of collaboration?

Refer to Appendix "From Goals to Action".

Change is with us, and learning how to skillfully anticipate it and live with it is one of the important tasks for the volunteer administrator and decision maker, as well as for the volunteers.

8. THE COMMUNITY OF THE FUTURE VOLUNTARISM IN TRANSITION

Together we shall look at the community of the future with a special focus on voluntarism. Today is yesterday's future, and tomorrow is today's future! The future is here. There are signs, there are trends, there are happenings, and the transition from the present to the future is at hand. The operational definition of transition is "from the no longer to the not yet". We are not there anymore, and we are not arrived yet. So we are really somewhere in between then and there. Mr. Nesbitt in *Megratrends* states we are in "parenthesis", or we can say that we are moving from the post industrial revolution to the information society. We are at a time of computers and a changing job opportunity field. People are being automated out all over the world. There is heavy unemployment and many people need to be retrained, or they will not work again. People are moving, and the demographics of communities are changing. Also we have an older population, and a changing economy.

We are living in exciting times. Times of change, challenge, choice, creativity, and collaboration.

Let us now look at eight transition characteristics with a special focus on the characteristics of the volunteer world, and some of the challenges that transition poses for organizations in terms of services delivery; continuing as a viable organization; continuing growth and change; and continuing to be attractive to people to want to serve and work in the organization.

Voluntarism and volunteerism are in transition, whether you spell it with an "a", meaning the movement, or with two "ees", meaning the people who are involved with it; it's all in transition. We are moving from what was always considered the way to do it, to finding that there are alternatives and choices available that we had not thought about in more comfortable times.

We also know that we can impact and improve the quality of life. We can make a difference! We are entering an era of power for volunteers and volunteer organizations.

The profile of the volunteer is changing. Volunteers come from all kinds of economic, social, racial, and religious backgrounds; volunteers come with lots of experience and little experience; there are more volunteering. We are recruiting and placing both the native and the newcomer volunteer. The volunteer is a person working voluntarily, giving time, energy, skill, knowledge, resources, to chosen causes in a great variety of places and spaces. One of the most interesting new kinds of volunteer is the technology transfer volunteer. These are people who have specific technological skill, knowledge, and expertise, and they are helping communities and voluntary organizations with all kinds of technical problems, from developing specialized learning machines for paraplegics to improving communication systems for local police departments. Thus people who have specialized knowledge and organizations who need them are brought together. Part and parcel of this new development is that some organizations with special funding for older people have begun to train administrators to recruit and work with recently retired technological specialists. We are developing a group of technology transfer volunteers who are recently retired.

Transition No. 1

We are moving from a stance of plenty to one of doing more and better with less. We have a changing and in many ways shrinking economy, and yet until recently we always thought that if we had the skills, we could somehow get all the human and material resources that we needed. Yet with shrinking budgets the demand of consumers is for better more personalized services. Money, material, time, environmental and human resources are limited. We shall have to handle them differently, and there is no endless supply.

The challenges are many. One of them is to develop new and different funding patterns. We shall have to develop some new resources. There is money, and we must find creative ways to tap into it. Also we can learn how to barter. Right now in our area of the world, the third largest industry is bartering. It is possible to barter services, or space, or equipment, or . . . Bartering, co-production are challenges. Another one is to find all the ways in which volunteers could extend and humanize our services. There are many ways in which volunteers and staff can work together. Also, we need to understand the new technologies available to us. We must try to understand what we need as well as what we don't need. There may be some items that do not help an organization. The challenge is to become acquainted enough with the new technologies to be able to make good choices and decisions.

Also, we have to become more accountable and cost effective. We must document evidence of the work we are doing, the services we are giving, and the differences we make. We shall have to have evidence of the quality of the services we give and what happens to human beings when they interact with us. We must be more willing to evaluate our services and to scrutinize whether the goals and missions on which we are working are modern, viable, and useful. We also need to relate to and utilize the corporate world more than we have in the past. We shall need to develop collaborations with the corporate world, as well as with government. Co-production can be developed and/or enhanced also.

Transition No. 2

From a limited view of personnel policies and practices, toward development of human resource utilization. That is, from defined and limited roles for volunteers and staff to new and expanded volunteer and staff relationships and jobs that may result in new human service teams. There are human service teams in some hospitals, for example staff, volunteers and interdisciplinary specialists working together to deliver patient services.

There are different kinds of volunteer services including the administrator or the decision maker volunteer; the fundraiser and the fund finder; the advocate who is a pro-active volunteer; the research volunteer, and the connector volunteer, whose major job is to connect potential clients to the service of a particular organization.

What kinds of challenges does the more creative utilization of human resources have? To develop flexible job opportunities for both staff and volunteers; to work more closely with unions; to develop humane volunteer personnel policies; to develop new and creative ways to recognize both volunteers and staff; to develop volunteer career ladders; to develop volunteer fund raisers; to develop volunteer enabling funds for transportation, meals, parking, conference registration, or babysitting costs, so that there is equal opportunity to volunteer.

Transition No. 3

We are moving from hierarchal or pyramid structures to the flattened-out-more-participative organization, on local, provincial, and federal levels. In a participative system people feel and know that they can influence the system. Thus people feel they can make a difference for the better. Communications are more open and freer. Temporary committees or temporary systems are utilized so that people can participate in sharing ideas. Also responsibility and authority is where it ought to be: with the people who have to act and make decisions. Participatory systems are more open to change, more experimental, more informal, and people can learn from each other in a variety of ways.

The challenges include: to develop communication avenues between ourselves within the system, and between our system and other organizations in the community. We have to offer leadership training, that is modern management and leadership training throughout the organization. No longer can we interact or even hold meetings in the way we have always done it. Looking at how we can best deliver services, the question is what of the old should we keep and what of the new should we experiment with? It is important to expose management persons to all the alternatives that are available. Another challenge is seeing resistance to change as a natural phenomenon instead of seeing it as bad and terrible. It becomes important to acquire skills in utilizing the resistor's points of view. Resistors often have valuable and important contributions to make. Also, resistance can be decreased sometimes or a creative compromise can be worked out.

Transition No. 4

From very clear accepted norms and values to shifting and changing values. Here are five values that have implications for voluntary organizations.

1. **From rootedness to mobility**. We have long thought that there is value in being rooted in a job, in a community, in a geography; and we are moving to thinking that mobility may be valuable also.
2. From commitment to temporariness. How many temporary volunteer jobs do you have available in your operations? How do you work with people who value temporariness? We need to change our values enough to value temporary offerings of time. It is different from say-

ing "Yes, I'll be on the committee for the next three years".

3. **From a respect for authority and expertness to confrontation or questioning of persons in authority.**
4. **From a definition of success that meant money and upward mobility to some very different meanings of success** for different people. Therefore it is not necessarily true that either staff or volunteer see success meaning moving up. They may see success as doing a job well they really like, and influencing the arena around them. So we need to listen to what people consider success when we screen and interview new persons who are going to work with us.
5. And lastly from conformity to diversity. We are moving from "there is only one way to do it", or "we must have people who are just like us" to appreciating the beauty of difference.

What are the challenges here? Developing some temporary short term volunteer jobs. Offering choices and alternatives to people who want to work with us. Developing reciprocal evaluations where both volunteers and staff evaluate or give feedback to each other, and where supervisor and supervisee evaluate and give feedback to each other. Who better to help us grow than the person with whom we work most closely.

Transition No. 5

We are moving from a largely Judeo-Christian motivation system to serve to make a difference, towards some additional kinds of reasons for serving. There are many people who offer to volunteer because they see that as a way of getting into the job market, or back into the job market, or changing their work directions. Another motivation is to add credits and experiences to resumes. Many governmental and corporate bodies have on their application blanks a chance to list volunteer experiences. These experiences are considered vital and important. Therefore it is important to keep track of the kinds of volunteer work you do, whether it is administrative, research, leadership, or membership. Volunteer experience may open the way to a job or to graduate school. Some people are motivated to volunteer as a way of transiting, may be from work to less work, or transiting from a particular kind of family situation to a new one, or as a way of moving from one community to another. Volunteering is sometimes a way of entering a new system and helps with the transitioning process. Also, a person may want to enter a different circle, or want to meet new people, or experience new growth.

Other motivations may include: fighting for a cause or wanting to feel more powerful; to become visible; to have a chance to be recognized for the kinds of things a person does well; there is also the court referral volunteer, the person who is referred by the court system, but often stays because he or she had a good experience and sees volunteering as an important service; to become part of the "we" in an "I" centered, lonely world; or to make a difference somehow, somewhere in a different way than one does under one's own roof.

What are the challenges? Let us take a look at our volunteer interview procedures to see if prospective volunteers can share their real motivations. We can also utilize some of our experienced volunteers to help screen and orient some of our newer volunteers.

Transition No. 6

From turfdom to collaboration. There are new opportunities for intra and inter-organizational networking and collaboration. Human resources within and between organizations are being tapped and utilized better, and this process needs to grow and flourish. One of the ways to save energy, dollars, and uncork human resources is to build collaboration bridges within our organization and between systems. John Gardner said in a speech in August 1982: "Austerity is the mother of collaboration".

The challenges include the importance of learning and developing skills to initiate and carry on collaborative efforts. It takes a lot of skill to implement interorganization intergroup communication that results in collaborative effort. Another challenge is to develop the skill and be willing to find out what does the other person, the other department, the other branch, the other organization have that we need or can use. What are the ways in which we put the menu together cafeteria style so we come out with a varied meal that is interesting and "nutritious"? Also it is important to learn to record and document what is done, and to understand the successes as well as the problems of a collaborative effort. We must develop strategies to effectively communicate with the corporate world. The corporate world needs to know what we are doing in the volunteer world, and how we can interlink successfully.

Transition No. 7

From day and night cities to 24 hours cities. Many of our communities are becoming 24 hour communities, 24 hour cities. It is possible to wash clothes, do banking, mail packages and letters, get a haircut or even get your hair styled, buy groceries or call a crisis hotline 24 hours a day in many communities already. This means that we shall have to plan other people services 24 hours around the clock. The shift to more hours of service has already come and is going to increase. This means new hours for staff and volunteers.

The challenges then are to develop 24 hour programs; to have staff and consulting services available for volunteers who help staff such services; to have provisions for personal and building security.

Transition No. 8

From little or no focus on the future toward more thinking and planning for the future and how to meet it. The idea of looking at preferred futures and deciding how to be proactive will help the preferred futures develop into reality. The fact that there is so much knowledge about the trends of the future; the fact that so much of that is already here; the fact that literature and people are available to help us plan should make this a possible transition for all of us, and one in which we choose to be proactive.

The challenges here are to utilize methods that focus on what can be done rather than wallowing in the pain of the past or in the pain of the many problems that face us. We must look at what we can do, and then mount the effort to do it; to involve as many people as possible in the planning, particularly those who will be effected by the planned changes; to analyse where we have come from, where we are, and where we want to go. Let us not limit ourselves to right brain or left brain activity, but take advantage of both right and left hemispheres to do creative planning and work. It is important to take the time that is necessary to develop "doable" goals that can be communicated to every person in the system. Often goals sound poetic, but are too grandiose to implement - too impractical to be real and useful. Planning needs to be of the kind that people can say "Yes, I can help with that", "Yes, we should have done that a long time ago", "Let's tell everybody and get them involved".

The challenges and choices at a time of change, at a time of future planning, at a time of transition include:

1. To meet clients and systems needs in new and creative ways, or deprive ourselves of much that is available and useful.
2. To recruit new kinds of people or to remain without the beauty of difference that we need in this changing world.
3. To involve all parts of the system in making changes or risk building island resistances to change.
4. To celebrate steps of movement, and change, or worry about the gaps between where we are and where we want to be or think we ought to be.
5. To help make volunteer and work life interesting and

meaningful or have apathetic personnel, high turn-over, and poor utilization of money, time, and other resources.

Lucky are we who have choices in these transitionary, interesting times

to create
to change
to collaborate
to choose and
to celebrate;

to celebrate that we are living in turbulent, challenging, and changing times.

9. HARNESSING THE COMMUNITY FOR PLANNED CHANGE

What do we mean by community? It can be defined politically, geographically or sociologically. Certainly a community is made up of many subparts. These include individual persons, informal interest groups, organizations, agencies, different economic and social strata, geographic units, political subdivisions, and of course also the network of formal or visible and informal or invisible relationships between individuals and groups. But when we talk about the community, it is not one great homogenous something or the other about which you can draw a circle. We are really talking about individuals and groups, about political and geographic areas, and we are talking about the visible as well as the invisible networks. This is important because if we talk about how to harness the community for change, the invisible network needs to be included as much as the visible.

Many internal processes occur in the interaction of individuals and in problem-solving activities between groups and individuals. These are usually called community events. There are also interactions between geographic communities and between the community and the larger section known as the city, the state, or the federal government. For example, Title II of the Economic Opportunity Act (U.S.A.) is encouraging contiguous geographic communities to work together on community action programs and plan them through local advisory committees. This then is an example of a relationship between a geographic community relating to other geographic communities on a local level with both state and federal participation. One of the most interesting things about this is the local community action committees which have developed. They are made up of people from poverty areas who are helping to not only design, but are helping to make policy in relation to the programs which affect them. This is one of the ways in which people are learning to speak up. We can do a better job of training them, however, to do this. Many of the communities that I visited, people get put on boards, particularly poverty people who have never been in a group. They are put on boards with people, let's say, who have been in other organizations ruled by General Roberts, you know, Roberts Rules of Order, and they are absolutely lost and outmaneuvered when people make motions and table motions. We have given, across the country, very little help to residents who are new to groups in how to participate in group activities.

How does change come about in communities? If you say that a community is a dynamic system, meaning that it changes all the time whether you want it to or not, you consider that change occurs constantly through adaptation, through adjustment, and through reorganization. Impetus for change can come from within the system spontaneously, but it sometimes is initiated by a subpart. For instance if you look at the whole tax structure in communities you know that changes for ways of taxing people may come from within the system, i.e. city government. Somebody may suggest that you ought to charge cigarette smokers a few more cents than you did last year, and the change is initiated from within the system.

Impetus may come from outside the community or system. For example, a lot of the impetus for change is coming through federal legislation, through outside groups, through national movements, be it black power or red power, or white power or any power. For instance, the important services to youth are usually imported from somewhere outside the system and are often not requested.

Now, impetus for change can come, therefore, from inside and outside, through pressures and through actions. Change may be of at least two varieties. Unplanned change, that is, evolutionary change such as a shift in the regional economy, or the railroad town being no more, which may produce a better or a worse employment market. On the other hand it may be planned change that originates from the decision to make a deliberate effort to improve the system, and this obtains and utilizes, usually, the services of professional persons.

We need to talk together about planned change. That is why this paper is entitled "Harnessing the Community for Planned Change". Unplanned change is going to happen anyway, but there is much change that can be planned. Change can be planned, provided that you really want to plan it and then want to do something about it. Usually it is a professional person who is utilized, or a group of professional persons often referred to as change agents, be he a teacher, or a social worker, a public health nurse, a psychiatrist, a psychologist, or a citizen volunteer who helps with action. All of us are probably change agents if we are involved in helping to bring about change either in individual family situations or in a community situation.

The decision to make change may be made by people in the system because they have experienced pain or dysfunction or malfunction and want improvement, or the change agent who observes a need for change in his particular community may take the initiative to establish a helping relationship within the system. The interesting thing about change agents is they too may come either from within the system or outside and sometimes it is an outside consultant who is brought in. In city planning, for example, in many communities you may have a local city planner but somebody from the outside is often also brought in, so you may have a combination of inside and outside change agents working together. The role of the change agent then is very important and an appropriate role for any of you in the helping professions to take. It is an important change in our society, I think, since this kind of commitment and translation of commitment into action has been a fairly recent phenomenon on a large scale. That is, change agentry in the United States that brings about planned change is not very old, as an important part of community function. Let me give you an example of an outside-inside thing that I know about. An associate superintendent in X school district realized that integration would not take place unless something was done to change attitudes of the key positions including parents, teachers, principals, bus drivers etc. A federal grant made it possible to put on four Human Relations Laboratories within the district. To these meetings were invited parents of low-income, high-income, middle-income, well-educated formally, less well-educated. Also included were all the racial groups, Negro, Mexican, American and white in X school district. The parents came. Community people were invited who were not parents. Board of education members, teachers, principals, central office people, (these are the curriculum specialists) the personnel people, the superintendent and associate superintendent, the nursing staff, the secretarial staff of the system, the janitorial or custodial staff of the system, and the bus drivers were all involved. Next time students will also be involved but that was not possible. So far as we know, this is the first experiment of this kind that has been done by any school system in the United States.

