

# A Facilitator's Guide for By the People



*Corporation for National and Community Service*

This Facilitator's Guide is produced by CHP International, Inc. under Cooperative Agreement Number 00CAIL0008 with the Corporation for National and Community Service. CHP International, Inc. has agreed to provide perpetual reproduction rights to the Corporation for National and Community Service. The Corporation retains a royalty-free, non-exclusive license to reproduce, publish, and disseminate all products produced under this cooperative agreement.

CHP International developed “**A Facilitator’s Guide for By the People**” for the Corporation for National Service, 1201 New York Avenue, N.W. Washington, D.C. 20525

Created in 1993, the Corporation for National Service engages more than 1.5 million Americans annually in improving communities through service. The Corporation supports services at the national, state, and local levels, through:

**AmeriCorps**, whose members serve with local and national organizations to meet community needs while earning education awards to help finance college or training;

**Learn and Serve America**, which helps link community service and learning objectives for youth from kindergarten through college as well as youth in community-based organizations; and

**The National Senior Service Corps** (Senior Corps), the network of programs that helps Americans age 55 and older use their skills and experience in service opportunities that address the needs of their communities. Senior Corps includes the Retired and Senior Volunteer Programs (RSVP), Foster Grandparent Program, and Senior Companion Program.

CHP International, Inc. (CHP), Oak Park IL, provides management, training and consulting expertise to projects in the United States and around the world. CHP collaborates closely with government, non-governmental organizations, educational institutions and training providers to assist in developing techniques, skills, knowledge and attitudes required to foster individual, organization and community development.

Content and materials for the Facilitator’s Guide were developed from a self-study guide entitled “*By The People*” edited by Henry C. Boyte, Co-Director, The Center for Democracy and Citizenship, 130 Humphrey Center, 301-19<sup>th</sup> Avenue South, Minneapolis, MN 55455.

Upon request, this material will be made available in alternative formats for people with disabilities.

Draft publication June 2001

**This Facilitator's Guide is produced by CHP International, Inc. under Cooperative Agreement Number 00CAIL0008 with the Corporation for National Service. CHP International, Inc. has agreed to provide perpetual reproduction rights to the Corporation for National Service. Materials copyrighted by parties other than CHP International, Inc. cannot be reproduced or distributed without written permission of the original author or copyright holder. The Corporation retains a royalty-free, non-exclusive license to reproduce, publish, and disseminate all products produced under this cooperative agreement.**

## **Acknowledgements**

The principal authors of *A Facilitator's Guide for By the People* are Peter Govert and June Plecan, CHP International, Inc. The source document used for this publication was *By the People*, edited by Henry Boyte, Co-Director, Center for Democracy and Citizenship.

Many individuals contributed to the development of this training curriculum. Lorraine E. Granieri served as principal editor. Staff of CHP International, Inc. and the Corporation for National Service provided project direction for content and editing.

Special thanks to the members and staff, John Holden and Veronica Westfort of the City SERVE! AmeriCorps program in Meriden, CT.

*Editorial Guidelines*, developed by the Corporation for National Service, served as a resource to ensure consistency with other national service publications.

## Table Of Contents

	Page Numbers
<b>Introduction .....</b>	<b>5</b>
<b>Outline of Sessions .....</b>	<b>7</b>
<b>Training Objectives .....</b>	<b>9</b>
<b>Facilitating The Training .....</b>	<b>14</b>
<b>How To Use This Guide .....</b>	<b>15</b>
<b>Session 1: Citizenship and You .....</b>	<b>17</b>
<b>Session 2: We Ask. We Listen. We Learn .....</b>	<b>42</b>
<b>Session 3: You and Community – There’s History .....</b>	<b>61</b>
<b>Session 4: Valuing Differences .....</b>	<b>80</b>
<b>Session 5: Service as a Profession: Is it for You? .....</b>	<b>99</b>
<b>Session 6: Analyzing Problems, Planning Solutions .....</b>	<b>110</b>
<b>Session 7: Managing Conflict .....</b>	<b>129</b>
<b>Session 8: Development: Empowering People and Communities .....</b>	<b>146</b>
<b>Session 9: Reflection and Evaluation .....</b>	<b>165</b>
<b>Session 10: Creating a Citizenship Action Plan .....</b>	<b>185</b>
<b>Training Tips .....</b>	<b>192</b>
<b>Bibliography .....</b>	<b>199</b>

## INTRODUCTION

The ten training sessions are based on the real activities of AmeriCorps members during their service.

During these sessions, AmeriCorps members will receive an introduction to ideas and skills which they will first practice in class and then bring to their current assignments. The materials should come alive in follow-up sessions when the members report their insights and give examples of how they applied the new ideas and skills in the field.

### Purposes

The purposes of these sessions are to:

- Help AmeriCorps members better understand the full meaning of citizenship, including lifelong involvement in community service.
- Give AmeriCorps members information about civic skills and practice using these skills to enhance their current and future work in civic activities.
- Build within AmeriCorps members a framework and motivation for life-long community service through:
  - a) Volunteerism as an enriching, part-time addition to one's life, and/or
  - b) Pursuing a full-time career in professional community service, including teaching, human services, public or government service).

### Four Themes

This training has four main themes that are introduced, repeated, and reinforced throughout the sessions. These themes are: full citizenship, self-knowledge, skill development, and empowerment.

#### 1. FULL CITIZENSHIP.

"Full Citizenship" for an American means much more than voting and obeying the law. If we are truly a country "by the people," then we have an ongoing responsibility to continue to build our society. The picture of America is not a grainy black and white still print from years ago, but a vibrant, streaming color image from the present that will stretch into the future.

Full Citizenship can be realized in many ways, either through volunteer work or in a profession involved with community service.

## 2. SELF-KNOWLEDGE.

These training sessions reflect the idea that the most effective community service comes from involvement that reflects one's own interests, history, and unique characteristics. Throughout these sessions, exercises will lead members to a better understanding of themselves, their interests, their past connections with communities, and their current assignments.

These sessions end with the members' reflection on the meaning and value of their service. This then becomes the springboard to future community work.

## 3. SKILL DEVELOPMENT.

Learning and developing civic skills are necessary to maximize one's effectiveness. The skills that are introduced, practiced, and reinforced in this training are:

- a) Listening, Questioning, and Interviewing Skills
- b) Creating a Community Inventory
- c) Analyzing Problems, Planning Solutions
- d) Valuing Differences
- e) Managing Conflict
- f) Evaluating Accomplishments, Skills, and Knowledge
- g) Making Action Plans

## 4. EMPOWERMENT.

Although America's problems at times can seem overwhelming, this is not so. **One of the basic tenets of these sessions are that we have the power to break down any problem into manageable, doable parts.** Each step successfully taken, though small at first, is empowering and has infinitely greater impact than a grandiose scheme that starts big but fails because of its complexity.

By the end of these sessions, members should feel empowered. They should feel that they are already making a difference, and that they can continue to make a difference and "get things done" whether employed in the public sector or by choosing to pitch in as a volunteer at the local level.

## OUTLINE OF SESSIONS

### **Session 1. Citizenship and You**

New Content: (a) Introduction to the Training Sessions. (b) Self-knowledge, self-interest, and links to service. (c) Holland's Guide to Personality Types.

Field Assignment: Analyze the "fit" between personal characteristics and service.

### **Session 2. We Ask, We Listen, We Learn**

Link to previous session: Discussion of the "fits" you found.

New Content: (a) Listening and questioning skills (b) Information interviews. (c) Reasons for an asset based community inventory.

Field Assignment: Create a community inventory by doing information interviews.

### **Session 3. You and Community-There's History**

Link to previous session: Community inventory and benefits for your service. Lessons learned by doing the interviews.

New Content: (a) Self-history – links toward service. (b) Framework on citizenship – three aspects.

Field Assignment: Interview for different viewpoints.

### **Session 4. Valuing Differences**

Link to previous session: Challenges of seeking different viewpoints and lessons learned this way.

New Content: (a) Reasons to seek out differences. (b) Difficulties inherent in seeking and valuing differences. (c) Factors that create differences.

Field Assignment: Understand your approaches to time, activity, and human relationships.

### **Session 5. Service as a Profession: Is It for You?**

Link to previous session: Checking approaches to; time, activity, and human relationships.

New Content: Panel Discussion. (a) Self-interest as a key to professional community service. (b) Expanded opportunities for life long service. (c) Expanded community inventory.

Field Assignment: Informational interviews as a tool for finding the right community service for yourself.

### **Session 6. Analyzing Problems, Planning Solutions**

Link to previous session: Lessons learned from the information interviews.

New Content: (a) The nature of problems. (b) Three problem-analysis tools. (c) A framework for planning solutions.

Field Assignment: Analyze a problem associated with your AmeriCorps service.

### **Session 7. Managing Conflict**

Link to previous session: Lessons learned by analyzing a problem drawn from your service.

New Content: (a) Definition of conflict. (b) Five strategies for managing conflict. (c) Advantages and disadvantages of each strategy. (d) Practice using scenarios.

Field Assignment: Apply the “collaborative strategy” to a manageable conflict drawn from your AmeriCorps service.

### **Session 8. Development: Empowering People and Communities**

Link to previous session: Discuss lesson learned by applying a collaborative style of conflict management.

New Content: (a) Understand the larger meaning of AmeriCorps’ work. (b) Characteristics of empowerment and development. (c) Analysis of the links between empowerment and action.

Field Assignment: Evaluate your service.

### **Session 9. Reflection and Evaluation**

Link to Previous session: Evaluation of your service: accomplishments, skills, and lessons learned, and most important aspects.

New Content: (a) Group and individual reflection on AmeriCorps service. (b) Evaluation of service using evaluation tools and activities.

Field Assignment: Put it all together in a future action plan.

### **Session 10. Creating Your Citizenship Action Plan**

Link to previous session: Putting it all together.

New Content: (a) Create a life-long action plan of future civic activities. (b) Sharing of resources to implement these plans. (c) Reflection on “likelihood of doing” as an indication of motivation.

## **TRAINING OBJECTIVES**

### **OBJECTIVE #1**

1. What you should accomplish:

Judge the “fit” between yourself, your AmeriCorps service assignment, and possible future civic service and explain why this fit is important.

2. What you have to work with:

- a. Holland’s Guide to Personality Types.
- b. Training materials linking self-knowledge with citizenship.
- c. Evaluation tools and reflection exercises.
- d. Orientation to a Time, Activity, and Human Relationships Framework.
- e. Career-oriented informational interview.

3. Question to ask yourself to see if you have succeeded in meeting this training objective:

Can I explain the links between what I have learned about myself in relation to my AmeriCorps service and my post-AmeriCorps action plan?

### **OBJECTIVE #2**

1. What you should accomplish:

Conduct at least three formal interviews with community members which result in the information required.

2. What you have to do this:

- a. Training materials on listening and questioning skills.
- b. Training materials on effective informational interviewing techniques.
- c. Practice Interviews.

3. Questions to ask yourself to see if you have succeeded in meeting this training objective:

- a. Did I get the information I wanted from the interviews?
- b. Did I use the listening, questioning, and interviewing techniques presented in the session materials?

### **OBJECTIVE #3**

1. What you should accomplish:
  - a. Develop an inventory of your community that is relevant to your AmeriCorps service.
  - b. Describe opportunities in professional and voluntary public and human service.
2. What you have to work with:
  - a. A community inventory framework and training materials.
  - b. A community inventory developed by the AmeriCorps group.
  - c. Information from a panel discussion with local community public servants and volunteers.
  - d. Assignments for information interviews.
3. Questions to ask yourself to see if you have succeeded in meeting this training objective:
  - a. Did I identify at least one new community resources that will be helpful in my AmeriCorps service?
  - b. Can I describe the future opportunities available to me in either paid or volunteer civic service?

### **OBJECTIVE #4**

1. What you should accomplish:

Demonstrate your knowledge of citizenship by successfully categorizing citizenship behaviors in a framework.
2. What you have been given to do this:
  - a. A framework of citizenship behaviors.
  - b. An outline of your personal history with links to citizenship.
  - c. Practice categorizing citizenship behaviors.
3. Question to ask yourself to see if you have succeeded in meeting this training objective:

Can I successfully place different types of citizenship behaviors in their correct places in the citizenship framework?

### **OBJECTIVE #5**

1. What you should accomplish:

Explain the importance of seeking out and including diverse viewpoints in some aspect of your AmeriCorps service.

2. What you have been given to work with:

- a. Orientation to a Time, Activity, and Human Relationships Framework.
- b. A view of some aspect of your AmeriCorps service different from your own, gained through a formal interview.
- c. Analysis of a case study.
- d. A list of factors that profoundly affect different viewpoints.
- e. A connection between self-knowledge and the ability to manage and appreciate different viewpoints.

3. Question to ask yourself to see if you have succeeded in meeting this training objective:

How can insights on the challenges and benefits of incorporating different viewpoints be used in my work as an AmeriCorps member?

### **OBJECTIVE #6**

1. What you should accomplish:

- a. Break down a problem using a problem-analysis tool.
- b. Plan a solution using training materials and a planning framework.

2. What you have to work with:

- a. Demonstration of the "Problem Tree" tool.
- b. Practice with a case study.
- c. Training material on two other problem-analysis tools.
- d. A planning framework.

3. Question to ask yourself to see if you have succeeded in meeting this training objective:

Can I explain how to break down a problem drawn from my AmeriCorps service and plan steps toward a solution?

**OBJECTIVE #7**

1. What you should accomplish:

- a. Identify the positive and negative aspects of five different approaches to managing conflict.
- b. Analyze a conflict situation and develop a strategy for dealing with it that is better than the way it was originally handled.

2. What you have to work with:

- a. A definition of conflict.
- b. Analysis of skits.
- c. Five conflict-management approaches.
- d. A conflict situation drawn from your AmeriCorps experience.

3. Question to ask yourself to see if you have succeeded in meeting this training objective:

Can I explain to a fellow AmeriCorps group member the preferred approach for managing conflict and the reasons it is the preferred approach?

**OBJECTIVE #8**

1. What you should accomplish:

Explain the larger meaning of your AmeriCorps service in relationship to the concepts of development and empowerment.

2. What you have been given to work with:

- a. A case study and related materials.
- b. A set of readings from world leaders on development and empowerment.
- c. A list of characteristics of a group empowered for action.

3. Question to ask yourself to see if you have succeeded in meeting this training objective:

Can I identify an example from real life where empowerment led to action such that the viewpoint expressed about power and empowerment is similar to the viewpoint expressed in the case study and readings?

**OBJECTIVE #9**

1. What you should accomplish:

Develop and present a five-minute presentation entitled, "My Post-AmeriCorps Action Plan."

2. What you have to work with:

- a. Results from an evaluation exercise on your AmeriCorps service.
- b. Ideas from your group in a "barnraising" exercise.
- c. A letter written to yourself.
- d. A Worksheet.

3. Questions to ask yourself to see if you have succeeded in meeting this training objective:

- a. Does my action plan contain at least three behaviors that can be characterized as either civic, civic service, or civic-producer behaviors?
- b. Does my action plan contain a time frame?
- c. Does each of these civic behaviors include a "likelihood of doing" component?

## **FACILITATING THE TRAINING**

### **Facilitator's Role**

An important piece of advice for all who facilitate these sessions: **RELAX and ENJOY YOURSELF.**

The root of the word, "facilitator" is "facilis", which means "easy". So a "facilitator" is someone who makes learning easy. That is your primary role. You are not expected to be a content expert. The content in these sessions is conveyed through handouts and talking points noted in each session. Your role is to guide and encourage members through their learning experience.

The facilitator's greatest challenge will be to use these sessions to fuel commitment and enthusiasm for current and life-long service. Motivation is a key theme as you take members from theory, to practice, to action.

In the back of this Guide you will find a section on "Training Tips" (page 193) which provide guidance for improving your training skills.

### **Facilitator Benefits**

While delivering this training will require effort on the facilitator's part, the benefits will be more than worth it. If you are an AmeriCorps program manager, your role can be strengthened and made easier as you gain a deeper understanding of your AmeriCorps members' communities, organizations, and service. As you and your members work together in a spirit of trust and respect, communication channels should open wider which, in turn, should lead to a more effective working environment.

Another benefit will be the learning, or the enhancement, of training management and facilitation skills. The training skills you hone through delivering these sessions will last a lifetime and are widely applicable in private and public organizations.

## HOW TO USE THIS GUIDE

### General Information

**Group Size.** These ten sessions are designed for a group of six to 20 AmeriCorps members. If you have a larger group, refer to the "Training Tips" at the back of the Guide (page 193) for information on breaking into smaller groups.

**Time Allotment.** Each session is approximately two hours long. We have provided suggested time allotments for each activity as well as detailed notes and instructions. One 10-15 minute formal break and two to three mini (1-2 minute) stretch breaks per session are recommended.

**Assignments.** Members participate in one session each month during their service. After each session they have an assignment to complete that will be discussed in the following session. Time spent on these assignments can be counted toward service hours.

**Order of Sessions.** There are ten sessions with several activities within each session. The sessions and activities should be conducted in the order in which they appear in the Guide, as the material builds from one session to the next.

**Instructions.** The session designs are not meant to be picked up and read at the actual session. The Guide is written so that you will understand the procedures and the instructional intent. You may want to make your own notes on index cards or in the margins as you read through the sessions. Feel free to modify the questions and instructions to suit your own style.

**Materials.** All handouts and facilitator information are included in this Guide. Step-by-step instructions provide guidance for facilitating the training. You should: (a) carefully read all of the information and handouts; (b) follow the preparation directions for each session.

**Participant Notebook.** Each member's notes and handouts should be assembled in a three-ring binder. Prior to the first session, you will need to supply each member with a binder and hole-punched notepaper. You should also make sure that all handouts are hole-punched appropriately.

**Facilitator Tips.** Throughout the sessions, notes to facilitators are indicated in italics; in some places they are labeled "Facilitator Note." The last section of the Guide has general training ideas and suggestions for facilitators. You should read this section before beginning training.

**Talking Points.** Here and there in the sessions, you will see "Talking Points" that summarize ideas or information for you to relay to the members. If you wish, you may want to expand on these points by including additional information.

## Understanding the Foundation of This Training

There are two important conceptual frameworks that you should understand before you deliver these sessions: The Experiential Learning Model and Adult Learning Theory. The Experiential Learning Model<sup>1</sup> is the blueprint for most of the session designs.

The model is a four-step process that facilitates learning from experience. An advantage of this model is that it supports the theory that people learn best from their experience, reflecting, looking for patterns, applying or experimenting.

Adult Learning Theory<sup>2</sup> emphasizes that adults are self-directed and learn from connecting their personal experiences to new knowledge. A climate of mutual trust and positive reinforcement to enhance learning is a critical component of this theory.

More detailed information on these concepts can be found in “Training Tips,” the last section of this Guide. (page 193)

---

<sup>1</sup> Adapted from *Non Formal Education Manual*, by Helen Fox. The Institute for Training and Development, Washington, D. C. 1989.

<sup>2</sup> Adapted from *Non Formal Education Manual*, by Helen Fox.

## **SESSION 1**

# **CITIZENSHIP AND YOU**

### **Purposes**

- To give an overview of all of the sessions and to use a case study to bring the session content to life.
- To introduce the core concept that self-interest and self-knowledge are keys to effective civic service.
- To encourage members to reflect on their own personalities and on their current service in AmeriCorps using Holland's guide to personality types.

**Session at a Glance**

Min		Activities	Materials
25	1	Welcome, Setting the stage	Wall Chart
20	2	Purpose of these sessions	Outline (cut), Binders
25	3	Maria's Challenge	Handout A
30	4	Mr. Holland's Fit	Handout B, Handout C
10	5	Field Assignment #1, Checking the Fit	Handout D
10	6	The Learning Store: Evaluation	Handout E

**Preparation for the Session**

1. Write the session purposes on a wall chart.
2. Make one copy of the "Outline of Sessions" (attached) and cut it into strips – one session title and description per strip of paper. If your group size is close to 20, make two copies.
3. Copy and 3-hole punch Handouts A - E for all of the members.
4. Purchase enough three-ring binders and 3-hole paper for all of the members. Copy and insert "Introduction (including Purposes and Four Themes) pages 5 and 6 and "Training Objectives" pages 9-13.

## **Activity #1**

### **Welcome, Set the Stage**

**25 minutes**

#### **STEPS**

1. Welcome everyone to the training, "A Facilitator's Guide for By the People." Tell the members that this is the first of ten sessions.
2. Explain that the field assignments between sessions are an important feature of these sessions and that time spent on these assignments can be counted toward their service hours. Explain that they will discuss the field assignments in the sessions.
3. Review the purposes of the session using the prepared wall chart.
4. Ask members to read Training Objective #1 from their binders, and explain that in today's session, they will make progress towards meeting this objective.
5. Call for and respond to any questions.

## Activity #2

### Training Overview

**20 minutes**

*Facilitator Note: This activity gives members a sense of the overall training design in an active and thoughtful way. Assure them that we aren't looking for "correct" answers: all answers are acceptable.*

#### **STEPS**

*Facilitator Note: If you have more than ten members, ask some people to pair up. If you have fewer than ten members, give someone more than one session title. If your group size is close to 20, prepare two sets of session titles and descriptions, and divide the large group in two.*

1. Randomly pass out the prepared ten strips of paper on which the session titles and descriptions are written, page 27.
2. Tell the members to: "Read the session titles and descriptions you have been given and work together to arrange them in the sequence you think is best."
3. After the group has finished, ask one member to read aloud the sequence selected. If the group's sequence is different from the sequence in the training Guide, read aloud the outline you will be following and briefly discuss any differences.
4. Tell the group that you had them do this exercise so they would begin on their own to discover how the sessions might interrelate and to get acquainted with the content of these training sessions.
5. Close this activity by asking members to read the "Purposes of These Training Sessions" in their binders.
6. Ask: "Which sessions seem particularly interesting or exciting to you? Why?"

## Activity #3

### Maria's Challenge

25 minutes

#### Background Reading for the Facilitator:

*Facilitator Note: The following excerpt<sup>1</sup> gives you a framework for understanding why **self-knowledge** and **self-interest** are important in the context of civic service.*

#### Encouraging Civic Responsibility:

Before you can start tackling the serious problems confronting your communities and our country, you have to see yourself as part of the solution. Developing a strong sense of civic responsibility . . . means understanding who you are, what you have to contribute, your relationship to others, and your stake in an issue.

Who are you? What is important to you? Why did you choose to become an AmeriCorps member? Understanding who you are, what you want and how you are connected to others is called self-interest. You can't develop a deep sense of civic responsibility without it.

. . . . Most people think that self-interest is selfish and private, doing only what is good for you, which is the exact opposite of what you need to do to be a responsible citizen. Civic responsibility is associated with being selfless – doing something only for others. But what self-interest really means is doing what is good for you and for others at the same time.

. . . . Making the distinction between self-interest and selfishness allows people to tie their specific interests to the needs of the larger community and to larger problems and issues. The work of citizenship . . . calls for people to work for what they care about with passion and intensity . . . with others who also have their own self-interest. But first, each person has to figure out what that is.

#### STEPS

1. Make the transition from Activity #2 by explaining that this activity will address self-knowledge as a key to lifelong civic involvement. Tell the members that in this activity they will meet an imaginary character who begins to pursue community involvement.
2. Form small groups of three to four members.

---

<sup>1</sup> Taken from *By The People*, ed. Henry Boyte, The Center for Democracy and Citizenship, Minneapolis, MN 1998.

3. Distribute Handout A, page 30. Ask the members to read the case study and discuss the questions in their small groups. Tell the members that they have 20 minutes for the discussion.
4. Call the members back to the large group.
5. Close this activity by thanking members for their responses and summarizing the main points.

**Talking Points**

- Self-interest is an important and positive aspect of public service.
- Members' self-interest plays an important part in their AmeriCorps service.
- The skills of listening, asking questions, managing conflict, solving problems, and planning, are service-related behaviors that members will develop and practice during these sessions.

## Activity #4

### Mr. Holland's Fit

#### 30 minutes

*Facilitator Note: This segment incorporates an interactive worksheet, a short discussion, and other information to prepare members for their field assignment. John Holland conducted research that suggests that we develop preferences for certain activities during our early years. He has identified six personality styles that he linked to work preferences. One of his ideas is that we are happiest and most productive when our personalities match, or fit, our work.*

#### STEPS

1. Make the transition from Activity #3 by telling the group that in this activity they will look at their own self-knowledge in a new way.
2. Pass out Handout B, page 33, and give the members 10 minutes to complete it.
3. Once the members have completed the handout, stimulate a two- three minute discussion to help them reflect on their responses to the interactive worksheet. Use questions like:

**Was the activity easy or hard? Why?**

**Did you have any interesting thoughts while you were working on it?**

4. Pass out Handout C, page 36, and give the members 10 minutes to read and answer the questions.
5. Lead a large group discussion around Question #4 in the Handout, "How might you use Holland's types in choosing your service ideas in the future, whether as a paid professional or on a voluntary basis?"
6. Close the activity by thanking members for their responses and summarizing the main points.

#### Talking Points

- Unhappily, there is not always a good "fit" between someone's personality and the job that person is paid to do. Fortunately, there are many opportunities for people to find a great fit in civic or voluntary activities in their communities.
- If a member finds it hard to see a fit between his or her personality and civic service, these sessions can provide some ideas. For example, the panelists who will participate in Session 5 will probably have some interesting ideas.

## **Activity # 5**

### **Field Assignment #1**

#### **Checking the Fit**

**10 minutes**

#### **STEPS**

1. Make the transition to Activity #5 by pointing out that the field assignment is a way for the members to check with other people about some of the insights they had when they worked through the handouts in the last activity.
2. Pass out Handout D, Field Assignment #1, page 40 and ask the members to read it. Answer any questions.
3. Ask members to read the Introduction materials and Training Objectives from their binders in order to better understand these sessions.
4. Mention again that the field assignments are a very important part of these training sessions and that members should speak with their program director if they are having problems completing the assignments.

## Activity #6

### The Learning Store

**10 minutes**

*Facilitator Note: This is a “reflection” activity that we will use throughout these sessions. It helps the members think back on material from the session and choose whatever they find most meaningful and important.*

#### **STEPS**

1. Make the transition to “The Learning Store” by explaining that it is a kind of journal in which the members can record their reactions, insights, and opinions. Mention that many people find it useful to look back to see what they were thinking and feeling as these sessions progressed.
2. Distribute Handout E, page 41, and tell the members to complete it and turn it in before they leave. Let them know that you will read their responses and return them at the next session.

*Facilitator’s Note: Before the next session take note of any **common** themes or problems that need to be addressed. (Deal privately with **individual** problems or concerns.) Adjust later training sessions accordingly.*

*When you get together for next month’s training session, remember to return “The Learning Store” to the members so they can include them in their binders.*

## **SESSION 1**

### **MATERIALS**

Outline of Sessions	- 3 pages
Handout A, Maria's Challenge	- 3 pages
Handout B, Mr. Holland's Self Test	- 3 pages
Handout C, Mr. Holland's Fit	- 4 pages
Handout D, Checking the Fit	- 1 page
Handout E, The Learning Store	- 1 page

**New Content:** (a) Introduction to the Training Sessions. (b) Self-knowledge, self-interest and links to service. (c) Holland's Guide to Personality Types.

**Field Assignment:** Analyze the "fit" between personal characteristics and service.

**Link to Previous Session:** Discussion of the "fits" you found.

**New Content:** (a) Listening and questioning skills (b) Informational interviews.

(c) Reasons for an asset-based community inventory.

**Field Assignment:** Create a community inventory by doing informational interviews.

**Link to Previous Session:** Community inventory and benefits for your service. Lessons learned by doing the interviews.

**New Content:** (a) Self-history – links toward service. (b) Framework on citizenship – three aspects.

**Field Assignment:** Interview for different viewpoints.

**Link to Previous Session:** Challenges of seeking different viewpoints and lessons learned this way.

**New Content:** (a) Reasons to seek out differences. (b) Difficulties inherent in seeking and valuing differences. (c) Factors that create differences.

**Field Assignment:** Understand your approaches to time, activity, and human relationships.

**Link to Previous Session:** Checking approaches to activity, time, and human relationships.

**New Content:** Panel Discussion. (a) Self-interest as a key to professional community service. (b) Expanded opportunities for life-long service. (c) Expanding the community inventory.