Now it was the result of combined thinking. The inside change agent is the associate superintendent. The outside change agent in this was a behavioral scientist. Now what happened was that we were no longer getting together and listening to long lectures about what was happening in the United States in education, how you ought to go home and love your neighbours. We had a few lectures, but very few. People were divided, groups of eighty were divided into small groups of twelve to fifteen, and these groups were heterogeneously gotten together, that is, in each group you had at least one person from each of the categories I had mentioned and none of these people came from the same school, so that a principal could not have his own teachers in the group, and the community people the fourth time around offered to come, but in the first case were people like the head of recreation, probation officers, parole and others.

Fascinating things happened in these small groups as people began to know each other and as they began to confront each other with the differences of opinion and feelings they held. The second kind of small groups we had were interest groups, that is, as the small group began to evolve things they wanted to work on, then a second group was available at different times of the day. For instance, there was a small group that is still working on improving text book materials on the history of the American Black and the history of the Mexican American. There is also a small group that is working on how to work with parents in small groups other than in the way PTA's have traditionally worked in the past. And there is a small group working on improving communication channels between teachers and the administration downtown.

One of the changes that has to happen in our communities is that we have to get the opposition into our ventures, because unless we begin to talk with one another and get to know one another, we will keep all the stereotypes we already have. Here is one example of change taking place in a small community that is really going to have a great deal more to do with that community than just the school system because so many other people have been involved.

What then are some of the important ingredients of the harnessing procedure? There are many problems that are rarely found on paper, but are found by talking directly with the people. Then when you involve these people in looking at their problems you find it much easier to help them work the problems out, because then the people have discovered the problems themselves, rather than you coming in from the outside and saying "Aha people, I want to do "good" and I know what kind of "good" you need". That is the last thing in the world that community members want to hear. So knowing a community is not academic knowledge, although that may be important, but a real feeling knowledge. That community can be a geographic community or it can be an agency, depending on who it is you are working with and trying to help change.

Secondly, you really have to know the power structure, including the visible and invisible networks. Power structure of a community is a very complicated business. There are the elected, selected, anointed, appointed officials, but also behind almost everybody in power there are some very powerful people who are not seen or heard from except maybe on the golf course or in the country club, or at certain bars. When studying a community one really needs to know some of the people behind the official power people.

There is another point that I want to make: that the very powerful people who know they have power may not tell you and may not even give you a chance to get them in the newspapers.

One other example has been fascinating to me. It happened in a small southern community. There was a meeting in which the seminar participants were asked to nominate the people of power in their community. Great lists were put up. Then they were asked which of these people on the lists might participate in a seminar like the one we had, and how many of the people on these lists did anybody know. It turned out that nobody knew the three top people with power influence who were mentioned. Their names were well known and it was known that they often got together. The question then posed to the people at the seminar was "Well where do they get together and what do they do"? "They get together at the Country Club and make all the decisions and then they feed them out to the politicians. They will, for example, not appear at a benefit, they will not put their names to a political roster, they will not be known as a supporter of "X" cause, but they are always in there". So that in effect this community is run to a great extent by three very powerful old Southern families, but they are not in many official capacities. The business of power and influence spread is something that one really needs to know to work in a community.

Thirdly, another thing if you really want to effect change: it is important to know the community networks, that is, not only the individuals, but the groups of people who affect one another. It is important to know the problem of the community as seen by the residents, as well as the way it is seen by the outsider. Also, it is important to know a broad range of persons in order to connect them to the change agent and the change practice. That is, so often we want change, for example the Welfare Rights Organization, but the question is how do we connect the chairman of a Welfare Rights Organization to other welfare rights people interested in welfare rights and people interested in contiguous kinds of interests? Usually change is sought by a very provincial group and then carried out by that group, and those of us who are professionals do very little linking or connecting of people with one another. Example, youth programs. One of the things we've tried in one of the communities I know of is to link all people interested in youth regardless of what particular agency banner they may have, which gives a much more powerful group to change youth programs than if you do it only in one agency.

Therefore the linking of interests that are contiguous or parallel is one of the other very important kinds of things that you want to establish to change relationships.

When you then begin to look at connecting people to causes or connecting people to services, let us make a few additional comments. It seems that one of the spots where the helping professions need to work is on developing skills in the connection business. An example may help here. I was driving down Central Avenue one day and somebody hailed and I stopped and a young woman said to me, "I got a little notice that said I should take my kids to be vaccinated and I'm perfectly willing to go, Eva, except I don't know whether I'd be accepted. Can you help me"? So I got out of the car and we talked about it. She had gotten a notice from the local health center which said X Public Health Center invites you to bring your children to be vaccinated. She said, "I don't even know quite where it is". "Jane, it's just down about four blocks next to the market where you shop". "Oh", she said, "It must be that little pink building I go by all the time, I didn't know that's what it was". We were at that time walking down together towards the clinic and as we walked she said, "You know, this business of all these services that are now available is great, but I never know whether they are for me, and I never know whether they are really going to want me when I get there, so would you mind taking me in". I said, "No, I'll be glad to and I'll introduce you to the health educator and I'll make sure you are welcome before I leave". So we walked in and of course she was welcomed and one of the fascinating things she said to the health educator was, "Gee, I've been by your clinic so often but I've always been scared to come in here, and I had no idea that the service you have to offer is one which I can take advantage of". Now here is somebody willing at least to ask the questions. How many people are there who never get connected to the services? We say, "Come, here are the people, here is the service, all you have to do is come and take advantage of it". Except it isn't that simple, because what you need is some strength to get over there and some knowledge that you are going to be accepted, and some feeling that the service is not going to be like the one that rejected you last year, and some feeling that the service is really for you. The same thing is true in the change agent business. People, to be connected to people, have to be connected to people, have to be connected through human service and not through a notice or through an invitation or through legislative action alone. It usually has to happen because you get people together who get to know each other, and who begin to work together.

If you really want to cause social change of the kind that we need in communities today, we need to help people get together from distant parts of town to work on problems of interest to them both, whether that is in the church, or through the community planning council, or through the community action programs. Instead of staying only in one's own little neighbourhood, it is possible to get people together to work on common causes and encourage them to work together so that they can begin to exert pressure together rather than in only small, separate interest groups.

What has been said so far is, you need to know your community, and you need an openness to new experience (which is easy to say and not so easy to do). Thus when we talk about harnessing the community for social change, we are talking about a very major kind of effort. There are very, very specific skills that are needed by all of us, but most of us also need the courage of our convictions and a willingness to take the kind of risks that are necessary in order to cause change. Another way of putting it—Samuel Johnson once said, "Nothing new will ever be attempted if all possible objections must first be overcome".

One of the first questions to ask is what is the **appropriate target**—is it the community as a system, is it the educational community in particular, is it a given agency? What is the target? Who is the target?

Secondly, we need to define the **focus of the change effort**. Are we going to have a **multiple entry system**, both inside and outside change agents all making an impact, or are we going to have **one person who launches this effort**? What is going to be the entry for the change effort? Still under defining the focus, what will be the linkage of interdependent systems? How are we going to get the various agencies and organizations that should be brought to bear on the change effort to link together, to work together? How are we going to get them connected in a workable way? What kind of an outside-inside linkage do we need?

The third large heading here is what **models of entry, involvement** and **start-ups** are we going to use? For example, there is such a thing as the diagnostic self-inquiry system, and let me give you an example of it. The national PTA has been extremely concerned about its drop in membership and drop in effectiveness. The national PTA is also not a very rich organization when it comes to wanting to do research so they asked some behavioral scientists to help them figure out how to do a self study that would result in meeting changing needs of parents in the U.S.A. The system devised to do this was a system in which interviewers were trained. They were PTA members from all over the United States.

Another one might be knowledge retrieval. The purpose here is to discover the knowledge already available in the community, for example, about the dropout youngsters. Or another way of asking the question would be, what do we already have available either in the community or elsewhere that could be brought to bear on the problem? You know how often we start independent research when there is material already available.

Another model of entry might be the **simulation process**, or sometimes called the micro-process experience, where you do something in a small way that later you are going to do in a large way. Let me give you an example. Last March we ran a conference called the California Association of Health and Welfare Annual Conference which usually brings to it 800 or 900 people. We were hoping to attract 2000. We wanted to have a conference design for involvement of 2000 people. But the planning committee was not very ready tc buy anything quite so experimental. So we suggested that we might get the Systems Development Corporation who were involved in this conference to let us have their quarters to do a simulated micro experience for forty people who were representative of the kind of people we hoped would come. We did this on virtually no budget except the luncheons. We tried with forty people in a small way in one day what we hoped to do with 2000 people in a larger way in three days. Many constructive changes were made as the result of the micro experience. As a result of the simulated experience we learned enough to refine our design for the 2000.

Another design is known as the **confrontation design**. Now this is a new idea developed and refined by a firm called XICOM. It was first worked out with drug companies. Drug companies came to the head of XICOM and said, "Our salesmen are really not very good at selling drugs to physicians. They somehow don't seem to be able to tell physicians the whole story behind a new drug. In fact many of them can't even get the time of physicians". "And we pay our training directors large amounts of money. If you can come up with a way of training our drug salesmen, we will do away with our whole training and personnel department and will funnel all that money to let you train our drug salesmen". XICOM is now training the drug salesmen for three of the major companies in the United States.

Fourthly, there is **feedback and research utilization**. Or, how are you going to keep track of what you are doing? What kind of models for keeping track are you going to set up? This must be done and thought through at the very beginning of the project. In the framework of planned change projects documentation plans must be included. Also involved here is the kind of training design that will be built in. For example, if early in the change process of the anti-poverty program we had known what we know now, we would have built in a much larger training component for the first professionals who were hired. Also we would have built in a large training component to implement the "maximum feasible participation of the poor" legislation.

Lastly, in a planned change project the question must be asked: What **kind of structure** will be evolved that will allow not only for the continuation of the project, but also allow for flexibility and change within it? For example, how long are you going to continue to have the external change agent strength within the system so that it can carry on once it has received the outside ideas? Or, are you going to consider developing and keeping an inside-outside change agent team?

These are all things which I think one does have to consider if one is talking about planned change, and perhaps so much of our change is not planned because this is a complicated process that takes a lot of work, but it is well worth it if you want change to happen and to happen in such a way that you have maximum involvement and maximum product.

10. CHALLENGES TO SYSTEMS IN AN ERA OF RESTRAINT

We are living in an age of restraint, of down-sizing, of limited resource management, doing more or better with less - and with more complex problems. We now have what could be called a crisis of opportunity—involving challenges to be creative, chances to review and replan, and opportunities for change and changes. It is a two-pronged situation; a kind of double bind: with impetus on the one hand to upgrade services to meet more complex demands, and on the other hand to downsize to respond to restraint. The bind that we are caught in is but one aspect of the complexities for us. We are also moving from the no longer to the not yet, and from a time of limited expectations to a time of rising expectations of ourselves and of our services by our constituents, potential clients, customers, patients, students and whoever the consumer population is. It is a time of changes, transitions, and challenges.

Transitions

One of the trends through all this is **transition**. There are societal, organizational, and personal transitions. There is a difference between maxi-transitions and mini-transitions, and we are experiencing both. A number of scholars have described these transitional times. Alvin Toffler's concept is that we are between the second and third wave. Others see the change as a move from an industrial to a service economy, and an information society. To Margaret Mead one of the problems we face is that all human beings over thirty years of age are immigrants to the culture of those under thirty. These are ways of looking at the complexities, the differences, and the lack of precedents for trying to ameliorate or solve problems.

Another dynamic of this era of restraint is the concern about pollution; about the decrease and misuse of the world's human, material, and economic resources. Some of the restraints are not just budgetary, but involve other resources because we realize that we are not living in a world of limitless supplies and resources. This is not a world of plenty for all. There are many powerful dynamics encouraging people to be physically and mentally more active and aware. Indeed the health services may see budgetary increases, whereas there are decreases in welfare funds in many places.

Part of the response to the concern about underutilization of human resources is an increasing emphasis on better time management. Soon the development of 24-hour cities will make human service delivery systems necessary and available morning, noon, and night, Monday through Sunday. This change will be difficult for many professionals who like to work from nine to five, Monday through Friday. Others will use it to expand their choice of work hours. New and additional volunteers will become available who now do not have the opportunity during the restricted weekday schedule of most agencies.

There is a push towards better, that is, more humane, more personalized delivery of services and toward restructuring and streamlining organizations. Those who are decentralized are centralizing, either because they think it is a better way to deliver services or because it is going to put their resources to better use. And some organizations which have been centralizing are decentralizing with the hope of bringing their services to where the people are. They reason that this may be a better way to economize both for the service providers as well as for the consumers.

The tensions about better utilization of physical, financial, and economic resources are also resulting in movement toward a more humane work place, including more participatory decision making methods, and different, more consultative management styles. The recent literature in this field aimed at the corporate world is adaptable to human service organizations, and extremely useful.

Other important shifts we are experiencing include power and influence shifts between nations in the world, between institutions in the community, between different levels within the organizations, between decision makers and members, between specialist experts and generalists, between providers and service consumers.

This era of restraint is fostering shifts in delivery of human services and changes in institutional structures. Much experimentation is occurring. There is movement from turfdom to collaboration; from going it alone to becoming more interdependent and sharing expertise and other resources in creative ways. Collaboration does not necessarily mean merger, or liquidation or organizations, agencies, or institutions, but rather better utilization of human, material, equipment, and idea resources across the board. There are needed efforts to develop overlap and close service gaps when it is possible to do so.

Many hierarchal organizations are flattening their structure. As this happens it becomes necessary to retool the skills of professional persons in the changing organization. Communication patterns often change radically, as do ways of delegating work and making decisions. Power bases also shift and change, and often authority and responsibility lines to implement policies have to be redesigned.

Futuring and long-term planning is becoming an acknowledged necessity and for this, better, more realistic ways of doing creative, realistic planning are necessary. Questions of how to involve all levels of the organizational hierarchy must be faced and worked though by planners, decision makers, managers, and workers.

Reponses

As we face restraints, pushes and trends, both reactive and pro-active responses are possible. Some of the reactive stances, understandable though they may be, are not very useful.

Reactive Stances

One stance is the "automatic nibble". In this reactive position, a budget cut announcement creates panic. There is usually no look at the hard decisions that need to be made, no analysis of the situation, no look at present needs, or any determination of planning that could be done. Often no thought is given concerning who should be involved in action planning, and a final decision is announced that the cut will be passed on across the board. Upset, depressed administrators just pass the cut on somehow, often laying off needed personnel.

Another reactive stance is the elimination of vulnerable chunks. That is, the elimination of those activities to which the staff is least committed. In schools, it may be the so-called frill activities such as arts and music. Or programs are eliminated that are not popular with the Board, or other decision-makers. Program parts may be eliminated that are expected to cause the least outcry from the consumers, particularly if the consumers are inexperienced or powerless, such as the very young, or the elderly or ill. Sometimes the newest or most experimental programs are erased without analyzing their viability or importance. And sometimes those things that are hardest to describe and communicate get the axe. These vulnerable chunks have a hard time in an era of restraint, and yet they may be the chunks that are needed most.

The elimination of vulnerable personnel merits special attention. The latest hired, the youngest, the minority, the nearest to retirement, the least skilled, the person on probation is in this category. Usually these persons are eliminated without being involved in planning or making decisions about their departures.

A memo appears stating that they are or will be terminated.

A third reactive stance is the elimination of the least articulate constituency—the people with little political clout, or the poor, or the newcomers.

A final reactive stance is the reliance on precedent management, that is reliance on the "good old" tried, sometimes dry, and "true" methods that have always been used and were successful in the past. These may not be appropriate in an era of restraint with its rapid changes and new challenges.

Administrators often experience overall feelings of depression, powerlessness, cynicism, and negatives, which makes the development of creative solutions almost impossible. Creativity and depression do not live well together. Our research showed that people can do creative planning and problem-solving from a basis of hopefulness, clear future images, and goals, but not from a basis of pain and depression.

Pro-Active Stances

What then could be some pro-active stances? There are a number of possible ones. One of the first is to re-evaluate and to allow the possibility that everything that is in the program now may not be viable or necessary either at this time or in the future. It is possible as activities and programs are re-evaluated they can be re-priorized. The crisis can be one of opportunity, especially if the people involved in these programs are also involved in the evaluation and planning of change. It is a challenge to review evidence of payoff of current efforts in analytical and objective ways. In an era of restraint and accountability, need and effectiveness must be probed. It is necessary to communicate to funding sources what services are needed, and that they do not overlap with those provided elsewhere. Action research and other research tools must be utilized more fully.

As part of re-evaluation it is also necessary to clarify the objectives and the methods by which the objectives will be reached. Mission statements, or descriptions of lofty aims may have been developed and written years ago, and perhaps have not been rewritten or relooked at since. Clarification may help to widen and change the missions of the system in light of present trends and needs. Cost benefit analysis should be studied and become a part of the documentation done by human service systems. For example, cost benefit analysis may show that eliminating people may be more costly than other available alternatives. Cost benefit analysis of computer utilization, in many instances, would be helpful for effective planning and decision-making.

A second pro-active stance is to exchange and share resources. It is important for organizations, agencies, and institutions to find and work toward some common cause, be that developing drug and substance abuse programs for teenagers, or developing mini-transportation for older citizens, or developing a geri-teen program where volunteer teenagers drive older people to volunteer jobs. In one program, the teenagers provided the driving power, local car agencies provided demonstrator models, and the Red Cross provided the driver training. This is an interesting collaborative effort, and there are many more examples from over 100 communities in Canada and the United States. The exchanging and sharing of projects and programs can provide services which extend human, material, and money resources in less expensive, and usually in less overlapping ways.

Another pro-active stance is to search for alternative funding sources and methods. For instance, it may be a good idea to make a list of profit-making private sector organizations and companies that profit from your services. Included should be the local market, the utility company and other businesses and/or corporations that profit from such services as family counselling, hot lines, and so on. In one community it was pointed out to a corporate group that child care, which had been undertaken by the public school program, was being eliminated. The corporation was invited to either underwrite the child care program or to develop their own in-house program. They chose the latter, and now have a child care system within their industrial complex. It is resulting in decreased absenteeism and decreased turnover of employees.

Other systems can perhaps be approached to share costs of activities and services. This may include sharing of equipment, other materials, human expertise, or meeting space, as well as money. Human service personnel must become more skillful in asking for help from different systems, and in developing appropriate action strategies.

To search for alternative funding may include involving clients in a brainstorm session on all the ways to raise money "around here", or "all the ways to continue programs" that the clients find valuable. Often clients have creative ideas that are different from the professionals and the decision makers.

Another idea already now utilized is that professionals, instead of giving their expert services free to clients (e.g. teaching or consulting at all hours of the day or night) charge for these services, and the money goes to the agency, the university, or the system for which the person works. This may add some money that is earned through staff activities that have always been free. For example, in one agency every time a counsellor is asked to give a speech or teach people how to counsel or train volunteers in counselling skills, a fee is charged, and this fee goes into the coffers of the agency. This income may not make up for all reductions, but it helps. Most agencies will find some creative and risk-taking ways to increase their income.

To look for more effective service models is another pro-active position. This includes different ways of providing service, such as self-help, or decentralized structured program activities that require less staff attention, and more effective integration of volunteers. Action research tools can be used to do this type of research. It is low cost, and highly involving.

There are models of education, treatment and service that are less time-consuming than those presently used, and yet are effective. For example, training models are changing to one-day, one-meal events, rather than involving retreats over several days. The one-day events can then be spread over several weeks or months. Or, such events can go from one p.m. to eight p.m., with the agency and participants each giving some time to make it worthwhile.

Some systems are restructuring and reorganizing their operations. In one hospital, the nursing stations were abolished. Records were made available to physicians as they came in. The records and other services were organized so they were easy to find and use on more of a self-help model.

In a State Department of Social Services, restructuring occurred because there was a deep budget cut and it was initially thought that cutting personnel was the only solution. The Director of the department, however, believed that all personnel were necessary to deliver mandated services and he did not want to fire his staff. All of the exempt and professional personnel were invited to a two-day meeting to explore ways of handling the budget cut. Participants were both excited and very creative. Some of their ideas and comments were: "Don't give us a raise". "Let's just wipe off raises this year and see what happens". Others said, "I would like to retire early. If I can keep my benefits then I would leave a year earlier". There were people ready to job-share. There were people who were ready to work part-time. There were employees ready to take educational leave. While the responses may not have been ideal, it was not necessary to fire anybody. Morale remained good, the newest employees were not released as they thought they would be, and, the admiration for the administrator was endless. Perhaps the restraint era can be humanized if those who are going to be affected can be involved in consequence thinking, planning and decision making. This kind of action decreases stress, pain, and attrition for everyone involved.

Another pro-active stance would be to re-evaluate volunteer roles and introduce volunteers in new places and spaces in addition to, or as extenders of, professional services. Since more volunteers are available than ever before, it is incumbent on paid personnel in all systems to develop new and extended ways to utilize volunteer person power—as part of human service teams, and as extenders of professional services. Volunteers can do research, connect services to present and potential clients, and can serve as advocates for causes and systems. The professional may then concentrate on the pathological, where the most skill is needed, while volunteers help with those activities that need attention that they can provide as well or better. In making these shifts, careful planning when introducing volunteers into new areas such as administration is important, as is awareness of the danger of displacing paid personnel, a concern of both union and volunteers. In one agency that counsels older people about potential resources, rights and governmental benefits, it was discovered that one well trained psychiatric social worker could train five or six older volunteers as counsellors as long as the worker could supervise them. This meant that more older persons could receive services and yet no social work positions were deleted. Some of the social workers now do the more difficult reach-out kinds of services. The older volunteer counsellors feel better about themselves and their clients. They have regular staff meetings with the social workers, and their status and feeling of importance have really changed.

It is also possible to develop human service teams composed of both volunteers and professionals who work together on complex problems.

Participatory management is also a pro-active stance. Belief in participation is not enough. It takes great skill; and the gap between intention and successful action is often a wide one. Human services can narrow the gap with training in this style of management.

Finally, in many places consciously building paths and relationships with the corporate world is paying off. The corporate world is developing more and more social responsibility. There are many articles, speeches, and decisions about their donations that reflect this trend. Also, participation by corporate persons in volunteer capacities is increasing very rapidly.

In sum, the challenges that face us are:

- to innovate rather than recreate the old or imitate;
- to involve rather than isolate;
- to become inclusive rather than exclusive;
- to welcome and utilize difference rather than prefer conformity;
- to encourage creativity rather than rely only on tradition;
- to plan ahead carefully and realistically rather than winging it;
- to remain flexible and open to change rather than refusing to deviate from chosen paths;
- to act rather than react;
- to try to make changes humanely rather than perfunctorily;
- to be excited and puzzled rather than being concerned and depressed;

- to celebrate small and large successes;
- to face down-sizing and cutbacks as a challenge and try to increase our skills and competencies to deal with it, and to discover and develop new resources;
- to try to decrease our resistance to change and demonstrate to funders and clients alike our new levels of accountability;
- to look forward to tomorrow as a new, exciting and challenging adventure, and to learn how to utilize all the resources that are available and develop some that we may not have thought of before;
- to find constructive ways to deal with the problems that arise in an era of restraints.

11. TOWARD COLLABORATION - RISKS WE NEED TO TAKE

There is a need in our society, indeed our world, to maximize human resource development, and learn to do more with less. Therefore, it is important to involve even more citizens to evolve broader quality, public and social action, and to cause planned change to happen.

SOME ELEMENTS OF COLLABORATION

Collaboration is a process that may end in coalition, federation, network, or some other interorganizational entity. One element of collaboration is to get disparate parts of a system, or separate systems working together towards some agreed upon goal or purpose, or several agreed upon outcomes. Another element is that in a collaborative process there is a combination of influence and power to make change and/or exert clout towards agreed upon end(s). Third, collaboration provides a combination of different human and material resources to impact the goal(s), and provides better or broader services. Fourth, the diversity of difference(s) is a resource that a collaborative effort heightens, and draws upon.

DIFFERENT LEVELS OF COLLABORATION

Five different levels of collaboration may be identified:

1. **Intrapersonal collaboration**, where parts of the self try to collaborate, sometimes called getting it all together.
2. **Interpersonal collaboration**, which is collaboration between persons who want to do something together.
3. **Intra-organizational collaboration**, in which parts or units of an organization work together on certain defined goals.

4. **Intergroup collaboration**, where collaborative efforts of different groups are joined in the quest to achieve agreed-upon outcomes.
5. **Inter-organizational collaboration**, possible within a community, or between communities, or on a national level. The National Collaboration for Youth is a good example of the latter.

Current "Pushes" to Collaboration

A number of important societal factors push toward collaboration, including:

1. **Concern about conserving and better utilizing all types of resources.** Included here are human resources, environmental resources, material resources, and time resources.
2. Then there are the **tensions and concerns about better use of the dollar, budget cuts, and the concern of taxpayers about the use of their monies.** Sometimes, when confronted by having to do more with less, people come up with creative solutions. This is sometimes called "limited resource management".
3. A third push is **the increasingly complex post-industrial world** in which we are living, a "third wave world". This is so complex we are in transition from an industrial to a post-industrial world. The things that are happening are changing faster, and in increasingly complex ways. Thus one of the pushes is that the complexity of problems and changes requires teamwork that involves a more complex combination of human energy, resources, knowledge, and skills.
4. Another push is **the increasingly rapid and complex change of values** in our society, and in the world. Included here are such value changes as from commitment to temporariness. It is important to be aware of this when we put a collaborative effort together. It is vital to be sensitive to varying degrees of time commitment, and to be flexible enough to offer opportunities for participation across these differences.
5. Many collaborative efforts are facilitated because **there are many more people who are social-cause and quality-of-life oriented**, who care about the way services get delivered, and who care deeply about what happens to human beings who need a variety of services. There are more volunteers available than ever before to contribute to quality of life improvement efforts.
6. Also, we are pushed by the fact that **we have good and productive experiences from collaborative activities that**

have been documented. There is a growing literature about successful collaboration available, many case studies of good collaborative models.

ELEMENTS NEEDED FOR INITIATING COLLABORATION

To generate productive and effective collaborative activities, a number of factors are important, including:

1. Having a **common cause.** Consider people and groups getting together who are concerned about substance abuse by teenagers. They have a common cause, though they may have very different ideas about the best action steps toward amelioration or treatment. This can be worked through as the collaborative process unfolds.
2. Another element may be **common pain**. This might be environmental pollution, crime on the street, or the plight of poor or older citizens.
3. Also important in any collaborative effort is **the need to think about a broadly based start-up group**. When three or four people have a "turned on" idea, one of the first things they need to say to each other is: "Who else do we need? Who else could be helpful? Who else is concerned about this"? It is important to have a group that is open, so that other people can join without feeling they have been asked the second, third, or fourth time around.

   Everyone must feel relevant, wanted and needed. It can be helpful not to get too organized, or to get the territory carved out and fenced in too early. A rather useful tool is to put a big sheet of paper on the wall, and list all the functional sectors of community that might be included, religion, unions, social control, recreation, education (private, parochial and public), human services, mass-media, culture, physical and mental health, business, and the political sectors. Persons from each relevant sector can be invited to come to a beginning, exploratory meeting to see what the best collaborative mix will be.

   Besides community sectors, it is important to think about age variations, religious and nationality representations, as well as geographic distribution. Power and influence potential of participants must also be considered.
4. **It is also important not to lock the meeting place into one location**. Often meeting places and ownership get confused. It is important that meetings move to different locations, **and that many persons and groups share leadership responsibilities.**

WAYS TO MAINTAIN COLLABORATIVE MOMENTUM

In order to keep the collaborative process going:

1. **Rotating temporary leadership is a helpful way to work.** Somebody convenes the meeting once or twice, then somebody else does it, and so on, on a planned basis. Thus ownership of process is shared as well as leadership. People will usually volunteer to take leadership responsibilities when this is the understood method of operation.
2. Besides meeting at different places, it also helps to **vary the meeting hours**. Some people can come at night, and others in the morning. One might convene two parallel meetings so that the participants can choose the time most convenient for them. Exclusion in the collaborative process leads to distrust and fragmentation.
3. **Careful shareable documentation is absolutely essential.** This does not mean minutes of the usual uninteresting variety. Documenting what transpires in a meeting, or any activity, should include the how, as well as what and content. It should communicate to people who were not able to come, or to people you would like to inform and recruit. Other good documentation also helps representatives report back to their organizations, and share what is happening. It may also be helpful for clear follow-up action steps to take place. It is suggested that documentors, as well as leaders, be rotated, so that different people and organizations have the opportunity to write up and reproduce the reports of each meeting or activity.
4. As the collaborative process develops be sure the **system stays open** and new people can be added as needed. Be **sensitive to the seating arrangements** so that new people are easily integrated into the group. Often group members who already know each other sit around the same table, and all the newly invited participants find it difficult to find a spot for themselves.
5. **Feedback and review** of the ongoing action is important. Items such as: "How are we doing"?, "How far have we gotten"?, "Where are our hang-ups"?, "What can we do about it"? should be probed.
6. **Stepwise celebrations** are very supportive of continuing effort. Often collaborative groups get so task-centered that they don't stop "to smell the flowers", and reflect on where they have been, where they are, what progress they have made, and how to celebrate. Collaborative groups especially seem to need recognition of the satisfaction of incremental movement and accomplishment.

7. Another element that helps to maintain collaborative effort is **analysis of individual and organizational resources and skills** that are available. So often we think that the grass is greener somewhere else and we do not explore and use the resources, knowledge, and skills in our own group. We could develop a skills bank or resource file, and have it available for constant use.
8. **A staggered activity-centered beginning** of each meeting is very helpful. It is productive to consider that people are really never late. Some just come sooner, and some come later. If you have this philosophy, every minute of the meeting can be utilized to work on one or another agenda item. Also, people who do not attend at all are called by some members who were present to tell them they were missed, and also to inform them of some of the major things that occurred at the meeting.
9. It is also well to **develop ways for members of the group to report back** to their own groups. It is necessary to think through how and when they are going to report back. Sometimes it even helps to have a practice role play, of reporting to a superior, or at a staff meeting. Sometimes it is helpful to select some items that are of special interest to share with the "back home" organization. It is often too much to make exhaustive verbal or written reports. This may be perceived as information overload.
10. **Meeting design and format must be considered.** Collaborative meetings must be participatory. Therefore the place, space, seating arrangements, access, and parking arrangements are all important.
11. Also knowing **when and whether consultant help is needed** is an item to be considered. Sometimes a neutral third party can be very helpful - at least on a temporary basis.
12. In order to maintain the collaborative process **clear work on money commitments** must be shared by all participating individuals and groups.

SOME TRAPS IN THE COLLABORATIVE PROCESS

Here are a few cautions about traps we have observed in many efforts to develop and maintain collaboration:

1. **Fear of merger** is one that comes up often. People get worried that they might lose their organizational identity, or their separate reason for existence. This fear often needs to be dealt with at the beginning of the collaborative process.

2. Another trap is if people feel that **compromise means giving up turfdom, giving up territory.** We live in a society where compromise has a negative connotation of lose-lose, or win-lose. It is rarely thought of as win-win. Many collaborative efforts can have win-win results, and then compromise becomes creative, positive and exciting. It may mean that some new resources are discovered that were not available before the collaborative effort took place.
3. A common trap is to **let one person or one organization take over because they are "so good". Leadership and ownership must be shared, or there will be divisiveness, power struggles, dependency, and possibly even disintegration of the collaboration. Credit for "doing" must also be shared.**
4. **Not enough time to keep people informed and involved** is another trap. We put such value on speed. Many people feel that the faster you do it, the better you do it. The faster you work, the brighter you are. There are bright slow learners as well as bright fast learners. Therefore, speed in itself may not be such a positive attribute, especially in a collaborative venture where all participants must be involved, active, and informed.
5. **Poor documentation** can be a trouble spot also. Ideas, decisions, commitments get lost and participants lose perspection on what has happened and where they are going.
6. **Permanent Sub-Committees** are often not effective. It helps to keep work subgroups fluid. They meet and do their tasks, and then they dissolve. Different combinations of human resources make for more creativity, and better productivity.
7. Also, watch for **elitism and exclusiveness**. These can be a trap to collaborative efforts, e.g., professionals teaming up and excluding volunteers, or the "old timers" making the decisions.
8. **Lack of follow-up plans** at the end of each meeting make for lack of involvement between meetings.
9. **Poor initial involvement process** can cause trouble, especially if nothing is done to broaden or increase involvement. This may include a poor balance of professionals and volunteers.
10. Yet another trap is an **inadequate funding plan**. Poor funding plans are often the reason why collaborative ventures fall apart.
11. One of the frequent traps in collaborative efforts is **looking for equal commitment** on the part of the individuals

and groups. People have different priorities, multiple time demands, and different commitments to any cause. Equal time and money requirements decrease possibilities of genuine participation of those who are needed. There must be optional freedom to give of self, time, money, and skill in a wide variety of ways.