**Field Assignment:** Conduct informational interviews for finding the right community service for yourself.

**Link to Previous Session:** Lessons learned from the informational interviews.

**New Content:** (a) The nature of problems. (b) Three problem-analysis tools. (c) A framework for planning solutions.

**Field Assignment:** Analyze a problem associated with your AmeriCorps service.

**Link to Previous Session:** Lessons learned by analyzing a problem drawn from your service.

**New Content:** (a) Definition of conflict. (b) Five strategies for managing conflict. (c) Advantages and disadvantages of each strategy. (d) Practice using scenarios.

**Field Assignment:** Apply the "collaborative strategy" to a manageable conflict drawn from your AmeriCorps service.

**Link to Previous Session:** Discussion of lessons learned by applying a collaborative style of conflict management.

**New Content:** (a) The larger meaning of AmeriCorps' work. (b) Characteristics of empowerment and development. (c) Analysis of the links between empowerment and action.

**Field Assignment:** Evaluate your service.

**Link to Previous Session:** Evaluation of your service: accomplishments, skills, knowledge, and lessons learned, and the most important aspects.

**New Content:** (a) Group and individual reflection on AmeriCorps service. (b) Evaluation of service using evaluation tools and activities.

**Field Assignment:** Put it all together in a future action plan.

**Links to Previous Session:** Putting it all together.

**New Content:** (a) A life-long action plan of future civic activities. (b) Sharing resources to implement these plans. (c) Reflection on “likelihood of doing” as an indication of motivation.

## **Handout A**

### **Maria's Challenge**

Maria , the mother of a first grader, wanted her son to do well in school. After reading an article that children perform better scholastically when their parents are involved in school activities, Maria decided to join the school's Parent-Teacher Organization (PTO). Maria also hoped to make some friends in town.

At the first PTO meeting, Maria was shocked to hear about the many financial problems at the school. The PTO raised money for classroom supplies that Maria had assumed were covered under the school's normal budget. Right then Maria decided she would help. She knew that these supplies were necessary for the children's education.

Most of the money the PTO raised was from a "Fun Fair" each spring. The Fun Fair was a day filled with children's games, a tag sale, and other enjoyable events that brought the neighborhood together and raised thousands of dollars for school supplies.

#### **Fun Fair Year 1**

Maria had had a passion for books since her youth. So, when she thought about how to help with the Fair, she decided to volunteer for a few hours at the tag sale table at the section selling used books.

On the day of the Fair, Maria was disappointed to see the small selection of used books for sale. Maria noticed the high demand for the better books that sold out rather quickly.

Maria and her family had a great time at the Fair. Suzanne, the chairperson of the Fair, joined them for a while and Maria felt she was finally making friends and becoming part of the neighborhood.

#### **Fun Fair Year 2**

The next year, Maria and Suzanne decided that it would be a lot more productive if Maria ran a separate table to sell books. Although Maria had never organized anything before, Suzanne convinced her to run a meeting to get ideas for expanding the book table. During the meeting, parents chatted, laughed, and brainstormed

Handout A continued

ideas for increasing the amount and variety of material for sale at the table. Maria really enjoyed leading the meeting and looked forward to the Fair.

On the day of the Fair the book table was overflowing and a hub of activity. Other parents wanted to help at the table, and there was laughter and conversation as books were discussed and sold. Maria totally enjoyed her involvement in the Fair, especially the success of her table.

### **Fun Fair Year 3**

At a PTO meeting early the next year, Suzanne, who had now been chairperson for three years, announced that she had just gotten a more demanding job. She said she really didn't want to run the Fair, but if they absolutely couldn't get anyone else, she would do it. No one else volunteered.

At the next PTO planning meeting, Maria noticed that Suzanne wasn't as warm toward her as she had been. The meeting seemed drawn out and dull. At the end of the meeting, Maria deliberately sat near Suzanne and asked her how she'd been doing.

Suzanne nearly burst out crying. She said she felt that the burden of the Fair always fell on her shoulders. Suzanne asked if Maria would take over the Fair, and although Maria felt sorry for Suzanne, organizing the Fair seemed too overwhelming. It felt very tense when they said good night.

The next day, Maria couldn't get her mind off the Fair and was saddened by what she saw as her deteriorating friendship with Suzanne. After discussing the situation with her cousin, Maria realized that she might be able to manage a small part of the Fair. Excited, she called Suzanne, and they came up with the idea that Maria could take charge of clean-up. Then they began to think of more ways to break down the chairperson's job. After a few phone calls, they had identified people to manage different parts of the Fair. For the first time in months, Suzanne was able to smile when she talked about the Fair.

The Fair was a huge success. Maria's book table had expanded with many additional new donations from the Lions Club and some book vendors. Maria coordinated four different people in shifts to work the table as well as another eight for clean-up. At the end of the day, she was tired but realized she had truly done her best. Already she was thinking of new ideas for next year. She now had many neighborhood friends she could call on to help.

Handout A continued

At the PTO planning meeting Suzanne announced that she could not be the chairperson next year. After a round of applause for Suzanne, someone piped up that Maria would do a good job running the Fair next year. Maria said she would think about it and give her answer at the next meeting.

That whole month, especially while she was at work (which she found boring and repetitious), Maria found herself thinking about the Fair and wondering what it would be like to organize it. The idea scared her but at the same time also excited her.

At the next PTO meeting, Maria agreed to be the chairperson for the next Fair.

**Discussion Questions for small groups:**

1. At the beginning of the story, what was Maria's motivation or self-interest for becoming involved in the PTO and the Fair?
2. Do you think there are problems or conflicts when people volunteer or become involved in community service because of their own self-interest? Why or why not?
3. What are some of the differences between Maria's involvement Year 1 and her involvement Year 3? Were the skills she used different? If yes, how?
4. By the fourth year, what could have been Maria's motivation or interest for agreeing to become chairperson of the Fair?

## Handout B

### Mr. Holland's Self-Test<sup>2</sup>

Directions. Here are six sets of statements. Show how much you agree or disagree with each statement by circling the number that represents your level of agreement.

1 = Highly Disagree      5 = Highly Agree

#### INTERESTS - Group R

- |           |  |
|-----------|--|
| 1 2 3 4 5 | I like fixing and repairing things.                |
| 1 2 3 4 5 | I like to be very fit.                             |
| 1 2 3 4 5 | I like making things with my hands.                |
| 1 2 3 4 5 | I like doing things outdoors.                      |
| 1 2 3 4 5 | I like hard physical work.                         |
| 1 2 3 4 5 | I feel comfortable working with tools or machines. |

Add up the numbers:      TOTAL for R =

#### INTERESTS - Group I

- |           |  |
|-----------|--|
| 1 2 3 4 5 | I like to understand things thoroughly.        |
| 1 2 3 4 5 | I like exploring new ideas.                    |
| 1 2 3 4 5 | I enjoy working on problems.                   |
| 1 2 3 4 5 | I like asking questions.                       |
| 1 2 3 4 5 | I like learning about new things.              |
| 1 2 3 4 5 | I like to work out my own answers to problems. |

Add up the numbers:      TOTAL for I =

---

<sup>2</sup> Adapted from *Life Career Development*, by Jenifer Kid, External Publications, University of London, 1995.

Handout B continued

**INTERESTS - Group A**

- 1 2 3 4 5 I like seeing shows, plays and good films.
- 1 2 3 4 5 I like to be different.
- 1 2 3 4 5 I like to forget about everything else when I am being creative.
- 1 2 3 4 5 I like having beautiful and unusual things around me.
- 1 2 3 4 5 I like to use my imagination.
- 1 2 3 4 5 I like expressing myself on paper, through painting, music or by building things.

Add up the numbers: TOTAL for A =

**INTERESTS - Group S**

- 1 2 3 4 5 I like being with people.
- 1 2 3 4 5 I like to talk things through with people.
- 1 2 3 4 5 I like to pay attention to what people want.
- 1 2 3 4 5 I like helping people.
- 1 2 3 4 5 I like helping people to develop and learn things.
- 1 2 3 4 5 Who I'm with is more important than where I am.

Add up the numbers: TOTAL for S =

**INTERESTS - Group E**

- 1 2 3 4 5 I like trying to persuade and influence people.
- 1 2 3 4 5 I like using a great deal of energy and resilience.
- 1 2 3 4 5 I like people to do what I ask of them.
- 1 2 3 4 5 I like taking risks.
- 1 2 3 4 5 I like making decisions.
- 1 2 3 4 5 I like getting people organized and excited about a task.

Add up the numbers: TOTAL for E =

Handout B continued

**INTERESTS - Group C**

- 1 2 3 4 5 I like to be given clear directions.
- 1 2 3 4 5 I like getting the details right in my work.
- 1 2 3 4 5 I like clear structure and a regular routine.
- 1 2 3 4 5 I can be relied upon to do what I'm expected to do.
- 1 2 3 4 5 I like working with figures.
- 1 2 3 4 5 I like organizing projects, ideas and people down to the last detail.

Add up the numbers: TOTAL for C =

**Scoring Directions:**

In the first column, total your scores for each of the six letter: R I A S E C, then rank order your totals from the highest to the lowest scores.

TOTAL	Rank
R_____	_____
I_____	_____
A_____	_____
S_____	_____
E_____	_____
C_____	_____

The top two scores represent two of your major characteristics.

## Handout C

### Mr. Holland's Fit

Who are you? What is important to you? What do you like to do? What do you not like to do? Understanding who you are, what you want, and how you are connected to others is called "self-knowledge." It is easy to say we understand who we are. In reality, it is difficult for many people to accomplish. But we must try.

With self-knowledge, many things are possible. With respect to your AmeriCorps service and your post-AmeriCorps service plans, greater self-knowledge means that you will be better able to choose civic activities that are a right "fit" for you. You will be more likely to enter into those activities with interest, passion, and enjoyment. Doing what is good for **you** is one way to begin doing what is good for **others**, both now and when you have finished your AmeriCorps service.

Here is an example of a mission statement from a civic program found in almost every American community:

*\_\_\_\_\_ is a program of service to youth. It is geared to provide an outlet of healthful activity and training under good leadership in an atmosphere of wholesome community participation. It establishes the value of teamwork and fairness.*

If you were asked to join this program, would you? Maybe not. It might not interest you. Now, what if you were told that this program is a youth basketball program, and you really, really enjoy playing basketball. Might you join then?

If you said yes, this is the point. You and a basketball program are a good fit. You'll enjoy yourself; the kids will benefit; and everybody will be a winner.

You just completed a self-test (Handout B) developed by a university professor, named John Holland. Mr. Holland said that most people are a combination of two of the following six types: R = Realistic, I = Investigative, A = Artistic, S = Social, E = Enterprising, and C = Conventional. Find the top two scores from your self-test and read about them now.

Handout C continued

R = Realistic

- Likes to work with animals, tools, or machines; generally avoids social activities like teaching, healing, and informing others.
- Has good skills in working with tools, mechanical or electrical drawings, machines, or plants and animals.
- Values practical things you can see, touch, and use like plants, animals, tools, equipment, or machines.
- Sees self as practical, mechanical, and realistic.

I = Investigative

- Likes to study and solve math or science problems; generally avoids leading, selling, or persuading people.
- Is good at understanding and solving math and science problems.
- Values science.
- Sees self as precise, scientific, and intellectual.

A = Artistic

- Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered and repetitive activities.
- Has good artistic abilities – in creative writing, drama, crafts, music, or art.
- Values the creative arts – like drama, music, sculpture, dance, and creative writing.
- Sees self as expressive, original, and independent.

S = Social

- Likes to do things to help people – like teaching, nursing, or giving first aid, providing information; generally avoids using machines, tools, or animals to achieve goals.
- Is good at teaching counseling, nursing, or giving information.
- Values helping people and solving social problems.
- Sees self as helpful, friendly, and trustworthy.

Handout C continued

E = Enterprising

- Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking.
- Is good at leading people and selling ideas and things.
- Values success in politics, business, or leadership.
- Sees self as energetic, ambitious, and sociable.

C = Conventional

- Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities.
- Is good at working with written records and numbers in a systematic, orderly way.
- Values success in business or big organizations with lots of rules; sees self as orderly, and likes set plans.

Handout C continued

**Please write the answers to the following questions in the spaces provided:**

1. To what extent do your top two "Holland types" agree with your own view of yourself? Describe any patterns of very strong fit and very strong disagreement.

2. Think of examples and describe how your two Holland types fit with your current AmeriCorps service.\*

3. How might you use your Holland types in choosing service ideas in the future (whether as a paid professional or on a voluntary basis)?

(\*Note to AmeriCorps members: If after having thoughtfully completed this exercise, you feel that the fit between who you are and your AmeriCorps service is poor, it would be a good idea to talk with your local AmeriCorps program director.)

**Handout D**  
**Field Assignment #1 (due at next session)**  
**Checking the Fit**

1. Find two people who know you well and ask them to read Holland's six types. Then ask them to select the two that they think most closely describes you. Make notes of their responses.
  
2. To what extent did these two people's responses confirm your original choices?
  
3. What else did you learn about yourself by asking these two people?
  
4. What impact might their responses have on your AmeriCorps service or your future service plans?
  
5. Ask your site supervisor, or the next best available person at your service site, to read your Holland types. Ask this person to comment on the fit between your types and the service you are currently engaged in. Focus on both strengths and weaknesses.
  
6. What can you do in your AmeriCorps service to maximize your strengths and minimize your weaknesses? Be specific.

## Handout E

### The Learning Store, Session 1

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give the completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. Was there anything you found less useful in today's session? If so, what was it?
3. What did you especially like about today's session?
4. What aspect(s) of this session could be changed to make it better in the future?

## **SESSION 2**

### **WE ASK, WE LISTEN, WE LEARN**

#### **Purposes**

- To discuss the fit between personal characteristics and service.
- To introduce and practice Listening Skills.
- To introduce and practice Questioning Skills.
- To connect Listening and Questioning Skills with interviewing for a community inventory.

**Session at a Glance**

Min		Activities	Materials
15	1	Welcome, warm-up exercise	Wall chart, prepared 3x5 cards
35	2	Review of Field Assignment and Training Objectives #1 - 4	Binders
45	3	Listening and Questioning Skills	Handout A, Handout B, wall chart
15	4	Community Inventory Assignment	Handout C, phone books, local papers
10	5	The Learning Store	Handout D

**Preparation for the Session**

1. Remind the members to bring their 3-ring binders to the session
2. Prepare two wall charts:
  - a) Session purposes.
  - b) Activity #3: Write these words in a list: Yes/No; Closed; Leading; Open.
3. Prepare 3x5 cards for Activity #1.
4. Copy and punch Handouts A – D for the members.
5. Review The Learning Store from Session 1.
6. Collect enough phone books and local papers so that each group of three has a supply.