PAY-OFFS OF COLLABORATIVE EFFORTS

1. In many cases **overlaps are decreased** and new resources are discovered and utilized.
2. **New connections** are built by new combinations of persons and groups getting together. We do not get together with new and "different from us" people, unless there is a push. Yet, that is often the most rewarding part of a collaborative effort.
3. There is **more influence and power** in a collaborative group than there would be in any single organization.
4. There is **much more creativity** in a group where there are lots of differences of experience, skill, life style, and knowledge. Differences spark ideas, and offer challenges for members. Also, there can be a combination of talents, and knowledge of different inter-disciplinary groups and persons. Then there is a unique resource of differences available to a collaborative group.
5. **Reinforcing excitement** is another pay-off, especially when the tasks and/or goals are mutually chosen and jointly implemented.
6. Collaborative efforts can **attract a needed variety of heads and hands**, enlarging learning and action perspectives. These team efforts make for productive participation.
7. Other important pay-offs include the **creative questioning of traditional ways**, and **support for change and risk taking**. Mutual facilitation to "really do what we agreed should happen" is one of the best pay-offs.

NEED COMPETENCIES FOR SUCCESSFUL COLLABORATION

1. One important competency is **conflict utilization skill**. That is utilizing conflict to produce interesting, different creative results.
2. Another is **appreciation of differences**, and skills in accepting and utilizing those differences.
3. A third competency is **resource retrieval,** i.e., how to discover and use available materials and resources to do the task decided upon.

4. Skill in **decreasing turfdom roles**, loyalties, defenses and issues is very important.
5. Learning how to **utilize resistance to change** as a positive force. Resistance to change can be very positive, because the resister may bring up things that those that conform or don't question have not thought about.
6. Competency in **recognition** and "footnoting" contributions of participants is a very important skill.
7. **Evaluation and feedback competencies** are very necessary. Action research skills are useful here and can be learned by all participants.

Some others that are useful are competencies in **multiple dimensional team building, use of temporary systems, planning and futuring skills,** as well as **meeting technology skills,** and **involving competencies.**

Some competencies are needed if an inter-group collaboration is to make it. Luckily no one person needs to have them all. Hopefully these are competencies available in or to the group.

Collaboration is possible and challenging:

- We need to collaborate as never before.
- We need each other.
- We need to know the quality of personal, community and work life.
- We need to effect legislation, social action, and the quality of human life.

We can do it in concert, if

- We act rather than re-act
- We create and innovate rather than depend solely on the traditional
- We guide rather than goad
- We involve rather than mandate
- We experiment and risk rather than go to the tried and often dry "true ways"
- We celebrate stepwise movement rather than grieve for all that is not yet accomplished
- We welcome change rather than resist it
- We welcome today and tomorrow rather than prolong the yesterdays
- We can be excited, puzzled and optimistic rather than concerned, depressed, and overwhelmed
- We can see turfdom fears as the resistances that bring us challenges and opportunities for assistance rather than unsurmountable obstacles

New collaborative horizons and activities await us all in the days and years ahead.

12. RISKS WE MUST TAKE - CHANGES, CHALLENGES, AND CHOICES FOR CONSULTANTS AND TRAINERS

Change is ever with us, and the challenges which come with these changes are therefore a part of our lives. Six major changes and challenges will affect the role of the consultant and trainer during the remainder of this decade. Overriding these changes are at least three threads or threats.

Threats and Trends

1. **Doing more, doing it better and with less:** This should concern all of us because we are seeing a tax revolt by citizen voters. The lessening value of the dollar, inflation and economic turmoil must be reflected and considered in the way that organizations, communities and individuals do business. At the same time, we have a demand for more services. So, we have to do more with less! We have to provide better services with less materials and monies, in addition to an increase in creative utilization of human resources.

There are opportunities for entrepreneurship - for creative fund development and tapping in collaboration with the business, corporate and private foundation sectors. Money is available, but new fund raising methods, techniques and relationships must be developed.

2. **The fluctuating national mood:** There is a fluctuating national mood that affects all the changes mentioned in this article. We have been moving from optimism and clarity to cyncism and pessimism, to apathy, to lack of clarity. This optimism/pessimism, faith/cynicism affects the people with whom we work, and the mood changes, depending on the value of the dollar, election results, the state of various world crises, and the general state of hostility and violence in local communities. Trainers and consultants need to be sensitive to fluctuating international, national, local and personal needs.

3. **More rapid and complex changes:** We are experiencing more rapid and complex changes than ever before. The late Margaret Mead wrote, in a major scientific journal, that anybody over the age of 30 is an immigrant to those under that age. That was her way to capsulize the rapidity and complexity of the changes taking place.

We, too, must keep this in mind as we talk about specific changes and challenges that affect trainers and consultants. An important piece of the complexity is the information overload, and the constant development of new techniques, new knowledge and new techonlogy which will rapidly become outdated.

Trainers and consultants must be able and willing to take more risks as changes occur and as consequences or dynamics of the changes can not be predicted.

CHANGES AND CHALLENGES

Change No. 1:

Demographic and population changes are extremely important in our business. A variety of dynamics are included here, such as high mobility - persons in and out of cities, in and out of the country and in and out of our rural areas. The population is growing older, and the number of young employees will continue to decrease. Sixty-three percent of the labor force will be between the ages of 25 and 44 by 1990. Thus there will be an increase in the availability of older workers, with "older" being defined as 55 years and older. Older is increasingly younger. There will also be an increase in the number of employed women, with sixty percent of the new jobs likely to be filled by women, and seventy percent of all employable women working by 1990. There are vast groups of new immigrant populations, particularly from Pacific, Asian and Spanish speaking countries. This number is dramatically increasing in many urban areas.

We shall see increasing competition for work by employable persons. There are some groups who are particularly concerned about the fact that new immigrants are competing for jobs with native born U.S. citizens.

Challenges Include:

1. Ways to integrate the new, non-native workers.
2. Decreasing stress of persons working in highly competitive systems.
3. Training people who work with new employees as peers, and the training of managers to supervise all employees.
4. The need for persons and systems, trainers and consultants to understand and utilize the resources of different age and stage, ethnic and racial groups. This is extremely important in a competitive world where different resources could be utilized to advance the process of making a product, as well as perhaps improving the product itself.
5. The need to keep current with the changes in population and demography in and around the area in which the consultant/trainer works.
6. Learning how to deal creatively with unions and other employee and professional representative organizations.
7. Helping older workers accept and work with younger managers. It will also be important for younger managers and supervisors to learn how to interface with employees who are older and whom they supervise or train and/or with whom they consult.

Change No. 2:

Value changes might be looked at as moving from an emphasis on one value to other kinds of values. It is interesting that here is the epitome of the state of transitions we are experiencing. Transition is the key to unlocking and understanding our own society at this time. We are moving from:

(a) An emphasis on one loyalty or a few major loyalties to multiple loyalties, applying to one's personal as well as one's professional life.

(b) An emphasis on permanent commitments to an understanding and appreciation of "temporariness". This means that heretofore a lifelong relationship with a spouse, or working from the bottom up in a company was considered satisfactory and positive. Now it is also considered permissable to have sequential relationships both with personal partners as well as in the work and professional world.

(c) Feelings of working to live and living to work, with the terms worklife including demands for improved quality of worklife, and such things as increased participation in decision making, an increasingly participative structure at work, flexible work hours, part time work, shared work, etc.

(d) Little or no emphasis on health to an increased sensitivity and self-consciousness of the importance of health and a healthy environment.

(e) Respect for authority to a confronting and questioning of authority and authority figures.

(f) Much conforming to time and timing patterns to moving toward situational timing, and a new understanding as to how time can be utilized and organized to one's advantage. We are also moving from day and night cities to 24-hour cities and 24-hour services, many of which are already available in larger population centers throughout the world.

Challenges Include:

Many challenges come to mind as one looks at these value changes:

1. The need to focus on the individual, and to build meaningful rewards and recognition into people's worklife, and to some extent, into their personal life.
2. It becomes increasingly important to develop career ladders and life-goal planning as part of the on-the-job planning development and training programs.
3. It may be valuable to offer opportunities for value

clarifications, so that persons can look at what values they wish to hold on to, and which they might release.

4. It is important to develop new ways to involve employees in decision making, both individually and in groups.
5. There must be incentives to decrease alienation from work, and to increase motivation and satisfaction for workers.
6. It is also possible to involve employees in developing new work patterns and new ways to improve both the conditions of work as well as the product being produced.
7. There may be a need to develop some new ways for workers to relate to each other across functions—a more collaborative mode both horizontally and vertically.

Change No. 3:

Changing organizations: As society changes; as technology revolutionizes the workload; as new information is available and new ways are found to distribute it, organizations will have to change. New organizational structures are developing from the matrix organization to the "flattened-out" organization. Some organizations are becoming more centralized, others more decentralized. But whatever the change, organizations are responding to some of the trends that are now or will be happening in our society and in the world.

(a) Changes included here are the multi-national collaborations between either the units of the same company, or units of different complexes working toward similar goals and purposes. New collaborations are developing between business, government and private non-profit organizations. Indeed, some interesting networks are developing that utilize human resources and knowledge in creative and "doing more with less" manners. Also, there is more inter-unit competition for good services, or a better product, or more units completed in a given amount of time.

(b) There is also a clear emphasis on mission, on goal setting clarity, as well as the involvement in planning of as many people as possible.

(c) There is an increasing emphasis by large systems on their social responsibility. This is evidenced in the participation in community life by large-system people, and in the development in many large companies of a new job category, that of directors of community affairs or directors of volunteer services. There is a trend in business to have employees participate in worthwhile community projects.

(d) As the dollar tightens, there is more emphasis on in-house training and upgrading. There will be a decreasing need for outside consultants, or, where outside consultants are utilized, they will be a part of an inside/outside team for the purposes of strengthening the insider, giving him or her more visibility, more skills, and making them more able to carry on without the use of outside help.

Challenges for Changing Organizations:

There are many challenges here for trainers and consultants, including the following:

1. To help managers have skills of organizational diagnosis so they not only have a number of alternative methods available, but so they can implement these methods, or know whom to ask for help inside or outside of their system.
2. To help managers learn how to handle confrontation and hostility. This becomes extremely important, since in most work settings, managers do not have the skills to handle confrontations creatively and usefully.
3. To help decision makers, managers and others learn the skills of collaboration. There is a great deal of skill involved in trying to help different persons and organizations work together toward common goals and/or purposes.
4. Trainers and consultants need to help persons with whom they work learn to understand and manage a matrix organization that is what the system is moving toward, or is already involved in.
5. Increased knowledge of general systems theory is helpful.
6. Cross-cultural knowledge and skills. The latter is particularly important in a society where, due to the influx of newcomers as well as equal opportunity legislation, there will be many different people working together in a unit, doing similar jobs. The differences may be nationality, age, sex, race, religion, life style, etc. Also persons at risk physically, emotionally, or socially are increasingly entering the job market. All these different people need to be integrated into the work groups.
7. Working people on all levels need to become more sophisticated communicators, with the ability to communicate with a variety of different persons and groups. For instance, the physician must communicate with the patient, the paramedical person, the aide, the volunteer,

the social worker, persons representing the religious community, as well as colleagues in the medical community with different specialties.

8. In many systems, it is becoming increasingly important to help appropriate persons learn effective community relations, and the utilization of volunteers within the system, and/or workers who are utilized as volunteers in the community, not only to give service, but to do a public relations job for the system.
9. As available funds for outside consultants decrease, it is vital to develop inside training capacities and to develop managers as trainers.
10. On all decision-making levels it is useful to help people learn the skills of goal setting, futuring, and the implementation of plans. There are alternative methods and techniques for doing this. Participants/employees who learn how to do futuring and goal planning with action strategy skills become an important asset to their own systems.
11. It becomes increasingly necessary for trainers and consultants to be creative on the spot, utilizing all their knowledge, skill, experiences, and sensitivities, as well as their willingness to take risks to develop new ways of work, instruments, methods and techniques.

Change No. 4:

Changes of complex communication technology and systems: Workshops ranging from a few hours to several weeks are being given to introduce persons who had no background in machine technology to the purpose, philosophy and utilization of computer technology.

(a) Computers are but one part of the developing systems revolution, but certainly are an important part, including large computers in the work world, as well as home computers, and small portable computers. Some old machines are going out of date, and many new ones are or seem to be a great deal more complex. Certainly it is clear that the new machines can do a vast variety of tasks, providing that the human beings guiding them understand their capacities.

(b) There are multi-media possibilities for in-house training. This means that with fewer dollars and better trained internal trainers, more people can have in-house training opportunities without the cost of travel, lodging and tuition.

(c) The information explosion is exciting and frustrating at the same time. Yet, it is with us, and it is important to develop a priority system to know which information is needed, and which should be eliminated.

(d) There also is rapid change in jobs. Old jobs become obsolescent, or need to be done in new and different ways. Indeed, if one wants to keep up with one's job it becomes increasingly necessary to have an ongoing lifelong learning experience, either in-house or elsewhere.

Challenges:

1. Complex communication technology changes require that employees understand them and become familiar and comfortable with the new socio-technical systems.
2. There should be opportunities to look at and learn about new media possibilities. These include conferencing by computer which will make it possible for units that are geographically separated to consult with each other on a regular basis.
3. It also becomes increasingly important to help clients sort out what they need to know in terms of current information.
4. Trainers and consultants must become comfortable with what they don't know, and be able and willing to tap into and utilize resource experts in addition to themselves.
5. It becomes increasingly important to "footnote" - to give recognition and credit to the colleagues with whom one works and/or from whom one has learned.

Change No. 5:

Emphasis on better utilization and development of human resources is perhaps one of the most exciting changes that affects trainers and consultants, because of increased emphasis on the more humane tapping, development and utilization of human resources.

(a) This includes opportunities to develop underutilized human resources, such as women, minority persons, emotionally and physically handicapped persons, newcomers to our shores, low-status persons who have had a minimum of opportunities, volunteers and older citizens in our society, in some cases we can add the very young as part of the underutilized human resource population.

(b) Opportunities for in-house mobility as a motivation for work are being developed. These include in-house, on the job training, career counselling, community-service counselling, pre-retirement counselling, and incentives for taking ongoing professional development courses, either internally or elsewhere.

(c) There is concern about the improvement of the quality of work life for all, including professional persons, custodial persons, para-professional and clerical persons. This permeates all levels, all kinds of work, from the top executive to the newest direct-service employee. The exciting part of this change is that it emphasizes the participation of workers in developing and implementing things that will improve their quality of work life, or recommending implementation and suggestions, when these cannot be done by the workers themselves.

(d) It is becoming increasingly clear that it is necessary to utilize many diverse "heads" and specialties to make decisions and solve problems, rather than relying on the capabilities of only one or two people. As the world becomes more complex, a more complex and diverse group of human beings must be gathered to analyze, diagnose and make decisions in relation to a vast variety of puzzlements and problems.

(e) New human-service teams, made up of volunteers, professionals, and para-professionals, are being developed. These teams emphasize and utilize different resources and capabilities of its members. Such teams may be found in probation departments, school systems and hospitals.

Challenges:

1. It is clear that in order to uncork human potential, to increase tapping into available human resources, to better utilize what human beings have to offer, it will be necessary to learn a variety of approaches, including: the development of human resources skill banks, temporary task and work forces, and teaming in different ways for a variety of purposes both for short and long term periods.
2. It will also be important to learn and understand the characteristics of different people. These include value and cultural differences, life style, belief systems, child rearing patterns, and differences in family structures. The challenge here is to utilize the beauty of differences.
3. It will be important to learn new communication skills with different communication receivers in mind. For instance, the physician now needs to communicate with patients, nursing staff, paramedical persons, social workers, occupational therapists, religious persons, and a variety of volunteers. The physician also needs to communicate with hospital administrators, the court system, insurance systems, the police and even unions.
4. New recognition and reward systems will be needed in

addition to the present salary and wage classification and increase patterns. Included here are: Skill in verbal and non-verbal recognition, rewards for innovative ideas, feedback in feedback, etc.

5. Continuing lifelong education must be developed so that workers will not only have the challenge, but also the necessary skill to keep motivated, excited, and productive.
6. Creative, participative, experiential, ever changing training and learning opportunities must be developed for all parts of the system.

Change No. 6:

More emphasis will be placed on **creativity and initiative of leadership** persons than ever before. Leaders will need both right and left brain functions if they are to do an adequate job of leading.

(a) Managers need to be educators-trainers, as well as managers of persons.

(b) As conflict increases as part of the changing systems, it will become increasingly necessary to learn to utilize conflict in creative and useful ways.

(c) Moving with the theme of doing more with less, there will need to be an emphasis on the understanding of the financial perspectives and its management.

(d) Leaders will need to continually update their own knowledge and skills, and make sure that the same opportunities are offered to others in the system. It is interesting to note that one of the changes in leadership will continue to be the need for leaders to know when and how to **involve,** as well as whom to involve in decision making and problem solving and/or influencing the planning, decision making and problem solving.

(e) Leaders will have to be convenient with some of the changing combinations that provide opportunity for the functions of leadership to be carried out. Some of these combinations include:

- **co-leaders**, where the powers of the leadership and tasks are shared fairly equally;
- **shared leadership**, where there is an agreement between leaders on who will do what and how they will share, which may or may not be equal;
- **sequential leadership**, where there is an agreement of who will be the leader for what amount of time and who will follow;

- **functional leadership**, where the leader becomes the leader because he or she has some particular knowledge or skill to offer for a particular task, and when that is no longer needed someone else will take over the leadership role (i.e. a financial expert could be the leader when budget and financial future plans are being settled, but relinquishes that role when future planning of some kind is done);
- **temporary combinations of decision-making leaderships:** This may be as temporary as one time, or may *take as long as six to eight months, depending on the* situation and needs.

Challenges:

1. The challenges here include helping persons who have been long-time leaders to change their style, and to understand why such changes are needed, and to help them learn the skills in operational settings of tapping into the resources of other persons working with them.
2. It will be important for trainers and consultants to help leaders learn how to detect conflict, and utilize it as a resource, rather than seeing it as a divider or as resistance. Indeed, here it may be important to help the leaders learn that the energy expended by resistors to change is energy that can be harnessed to make the change more creative and more useful. Conflict utilization and resolution will become a very important leadership skill and tool.
3. Another challenge will be to help leaders become more sensitive to the many realities in their systems, and to understand how to commnicate these to those with whom they work. Head persons will need to know what style of leadership is needed when, and leaders will need to be comfortable with the challenges and complexities of change. Of course no leader can know everything, but competent leaders can know where the resources for help are when they are needed.

Trainers and consultants will need to take risks, many through the 80s, and 90s. Here they are:

1. To increase our knowledge and skills in relation to such things as future trends, trend analysis, alternative ways to do future planning.
2. To increase our training methodology tool kits. To invent new, creative and individually or organizational tailored training designs. Each situation has some different ingredients from the last one, and deserves the creative

abilities of the trainer/consultant in designing experiences to fit a particular situation, its purposes, needs, and money and time budgets.

3. To risk the inside/outside team concept, and be willing to team with an insider or outsider, as the case may be, in order to increase our skills, visibility, methodology and ability to influence, as well as to be of real help to the other person or persons.
4. Most trainers/consultants will need to add to what they know already in terms of data collection and resource techniques, including action research methodology and techniques, simulations, multi-media instruments and group interviewing for example.
5. To selectively utilize or not utilize new technology, packages, machines, etc. All that is new is not necessarily better, nor is all that is old necessarily bad or outdated. Technology must be tailored to the particular situation which includes not only the purposes of training, but also the money, time and human budgets available.
6. To learn more effective ways to involve potential participants in planning and training, and to have experienced participants learn the skills of becoming trainers helping newcomers.
7. To risk the willingness to understand and learn all about the new technologies, and then know how to selectively use them or not use them.
8. To be able to look at better utilization of our time as well as that of our clients.
9. Trainers and consultants must learn more skillful ways to confront clients when they believe there is an honest difference of opinion, of value, or diagnosis. It is important to be able to differ with one's client in constructive and creative ways.
10. Trainers and consultants must not only talk about temporariness, but be willing to be temporary. There must be willingness to experiment, and to be able to differentiate success from failure in the experiment. It becomes important to be able to risk failure as well as success.
11. The willingness to risk introducing the possibility of volunteer services in and by the systems.
12. Another risk is making plans for ongoing professional and educational development for and with all parts of the system.
13. We must be willing to risk admitting that we do not know something. At this point it is important to be able to

recruit additional trainer-consultant resources.

14. To help clients learn modern, participative, productive meeting technologies.
15. To support clients in the knowledge and practice that mistakes and errors are part and parcel of being, leading and managing, and that one can learn from and grow as a result of both mistake and success analysis.

It is exciting, interesting and challenging to live in turbulent, changing times. As consultants and trainers our professional skills will continuously be confronted, and therefore we must grow and change to produce the best possible "products" for delivery to our clients.

Making Boards and Meetings Work

Part III

MAKING BOARDS AND MEETINGS WORK

This is an interesting area for study, because after all Boards are simply groups of people who meet to do certain specified things, including making policies. The book *Taking Your Meetings Out of the Doldrums* will give you many ideas about how to design and plan and implement more interesting, productive, and fun meetings. Particularly the part on planning meetings is very useful for persons who want to implement some of the ideas of this section.

Perhaps the important idea is that leadership of Boards and other groups and meeting situations can be shared, can be relatively permanent, or temporary, but it is important to the functioning of the group or team. However we are learning a great deal about leadership, and we know there are many different styles of leadership that work. One of the most important parts of the modern leaders' competencies is the commitment to helping a group reach its goals, and the ability to empower group or board members to do so.

Some of the questions to ask here are:

1. What's good about our meetings? What are we proud of? and list all those prouds, and then: what are we sorry about? and list all the sorries. Next, take the priority sorries, or the sorriest of sorries and select those that could be worked on and improved. Perhaps it is even possible to eradicate some of the sorries by working on them. The most important thing here is that boards and other group meeting members need to feel productive and need to be forever improving the ways in which they function.
2. A second question that might be asked is "Where do we really want to be a year or two or three from now? List all the preferred futures the group can think of, and then select one or two to implement. It then becomes very important to make action plans that will move the group towards the particular preferred future(s). Please see the Appendix "**From Goals to Action**" as a way to moving from annunciating an image or preferred future to action upon that priority.
3. Another question might be "Write down all the ways in which we could improve our meetings".
4. "Do we have the kind of Board that represents both our community and the constituencies we serve"? Do we have experienced as well as new Board members?

5. "Are we utilizing all the resources of our Board members"? Or do we even know what they are?
6. "What kind of items could be built into each meeting agenda that would help us learn something new about how we work better together"?
7. "What resources do we have available that would help us improve our ways of work"?

Refer to the Appendix "From Goals to Action".

There are many ways to improve the workings of Boards and other meetings and the most important part is to give opportunity to all participants to help create a better environment, so that better decisions can be made, and better services rendered.

13. TOWARD BETTER MEETINGS

Social Workers are known for their constant attendance at, and participation in, meetings. These vary from small informally called committee meetings to large agency or community wide gatherings. Since the Social Worker is involved increasingly in planning meetings - or helping others to do so - it is very important that he sharpen his "meeting planning skills". It is the purpose of this paper to look at some of the factors affecting the planning and executing of meetings. Also some of the methods available for so doing will be delineated.

Planning the Meeting

Important items to consider before each meeting are the purpose, the content, the leadership, the participants, the size of the group, the time available, the meeting place, and the notification to participants beforehand.

Purpose includes careful definition of the reason for this particular meeting. Is it a "one-shot" meeting where certain decisions need to be made? Or is it one in a series of meetings largely for information giving and receiving purposes? Of utmost importance, when the purpose has been defined, is to let the meeting participants know what that purpose is!

Content refers to what is being discussed or presented. Planning the content includes some consideration of the order in which things will be done. Ordering the content - or agenda building - is an art. We must consider who should participate in building the agenda, as well as the time available for the meeting, and the priority of content items. Once these decisions are made we can draw up a realistic agenda indicating who is responsible for what item, within the time available. How many of us remember all too well this familiar ring of the chairman?

"Now, this meeting will begin and end on time"! One hour later we wonder what happened to this promise, or was it an admonition?

Who is responsible for this meeting? It may be the elected, selected, anointed or appointed chairman. Or it may be the professional resource person. Whoever it is, thought should be given to the kind of help and resources he may need before and during the meeting.

People are the ingredient that make up this group, and some thought should be given to who, and how many are coming. This is essential so that enough chairs are available, and the room used is the appropriate size. Who and how many also affects the way in which the gathering will take place and the methods available to elicit both group participation and individual presentation if these be called for. "But, we always do it this way" is no guideline for planning a meeting.

Time! There is never enough of it of course! We can plan a meeting to make the best use of the time available. Pre-planning is essential, as is an agenda which allows time for discussion and that "one important announcement" someone always has to make. Time each item via a quick "questimate" in the pre-planning session. Ask each person responsible for an item how much time he needs, and come to an agreement as to the time that seems realistic in view of the rest of the meeting. It helps to have these discussions with program participants somewhat earlier than a half hour before meeting time.

"We always meet in the conference room of the XYZ agency". That alone may be reason enough to meet some place else for a change. Some meetings of an ongoing nature, be it monthly or weekly, become uninspiring because of the consistency of the routine. A new meeting place may spark up a group. Such things as adequate lighting, pleasant temperature, a reasonably comfortable seating arrangement should also be considered. And, if a movie is to be shown, check on the electric outlets, the need for an extension cord, and the availability of an extra bulb for the projector. These little things DO count!

By now you're probably thinking that there isn't time to do all these things before each meeting, for which you, the Social Worker, have responsibility. It doesn't take much time once this kind of planning becomes part of your professional habit or skill. Have you ever enumerated all the things you do in preparation for finally going to bed?

Little thought is given to the way in which people are notified of an impending meeting. The notice can become part of a person's motivation to attend and should not be tossed off too lightly. Notifications need to be personal, clear, and sent out far enough in advance to allow people to make their plans. It is really alright, and not unprofessional, to use a brightly colored card or notice sometimes lightened with a catchy title or drawing.

All these considerations are absolutely necessery if meetings are to achieve the objectives for which they are called and if the participants are to have a feeling that they are getting someplace.

Methods for Meetings

Now let's put the pieces together. What will be the best possible way to plan this meeting, at this time, with this particular group and its leadership, considering its specific purpose? Methods for meetings are as varied as the people who plan them. Here are a few, ranging from the leader dominated lecture to the group centered or member dominated discussion group.

The Lecture consists of a formal presentation by one person. Its purpose is usually information giving, and it requires minimal audience participation.

The Lecture Forum is a formal lecture followed by a period for discussion and questions by the audience. The discussion period can be handled in a variety of ways: 1) dividing the group into smaller sub-groups for purposes of formulating questions, 2) passing out paper and pencils and asking audience members to write out their questions, or 3) allowing direct questions from the floor to the speaker - or, or, or! There are many more ways of doing this. This method is good because information is given to the audience with a planned period for their participation. On the other hand there is danger of heavy dependence on the speaker with the chance that only perfunctory questioning will occur.

The Symposium includes three or more persons with different points of view on a several-sided question, providing the presentation. The audience then directs questions and/or comments to the members of the symposium. Here there is decreasing dependency on one person and increasing freedom in audience participation. It is important here to recruit speakers with different opinions, but of equal ability.

The Panel Discussion includes several people who have an informal conversational discussion before an audience. This provides an easy transition from panel to audience discussion, and requires a skillful moderator.

The Panel-Forum is a combination of a formal presentation followed by an informal discussion among the panel members, followed by audience participation.

The Debate Forum requires one speaker for and one contra a proposition and is followed by questions and comments from the audience. A plus factor is that issues are sharpened. A minus factor is that it tends to become emotion laden.

A Forum Dialogue is a public conversation in which two people carry on a conversation in front of the audience followed by audience discussion. There is great informality and this makes easy audience participation possible. It helps if the two speakers know each other, and/or have planned their main items of emphasis in advance.

The Workshop is a project oriented group experience. A small group works on a project or problem of their own definition, coming out with a solution or at least well on the way to one.

In a Discussion Group a group of adults examine and discuss an agreed upon topic from all sides. It is often a problem solving session. Usually one member of the group acts as discussion leader.

In all of the "meeting methods" visual aids may be used. These include charts, graphs, flip charts, felt-o-grams, chalk talks, and many others. One word of warning in our "gadgety age": the visual aid must really be an aid, a help to communication, or it will serve as an excuse for "mental excursions" on the part of the audience and result in diminished or no communication.

Whatever method or combination of methods you choose, don't let the method be an end in itself but rather the vehicle that brings the group toward the goal or goals they have set for themselves.

Getting Feedback

Evaluation or "feedback" at some point will give clues to what has gone well and what needs improvement. Group evaluations are particularly effective because the comments and suggestions take on an impersonal nature. Usually two or three questions such as: What went well? What could be better? will give some helpful hints to the planners.

In summary, we have described the factors important to thinking about meetings, some forms which meetings can take, and the value of feedback, so you know if you accomplished what you set out to do.

Designing Meetings

Meetings can be fun and productive at the same time. They just need "a new look". Designing meetings should be as varied, and as personalized, as designing clothes. Designing meetings is an art—an art that should be a part of the Social Workers professional skill.

The Movie Forum includes first a movie and a speaker, followed by a discussion led by a skillful leader. Often it is possible to give the audience some specific things to look and listen for - for the discussion period.

In the Group Interview, there is an inquiring reporter who interviews several people in the audience or on the platform and then throws discussion open to the audience. This focusses discussion on problems with which the group is most concerned.

In the Buzz Group two or three people "buzz" with one another for a short period on a specific question which they have been given verbally and in writing. It is good for getting many people in a large group involved quickly.

Other sub groupings include: cluster discussion and discussion 66. In the latter six people meet for six minutes to discuss a particular question.

Brainstorming is an informal "group think" session. The rules for brainstorming are:

1. The question to be discussed is simple.
2. All judicial judgement is ruled out.
3. Free-wheeling is welcomed.
4. Quantity is wanted.
5. Combination of ideas and improvement are sought.

The value of this method is that everyone can participate (groups range from 12 to 30 people). Also, out of many ideas a number of creative valuable ones usually emerge. Participation is at a high point here.

An Institute is a gathering of people for a brief period of intensive joint deliberation, or education, while a

Conference generally is a gathering of people for several days for purposes of inspiration, information, exchange of experience and some education.

A Seminar usually consists of a group of students who meet under supervision of an instructor for the purpose of learning, through research, presentation and discussion.

14. TRAINING DECISION MAKERS

My one-hour-and-forty-five-minute session was designed to include participation by both the delegates and the presenter. The session went as follows:

1. As persons entered the room, they were instructed to write on newsprint pads at their tables the confrontations and issues facing today's decision makers.
2. The group at each table discussed these and reported a few to the total group.
3. Then a presentation on "New Trends—Reasons for Rethinking Decision-Maker Training" was given, broken into four parts with questions and discussions by participants to break up the presentation.
4. Groups then discussed and listed the key characteristics needed by the modern decision maker.
5. After putting these ideas on newsprint, participants wandered to each other's tables, read the lists, and voted on the five characteristics they felt to be most important. These were then reported by each group.
6. Presenters gave input on "Some Current Areas for Decision-Maker Training".
7. The session ended with a brainstorming session by the participants on "All the Ways to Sell Decision-Maker Training to Decision Makers".

Some of the confrontations and issues facing decision makers that participants listed were multiple loyalties, inability to cope with rapid change, need for clear career paths, fears about early retirement, lack of collaboration skills, problems coping with new computer technologies, time management, employee turnover, lack of productivity, and government regulations.