## Activity #1

### Welcome, Warm-Up Exercise “Card-Swap”<sup>1</sup>

15 minutes

#### STEPS

1. Welcome members and review the purposes of the session using the prepared wall chart.
2. Ask members to read Training Objectives #2 and #3 in their binders, page 9.
3. Call for and respond to any questions regarding the purpose of the session or the Training Objectives.
4. Inform the members that you are going to introduce today’s session with a short warm-up exercise.

#### CARD-SWAP<sup>1</sup>

*Facilitator Note: The purpose of a warm-up exercise is to put members at ease and introduce the session material in a relaxed manner. It also builds trust and sets the tone for full participation. For this activity you will need to prepare 3 X 5 cards or slips of paper (four cards per participant) with short statements related to personal characteristics written on them. You can use the list of 48 statements, page 52, to help you prepare the cards. If the group is larger than 12, you can repeat some of the statements or make up new ones.*

#### STEPS

1. Lay out all the prepared 3x5 cards on a table.
2. Instruct each member to select four prepared cards at random and then to exchange the cards with other members until each person holds a set of cards that contains totally acceptable descriptions of themselves.
3. End the exercise after seven-ten minutes. *(Some members may still hold cards they don’t want but can’t trade off.)*
4. Thank the members and explain that this exercise leads in to the discussion of the field assignment.

---

<sup>1</sup> Adapted from *The Winning Trainer*, by Julius Eitington, Gulf Publishing, Houston, TX .1984.

## Activity #2

### Process Holland's Types and Service

**35 minutes**

#### **STEPS**

1. Ask the members to form groups of four- five.
2. Ask each group to choose a facilitator – someone who will keep the discussion moving and make certain that each group member contributes.
3. Ask each member to take five minutes to report the results of the Field Assignment, "Checking the Fit", to the rest of the small group. Tell members they have 20 minutes.
4. After 20 minutes, bring the groups together. Ask the large group: "Was anybody surprised by the results of the field assignment?" "Why?" (*Allow only five minutes for discussion.*)
5. Close the activity by thanking members for their responses, summarizing the main points of the discussion, and informing them that we will be revisiting and expanding on this topic in another session.

## Activity #3

### Listening and Questioning Skills

**45 minutes**

*Facilitator Note: This activity has three sections:*

- a. *Introduction to Listening Skills*
- b. *Introduction to Questioning Skills*
- c. *A Practice Interview Exercise*

#### Listening Skills

**15 minutes**

##### STEPS

1. Say to the members, "Think of someone in your life whom you consider to be a good listener. What are some of the behaviors that this person demonstrates when listening to others?"

*Facilitator Note: Make sure to leave enough time – as much as 90 seconds – for members to reflect on this question before asking for responses.*

2. After members have responded, mention that Handout A, page 54, can add to or reinforce what they already know about listening skills. Pass out Handout A and ask members to read it.

3. Close by asking, "Did you find anything important in this handout that was new information for you or do you have other information to share on listening?"

#### Questioning Skills

**10 minutes**

##### STEPS

1. Make the transition from the previous activity by pointing out that the information we are able to gather from an interview depends, to some extent, on the questions we ask. State that we will now spend a few minutes learning about four types of questions.

2. Post the wall chart with the four types of questions: Yes/No, Closed, Leading, Open.
3. Read aloud the questions below and ask the members to match each question to its type.
  - a. When you consider all of the terrible problems brought to our community by easy access to drugs, what are your concerns for our youth?  
*(Leading)*
  - b. What opportunities or challenges does our community face?  
*(Open)*
  - c. Which are the two neighborhoods in our community that have the greatest concerns about safety?  
*(Closed)*
  - d. Do you think our community has issues or problems that should be addressed?  
*(Yes/No)*
4. Distribute Handout B, page 56, and ask the members to read it.
5. Close this activity, then tell members that now that they have been thinking about listening skills and questioning skills, they will try out these two skills in a practice interview.

## **PRACTICE INTERVIEWS**

**20 minutes**

### **STEPS**

1. Ask the members to pair off, every member choosing someone he or she doesn't know very well. If the group has an odd number of members, the facilitator can be one member of a pair.
2. The purpose of this activity is for members to learn as much as possible about other members' AmeriCorps service. Tell the members that one member of each pair will interview the other member for five minutes. Then for the next five minutes, they will switch roles.
3. Give members two-three minutes to prepare their questions.

4. When the interviews are finished, ask the members to review the handouts on Listening and Questioning skills. Ask each member to do a “self-critique” of the listening and questioning skills done well and those that need improvement.
5. Finally, ask each member of a pair to tell his or her partner what the partner did well and what the partner should try to improve.
6. Close this activity by thanking members for their participation and summarizing the main points.

## Activity #4

### Field Assignment #2

15 minutes

#### STEPS

1. Make the transition from Activity #3 by pointing out that interviewing is linked to creating a **community inventory**. Explain the purpose of the inventory and describe what the inventory will look like (See Handout C, page 57).

#### Talking Points:

- A community inventory may reveal to members information and resources that they can bring to their current service.
  - A community inventory can expose members to new and interesting organizations and volunteer opportunities they may want to consider after their AmeriCorps service.
2. Ask the members to list the organizations and associations they know of that perform service work in the community. Examples include food banks, fire departments, homeless shelters. List these organizations on a wall chart.
  3. Form small groups of three members each.
  4. Distribute a phone book and/or local papers to each group. Instruct the members to look for other local organizations they can add to the list.
  5. Add organizations to the list on the wall chart.
  6. Ask each participant to choose one organization that he or she is interested in learning more about.
  7. Pass out Handout C, Field Assignment #2, page 57. Ask the members to read the assignment and answer any questions. Remind them to review their handouts as they decide on the questions they will ask in their interviews.
  8. Close this activity by suggesting that members who are having trouble finding a contact person in an organization ask their program directors for help.

## Activity #5

### The Learning Store

**10 minutes**

#### **STEPS**

1. Thank members for their comments on The Learning Store from Session 1.

*Facilitator Note: If you haven't addressed common themes that you found in the Session 1 Learning Stores, now is the time to do so. Make sure you maintain anonymity.*

2. Return the Session 1 Learning Stores to each member. Suggest that they keep them in their binders so that at a later date they can review their service experiences and develop action plans for the future.
3. Distribute Handout D, page 60, and tell the members that you look forward to reading their responses.

## **SESSION 2**

### **MATERIALS**

48 Personal Characteristic Statements	- 2 pages
Handout A, Listening is an Art, a Skill, and a Discipline	- 2 pages
Handout B, Types of Questions	- 1 page
Handout C, Field Assignment #2	- 2 pages
Handout D, The Learning Store	- 1 page

## STATEMENTS FOR CARD-SWAP

I like everyone I meet.  
New experiences are what I need most.  
I have a high tolerance for ambiguity.  
I am too creative to be a good team member.  
I like fixing and repairing things.  
I'm a listener and am quiet in conversations.  
I enjoy talking and discussing ideas.  
I like to exercise.  
Generally, I dislike big groups.  
On vacation, I would prefer to be outdoors with nature.  
I enjoy figuring out crossword puzzles.  
My favorite subject in school was math.  
My favorite subject in school was art.  
My favorite subject in school was English.  
My favorite subject in school was science.  
I play an instrument.  
I like getting people organized and excited about a task.  
I enjoy talking in front of groups.  
I hate talking in front of groups.  
My friends say I am very creative.  
I like to dress differently.  
I enjoy listening to music.  
I'm very sensitive to other people's feelings.  
I am very energetic.  
I like taking risks.  
I like driving fast.  
I always like to dress well and look good.  
I dress to be comfortable.  
I like regular routines.  
I am very detail-oriented.  
I enjoy teaching children.  
I am very reliable.  
I am very spontaneous.  
I am a meticulous, very safe driver.  
I spend a lot of time choosing and wrapping presents.  
I enjoy going to parties with new people.  
I dislike going to parties with new people.  
I am quiet and shy.

I am friendly and outgoing.  
I make friends easily.  
I play numerous sports.  
I don't play any sports.  
I am very family-oriented.  
I crave adventure.  
I crave stability and routines.  
I judge people by the music they listen to.  
I can learn a lot about someone by watching that person dance.  
I like working with my hands.

## Handout A

### Listening is an Art, a Skill, and a Discipline.

Effective listening uses many senses. In his book, *The Seven Habits of Effective People*, Stephen Covey states, "Communication experts estimate . . . that only 10 percent of our communication is represented by the words we say. Another 30 percent is represented by our sounds, and 60 percent by our body language. In empathic listening, you listen with your ears, but you also and more importantly, listen with your eyes and with your heart. You listen for feeling, for meaning. You listen for behaviors."<sup>2</sup>

We have outlined several techniques that can be used to improve listening skills in the chart on the next page. However, we shouldn't confuse listening *techniques* with the *art* of listening. Good art comes from within. A person can learn theories of light and color and buy the recommended brands of paints and brushes, yet that won't make the person an artist. Likewise, effective listening uses many techniques, but those techniques fall short of the art of listening without a sincere desire to understand the other person.

Listening is also a discipline. Most people do not listen to *understand*; they listen to *reply*. This is not unusual because our thoughts run faster than any speaker can talk. It takes discipline to hold back the flood of thoughts that pour through our minds while we are listening. The desire to understand can only be fulfilled if we have the self-control to be silent, inwardly and outwardly.

#### *A Cup of Tea*

*Nan-in, a Japanese master, received a university professor who came to inquire about Zen. They chatted a while. Nan-in then served tea. He poured his visitor's cup full, and then kept pouring. The professor watched the overflow until he could no longer restrain himself. "It is overfull. No more will go in," he exclaimed.*

*"Like this cup," Nan-in said, "you are full of your own judgments, opinions, and ideas. How can you learn Zen until you empty your first cup?"*

*A Zen Buddhist Koan – a centuries-old story about life*

---

<sup>2</sup> Taken from *The Seven Habits of Highly Effective People*, Steven Covey, Simon & Schuster, NY, NY. 1989.

Handout A continued

## Listening Techniques<sup>3</sup>

TYPES	PURPOSE	POSSIBLE RESPONSES
Clarify	1. To get additional facts  2. To help the speaker explore all sides of a problem	1. Can you clarify that?  2. Why...?
Restate	1. To check out meaning and interpretation  2. To show you are listening and that you understand  3. To summarize and bring focus to the discussion	1. As I understand it, your plan is...  2. Do you mean...?  3. It seems you feel....  4. So, the main points are...
Neutral	1. To convey interest  2. To encourage the speaker	1. I see.  2. I understand.  3. Huh, huh.
Body Language	1. To encourage the speaker  2. To show interest and understanding	1. Nodding  2. Eye Contact  3. Sitting forward attentively

<sup>3</sup> Adapted from Training for Transformation, by A. Hope, S. Timmel and C. Hodzi, Mambo Press Zimbabwe. 1988.

## Handout B Types of Questions

**Yes/No.** This type of question can be answered with a simple "yes" or no." However, a simple yes or no is often not what the questioner is looking for. For example, the question, "*Do you think our community has issues or problems which need to be addressed?*" can be answered yes or no, but this response probably does not communicate all the questioner wants to hear.

**Closed.** This type of question usually refers to a specific topic and has a limited number of factual responses. The question, "*What are the two neighborhoods in our community which have the greatest concerns with safety?*" is an example. Closed questions are useful for gathering and organizing information.

**Leading.** A leading question often includes words that direct the respondent's answer as in this example: "*When you consider all of the terrible problems brought to our community by easy access to drugs, what are your concerns for our youth?*" The words "terrible," "easy," and "concerns," slant the question in a particular way. This type of question is useful when trying to motivate people or involve them in a project. It should be avoided when you want to gather new or unbiased information.

**Open.** Open questions have the widest range of answers. For this reason, they can be very productive in the early stages of information gathering and brainstorming. The drawback of this type of question is that the information gathered can be difficult to categorize. For example, the question, "*What opportunities or challenges does our community face?*" may generate answers that involve political, economic, and educational factors.

## Handout C

### Field Assignment #2 Creating a Community Inventory

- a) Set up an appointment with a person in the organization you chose and ask for a 20-minute informational interview.
- b) Before the interview, review the handouts from this session. Use the sheet on the next page as a guide to write out your interview questions. In addition to the questions found on the next page, you may consider some of the following, "Sample Civic Inventory Questions":<sup>3</sup>
  - Who are the local leaders? To whom do people turn to get things done? How can you work with them?
  - What roles do religious congregations, schools, nonprofit organizations, and local businesses play in the community?
  - What relationships exist among community members? Between this community and others?
  - What are the community's social and cultural attitudes toward the problem you are addressing and the specific work you are doing?
  - What other service work has been done in the community? What lessons were learned?
- c) During the interview, take notes on a separate sheet of paper. Collect any available brochures or other written material about the organization.
- d) After the interview, complete the Community Inventory sheet.
- e) For next month's session, **prepare a three-minute oral report** on your interview findings.

---

<sup>3</sup> *By The People*, edited by Henry Boyte

### **Tips for Setting up and Conducting an Informational Interview**

- When calling for an appointment, give your name, organization and the reason you are calling. Ask if the director or other contact person is available for a 20-minute informational interview. Make sure to record the day, date, and time of the interview and the directions to the interview site.
- Dress appropriately and arrive on time.
- Introduce yourself again and explain the purpose of the interview.
- Take notes and keep track of time.
- Follow up with a thank-you letter.

## COMMUNITY INVENTORY

**Name and Address of Organization:**

**Contact person:**

**Beneficiaries of Organization's Services:**

**Goals of the Organization:**

**Main Activities:**

**Main Accomplishments:**

**Brief History:**

**How Volunteers are Utilized:**

**Any Additional Information:**

## Handout D

### The Learning Store, Session 2

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

## **SESSION 3**

# **YOU AND COMMUNITY - THERE'S HISTORY**

### **Purposes**

- To deepen members' understanding of the concept of citizenship.
- To produce an asset-based Community Inventory.
- To explore uses of the Community Inventory.
- To relate self and family history to the deepened understanding of citizenship.
- To connect and practice interviewing skills with valuing differences.