Decision makers, as defined by the participants, included: presidents of corporations, school superintendents, top- and middle-management persons in business, public, and volunteer organizations, teachers, hospital and other administrators, and elected persons on local, state, and federal levels.

TRENDS AND CHANGES

It is necessary to rethink the training of decision makers in light of societal trends. The late Margaret Mead said that what is different about change in these times is its complexity and rapidity and the fact that there are no precedents for dealing with some of these changes. This means that the decision makers must be creative because they cannot rely on what worked five, ten, or twenty years ago. Some people find this challenging; others find it frightening. Several new trends are described in the following paragraphs.

One trend, mentioned by Cleveland (1973), was that *organizations are getting better, getting more complex, changing their shape, and becoming more inclusive*. As organizations get larger, decisions are more complex because they affect more people, groups, and subgroups within and outside of the organization. As organizations get larger, because there are increasing numbers of interrelationships between people and groups, decision makers must be concerned with how these interrelationships will be affected. No one decision maker can know all the connections between parts or all the relationships between people.

A second trend is what Cleveland (1972) called the "*flattened out organization*". We are moving from hierarchal organizations, where all wisdom and decisions flow from the top, to decisions being made closer to where they will be implemented. As organizations become more flattened, responsibility and authority will be lodged at different and wider levels. As a result, decision makers will need to be both collegial and consultative.

A third trend is the *emergence of some new leadership styles*. Greenleaf (1977) mentions the need for new styles of leadership and says that increasingly the leader needs to lead and also needs a "servant" relationship with those with whom she/he works. A variety of new kinds of leadership exist. One is shared leadership, e.g., an organization with three elected presidents who serve in co-equal ways and are not always there at the same time, either between meetings or at meetings. Another method is specialized leadership in settings where specialization is needed; when that person's expertise is no longer relevant, someone else takes over. Temporary leadership is also an option. In addition, many leaders are utilizing other people (insiders or outsiders) as resources to them.

A fourth trend is that the *lines between public and private sectors are more blurred*. Decision makers must realize that they are responsible to people in general, rather than only to their own constituencies.

Another change is from *turfdom to interdependence*—from "doing my thing" as an organization or a corporation to working collaboratively.

We are also moving *from traditional to new value orientations in our society*. There are shifts from rootedness to mobility; from commitment to temporariness: from blind faith and respect for authority to confrontation of authority; from traditionalism to experimentalism; from uniformity and conformity to diversity; from living to work to working to live; from loyalty to job and others to loyalty to self. These value shifts have tremendous implications for decision makers.

Some additional factors that affect decision makers are pressures for accountability, problems of liability and malpractice, new legislative requirements, retirement constraints, the move from an emphasis on manufacture to an emphasis on services, a move that includes worker participation in decision making and that takes skill to implement, and a complex, ever changing technology that many people do not understand.

These are some of the impacts on modern decision makers that we must take into consideration in planning training.

Some key characteristics listed as desirable in today's decision makers were the following:

- Ease with and knowledge of the job
- Ability to listen
- Flexibility, ability to make changes
- Ability to conceptualize problems
- Ability to relate to diverse publics
- Ability to manage and utilize conflicts
- Ability to mediate differences, finding creative compromises
- Acceptance of differing values
- Ability to utilize a vast variety of human resources
- Knowledge of and concern about the needs of others
- Ability to design and chair productive meetings
- Skill in verbal and nonverbal communication
- Ability to detect early warnings of pathology in the system
- Ability to plan ahead clearly and realistically
- Knowledge of the importance of feedback and evaluation
- Ability to celebrate

Decision-maker training for all levels of management, whether for corporate, public, or voluntary organizations, should include at least the following ten subject areas:

1. An overall understanding of the system's "mission", including clarification of responsibility and accountability.
2. An exploration of communication patterns, including alternative ways to communicate in the system.
3. Methods for conflict management and management of differences.
4. Ways to manage change, including helping people anticipate change, coping with change, and creating and initiating change. Decision makers must learn not only to react, but also to act.
5. Ways to time and group human interactions, i.e.,

deciding when to use what size group, whether it should be temporary or ongoing, what combinations of people to put together, etc.

6. Goal setting and future planning must be included in a way that helps decision makers learn alternative ways to participative goal setting.
7. Some effective ways to get the work done, give service, and produce the product. An exchange of successful practices by the decision makers themselves is often a useful way to teach or learn new methods.
8. Ways to understand the consumer, the client, or the constituent. One technique that can be used is the group interview to learn the needs and desires of the consumer populations.
9. Techniques for evaluation and feedback that are of use to most decision makers, either to test decisions they have made or to create new ones.
10. Time management is an important aspect of training for decision makers.

Participants concluded the seminar by brainstorming *ways to sell decision-maker training to decision makers.* Here are some ideas:

- Have them participate in planning.
- Do it on a continuing basis (e.g., once a month).
- Make it participative.
- Utilize a variety of resource persons.
- Use attractive training surroundings.
- Consider decision-maker planning and feedback advisory groups.
- Use decision makers as resource persons.
- Pair *outside* consultants with *inside* decision makers.
- Get feedback by decision makers on successful things they have tried.
- Try short, high powered, useful sessions (three hours).
- Run a mini-training session demonstration at a regular department or organization meeting.
- Make videotape and show to others.
- Keep a file on "success changes" decision makers make.
- Publicize participant list.

15. THE IMPORTANCE OF NON-VERBAL COMMUNICATIONS IN LABORATORY TRAINING

Introduction

Man communicates in many ways with his fellow man, both verbally and nonverbally. In the training for better human relations and communication, we have tended to focus on improving verbal communication skills, and yet there is so much that goes on between people that is not verbal. Take for example, the glances that pass between people; the moving forward to or backward from the table; the look at a watch or out a window; the nod between two people. These things in themselves are important communications and yet how sensitive are we to them? And how much do we help laboratory participants increase their sensitivities to all that goes on between people, individually and in groups?

Last summer, in three different laboratories at Bethel, Maine, we experimented with the use of some nonverbal movement exercises and games, as an addition to the regular laboratory training. This was done in the Education Intern Laboratory, the Family Laboratory and the Educational Administration Laboratory. These groups varied in size from 22 for the first one, 36 for the second and 78 persons in the third. The variation in the size of groups allowed us to experiment with the nonverbal training design.

Some values we thought important in the use of nonverbal communication included: 1) Helping people to learn cues that they don't ordinarily pick up, 2) Helping them to learn cues that they don't see, 3) Learning about nonverbal feedback, 4) Learning to listen to one's own and other people's bodies as a way of getting both internal or external communication, 5) Becoming sensitive to the nonverbal clues and cues we both send out and can receive if we're sensitive to them, 6) Increasing our repertoire of communication receiving and sending skills, 7) Learning how to get acquainted with other people on a nonverbal level and learning what kind of clues we can pick up from them.

Other values probably include just the possibility of increasing one's repertoire to act and react to sense and to receive messages as well as the increase in giving message repertoire. There also is something freeing about being able to listen to one's body and to respond in a physical rather than only a verbal way. For example, possibilities of giving someone a warm hug because you were glad to see them rather than just saying "I'm glad to see you", adds no end to the strength and possibly the length of the communications between the two people. Another value may be the possibility of helping persons push out their expressive boundaries because one makes available to them the movement, the limbs, the eyes, all of the nonverbal fenders in addition to the verbal fenders. Of course, the former includes the eyes, facial expressions, body movement or lack of movement, head movement or lack of movement, touch of another or lack of touch and there may be others.

Some Observations

1) We observed that by and large there seems to be a great deal of hesitation and fear on the part of laboratory participants to participate and to move until they have been made quite comfortable by the trainer. There is something that has to do with the exposure of self in the whole business of moving that can be really quite threatening, especially the first time around. 2) Secondly, we noticed that people do participate in groups but usually they don't participate authentically on a physical level. That is, for example, you ask people to nonverbally meet each other and they will follow the directions because they think they ought to and will take the trouble to meet people whom they may not even care to meet. But they really don't express what they really feel. 3) This may also be true on a nonverbal level when dealing with the whole situation of meeting new people. However, we wondered if it wasn't more possible for persons to react negatively on the verbal level than it is for them to react negatively on a nonverbal level. 4) Another observation might be the lack of congruence between verbal and nonverbal activity, and the challenge this poses in helping people to be congruent in their actions and reactions and behavior both verbally and nonverbally. 5) It was noticeable that as persons became more comfortable with themselves and with others on a nonverbal movement basis, they tended to free up in their movements and to enjoy the experimentation with nonverbal expression a great deal. 6) It was also noticeable in the groups where this was tried regularly that the freeing on a nonverbal level seemed to affect the participants on a verbal level. Many of them said this in evaluating the effects of the nonverbal sessions on them.

It might be well to give some examples of the kinds of things we tried to do with the various groups this summer. For instance, in working with a group of training consultants, the following design was used: This was a group of eighteen persons, sixteen men and two women. At the beginning we all sat on the floor and with Spanish guitar music in the background, participants were asked to try to move their head forward, backwards, sideways just to become conscious that they had heads that move. Next they were asked to attempt to move their necks and shoulders. After a pause they were requested to look at their hands and to see whether they could move their hands as though they were pushing water or sand away from them. From hands we moved to elbows and to arms and eventually the whole upper body. We were sitting on the floor without shoes on and comfortable clothes and attempted to make people comfortable and conscious of their upper bodies. They were then requested to get up and effort was made to help them move feet, ankles, legs, pelvis, and the third notion that was worked on was the notion that in the diaphragm area there is a small ball which bounces as though at the end of a rubber band. And when this ball is felt, control from movement can come from the diaphragm area.

All of this moving of various parts of the body was done with the trainer demonstrating and working with the group with a music background and it was done rather slowly, with a great deal of individual help—particularly in finding the little ball.

The second piece of the design was a mirroring exercise in which people were asked to sit across from one another in pairs. The instructions included that they make a nonverbal decision on who will start the movement. That next a nonverbal agreement would be made on when the other person will take over and lead, and the third instruction was to use as much of the body as they were comfortable in doing and to mirror each other until the music stopped. They then were given the chance to talk to one another about how they had made their nonverbal decisions and what had happened in this mirroring game.

The third part of the design asked the group to divide into triads. The directions were to see if it was possible to really understand what the other person was saying in a nonverbal way. Number 1 was asked to send a nonverbal message to number 2 while number 3, who was the observer, was to observe the interaction between the two to see if he could understand what was going on. Number 2 was then asked to respond nonverbally to number 1's message. When the communication was finished, they were encouraged to talk to one another about it; that is, number 1 and 2, with the observer adding in his comments at the end. The next time around, number 2 sent out the message to number 1 and so forth until all three of them had had an opportunity to send and to receive and to observe.

The interesting variation on mirroring was used with the training consultants the second time around. They were asked to get into an inner and outer circle and mirror whomever they happened to be standing opposite and then when the music stopped they were asked to shift to the next person or to make a nonverbal decision to stay on. Then they tried it again. All of the decisions were made nonverbally. Another interesting thing that was tried the second time was asking the participants to explore space all around them. First, alone, and then in two's and three's and eventually in groups of eight. It was very interesting to see them explore space quite differently alone and in diads and triads than they did when they were in groups of eight.

A different design was used with the education interns who were asked to get into their personal sensitivity or T-groups and asked in circles to get acquainted with one another without saying anything. They were allowed to use any parts of their bodies they wanted to. The first instruction was to get acquainted with themselves in the warm up mentioned earlier. Secondly, to get acquainted with one another with eyes open and when they had done this very carefully they were asked to get acquainted with one another with their eyes closed. This turned out to be a rather interesting design because the participants were much more hesitant with eyes closed and much more fearful than they had been with eyes open. Another variation that was used with the education interns, and at a later stage in personal sensitivity groups, was to give them the instruction that they stand looking at each other only and see how much data they could collect. Secondly, that they could move straight ahead to look at each other but not move their heads and, thirdly, they could turn their heads in all directions and move in any way they wanted to get acquainted with one another. Another design that was used with the 78 educational administrators was to divide them in half and ask half to get at the end of a large gymnasium and the other half at the other end. They were then asked to simply walk towards each other and as they met somebody to get acquainted with them and then to mirror each other's movement. They were again asked to make a nonverbal decision on who would start and who would continue. After they got into T-groups, they were asked to find a way for one T-group to meet another and as they made decisions about this to go ahead.

In the Family Lab, a variety of designs were also tried. Nonverbal movement was done in family groups; that is, mother and father and 1, 2, 3 or 4 children—whatever the family group happened to be. Some interesting things developed with having mothers and daughters move together, and fathers and sons move together, and the mother and father move together, and then the whole family, or maybe interspersed with siblings working together. Another day we tried to have pretend families, and nonverbal decisions were made so that you could use a new family and then a chance to get acquainted and move with one another. Another thing that was tried was having only the adults move together and become acquainted and learn to work with one another, and then having only the younger and only the older children work with one another. Much can be done in elaborating on the designs used in the family camp, provided more time is built into the two and a half days so that more experimentation can be done.

A variety of endings were tried. For instance, one was forming a large circle so that there was a feeling of unity, holding hands and moving as tightly as possible into the center of the circle and then back out, and back in and ending it there. Or, another one that was tried was making a long line, led by wherever the break was, and each person passing in front of every other person in the room and meeting with eyes only and saying goodnight nonverbally in this fashion. Or, moving with one another in a large circle without holding hands and making a choice as to whether to make contact with each person or just with the persons next to you before ending the evening. Another design that was tried was that at the end we all sat on the floor and talked about some of the kinds of things that had happened that were relevant for the laboratory learning process, including such learnings as: how decision making takes place; the kinds of signals we send out nonverbally; the importance of being sensitive to the other individual and to group members around you; the importance of the physical environment; the difference in feeling with different kinds of music; and so on.

Possible Future for Nonverbal Movement

Certainly, there are a variety of areas that can be worked on in this whole business of the importance of nonverbal communication in laboratory training. 1) They help the people become congruent in their nonverbal and verbal communications. 2) Future experimentation might take place with control groups that do not have any nonverbal design built into their training and compare them to groups that do have nonverbal designs and see whether there is the kind of carry over that was indicated this summer to the verbal T-group and other laboratory group experiences. 3) Another possibility might be to ask people to respond verbally at the beginning of a nonverbal design with their expectations and feelings and hesitations, and then have them fill out a slip right afterwards to see how they feel and keep a running record on how they feel each time in relation to certain variables each time they have a chance to do nonverbal movement. Another question might then be how they have detected, if at all, any kind of carry over to other laboratory experiences.

We might also look at the kinds of assumptions that we tend to make about the illegitimacy of physical expression of hostility nonverbally as compared to verbally. The questions we have about physical contact, which is usually considered to be not all right because of sexual overtones. Many participants seem to have hesitance of positive verbal expression, but seemingly less hesitance in the nonverbal expression. We might also look at some of the kinds of things that seem to have happened this summer: like the loss of identity in the mirroring relationship and the unimportance of decision making as to who made which decision once two people really got to working with one another. Is this so, and does it, or does it not, carry over to the verbal communication?

One thing is sure, that ours is a pretty hesitant culture when it comes to physical expression, particularly for middle-class people. If laboratory training can add to its dimensions of pushing out boundaries and helping people to find themselves and their identity, and if their relating to others can be enhanced through more careful nonverbal training designs, then certainly we should look at the possibility of training trainers to use this aspect of training more consciously and with more skill.

16. BOARDS AND COMMITTEES ARE IMPORTANT

Let me share a few beliefs and motivations about working with boards and committees. The kinds of people who are on boards and committees in this country can make a tremendous difference in the kinds of service rendered to human beings. By and large, be it in mental health or in education, most boards and committees are not nearly as effective as they could be, and few really utilize those resources which they do have, nor do they tap new, unknown or underused resources. We do not utilize the resources of either the poor or the young, or in some cases women or men to the extent that we could.

Thus my basic assumption is that one of the reasons we get together is to increase our skill in having more effective and productive board meetings and in being more effective and productive board members. The second assumption is that we need to find some new ways to utilize each others' resources. Staff and volunteer, experienced and less experienced, older and younger must be open rather than putting each other into boxes and saying, "Oh, well, she's served on 18 boards, and so of course she knows". This is also a fallacious notion because the fact that somebody has served on 18 boards does not mean that he knows the role of a particular board, or that he has had very good experiences. He just has his name on the list on the left side of the stationery. But as to his effectiveness, that is another question.

We need to have faith that every human being who agrees to serve in any capacity has something to offer. There is no hold on ideas in an atmosphere where ideas are really maximized. That holds true for professionals and staff. In many places we wait for the staff member to say "**the word**", as though staff always has the word. Why wait for somebody to give **the word** instead of looking at how can we arrive at the word together?

The purpose here is to learn how to make our boards more representative, more effective, more productive, and to clarify the role of the board member. The kinds of things that help a board do its job in a productive way include: a good atmosphere, the business of somebody offering you a task, the old business of being able to latch on to other people's ideas or being able to enlarge on them or hop off from that to another one, the facilitating kind of eliciting of comments. These are the kinds of things that help a task get done in a not too difficult manner. Another thing that may help is the clarity of the task, and often it is not. A comfortable physical setting helps also, as do casual warm introductions of one another.

Board and Commitee members who help the group do its job are those who:

- Come on time
- Are curious
- Participate regularly
- Are creative
- Participate actively during the meeting
- Participate in agency affairs
- Speak out openly
- Fulfil promises
- Are ethical about how they represent the agency in the community
- Keep informed
- Have skills that help the group move
- Have read the agenda and are prepared for the meeting
- Are clear on understanding of the agencies' function and work
- Are clear about budget of agency
- Have interest in the agency
- Can and do disagree
- Are innovative
- Have human relation skills
- Are flexible
- Are enthusiastic

Some Hang Ups of Boards and Committees:

- Overdependence on professionals
- Lack of decision making skills
- Lack of open communication
- Lack of realistic timing for agenda items
- Too quick decision making
- Too few different points of view
- Squelching minority points of view
- Irregular attendance without doing anything about it
- Lack of utilizing group member resources
- Assumptions made about availability, willingness,

expertise, etc., of members (with no checking out)

— Type-casting members in an iron mold, e.g., loser, winner, leader, ideator, etc.
— Misuse of parliamentary procedures
— "Rubber band" delegation
— No procedures for moving people off or out
— Ignore or subvert challenging confrontations (caught in the "niceness-politeness" bag)
— Rubber stamp Board and Committee members

Good Practices to Keep Board and Committee Members include:

— Recognition of contributions made
— An atmosphere in which members can question, agree and disagree and be puzzled
— Relating Board and Committee doings to the community
— Linking members to the community
— Sending out agenda and study materials before the Board or Committee meeting
— Posing questions to think about at the end of the agenda
— An agenda that includes

a)

TIME	ITEM	PERSON RESPONSIBLE	ACTION

b) Under **action** is included: inspiration, information, reporting, discussion, decision

— Minutes in paragraphs with marginal heading so items can be easily located
— Calling absentee members telling them they were missed and catch them up to date
— Clear time descriptions at time of member recruitment
— Boards and Committees that are representative of the community and clientele of the agency
— At least two members of any population segment - black, young, elderly, women, etc.
— Encouraging Board and Committee members to participate in agency activities
— On the job dynamic relevant individualized training
— Balancing of new and experienced members
— Meeting at a time when everyone can attend
— Being sure follow-up plans and strategies are part of every meeting plan
— Representative of the community and clientele on nominating committees
— Practicing non-judgemental techniques like brainstorms

17. HOW TO KEEP YOUR BOARD FROM GETTING BORED

A. RECRUITING - USING - DEVELOPING THE BOARD

1. The key to success here was thought to be the **nominating committee** in any agency.
   — This committee should be made up of a representative group of people who know:
      — The Agency
      — The Board functions
      — The Community
      — The kind of people needed and available for the Board
   — This Committee should be active all year:
      — Scouting for talent
      — Making and keeping a file of talent needed and found
      — Developing a Board that has new and experienced members
      — Looking for persons of a broad variety of talents, backgrounds, and coming from many different parts of the area
   — This Committee might do some active "hunting" so that community and agency constituency are represented on the Board

2. Carefully planned and stimulating **orientation** should be made available to both new and experienced Board members.
   — This should be a step by step training plan
   — Orientation begins with enough information to begin the job
   — Then "on the job training" follows as Board members get into the swing
   — Periodic evaluation or "truth" sessions were also suggested

3. **Keeping** and **developing** Board members depends on the kind and amount of help they get to do their job as well as:
   — Increasing responsibilities as persons are ready and willing
   — Giving recognition to contributions made

— Utilizing temporary work groups and committees
— Appropriate use of consensus and parliamentary procedures
— Having enough rules so you can operate, but no more than that
— Clear reporting back procedures for individuals and groups
— Using a variety of group methods that involve every member
— Clear job division between volunteers and professionals
— Involving different members in agenda planning
— Utilizing outside resource people to help when "inside" people are scarce or can't do it — or using an inside-outside team
— Using feedback and giving feedback on feedback to improve operations

Needs of Volunteers to:

— Be recognized
— Give
— Succeed
— Make decisions
— Be powerful
— Solve problems
— Be creative
— Be resourceful
— Participate
— Share ideas and ideals
— Grow
— Learn
— Feel productive
— Feel effective
— Motivate others
— Guide
— Link

Leadership is not the possession of the few, but rather it is the potential of the many.

- — Good relationships with staff
- — Getting a feeling of satisfaction of doing an important job

4. **Interesting, carefully planned and well timed meetings** are important to Board attendance and participation by Board members.
   - — Review the kind of notices sent out — are they interesting - inviting?
   - — Who makes the agenda? How is it made?
   - — Involve Board members
   - — Use case material presentations by staff
   - — Use Board and/or staff members from other agencies
   - — Have variety on this "menu"
   - — Most important — make sure agenda can be taken care of in the time available to do so

5. To make it possible to "lose" non-working Board members it was suggested that:
   - — Personal chat with the person to find out why he isn't active
   - — A "trouble shooter" on the Board be assigned this task
   - — By-laws include a clause covering this problem
   - — Agencies have rotating Boards
   - — A leave of absence be suggested
   - — Minutes list those who attended and those who don't attend as well as those from whom no reply was received

B. PARTNERS - BOARD AND STAFF

1. **Board and Staff roles** need to be clearly defined during orientation period and through continuing communication about this subject
2. **Partnership is essential** if Agency is to function well. It doesn't just happen — relationships between people must be developed. These ideas might help:
   - — Informal social functions
   - — Free discussions during orientation
   - — Clear, short, informative manuals with job descriptions included
   - — Time together to discuss important problems, occasions and decisions facing the Agency
   - — Sharing of successes and failures

3. Build up **recognition** of both volunteer and staff contributions to Agency growth and development.
4. Give **status** to Board and staff members both in the Agency and in the community.
5. **Board** members should participate actively in **fund raising.**
6. Clarify relationships, roles and responsibilities of **former** Board and staff members through:
    - By-laws that state a period of time (5 years perhaps) during which person may not sit on the Board
    - Put such persons on advisory or other committees so their interest and talents are not lost
7. Good Boards are made up of all working members including: "Leaders", "Doers", "Getters", and "Givers".

C. BUILDING AGENCY EFFECTIVENESS IN THE COMMUNITY

1. **Public relations** are so important and **personal relations** are the key to good public relations.
2. **Publicity** must be given much thought.
    - Perhaps a part time P.R. person should be hired by more agencies
    - Word of mouth and mass media should be utilized
    - Hand written notes to editors are helpful
    - Personal invitation to agency doings should be given to community and mass media persons
    - Occasional press conferences help
3. **Increasing the geographic representation** on Board and committees will increase the number of persons who know and hear about the agency.
4. **Agencies need to be less protective of stories** that would make good news.
5. There is a need for agencies to have more contact with one another, do more joint planning in relation to their community effectiveness.
6. There is a need to find new ways to motivate, mobilize, and train new Board members so they will spread the agency story to new community segments.
7. It is important to have Board members learn and know about
    - Their agency

— Its role in the total community
— Other related community agencies
— Total community needs, problems and plans

8. An effective agency utilizes experienced Board members on advisory boards and committees; trains its leadership through its structure; and has a means of getting "a look see" at potential Board members through a governing board or other agency committees.
9. Good agency leadership brings out the abilities of others!

Board membership is a challenging opportunity to serve through a democratic structure in a democratic society where every individual has the privilege and responsibility to participate in the affairs of his community.

18. MEETINGS, MEETINGS, MEETINGS

Everyone goes to meetings: office meetings, club and association meetings, conferences, seminars, board meetings. Regardless of the size or purpose of a meeting, the complaint usually is that most meetings are boring, non-productive, and you wish you would never have to go to another one. Do you ever feel that way? Do you sometimes wonder whether or not the meetings in your organization, company, business, or system really have any pay-off? Does your staff become more productive as a result of your meetings? Does it help your profit statement to have as many meetings as you do? After we look at some characteristics of unproductive meetings, I shall suggest some prescriptions for productive, interesting meetings (which may even be fun) with the outcomes designed to help you.

Unproductive Meetings

How many of the following characteristics of boring or unproductive meetings can you identify?

1. No clear reason for meeting.
2. Agenda which are too long, unclear, or hidden.
3. No introductions of new people.
4. Uncomfortable meeting room arrangements.
5. Unrealistic timing.
6. Edicts, reports, and announcements.
7. The monotony of one or two voices.
8. Paragraph speakers.
9. Long coffee breaks.

10. Never starting on time—never ending.
11. Faulty audio-visual equipment.
12. Poor, ragged, and irregular attendance.
13. Nothing ever happens.

How many can you add?

Successful Meetings

Your meetings can be successful, productive, and effective when they are designed to achieve a definite purpose, and when the meeting is planned for the group who will be in attendance. It is important to think about the size and composition of the group, and then it is possible to plan the meeting so that the desired goals can be achieved, and members feel involved and influential.

Characteristics of Successful Meetings include:

1. A motivating, attractive, and timely notice of the meeting.
2. Clear goals which are achievable in the time that is available.
3. Comfortable and attractive surroundings where everyone can see and hear everybody else. This sometimes means setting up small tables, so that people can sit in small groups, rather than sitting around long tables where a person at one end cannot see or hear the person at the other end.
4. An environment conducive to participation and, if appropriate, nametags or nametents that are large and legible from all angles in the room.
5. An agenda carefully planned with input from some of the people who will participate in the meeting.
6. An agenda arranged and timed carefully, using different communication methods for different agenda items, indicating what needs to be done with each item.
7. A meeting which provides for early arrivals with a staggered beginning, so that as soon as the first two or three people arrive, there is something they can work on until everyone is there. This helps to use the time and human energy resources better than we usually do.
8. A skillful plan for integrating people into the meeting, even if some arrive later than others (it is important to reinforce personal relationships, and to make it possible for everyone to have an opportunity to participate).
9. A design for shared leadership opportunities. Everyone has leadership abilities. We need to learn how to uncork them.

10. An analysis of written materials for content, length, format, and the best time for distribution during the meeting.
11. A variety of communication methods: total group discussions, paired or trio sub-groups, verbal presentations, audio-visual presentations, question and answer periods, input by a variety of persons, verbal and/or written reports.
12. Use of brief outside resource persons or presentors about purpose, goals, and composition of the group.
13. No coffee breaks. Make refreshments available throughout the entire meeting.
14. Built-in "Stop Sessions". These are short periods designed to help group members analyze how productive or non-productive they feel, and then decide, if necessary, how to improve the rest of the meeting.
15. End the meeting with a shared, agreed-upon action plan, which includes appropriate delegations and deadlines.

After incorporating many of the above suggestions into the management meetings of his large national health organization, the executive director said, "We have fewer meetings and get more done in less time. It is a real improvement for all of us".

Make your meetings pay off, and have them result in team work and in better utilization of human skills, energy, and resources. Morale and productivity will improve. Your own leadership skills will develop, and everyone will feel more successful.

19. YOUR IMPORTANT MEETING

A. Cue Sheet for Planning a Meeting

Here is your guide to elements important to consider when you plan any type of meeting.

Meeting Objectives

Are they clear?
Are they attainable?
Are they realistic in terms of time, audience and conditions?
Do they conflict or relate to organization policy?

Facts about Audience

Who is coming?
What categories of jobs or responsibilities do they represent?
How familiar are they with the subject already?
What areas do they need help in?

Do we have enough information about their problems?
Should we send questionnaires?
Interview?
Check field reports?

What Do We Want To Say

Do we have an inspirational message?
Is it a demonstration of new product or process?
Is it a statement of policy?
Are we interested primarily in discussing problems?
Are we looking for recommendations or new ideas?
Do we want to get new information on:
Product? Process? Market? Organization?

Kind of Program Participants

Do we need experts in particular subjects as speakers?
Do we need to find people who are representative of the audience?
Are we going to use a keynote speaker?
Banquet speaker?
Leadership required for discussion groups:
Discussion leader?
Recorder?
Resource person?

Kinds of Material

What should audience member have before coming?
Will there be display materials?
Exhibits and models?
Are there materials to hand out for particular segments of the meeting?
Will there be summaries available on:
Speeches?
Discussion group data?
Will press releases be made available?
Should we prepare a take-home kit of materials?

PRE-MEETING PLANNING

Stage I - Preparation of Self

1. What is the purpose of the meeting?
2. List items for consideration and jobs to be done.
3. Consider the people to be involved:
   a. in the planning of the meeting
   b. in the meeting itself
4. Consult with others to gather different points of view.
5. Look up and bring necessary resources.

6. Consider notification of meeting:
   a. how
   b. by whom - to whom
   c. when
   d. state date, place, time, business at hand
7. Think about the place for the meeting:
   a. location
   b. size
   c. accessibility
   d. light, air, ventilation
   e. seating arrangements

Stage II - Meet With the Chairman or Planning Group

1. Make an agenda:
   a. give attention to arrangement of items and length of agenda
   b. state items
   c. state whether items are to be:
      1) reported
      2) discussed
      3) decided upon
   d. state persons responsible for each item
   e. if possible, have enough agendas for all persons present
2. Set an approximate time for total meeting - time individual items.
3. Think about the different opinions that might come up on a given item - think of alternatives.

THE MEETING ITSELF

1. Someone needs to be responsible to get room ready - doors open - chairs arranged.
2. Someone needs to assume responsibility for:
   a. greeting people
   b. introducing people, if necessary
3. If possible, see that meeting is started on time.
4. Pass out agendas.
5. Purpose of the meeting needs to be stated.
6. Be sensitive to the amount of participation in the discussion of each item.
7. Help decisions to be clearly stated and adequately noted by recorder.
8. Note items that need follow up.

9. Decide when follow up is to be done and who is to do it.
10. Catch items that need to be reported back at the next meeting.
11. Summarize accomplishments of meeting and plans made.
12. Notice attendance.

FOLLOW UP

1. Arrange for follow up meeting - make delegations.
2. Know who will do what.
3. Evaluate meeting with ideas that will help the next meeting.
4. Record what happened that was significant and what needs to be done for the next meeting.

B. Brainstorming

What is it?

An organized, but informal, method of creative uninhibited thinking designed to produce ideas, originated by **Alex F. Osborn** and developed in his book "*Applied Imagination*". The theory is that mass production of ideas will yield some good ones.

Four Basic Rules for Brainstorming:

- Neither leader nor group should judge or evaluate. This comes after the yield of ideas.
- Let imagination run wild. The wilder the ideas the better. Brainstorming is "free-wheeling". Anything goes.
- Aim for quantity of ideas. The greater the number of ideas, the more likelihood of good ones.
- Combine with or improve ideas of others. "Hitchhike" on to somebody else's idea.

Additional Key Points:

- Have someone take down the ideas - every idea. This is the only strictly formal feature of Brainstorming. Every group member should get a copy of the list of ideas.
- The ideal number for a Brainstorming group is between 5 and 10. The personnel of the group can be mixed. With good leadership, any kind or size of group can be creatively productive.
- Twenty to forty minutes is productive for the Brainstorming session itself.
- The leader should prime the group by first suggesting a few ideas. He should later ask stimulator questions to

keep the ball rolling (when, why, where, what, etc.).