**Session at a Glance**

Mins	Activities	Materials	
20	1	Welcome, Understanding Citizenship	Binders, prepared wall charts, list of eight citizenship behaviors, Handout A
45	2	Reports on Field Assignment #2 - Creating a Community Inventory. Discuss the uses of the Inventory and lessons learned about Interviewing	Prepared wall chart, Handout B
30	3	Self-History and Citizenship	Prepared and blank wall charts, markers
25	5	Valuing Differences – Exercise and Field Assignment #3	Handout C, potatoes
10	6	The Learning Store	Handout D

**Preparation for the Session**

1. Remind members to bring their binders and field assignments to the session. Let them know that this session will be ten minutes longer than previous sessions.
2. Prepare four wall charts:
  - a) Purposes of session.
  - b) Write each of these words on a separate chart: Civics; Community Service Volunteer; Paid Public Service (for Activity #1, Step 3).
  - c) Summarize group instructions (for Activity #2, Step 3).
  - d) As directed in Activity #3, Step 4.
3. Copy and punch Handouts A – D.
4. Decide how the AmeriCorps sponsor office would like to make the Community Inventory sheets available to members. You may want to decide this with the members. One idea is to put them in a binder that members can access to make copies. If members are interested, a system can be devised so they can add to the Inventory, either now or in the future.
5. During this session you will start the process of setting up a panel of speakers for Session 5. Before inviting panelists, read through Session 5 to understand the purpose of the panel and to become familiar with preparation you will need to do.
6. Have a dozen markers, tape, and extra blank wall chart paper for Activity #3.
7. Buy enough potatoes so that each member has one. It is best to buy less expensive, all-purpose potatoes because there is more variability in their sizes and shapes.

## Activity #1

### Welcome and Exercise “Understanding Citizenship”

**20 minutes**

#### **STEPS**

1. Welcome members and review purposes of the session using the prepared wall chart.
2. Ask members to read Training Objectives #4 and #5 from their binders page 10.
3. Call for and respond to any questions about the purpose of the session or the objectives.
4. Tell members that you are going to introduce today’s session on Citizenship with a short exercise.

### Understanding Citizenship

#### **STEPS**

1. Begin this activity by asking the group: “What does the term, ‘citizenship’ mean to you?”  
*(Accept all answers.)*
2. After you have recognized all responses, read or say in your own words, the following<sup>1</sup>:

“There are many ways to think about being a citizen. Often people think of citizenship in its most narrow, legal terms: citizens are people who have certain guaranteed rights because they were born in or became citizens of the United States. In this case a good citizen would vote and obey the law.

However, if we look at citizenship in its fullest sense, it takes on a much deeper meaning. We are citizens of a democracy. A democracy means that we are a government “by and of the people” and that we are involved with how our country runs – the problems and the solutions.”

*(At this point pause for a few moments and let the members absorb what you have just read.)*

---

<sup>1</sup> *By The People*, edited by Henry Boyte.

3. Ask members to pay special attention to the description of the citizenship framework that you will read. Inform them that they will be asked to categorize citizenship behaviors according to this framework.

*(Post the three wall charts with these functions and read the following)*

We can break citizenship down into three main functions:

**Civics:** The focus here is largely on government and services – how a bill becomes law, the branches of government, the role of elections, and legal rights. Here, the model citizen is the informed, knowledgeable voter. Between elections, the main role of the citizen is to interact with legislators and government agencies. Examples of this type of citizenship service include letter writing campaigns, attending public meetings, and voting.

**Community Service Volunteer:** The focus here is on local communities. The model citizen is a volunteer. The citizen is not only someone with rights but with responsibilities. Citizenship takes place in settings such as neighborhoods, religious congregations, and voluntary groups. Examples of this citizenship service include coaching a little league team, raising money for a school or cleaning up a local stream on Earth Day.

**Paid Public Service:** The focus here is on the citizen who is paid to either produce public things or provide a public service. Examples here include being an AmeriCorps member, a teacher, a social worker or working in the Environmental Protection Agency. It also includes the host of tangible public works like building and maintaining nature trails, bridges, and parks.

4. In order to check and reinforce members' understanding of citizenship, read the list of the following eight citizenship behaviors. After each one, ask members to classify each according to the three areas of citizen involvement you just presented: civics, community service, or paid public service. Compare their responses to the correct matches listed after each behavior.

- A. Vote (*civics*)
- B. Coach a little league team (*community service volunteer*)
- C. Tutor children in a homeless shelter (*community service volunteer*)
- D. Obey the law (*civics*)
- E. Teach in a public school (*paid public service*)
- F. Pay taxes (*civics*)
- G. Visit with seniors at a Senior Center (*community service volunteer*)
- H. Join AmeriCorps (*paid public service and community service*)

5. Close this activity by handing out Handout A, page 75, thanking members for their responses, and summarizing the main points.

**Talking Points**

- This short activity was designed to help deepen your understanding of the concept of citizenship.
- The main point to remember is that citizenship is a much richer idea than voting and paying taxes. It encompasses a philosophy of service, both unpaid and paid.
- This notion of citizenship is described in Handout A that members can add to their binders for future reference.
- Later in this session, we will examine how we have benefited from others' citizenship and what members and their families have contributed to citizenship.

7. Make the transition to Activity #2 by informing the members that they will discuss what they learned by doing Field Assignment #2.

## Activity #2

### Field Assignment #2, Creating a Community Inventory

**40 minutes**

*Facilitator Note: In today's session, it is important to stress the importance of looking at a community in relationship to its assets as well as its needs. The concept that strengthening a community starts with an asset-based Community Inventory is further explained in Handout B, page 76.*

#### STEPS

1. Inform members that in this activity, they will each present a three-minute report on the findings from their Field Assignments.
2. Break up into small groups no larger than five members per group. Ask each group to select a timekeeper who will indicate when the three minutes for each report are up.
3. Post the wall charts summarizing these instructions:
  - a) Members make a three-minute report on the organizations they interviewed. Each report should describe those aspects of the organization that are most interesting or helpful to the group.
  - b) After the reports, group members discuss what they learned about conducting an interview. Members should describe:
    - What they did well in the interview
    - What was the most difficult part
    - What they could improve
  - c) Ask the members to discuss what they found in this Inventory that they think will be useful to them in their current or future service.

Let the groups know they have 30 minutes for their discussions.

4. Bring the large group together and take five minutes to discuss the last question, "By doing the Inventory, what did you discover that will be useful in your current or future service?"
5. Close the activity by summarizing any striking points of the discussion. Collect the Community Inventory sheets.

6. Inform the members that the Community Inventory will be expanded in Session 5 when they hear from a panel of people who work in various community organizations. Pass out Handout B, page 76, for the members to put in their binders and read as part of their next Field Assignment.

7. Since it is nearing the time for you to start inviting the panelists, ask the group if there is anyone they would like to see included or any organization they would like to see represented on the panel.

## Activity #3

### Self-History and Citizenship

**30 minutes**

*Facilitator Note: The purpose of this activity is:*

- *To continue deepening AmeriCorps members' understanding of citizenship by categorizing examples from their own lives.*
- *To expand on the theme of an "asset-based community inventory" by having members list more common assets found in many communities.*
- *To develop the premise, introduced in Session 1, that self-knowledge and community service are closely linked.*
- *To strengthen members' belief in the importance of community service by recognizing the organizations that have already affected their lives.*

#### **STEPS**

1. Introduce this activity by informing the members that they are going to expand on an idea introduced in Session 1: That self-knowledge and service are closely linked. In Session 1, they explored self-knowledge through personality types. In this exercise they'll explore personal history as an important aspect of self-knowledge. They'll also discover how their personal history reveals significant links to community service.

*Facilitator's Note: You will lead members through a visualization exercise in which they will be asked to recall experiences or events in their lives that we will then link to citizenship. To conduct the exercise, you can either read the visualization text below or put the content in your own words.*

2. Inform the members that you will be taking them through a visualization exercise that will bring back memories of citizenship activities that have touched their lives. Members can close their eyes while you are reading and then open them to write responses in their binders.

3. Instruct members to sit back and get comfortable. Read the following:

"Think back to when you were very young, perhaps three to seven years old. Remember where you lived, your home, your street or neighborhood. What did your parents or guardians look like? Who were the other people who lived in your house? What did you do during the day - go to a day care, a public park or playground, or someplace else? Did you visit a library, church or other community organization? As you think back to this time, try to remember what civic organizations, activities or services you or your family were involved with or otherwise benefited from?" *(Pause)*

*Give members a minute to write their answers.*

“Remember back to when you were 8 – 12 years old. What did you look like? Where did you go to school? Who were your friends? How did you like to spend your time? Were you in Scouts, Little League, church groups? Did you march in town parades? Did you ever go to a polling station with an adult? Did you attend a community summer camp or youth center? Did you plant trees on Arbor Day or clean up on Earth Day? Do you remember a time when an ambulance or fire truck assisted someone you knew? List all of the community events, services or organizations that you or your family joined, were involved with or benefited from at this time.” *(Pause)*

*Give members a minute to write their answers.*

“Remember back when you were a teenager, 13 – 18 years old. Who were your friends? What did they look like? How did you dress, wear your hair? Did you have hobbies or a part-time job? Did you play a sport? What did you do after school or on the weekends? Did you, a family member, or a close friend ever need assistance from a counselor or a social worker? When you were a teen, what civic organizations or activities did you or your family participate in or benefit from?” *(Pause)*

*Give members a minute to write their answers.*

“Lastly, think of yourself as an adult. How have you changed over the years? Whom do you live with? Do you belong to a neighborhood organization? What do you do for recreation? Have you gone to a park, library, museum or other civic facility? Do you go to church or play in a town athletic league? Have you ever worked on a political campaign or run for office? Now, as an adult, what civic organizations or activities do you and your family participate in or benefit from?” *(Pause)*

*Give members a minute to write their answers.*

*While they are writing their answers, hang extra blank charts next to the three wall charts labeled, “Civics,” “Community Volunteer” and “Paid Public Service” so the members can use them to create their lists in the next step.*

4. a) Referring to the three charts, remind the members of the three categories of citizenship they learned about in Activity #1.
  - b) Tell them to take ten minutes and individually list on the relevant wall chart the citizenship activities that they or their families have benefited from or been involved with.
  - c) Let them know that they should feel free to add activities that they may have forgotten to write in their notes.

d) Tell them that if someone has already written down an activity similar to their own, they can just make a check mark next to that activity.

e) Invite members to write freely on the wall charts as they think of these activities. Encourage discussion and re-writing.

*Facilitator's Note: This may take a bit of time as members look at others' responses, discuss which category an organization may fit under, and add to the wall charts.*

5. Bring the group together after ten minutes. Ask, "What is striking or interesting about the lists we've just compiled?"

6. Then ask the group, "How important has citizenship been to our lives? Why?"

7. Close this activity by recognizing and thanking members for all of their past and present contributions to good citizenship.

### **Talking Points**

- Invite members to consider that these organizations and services could not exist without dedicated, caring volunteers or public servants.
- Challenge them with the idea that if they want a better life for themselves and future generations, and if they want America's legacy of strong civic involvement to continue, they need to stay involved in as many aspects of good citizenship as they can.

## Activity #4

### Introduction to Seeking out Differences

20 minutes

#### Exercise: "Your Potato"<sup>2</sup>

##### STEPS

1. Inform the members that they will participate in an exercise to introduce the topic of seeking differences as the first step towards valuing them.
2. Have each member choose a potato from the bag. Instruct the members to take a minute to examine their potatoes carefully, get the feel of them, their weight and peculiarities. Ask them to discuss the characteristics of their potatoes with the people next to them until they are able to recognize their potatoes with their eyes closed.
3. Ask the members to form pairs. One person holds both potatoes while the other, with eyes shut, tries to identify his or her own. Reverse the process.
4. Ask the members to take their potatoes and form a large circle. (If the group has 20 or more members, form two circles.) Collect all the potatoes from people in the circle and pass the potatoes behind members' backs. Keep the potatoes circulating until everyone has his or her own potato. The exercise ends when everyone recognizes his or her own potato.
5. To process this exercise, ask these two questions:
  - a.) **"What was your first impression when you were given your potato?"**  
*(Sample replies: All potatoes are alike. This exercise is silly. Potatoes aren't different enough to tell apart.)*
  - b.) **"What was striking about doing the exercise?"**  
*(Sample replies: All potatoes are really different. I started to care about my potato. You think it is going to be impossible to find your potato, but it is possible.)*
6. Make the transition to the field assignment by summarizing how this exercise can illustrate the value of seeking out differences.

---

<sup>2</sup> Adapted from *Training For Transformation*, by Anne Hope and Sally Timmel

**Talking Points**

- At first impression, the bag of potatoes looks ordinary and common, something to dismiss.
- By putting effort into learning more about potatoes, just like putting effort into learning more about our communities, we can see individual differences.
- Through a conscious effort to learn the differences in our community, members will gain knowledge, a sense of ownership, and a realization of the unique and special characteristics of individuals in the community.

## **Activity #5**

### **The Learning Store**

#### **Field Assignment #3, Valuing Differences**

**10 minutes**

#### **STEPS**

1. Pass out Handout C, Field Assignment #3, page 78.
2. Ask members to read the field assignment. Answer any questions.
3. Pass back previous Learning Stores and distribute Handout D, page 79, for this session.

## **SESSION 3**

### **MATERIALS**

Handout A, Understanding Citizenship	- 1 page
Handout B, Assets of a Community	- 2 pages
Handout C, Field Assignment #3	- 1 page
Handout D, The Learning Store	- 1 page

## Handout A

### Understanding Citizenship<sup>3</sup>

There are many ways to think about being a citizen. Often people think of citizenship in its most narrow, legal terms: citizens are people who have certain guaranteed rights because they were born in or became citizens of the United States. In this case a good citizen would vote and obey the law.

However, if we look at citizenship in its fullest sense, it takes on a much deeper meaning. We are citizens of a democracy. A democracy means that we are involved with how our country runs – the problems and the solutions.