- Subjects lend themselves best to Brainstorming if they are specific, not general. Group should be able to shoot their ideas at a single target. Don't try to Brainstorm multiple problems.
- The subject to be brainstormed should be simple, talkable and familiar to the group.
- Urge members to give short concise ideas - not long sentences, or speeches . . . not more than ten words, if possible.
- Each Brainstorming session should be like a picnic — a lot of fun.
- Participants cannot help but gain in creative power.
- Brainstorming is contagious. An idea by one person stimulates the associative power of others in the group. A chain reaction results.
- Ideas are judged, **not** during the Brainstorming session, but **afterward**.
- After the Brainstorming session, the ideas are categorized, screened, evaluated. The non-usable ideas are discarded and the rest is gold. The judging can be done by the same group, a committee, one person, or by a new group. In the Brainstorming session, you apply imagination; now you apply logic and judgemental thinking.
- Six to ten percent of the ideas produced are potentially useful.

C. Styles of Chairmanship and Leadership Functions

I. Effective chairmanship is a skill which we can develop. It is not necessarily the exclusive property of the "born leader".

II. There are several styles of chairmanship which all of us use at different times.

A. Autocratic style

In this style the chairman assumes total responsibility for everything that happens in the meeting and the other participants assume no responsibility.

B. Laissez-Faire or anarchistic style

The chairman assumes no responsibility for the procedures and forward progress of the meeting, but hopes that the participants will.

C. The democratic or shared leadership style

The chairman tries to get participants to assume responsibility for the procedures by active participation, by summarizing, by clarifying, and so forth, and he does not relinquish responsibility for performing these functions if they are not performed by others.

III. Leadership Functions

A. Leadership functions are those **behaviors** which move a group toward its goal or change the direction of the group.

For instance, when someone summarizes, the group stops working on its task in order to review where it is. The performance of this summarizing function **changes** the activity of the group while it is being performed, and becomes at that time a leadership function for the group.

B. Leadership functions get performed in any meeting or any group regardless of the chairmanship style, if the group is to get a task done.

C. It is not necessary in all cases for all of the leadership functions to be performed by one person - the chairman.

D. When the participants in a meeting feel comfortable to perform these leadership functions as they see the need for them in the meeting, they take more responsibility for the group's forward progress.

This means that as all participants **share** the concern for the productive output of the group, the meeting is likely to be more efficient and more productive.

IV. The convener should decide which style of chairmanship he will use at a particlar meeting in relation to:

A. The kind of meeting (information-giving, problem-solving, etc.)

B. The relationship between the chairman and the members (authority, etc.)

C. The history of the group (informal regular staff meetings vs. one time committees)

D. The subject matter

E. The participants' interest and concern with the subject matter

F. The realities of time

V. Some of the principal leadership functions help the group move toward its task or job objective; others help maintain the group cohesiveness and climate so that it can work effectively; other functions do both.

A. Some functions that help get the task done include:

1. Summarizing

2. Requesting or giving clarification
3. Considering the practicality of a plan or suggestion
4. Seeking information or giving information, ideas or contributions
5. Suggesting a course of action

B. Some functions that help maintain group cohesion and a working atmoshpere:
   1. Elaborating on another's contribution
   2. Harmonizing opposing points of view
   3. Encouraging
   4. Showing acceptance of others' contributions
   5. Seeking group reactions

D. Ways of Analyzing Meetings

I. Every meeting has a number of characteristics which can be studied in measuring its effectiveness.
   A. Every meeting has a background.
      1) Participants bring their own experience with a problem to a meeting.
      2) The outside relationships of participants are part of its background.
      3) The history of a particular problem has an effect on its treatment at the meeting.
   B. Every meeting has an atmosphere.
      1) It may be formal or informal.
      2) It may be tense or relaxed.
      3) It may change during the meeting.
   C. Every meeting has a participation pattern.
      1) It is useful to note who participates verbally.
      2) It is useful to note whether discussion is dominated by a few.
      3) It is useful to note whether there are non-participants.
   D. Every meeting has a communications pattern.
      1) It is often important to note
         a) Are comments chairman-directed or group-directed?
         b) Who talks to whom?
         c) Evidence of non-verbal communication (passing notes, glances, etc.)
   E. Every meeting has some degree of cohesion.
      1) Is everyone on the same wave length?
      2) Do people seem to be committed to the job at hand?

3) Do people support each other's contributions?
4) Do the members of the meeting share responsibility for a productive session?

F. Every meeting has some group standards or ground rules.

Examples: The pattern of addressing the chairman and each other; do people break into the discussion or wait to be recognized by the chairman; do high status members have special privileges in the discussion, etc.

G. Every meeting has a set of procedures.
1) These include procedures for defining the problem.
2) They may include parliamentary procedures or voting rules.
3) They may include agreement procedures such as consensus.
4) They may include specially assigned leadership functions such as summarizing, etc.

H. Every meeting has a chairmanship style or styles.

These may be autocratic, shared, or sloppy, or any combination of the three.

I. In every meeting the participants are "behaving".

Watching the behavior of individual participants (example: over-emotional, blocking, supportive, etc.) can give clues to ways for improving the effectiveness of the meeting.

II. Other criteria for analyzing a meeting are:
1) The problems of clear and unclear goals.
2) Styles of chairmanship and their relationship to particular types of meetings.
3) The performance of various leadership functions to get the task done and maintain the group.
4) Decision-making procedures.
5) Influence of hidden agendas.
6) Adequacy of commitment of participants to follow-through on action taken or decisions made.

III. Chairman or participants can increase the effectiveness of their own personal performance in meetings by being aware of these meetings' characteristics.

An awareness will usually give adequate clues for taking some action to improve the productivity of the meeting.

MEETING OF ______________________________ DATE __________ TIME ________ PLACE __________

PRESIDING ______________________ ATTENDANCE: VOLUNTEERS _____ GUESTS _____ STAFF _____

(Name) (Position)

Time	AGENDA ITEM	Name of Person Presenting Item	Action or Disposition	Responsibility For Follow-Up	Date of Report Back and to

20. FINE TUNING YOUR BOARD - COLLABORATION - COALITIONS - NETWORKS - PROBLEMS AND OPPORTUNITIES

A. Introduction:

1. When I saw the theme/thrust of this institute I was reminded of the Steinway Concert Grand piano in my family home, played regularly by my late M.D. father. It was his pride and joy, and he had it tuned regularly, and more often before special occasions. "A grand piano is a sensitive instrument - it sounds/works best when it is absolutely in tune", he used to say.
2. Yes, and Boards of Directors are sensitive instruments; to work well, to make sound policies, fine tuning is more necessary now than ever before, to adjust to changing times and changing needs. Clients/consumers are most sensitive, and so are givers of time and money, and Board members.
3. So, fine tuning and moving to organization excellence is a necessity.
4. We are going to look at special "**keys**" to fine tuning, called collaboration - coalitions - networks. Let's agree on what we mean by these terms.
   a. **Network** - an **open** system, a **temporary** one, of inter-connected people and organizations; loose, and it enlarges, tightens, moves.
   d. **Collaboration** - a conscious combination of people and organizations to work together toward a common agreed upon goal/purpose/project.
   c. **Coalition** - an alliance, usually as a result of a collaboration effort; a combination or fusion - one body; usually time limited.
   d. **System** - organization: relationship between people in it; parts of it; it and the outside world.
5. **Overview of Paper:**
   b. Five trends pushing to collaboration
   c. Possible traps/problems
   d. Challenges and opportunities
   e. Conditions necessary for successful collaboration

B. Trends/Transitions causing need for fine tuning toward collaboration, coalitions, networks; if no fine tuning, the instrument can be damaged.

Transition is moving from the no longer to the not yet.

Transition Trends:

1. From a stance of plenty of **all** resources being available
   to
   an era of restraint - down sizing - doing more or better with less.
2. From regular predictable changes and growth
   to
   rapid, complex, constant, uncertain changes. Precedence, tradition, and experience not necessarily useful.
3. From little or no concern about the morale, health, productivity of people (volunteers and staff)
   to
   concern and action to improve the work place for everyone; Human Resource Development; have more people participate in decision making, planning, and influencing the system; opening the lines of communication.
4. From traditional services for particular, defined populations
   to
   serving a larger/different variety of people often in new and non-traditional ways.
5. From a stance of independence and self sufficiency
   to
   becoming interdependent (or from Turfdom to Collaboration), which takes different competencies and skills.

C. Traps and Problems

1. Overprotectiveness of own turf, identity, inventions, ideology
2. Fear of merger
3. Lack of meeting technology skills
4. Fear of risk taking
5. Traditionalists/Old Guards versus New Experimenters
6. Negative understanding of compromise
7. Difference in real or perceived power and influence of person and/or organization
8. Poor documentation to keep people informed
9. Seduction of "we'll do it" by one organization
10. Very uneven spread of work/commitment
11. Lack of understanding of what we are about: lack of trust
12. Lack of follow-up between meetings
13. Lack of open system
14. Unclear funding
15. Expectations of equal commitment

D. Challenges and Opportunities:

1. Getting unstuck - out of a rut
2. New worlds, new people, new resources, new connections, e.g. technological transfer volunteers
3. Less overlaps of services
4. Development of influence and power through collaboration
5. More creativity and experience to tap into
6. Building of a support group to act, advocate, take stands, speak out, take risks
7. Better, wider utilization of funds
8. Opportunity to reinforce each other with stepwise celebrations of successes
9. Creative confrontations and conflict utilizations build new ideas, solutions
10. Attract a great variety of heads and hands
11. Joy of sharing resources/people
12. Learning to barter
13. Learning what to hold on to and what to let go (Beliefs, attitudes, people, traditions)
14. Fun of working in a different way with disparate people and systems.

E. Some Conditions Necessary for Useful, Productive Collaboration:

1. An agreed upon, clearly communicated mission, purpose, and way of work.
2. An unqualified commitment by the Board to participate, including agreement on who will participate (preferably two).
3. Willingness to share leadership.
4. Openness to meeting on different turfs at different times.
5. Demand for good, thorough, clear written documentation.
6. On-going evaluation, and if necessary changing ways of work.
7. Use of **open** system and temporary system methods/ techniques.
8. On-going recognition of the variety of contributions.
9. Participatory meeting methodologies.
10. Planned Breathers - Stand Back.
11. Really getting to know each others systems.
12. Opportunities for collaboration participants to get to know each other.
13. Development of Trust.

Here is the Ode to or Code for Boards that are fine tuned enough to collaborate:

1. Enjoy differences rather than similarities
2. Guide rather than goad
3. Act rather than react
4. Involve rather than mandate
5. Give rather than take
6. Experiment and risk rather than being bound by tradition
7. Welcome change rather than resisting it
8. Enjoy today, look forward to tomorrow, rather than prolonging the yesterdays, and
9. Permit yourselves to be optimistic, excited, and joyous rather than concerned, depressed, and overwhelmed, and

your fine tuned Board will benefit, as will your organization and the entire community.

Appendix

FROM GOALS TO ACTION
Participating Planning
Images - Goals - Action

by Eva Schindler-Rainman, D.S.W.

A. Assumptions Underlying This Approach

1. Persons to be affected by plans and decisions should have a part in making these plans and decisions.
2. Such involvement leads to an investment of interest, time and responsibility on the part of the participants.
3. This process requires the selection of realistic "do-able" goals.
4. It is a way of working **toward something, rather than getting away from** pain or problems.
5. The phases of brainstorming stimulate creativity because of the nonjudgemental, free atmosphere for getting ideas out.
6. There are not preconceived ways to reach the goal.
7. There is an emphasis on alternatives all the way through the process — alternative goals, and alternative action patterns.
8. Since the work is done in a group there is much opportunity to build on each other's ideas.
9. There is orderly movement from image of potentiality brainstorming, to goal selection, to diagnosing of forces that will help or hinder the reaching of the goal, to alternative actions on the strongest forces, to beginning start up action steps.

B. Images of Potentiality

1. In this process you take an imaginary leap 5 years, or 1 year, or 6 months, etc., **ahead** and look at what is **now** happening that makes you pleased with the progress since 5 years, 1 year, or 6 months ago. You brainstorm (see rules at end of paper) and list **all** the images you see. You do this in the present tense.
2. **Example:** "It is now ___________, and you are floating in a helicopter above your department, district office, branch, service or office. As you look down at **your area of work** you are pleased with the improved communication you see going on. Specifically, what do you see?
   - "Easy access by employees to the boss"
   - "Productive, fun, short staff meetings"

- "Clear understanding and use of program goals by most employees"
- "More involvement in decision-making"
- "Etc."

3. After the group gets out **all** the possible images, the members look back at the list and choose the one that they feel is most important to achieve, and that they would like to work on. If the group is large (over seven people) choose two images and divide the group to do the work on both simultaneously.
4. Now translate the image into a goal on which you will work (e.g. to involve more employees in decision making).

C Force Field Analysis

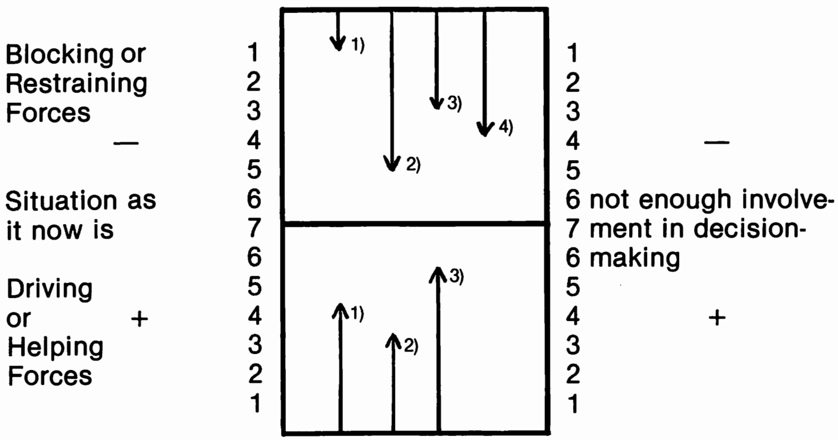
(an adaption from Dr. Kurt Lewin)

1. Discuss and list **all** the things - all the forces - that you know will **help** you reach the goal. These are things that are now in the picture (in the field) that will be driving (+) forces toward the goal.
2. Then do the same for **blocks** or restraining forces (—).
3. If a force is neither clearly a help or a hindrance, make a third column marked "?", and then it can be determined later how to find out whether these "?" forces are +, or —, or both.

4. **Example:** (see also Force Field under C-6)
   Goal: To involve more employees in decision-making

Helps +	Blocks —	?
1. Some supervisors want help in decision-making	1. Little history of participatory decision-making in the department	1. The attitude of top management
2. In our organization there is a trend toward participatory management	2. Many supervisors lack skill in involving employees	2. The willingness to change on part of present supervisors
3. It has been successfully tried in in some areas	3. Some decisions need to be made immediately	3. Etc.
4. Etc.	4. It takes time	
	5. Etc.	

5. **When all the driving** (+) and restraining (—) forces have been listed, plot them on a force field. As you plot them you will need to decide on the **strength of each force.** How big or how important are the forces in relation to reaching or blocking your goal attainment? It is possible that some forces will be both plus and minus, but they are not likely to have the same strengths.
6. **Example:** (see also C-4 above)
   Goal: To involve more employees in decision-making



7. After listing all the forces you can think of and plotting them on the force field these are your action choices:
   a. take the strongest negative force or forces that you can do something about, and brainstorm all the things you could do to maintain or demolish it or them;
   b. strengthen the strongest positives (again, brainstorm all the ways to do this);
   c. combine strong positives, if possible;
   d. reverse a strong negative into a strong positive;
   e. remove forces, if possible.
8. The best pay off usually is to diminish the strongest "do-able" negative force(s). So, let us start there. **Brainstorm all** the alternative actions you could take here, and **select/star** those that seem feasible as first steps.

D. Action Strategies:

1. Now look back over this list, and from the preliminary selections choose those actions that you can take to start your work to decrease the selected restraining force.
2. You may wish to select one or several to begin on.
3. On the selection of your beginning entry steps, answer very specifically these questions:
   a. besides us, **whom else do we need** to work on this?
   b. **where** do we begin?
   c. **how** do we begin? (phone call, meeting, letter, etc.)
   d. **who** will do what to get us started?
   e. **when** do we meet again? **where**? **who** will be the temporary convenor?

BRAINSTORM RULES:

LIST **ALL** IDEAS
DO **NOT DISCUSS**
DO **NOT JUDGE**
REPETITION IS O.K.

Hoorah! - You are now on the way to action that will move you in the direction of the goal **you** selected!

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