We can break citizenship down into three main functions:

**Civics:** The focus here is largely on government and the services it delivers – how a bill becomes law, the branches of government, the role of elections, and legal rights. Here, the model citizen is the informed, knowledgeable voter. Between elections, the main role of the citizen is to interact with legislators and government agencies. Examples of this type of citizenship include letter writing campaigns, attending public meetings, and voting.

**Community Service Volunteer:** The focus here is on the local community. The model citizen is a volunteer. The citizen is not only someone with rights but with responsibilities. Citizenship takes place not only in government, but also in settings such as neighborhoods, religious congregations, and voluntary groups. Examples of this type of citizenship include coaching a little league team, raising money for a school, or cleaning up a local stream on Earth Day.

**Paid Public Service:** The focus here is on the citizen who is paid to either produce public things or provide a public service. This type of citizenship helps society balance the pursuit of private wealth. Examples include being a teacher, a Social Worker, an AmeriCorps member or working in the Environmental Protection Agency. It also includes a host of tangible public works like nature trails, bridges, and parks that were produced by the Civilian Conservation Corps(CCC) or Works Progress Administration (WPA).

---

<sup>3</sup> Adapted from *By the People*, edited by Henry Boyte

## Handout B

### **The Assets of a Community: Individual, Associations, Institutions<sup>4</sup>**

"Each community boasts a unique combination of assets upon which to build its future. A thorough map of those assets would begin with an inventory of the gifts, skills and capacities of the community's residents. Household by household, building by building, block by block, the capacity mapmakers will discover a vast and often surprising array of individual talents and productive skills, few of which are being mobilized for community-building purposes.

This basic truth about the "giftedness" of every individual is particularly important to apply to persons who often find themselves marginalized by communities. It is essential to recognize the capacities, for example, of those who have been labeled mentally handicapped or disabled, or of those who are marginalized because they are too old, or too young, or too poor. In a community whose assets are being fully recognized and mobilized, these people too will be part of the action, not as clients or recipients of aid, but as full contributors to the community-building process.

In addition to mapping the gifts and skills of individuals, and of households and families, the committed community builder will compile an inventory of citizens' associations. These associations, less formal and much less dependent upon paid staff than are formal institutions, are the vehicles through which citizens in the U.S. assemble to solve problems, or to share common interests and activities.

It is usually the case that the depth and extent of associational life in any community is vastly underestimated. This is particularly true of lower income communities. In fact, however, though some parts of associational life may have dwindled in very low-income neighborhoods, most communities continue to harbor significant numbers of associations with religious, cultural, athletic, recreational and other purposes. Community builders soon recognize that these groups are indispensable tools for development, and that many of them can in fact be stretched beyond their original purposes and intentions to become full contributors to the development process.

---

<sup>4</sup> Taken from *Building Communities from the Inside Out*, by J. Kretzmann, and J. McKnight, ACTA Publications, Chicago, IL. 1993.

Handout B continued

Beyond the individuals and local associations that make up the asset base of communities are all of the more formal institutions that are located in the community. Private business; public institutions such as schools, libraries, parks, police and fire stations; nonprofit institutions such as hospitals, and social service agencies – these organizations make up the most visible and formal part of a community's fabric. Accounting for them in full, and enlisting them in the process of community development, is essential to the success of the process. For community builders, the process of mapping the institutional assets of the community will often be much simpler than that of making an inventory involving individuals and associations. But establishing within each institution a sense of responsibility for the health of the local community, along with mechanisms that allow communities to influence and even control some aspects of the institution's relationships with its local neighborhood, can prove much more difficult. Nevertheless, a community that has located and mobilized its entire base of assets will clearly feature heavily involved and invested local institutions.

Individuals, associations and institutions - these three major categories contain within them much of the asset base of every community. ....

... First, focusing on the assets of lower income communities does not imply that these communities do not need additional resources from the outside. Rather, it simply suggests that outside resources will be much more effectively used if the local community is itself full mobilized and invested, and if it can define the agendas for which additional resources must be obtained.

Second, the discussion of asset-based community development is intended to affirm, and to build upon the remarkable work already going on in neighborhoods across the country.

## Handout C

### Field Assignment #3 - Valuing Differences

1. In order to meet the goal of valuing differences, first consider the aspects of your work that matter to you. Then find and interview someone at your service site whose view of any of these aspects is different from your own. (You may have to interview more than one person to achieve this end.)
2. After the interview, prepare a two-to-three-minute oral report for the group in which you:
  - A. Identify the aspect of work you considered and describe the difference between your view of it and that of the person(s) you interviewed.
  - B. Give at least one reason why it is important for you to understand this different viewpoint.
  - C. Explain why you will or will not incorporate this different viewpoint into your service.

If you are having trouble with this assignment, discuss it with other people or your Program Director to get ideas on how you can accomplish this task.

3. As a resource for completing this assignment, please read Handout B, "The Assets of a Community: Individual, Associations, Institutions."

## Handout D

### The Learning Store, Session 3

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

## SESSION 4

# VALUING DIFFERENCES

### Purposes

- To discuss and clarify difficulties inherent in seeking and valuing different viewpoints.
- To discover and reinforce benefits of including different viewpoints in members' service.
- To broaden members' understanding of differences by:
  - Listing factors that profoundly affect different viewpoints.
  - Working with a framework of nine different approaches to activity, time, and human relationships.
- To connect self-knowledge with strategies to manage and appreciate those approaches that are most different from their own.
- To use questioning skills from Session 2 to create questions for the panelists who will participate in Session 5.

**Session at a Glance**

Min		Activities	Materials
20	1	Welcome, Warm-Up "Different Objects"	Prepared wall chart, boxes of common objects
45	2	Discuss Field Assignment #3	Prepared wall chart
25	3	Working with Differences	Handout A
10	4	Field Assignment #4 "Different Approaches"	Handout B, Handout C
20	5	Questions for the Panelists, Session 5, The Learning Store	Blank wall chart, marker Handout D

**Preparation for the Session**

1. Put together boxes of common objects for Warm-Up activity.\*
2. Prepare three wall charts:
  - a) Purposes of the session.
  - b) Write the two questions in Activity #2, Step 3.
  - c) Write the quote from the AmeriCorps handbook shown in Activity #3, Step 1.
3. Copy and punch Handouts A - D for members.

*\*Note: Put together one box for each group. Using a shoe box, old cereal box or something similar, put in ten different but common objects. Some examples are a tin can, an old light bulb, a rock, a stick, a magazine, a bit of twine, an old sock, an extra key, a paper cup, a paper clip. Include a variety of objects in each box.*

## Activity #1

### Welcome and Warm-Up Activity

**20 minutes**

#### STEPS

Welcome members and review the purpose of this session using the prepared wall chart.

#### **Warm-Up Activity “Different Objects”**

1. Split members into groups of four to five members.
2. Give each group a box of ten assorted objects and tell them they must use these objects to make a house. They must use **all** of the objects in some way. If they want, they can include three other objects found in the room. Tell them they have ten minutes.
3. After they finish, let members walk around and look at other groups' houses and how objects were used.
4. Bring the large group together and ask:

#### **What happened when you tried to build the houses?**

*(Examples: People may want to relate a funny story of their house falling down, stealing an idea from a neighboring group, or solving a problem.)*

#### **What were some difficulties with using all of the objects?**

*(Examples: It was difficult to use some things. An object kept falling over or not doing what we wanted it to do.)*

#### **What were some of the benefits of using all of the objects?**

*(Examples: It was challenging. We came up with new or funny ideas.)*

4. Close this activity by summarizing the points made above and asking the following question: What might this activity teach us about working with differences?

*Facilitator Note: Make sure the point is made that it can be difficult but rewarding to include differences.*

## Activity #2

### Field Assignment #3 - Valuing Differences

45 minutes

#### STEPS

*Facilitator Note: The purpose of this activity is to have members report on their Field Assignments and discuss lessons learned by including diverse viewpoints in their service. You will also start the process of describing difficulties inherent in seeking and valuing differences and begin to create strategies for overcoming these difficulties.*

1. Introduce the activity and break members into small groups of four or five members. Put up the prepared wall chart (Step 3) and explain the tasks. Give the groups 25 minutes.
2. Each person makes a three-minute report as described in Handout C – from the last session (*Field Assignment #3 – Valuing Differences*).
3. After everybody in the small groups has reported, discuss the following two questions written on a wall chart.

**! What were the greatest challenges and/or joys you met when working on this field assignment?**

**! What were the most important lessons you learned by doing this assignment?**

4. Bring the large group together and ask: (20 minutes)

**! What were some common themes that you heard in the small groups about the challenges, joys, and lessons learned from incorporating different viewpoints?**

**! How can these insights be used in our work as AmeriCorps members?**

*(Write responses on a wall chart.)*

5. Summarize the main points, thank members for their responses, and close the activity by informing the members you will read a passage that examines the differences between public and private life as explained in, *By The People*.<sup>4</sup>

---

<sup>4</sup> *By The People*, edited by Henry Boyte

- Uncovering the many differences that exist within and among communities will reveal a kind of collective wisdom and public power that can be tapped as you try to solve complex problems and create things of lasting value.
- Involvement in public life is a crucial element of service and public work. Three meanings of public are especially relevant for AmeriCorps members. First, public refers to a diverse group of people. It is in public that you encounter people who are different from you. The public world is sometimes characterized by debate, argument, and conflict. Second, public is a quality of space that is open and visible to all. Your actions are visible there for others to see. Finally, public suggests a broad public good that is widely accessible and beneficial. Parks, libraries, community-wide learning projects or community center are all examples. In public life, citizens develop the power, skills, and organizational means to act.
- Public life, or public space, is a realm of difference, public work, accountability, respect, recognition, negotiation, and bargaining; private life is a more protected space of intimacy, spontaneity, similarity, and loyalty. Public space is the terrain of task orientation; private is the arena of personal sustenance.
- While people often enter public life through private concerns, they act with greater effectiveness if they recognize the various dynamics at work in public and private domains.

## Activity #3

### Working With Differences<sup>1</sup>

**25 minutes**

#### **STEPS**

1. Make the transition to this activity by posting and reading the following statement:

“Citizenship doesn’t only mean getting things done for others. It means working with others - people who may be very different from yourself.” (*AmeriCorps Handbook*).

#### **Talking points:**

- No matter how strong one’s individual sense of civic responsibility, civic work cannot be done alone.
- Many factors such as age, gender, and life experiences have a profound effect on developing different viewpoints.
- In the increasingly diverse realm of civic service, learning to work effectively with differences and diverse viewpoints is a necessary skill.

2. In the large group, pass out Handout A, page 89 and ask members to read it. Then, referring to the handout, discuss the following:

Think of as many assets as possible that each volunteer might bring to the meeting. (*Examples: This person might be more able to face adversity. This person might be more sensitive to the needs of children.*)

List as many factors as possible that might cause deep differences among the volunteers. (*Examples: age, profound life experiences.*)

How did you initially feel about Maria’s volunteers? Do you feel any different after going through the exercise? Why?

3. Summarize the main points and tell members that lessons learned in this activity will be expanded in the next Field Assignment.

---

<sup>1</sup> Modified from “What Do They Bring,” by Donna Goldstein.

## Activity #4

### Field Assignment #4 – Different Approaches

**10 minutes**

#### **STEPS**

1. Introduce the assignment by explaining that:
  - Members have made very good progress towards valuing different viewpoints and understanding some of the reasons that people have diverse viewpoints.
  - The purpose of this field assignment is to deepen this understanding through an exercise in self-knowledge as a tool for effective community service. (Remind members of this theme from Sessions 1 and 3.)
2. Pass out Handouts B, page 91 and Handout C, page 97, and ask members to read the first page of Handout B. Then ask them to turn to Handout C read the questions they will discuss for their field assignment.
3. Call for and respond to any questions. Close this portion of the session on Valuing Differences by highlighting any striking points of the session.
4. Inform members that because the next session is a panel discussion with outside speakers, they will not discuss Field Assignment #4 in the session. Therefore we are asking them to discuss the Field Assignment with another AmeriCorps member before the next session.

## Activity # 5

### Questions for the Panelists, Session 5 The Learning Store

**20 minutes**

#### **STEPS**

1. As the last activity of the session, point out to members that the next session will feature a panel discussion of three or four people who work in various community organizations. In order to make the panel productive, you'd like to have six questions for the panelists to start off the discussions. Remind the members of the questioning skills they learned in Session 2.

2. Lead the group in brainstorming three questions under each of the following two areas:

#### **Self-Interest and Civic Service.**

*(Example: How did your interests and/or background lead you to your current positions?)*

#### **Community Inventory** (assets in the community).

*(Example: Can you give us an overview of your organization's accomplishments?)*

3. Close this activity by informing members that refreshments will be served after the panel discussion so that they can meet the panelists informally.

### **The Learning Store**

Pass back previous Learning Stores and distribute Handout D, page 98, for this session.

## **SESSION 4**

### **MATERIALS**

Handout A, Working With Differences	- 2 pages
Handout B, Different Approaches	- 6 pages
Handout C, Field Assignment #4	- 1 page
Handout D, The Learning Store	- 1 page

## Handout A

### Working with Differences

The Fun Fair continues....

Excited about coordinating the PTO's annual fund raising event, Maria knew she needed a tremendous amount of help organizing this year's Fun Fair. Most of the parents she knew were willing to contribute to the Fair or do assigned tasks, but they didn't want the greater responsibility of planning and running it. So, to attract more volunteers, she put up announcements in local shops. The announcement read:

***Looking for COMMITTED volunteers with  
TIME and INTEREST  
to help PLAN AND ORGANIZE the  
NEIGHBORHOOD FUN FAIR***

***if interested call Maria at: 888- 5252***

Maria received ten phone calls. In order to help her plan the first meeting, she asked each person to briefly describe him or herself. Maria's notes are as follow:

Katherine – middle-age, a former nun, teaches pottery classes at a local community center.

Amani – 25, wheel-chair bound after a car crash, plays volleyball, and goes to college part-time.

Peter – 52, currently living at a homeless shelter, has traveled widely, and is a Vietnam veteran.

Nicole – 16, heavily involved with theatre and the arts at her local high school, full of energy.

June – 85, likes to bird-watch and play cards, described herself as shy.

JT – mid twenties, grew up on a very rural farm, just moved to town, and works nights at a bakery.

Handout A continued

Patricia – 34, single mother of four children, ages 7 – 16, works at a small, local church.

Theresa - mid- thirties, sounds wealthy, volunteers for many organizations, has lots of ideas, no children.

Jayesh - 75, born outside of the United States and speaks little English; his grandson is in the elementary school.

Henry - 56, lives in a group home for the mentally challenged, likes puzzles.

## HANDOUT B

### DIFFERENT APPROACHES<sup>2</sup>

The purpose of this exercise is to help you understand nine different approaches that people have to viewing the world. These approaches fall under the following categories:

1. Orientation toward **Activity**
2. Orientation toward **Time**
3. Orientation toward **Human Relationships**

By understanding the different values people may attach to each of these aspects of life, you will become more aware of the various approaches people may use to solve problems, make decisions, or function at work and in our society. Through a better understanding of yourself and others, it is easier to appreciate and manage these differences.

Directions. Rank each of the following statements according to its similarity to your own perspective. See the example below for an illustration of the ranking system.

- 1 - Least like me
- 2 - Somewhat like me
- 3 - Most like me

Example

1.   2   a. My decisions are primarily guided by what I have learned.
- 3   b. I "go with the flow" and adapt my decisions to quickly changing circumstances.
- 1   c. When I make a decision, I focus on the result I am looking for.

---

<sup>2</sup> Modified from *Experiential Activities for Intercultural Learning*, by H. Ned Seelye, Intercultural Press, Yarmouth, MN. 1996

Handout B continued

1. \_\_\_ a. My decisions are primarily guided by what I have learned.  
\_\_\_ b. I "go with the flow" and adapt my decisions to quickly changing circumstances.  
\_\_\_ c. When I make a decision, I focus on the result I am looking for.
2. \_\_\_ a. I tend to take each day as it comes.  
\_\_\_ b. I tend to keep lists of tasks that I need to accomplish each day.  
\_\_\_ c. In time, things do tend to work themselves out.
3. \_\_\_ a. It is hard for me to stop worrying about upcoming events or deadlines.  
\_\_\_ b. Life has its own wisdom. Worrying is a waste of my energy.  
\_\_\_ c. Let's focus on all that today brings, and take care of the rest one day at a time.
4. \_\_\_ a. Developing my potential and my sense of self is the most important thing that I can do with my life.  
\_\_\_ b. Being alive and healthy is the most important thing to me: my accomplishments are secondary.  
\_\_\_ c. It would be a waste if I did not achieve something important in my life.
5. \_\_\_ a. I prefer to relax and enjoy life as it comes.  
\_\_\_ b. Peace of mind is possible regardless of external circumstances.  
\_\_\_ c. I feel useless if I am not doing something constructive with my time.
6. \_\_\_ a. Taking action is more important than commitment to a belief.  
\_\_\_ b. We exist only in relation to other people.  
\_\_\_ c. It is essential to be a good person; being a successful person is not the point.
7. \_\_\_ a. You have to be guided by what you think is right, even if you cannot please everyone.  
\_\_\_ b. It works best to have a good leader make the decisions; everyone should cooperate accordingly.  
\_\_\_ c. Decisions affecting a group are more effective if everyone participates in the decision making.
8. \_\_\_ a. It is the individual I respect, not his or her position.  
\_\_\_ b. Leaders of a group deserve respect because of their position.  
\_\_\_ c. First and foremost comes unity; people who think of themselves first live at the expense of others.

9. \_\_\_\_a. The leader of a group has to take responsibility for its success or failure.  
\_\_\_\_b. If someone in my group is having a problem, I am partly responsible for solving it.  
\_\_\_\_c. I am accountable for my own success or failure.

**Scoring Directions:**

Place the number you recorded next to each statement in the appropriate space below. Then place the total on the line following the equal sign.

**TIME:**

1a\_\_\_\_ 2c\_\_\_\_ 3b\_\_\_\_ = \_\_\_\_ Past  
1b\_\_\_\_ 2a\_\_\_\_ 3c\_\_\_\_ = \_\_\_\_ Present  
1c\_\_\_\_ 2b\_\_\_\_ 3a\_\_\_\_ = \_\_\_\_ Future

**ACTIVITY:**

4c\_\_\_\_ 5c\_\_\_\_ 6a\_\_\_\_ = \_\_\_\_ Doing  
4b\_\_\_\_ 5a\_\_\_\_ 6c\_\_\_\_ = \_\_\_\_ Being  
4a\_\_\_\_ 5b\_\_\_\_ 6b\_\_\_\_ = \_\_\_\_ Becoming

**HUMAN RELATIONSHIPS:**

7a\_\_\_\_ 8a\_\_\_\_ 9c\_\_\_\_ = \_\_\_\_ Individual  
7c\_\_\_\_ 8c\_\_\_\_ 9b\_\_\_\_ = \_\_\_\_ Mutual  
7b\_\_\_\_ 8b\_\_\_\_ 9a\_\_\_\_ = \_\_\_\_ Ranked

The highest number for each dimension indicates your preferred approach. The following pages describe the nine approaches.

Handout B continued

## Descriptions of Nine Approaches to Activity, Time, and Human Relationships

### Orientation toward Activity

#### **Doing:**

**Assumption:** Taking action is the most important activity.

**Finds meaning in:** Accomplishments, achievements.

**Meaning of work:** A "doer" is what he/she *does*. Work is pursued for a living. Relationships are secondary to the task. Work and play are separate activities, but "doers" often work hard *and* play hard.

#### **Being:**

**Assumption:** Self-expression is the most important activity.

**Finds meaning in:** Spontaneous expression, being oneself, affiliation.

**Meaning of work:** Work is not directly attached to the ego, nor is it strictly considered a separate activity from leisure. Social and work relationships may be closely intertwined. Relationship-development at work is time well spent; it builds morale and group identity/feeling.

#### **Becoming:**

**Assumption:** Self-development is the most important activity.

**Finds meaning in:** Process, purpose and intention of activity.

**Meaning of work:** There is a deep investment in the type of work and its process; both aspects add to one's personal development.

### Orientation toward Time

#### **Past:**

**Assumption:** Today flows out of the legacy of the past.

**Finds meaning in:** Serenity, surrender, history as context and teacher.

**Meaning of work:** Work is a place to establish and nurture relationships and traditions. There is an awareness of, connection to, and obligation toward the legacy of such relationships and traditions.

Handout B continued

**Present:**

**Assumption:** Today is the only reality.

**Find meaning in:** Carpe diem, "seize the day."

**Meaning of work:** Work, like life, is to be enjoyed. Present-oriented individuals often bring to work an energy and vitality that is not as frequently embodied by other orientations.

**Future:**

**Assumption:** Today is a step toward tomorrow's goals.

**Finds meaning in:** Establishing and working toward goals, high work ethic.

**Meaning of work:** Finds his/her identity through achievements in the workplace. Keeps one eye on deadlines and goals and evaluates the present in relation to its utility in moving toward the future. Is rarely satisfied with achievements, always focusing on the next. Endorses ethic of "no pain, no gain."

<b>Orientation Toward Human Relationships</b>
---

**Individual:**

**Assumption:** Each person is responsible for what happens in his or her life and must watch out for his or her own rights and welfare.

**Finds meaning in:** Personal accountability, values competition.

**Meaning of work:** Work is a place to be recognized for one's own achievements. Upward mobility and other forms of personal recognition are expected and valued. Group goals, rewards, and achievements are not as satisfying.

**Ranked:**

**Assumptions:** Each of us has his or her own place, and respect is due according to one's position.

**Finds meaning in:** Tradition, hierarchy, family, protocol.

**Meaning of work:** Work is a place to enhance or strengthen, but not necessarily advance, one's social position. Protocol is seen as maintaining the weave of the social fabric. There is a higher value placed on being respectful than on being frank.

Handout B continued

**Mutual:**

**Assumption:** My purpose is to make a contribution to the larger whole.

**Finds meaning in:** Interdependence, group goals, affiliation.

**Meaning of work:** Work is a place to make a contribution to a group effort. The mutual individual needs to have a sense of belonging to projects and to see the connection to a larger goal or effort. Public praise and competition among or comparison to others may cause embarrassment.

## Handout C

### Field Assignment #4 Exploring Differences and Self-Knowledge

Sometime before the next session and after you've assessed your orientation to Activity, Time, and Human Relationships, find another AmeriCorps member and discuss the following:

1. For each approach which reflects your highest total, ask:
  - a) Is it an accurate description of yourself? If yes, what are some qualities you like about having this approach? If no, why not?
  - b) What are some of the qualities of this approach that you find challenging?
2. For each of the nine approaches, think of an example, e.g., a profession or a - service-related task, when using this approach would be an asset.
3. For each approach, think of an example when using it would be a challenge or disadvantage.
4. Refer to your scoring sheet. The highest number is your preferred approach; the lowest number represents the approach most unlike your own. Under each of the three categories of Activity, Time, and Human Relationships, develop strategies you could use if you were working on a project with a person whose approach was most unlike yours.

## Handout D

### The Learning Store, Session 4

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

## **SESSION 5**

### **SERVICE AS A PROFESSION: IS IT FOR YOU?**

#### **Purposes**

- To increase AmeriCorps members' knowledge of the goals and activities of at least four community organizations.
- To learn from a panel of professionals how their interests and backgrounds led them to community service.
- To provide opportunities for members to network with community-service professionals. To motivate members to consider life-long community service – either as a volunteer or a full-time professional - by hearing success stories from the field.
- To conduct at least one career-oriented informational interview.

## Implementing the Panel Discussion

### Session at a Glance

Min	Activity
5	Welcome panelists, make brief introductions and set the stage for the session.
20	Give each panelist four or five minutes to answer the three “self-interest” questions.
15	Call for questions from the members.
5	Stretch break
20	Give each panelist four or five minutes to answer the three “community asset” questions.
20	Call for questions from the members.
5	Thank the panelists, hand out Field Assignment #5, and close the session.
30	Refreshments and informal networking.

*Facilitator Note: The time frame can be adjusted according to the number of panelists and your knowledge of the group’s interests.*

*Neither the Field Assignment #5 nor The Learning Store evaluation are built into the session. Arrange to distribute these handouts, either individually, or as a group, at another time.*

## Preparation for the Session

### Advance Preparation – Inviting Panelists – two months ahead

#### STEPS

1. Assess the interests of your members and invite panelists accordingly. The Community Inventory from Session 3 should have uncovered relevant organizations to draw upon. For example, if most of your members are interested in careers in environmental protection, you may want to invite panelists from a non-profit environmental agency or a wildlife center. A local biology teacher whom you know is involved in environmental projects may also be a good choice. Try to invite panelists who represent the diversity in the community and the interests of AmeriCorps members.
2. Start inviting panelists at least two months before the session. A willing panelist may be unable to participate if his or her calendar is already filled.
3. If your group is small (approximately ten members), we recommend that you invite three panelists. If it is large, (25 or more), invite four panelists. Invite enough panelists so that if someone cancels at the last minute, it will not be a problem. However, don't invite so many panelists that they miss opportunities to speak and feel under-utilized.
4. After a prospective panelist has accepted your invitation, send a confirmation letter. (See "Tips for Writing a Confirmation Letter" below.)
5. Offer to meet the panelists one at a time or arrange a conference call to discuss the format of the panel.

#### Tips for Writing a Confirmation Letter

Use a business letter format and include the following points:

- A sincere expression of thanks for their acceptance.
- Day, time, location, and directions to the training site.
- A brief description of the AmeriCorps members and their service.
- The names and organizations of the other panelists.
- The purpose of the session and the six questions that will be used to start the discussion.
- An invitation to stay for refreshments after the session so they can meet with members informally.

*Facilitator's Note: Send the letter within two days of panelist's acceptance and include AmeriCorps brochures or other agency information.*

## **Early Preparation – one week before**

### **STEPS**

1. Remind members of the nature of the session and the importance of dressing appropriately. The panelists may be AmeriCorps members' current or future employers, so you'll want them to leave with a positive impression of the members and their work.
2. Arrange for refreshments after the panel. Remind members that this time has been set aside for them to talk informally with panelists.
3. Ask members to help with session tasks. Some members can arrive early to make place cards, welcome the panelists, and be responsible for the refreshment table. You need to be free at the end of the session to answer questions, thank panelists, and take care of any last minute details.
4. Make copies of Field Assignment #5 for the members.
5. On a wall chart, write the recommended timing and the six questions that members generated in Session 4.

## **Later Preparation – at the session**

### **STEPS**

1. Make sure that the meeting place is clean, comfortable, and well organized. Set up the room before the panelists arrive.
2. If possible, have a table with a tablecloth for the panelists. Place a pitcher of water and glasses and a name and organization place card at each place setting.
3. Have AmeriCorps brochures or other agency information on hand. Remember, the panelists will also be networking, trying to understand local AmeriCorps activities, and identifying possible areas of collaboration.
4. Post the wall chart with the topics, the themed questions, and time frame in a visible place.

## Follow up

Within a few days after the session, send a thank-you letter to each panelist.

Arrange to do Field Assignment #5, Handout A, page 105, and The Learning Store, Handout B, page 109, either individually or as a group. When passing out the evaluation forms, stress that it is the session that the members are evaluating, not the panelists. Through informal discussions and your own assessment, you will be able to decide whom to invite back to the panel next year.

## Tips for Facilitating the Panel Discussion

### STEPS

1. Open the discussion by introducing yourself and thanking the panelists for coming. Introduce each panelist by name, job title, and organization.
2. Explain your role as moderator and time-keeper. Describe how the discussion will be organized and the general time frame (e.g., questions will be taken from the members; all presenters are requested to answer the prepared questions.)
3. As moderator, keep your eye on three things:
  - a) Is anyone on the panel dominating the discussion? If so, call for or direct some questions to other panelists. Remind the panelists of the time constraints.
  - b) Has someone on the panel not spoken much? If so, direct a question to him or her.
  - c) If it seems that the discussion has taken a turn down a long and unproductive track, break in politely and redirect the conversation, or call for a stretch break.

# **SESSION 5**

## **MATERIALS**

Handout A, Field Assignment #5	- 4 pages
Handout B, The Learning Store	- 1 page

## Handout A

### Field Assignment #5 - Conducting Informational Interviews

Before the next session, set up and conduct at least one informational interview with someone in a public service field you might be interested in pursuing after AmeriCorps. Even if you are already serving or volunteering in that field, set up an interview to find out more information about the field. If you are unsure of a field, choose one in which you have some interest in pursuing after your AmeriCorps service.

In order to help you develop meaningful questions before the interview, review the session materials you have already received:

- Your Holland type.
- Listening and questioning skills.
- Your approach to activity, time, and human relationships.

### Informational Interviews<sup>1</sup>

In recent years, informational interviews have become more common and are recommended for anyone in a job transition, from the highest executive to a new job seeker. In an informational interview, your objectives are to gather as much information and advice as possible and to make contacts in the occupational area and/or organization that interests you most.

Don't use the informational interview as a job interview. It would be appropriate to offer a business card with your name and contact information. However, do not offer a résumé. If a résumé is requested, you can mail it with a follow-up thank-you note.

---

<sup>1</sup> Expanded from, *Next Steps, Life After AmeriCorps*, by Nedra Klee Hartzell, Publication of Corporation for National Service, Washington, D.C. 1997.

Handout A continued

Informational interviews can serve a variety of functions: doing background research on a field of work; researching a type of organization; finding out where the jobs might be; or exploring a particular organization.

Ideally, you want to set up an interview with someone with whom you have a connection. You may be able to get the name of a contact person by asking for suggestions and referrals from people you know – parents, friends, community members, church members, co-workers, or supervisors. Ask these people if you can use their names when making the initial contact for your informational interview.

Your initial contact person may not be an exact match to your area of interest. However, he or she will probably have good information for you and may refer you to another contact. For example, let's say you are interested in becoming a policewoman, but your contact is an accountant at the local police department. Although you may not be interested in accounting, this person can probably give you information about the organization of the police department, salary ranges, peak hiring seasons, and a referral to someone who would give you another informational interview.

Other ways to contact people in your occupational area can be through affiliated groups, and such organizations as professional associations and labor unions. Many towns and cities also have volunteer programs in which retired professionals offer their time as a source of support and advice. It is worth trying to make a match with any of these volunteers.

In your initial contact to request an interview, cover the following points:

- Tell the contact person your name, why you chose that person to interview, and who referred you.
- Make it clear that you are seeking information and advice, not a job.
- Say something positive that you know about the person.
- Request 20 minutes of time at the person's convenience.

Handout A continued

Before calling, rehearse your request for an interview. It might go something like this:

"I'm (*your name*), and I'm calling because I'm considering (*name the career, job, field, or organization in the interviewee's field*) following my AmeriCorps service. (*Name the person*) suggested that I call you. I'm looking for information about the (*career, job, field, or organization*), and I've heard you are a (*knowledgeable, experienced, informed*) person. May I have 20 minutes of your time at your convenience, to ask some questions and get advice?"

The following questions may be useful. Organize them so that you ask the most important questions first.

- What kinds of experience and education are required in your work?
- How did you get into this type of work?
- Why did you choose this type of work?
- What do you do in a typical day?
- What is the employment outlook for this type of work?
- What skills and abilities are most valued in this type of work?
- What are entry-level salary ranges and the potential for advancement in this field?
- Is there anyone else I can speak to about this field?
- May I use your name when I contact them?

Handout A continued

Note that the last two questions are important for leads to future informational interviews. It is unlikely that you will get all of the above information in a 20-minute interview. If you are serious about the field, though, more contacts and interviews will only help your prospects of identifying a rewarding profession.

If you are interested in the organization, request brochures, annual reports, or other information that might be available.

Keep track of time. After 20 minutes, end the interview. Giving you more time is at the interviewee's discretion. After the interview, thank the person and follow up with a thank-you note.

## Handout B

### The Learning Store, Session 5

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

# **SESSION 6**

## **ANALYZING PROBLEMS**

## **PLANNING SOLUTIONS**

### **Purposes**

- To examine the importance of informational interviews from Field Assignment #5.
- To introduce three problem-analysis tools.
- To apply one problem-analysis tool to a case study.
- To introduce a simple planning framework for implementing solutions.
- To have members use materials from this session to analyze a problem drawn from their service.

**Session at a Glance**

Min		Activities	Materials
25	1	Welcome, Discuss Field Assignment #5	Binders
25	2	Understanding the Nature of Problems	Handout A
45	3	Analyzing Problems	Handout B, blank wall charts, prepared wall chart, markers
15	4	Planning Solutions	Handout C
10	5	Field Assignment #6, The Learning Store	Handouts D, E, F

**Preparation for the Session**

1. Remind members to bring their binders to the session.
2. Prepare three wall charts:
  - a) Purposes of the session.
  - b) The two tasks in Activity #1, Field Assignment #5, Step 1.
  - c) Completed Problem Tree as shown in Activity #3.
3. Obtain several blank wall charts and markers for small group activity in Activity #3.
4. Copy and punch Handouts A-F.

## Activity # 1

### Welcome and Discuss Field Assignment #5 – Informational Interviews

25 minutes

#### STEPS

1. Welcome members and review the purposes of the session using the prepared wall chart.
2. Ask members to open their binders to page 11 and read Training Objective #6.
3. Call for and respond to any questions about the purpose of the session or Training Objective #6.

### Field Assignment #5 – Informational Interviews

#### STEPS

1. Ask members to turn to a neighbor and take ten minutes to:

*Facilitator Note: Point to wall charts with these two tasks written on it.*

- a) Describe their informational interview. (Who? What? Where?)
  - b) Describe the most important thing they learned by doing the interview.
2. In the large group, ask members to share the most important things they learned by conducting the informational interviews.
  3. Summarize the main points of the discussion and thank members for their responses.

#### Talking points:

- Choosing a career, in either the public or the private sector, can be difficult, but it is important to continue talking to people, understanding options, and comparing these options to what the members have learned about their personalities.
- The AmeriCorps workbook, ***Life after AmeriCorps: Next Steps***, is an excellent resource for exploring options after service. Explain where it can be obtained if members do not already have it.
- Thank members for their participation. Make the transition to the next activity by telling them that now you will be focusing on a skill that is applicable in all areas of their lives – from the personal to the professional-- a way of approaching problems and planning solutions.

## Activity #2

### Understanding the Nature of Problems

**25 minutes**

#### **STEPS**

1. Introduce the activity and break into small groups of four to five members.
2. Pass out Handout A, page 119. Ask members to read it and discuss the questions for 15 minutes.
3. In the large group, ask for responses to question 4: "What are five key words or phrases you would use in giving advice to a friend who has a problem?" Write the answers on a wall chart.
4. Thank members for their responses, summarize any striking points and common themes. Inform them that the next activity makes a transition from giving advice to using a method for analyzing problems.

## Activity #3

### Analyzing Problems

**45 minutes**

*Facilitator's Note: Divide the members into their same small groups. Introduce the next activity by relating that Maria's problem needs to be addressed. This activity introduces a problem-analysis tool, the Problem Tree<sup>1</sup>, which they will learn and apply to Maria's problem.*

#### STEPS

1. Pass out blank wall charts and markers to each small group.
2. Pass out Handout B, page 121. Give members 15-20 minutes to read and finish Maria's problem tree on a wall chart.
3. Have the groups post their wall charts on a front wall. Post your prepared Problem Tree wall chart next to the group charts (*Not as a right answer, but in the spirit of learning together.*)
4. Give members a few minutes to read through and understand the wall charts. Field any questions about wall chart content.
5. Ask: "What were you thinking or feeling as you worked through the problem tree in your small groups?" *Discuss for five minutes at most.*
6. Ask: "Can you envision yourself using this problem-analysis approach in your life? Please describe how."

---

<sup>1</sup> Idea from *Non Formal Education Manual*, by Helen Fox, Peace Corps Information , Collection and Exchange, Washington, D.C. 1989.

***Problem Tree Insert***

## **Activity #4**

### **Planning Solutions**

**15 minutes**

#### **STEPS**

1. Ask the members to work with the person next to them.
2. Pass out Handout C, page 123. Ask the members to read it and share ideas for how Maria might use this planning framework.
3. In the large group, ask for answers.
4. Ask: "What are the strengths you see in using this planning framework?"
5. Ask: "Do you see any weaknesses or difficulties in using this planning framework? How could these problems be corrected?"

## **Activity #5**

### **Field Assignment #6 and The Learning Store**

**10 minutes**

#### **STEPS**

1. Pass out Handout D, page 124. It describes two more problem-analysis tools. Explain that it is background reading for the next Field Assignment.
2. Pass out Handout E, page 127 Field Assignment #6. Ask members to read it. Answer any questions.
3. Pass back previous Learning Stores and Handout F, page 128, for this session.

## **SESSION 6**

# **MATERIALS**

Handout A, Problems with the Fair - Part I	- 2 pages
Handout B, Problems with the Fair - Part II	- 2 pages
Handout C, Planning Solutions	- 1 page
Handout D, Analyzing Problems	- 3 pages
Handout E, Field Assignment #6	- 1 page
Handout F, The Learning Store	- 1 page

## Handout A

### Problems with the Fair - Part I

It was the day after Maria's meeting with the community volunteers and she felt completely overwhelmed. She wanted to crawl into bed and forget that she'd ever agreed to be chairperson of the Fun Fair.

The meeting had actually started off quite well. Everyone seemed friendly, and Maria was excited by the positive energy of the group. She had opened the meeting by putting up a wall chart and asking people to brainstorm ideas for improving the Fair. One person would throw out an idea, then another person would add to it. They filled two entire wall charts with new ideas for the Fair, each one better and more elaborate than the next. Everyone left the meeting enthusiastic about the Fair.

Then it happened. Cleaning up by herself after the meeting, Maria suddenly felt utterly besieged by what she had gotten herself into. She had initially thought that including more people in the planning of the Fair would make her workload lighter and more manageable. However in the meeting, the opposite had happened. Her workload had quadrupled. Thinking back on all of the good events they had last year and now looking at the long list of the new things they were going to add, she felt paralyzed. She didn't even know where to start.

The problem was time. It took so much time to get the group of community volunteers together. This first meeting took two nights of calling. First she'd call one person and set a day and time. Then, the arrangements wouldn't work for the next person she'd call, so they would set a new date and time. Of course then she'd have to call the first person back and verify the new arrangements. The phone calls went back and forth for two solid evenings before a day and time was acceptable to everyone. Maria had too little time. She had to go to work and then come home to clean, cook, and spend time with her family. Her husband and son offered to help, but she preferred to do everything herself. If she had more time, she could be the chairperson, but right now it wasn't possible.

There was no way she could handle it. The problem was that the community group simply had too much enthusiasm and too many ideas. The Fair had just gotten too big for her to handle and her stomach hurt just thinking about it.

Handout A continued

Maria spent the next three days convinced that **she** was the problem. She figured that she wasn't smart enough or organized enough to run the Fair. The only solution was for her to quit although she knew that there was no one else to run it. She finally called her cousin and asked if they could spend Saturday afternoon together. She didn't know how to quit, and she really needed to talk to someone to help bolster her courage.

That Saturday, she told her cousin her woes. She described the problems with the Fair: the group's enthusiasm, the number of ideas, and the problems with time. She knew the solution was to quit now while it was still possible for the PTO to find someone else to run it.

After listening to the problems, Maria's cousin reminded her of how much she had enjoyed the Fair in the past years and how excited she had been about the challenge of the job as chairperson. Maria conceded that she really did not want to quit, but it was the only solution she could think of. The problem of organizing the Fair was just too big for her to handle.

**Discussion Questions for small groups:**

1. Describe what you think is happening to Maria. What do you think is the main problem?
2. What are the advantages and the disadvantages of Maria's solution to quit as a chairperson?
3. Do situations similar to Maria's happen in real life? Why or why not?
4. If a friend called you for advice with a problem, what would be five key words or phrases you would use in your advice to him or her? Write your responses to share with the large group.

## Handout B

### Problems with the Fair - Part II

Maria's cousin was very sympathetic to Maria's problems, and her first reaction was to help out by offering to make phone calls or take her out to lunch so she'd feel better. But somehow this didn't seem like the type of help Maria needed right now. Then, she remembered a problem-analysis tool she had learned in a management course at work. It was called "the problem tree," and she explained it to Maria.

This problem-analysis tool uses a tree as a metaphor for problems. If we look more deeply into the problem, we will see smaller problems that twist and branch like roots. Only by untangling these roots can we come to the causes of the problem. To use this tool, you draw the tree by starting at the top with the main problem and ask, "Why did that happen?" This process continues until you cannot break down the problem any further or ask any more questions. Only at this point do you look for solutions.

On the next page is the start of a problem tree that Maria and her cousin drew. Copy this on a wall chart and then complete the tree.

**[JP: A half completed picture of Maria's problem tree needs to be inserted here.]**

## Handout C

### Planning Solutions

Maria felt much better after talking to her cousin and making the problem tree. She decided it couldn't hurt if she tried being the chairperson of the Fair for another month. She realized that she needed to delegate more tasks, but she was unclear about how to go about it. Again, her cousin had a suggestion.

In her office they use the following simple planning framework:

Who?

Does What?

By When?

With What Resources?

#### **For Discussion:**

- How might Maria use this planning framework?
- What are the strengths you see for using this planning framework?
- Do you see any weaknesses or difficulties with using this planning framework? If so, how could these problems be corrected?

## Handout D

### Analyzing Problems

"A problem well stated is a problem half solved." – *Charles F. Kettering*

The first step in solving any problem is to define it clearly. While this may seem obvious, problem definition is a step most people and groups ignore: they simply assume that everyone has the same understanding and move on to developing solutions. The result can be an unhealthy level of tension and conflict due to an unrecognized lack of agreement on the exact nature of the problem. Only after wrestling with the difficult task of specifically defining a problem should a person or group move toward solutions.

It is important to know the difference between problems and solutions. Be sure you are defining a problem, not articulating a solution. For example, a group of people may decide that there ought to be increased security in their local schools. However, this is not a problem; it's a solution. The problem in this case is likely to be the incidence of violence in schools. Once this is made clear, there may be a variety of potential solutions besides increased security, for example, teaching conflict-resolution strategies or providing more student counseling.

### Problem-Analysis Tools

Problem analysis is not a mystery. It is something we do daily and mostly automatically. However, it is easy to go around in circles describing problems but not analyzing them.

Problem-analysis tools can be extremely helpful in moving us from problem description to problem solving. These tools help us see the root causes of problems and lead us to strategies to deal with them. However we should always remember the limitations of problem-analysis tools. Reality is always far more complex and richer than any model can analyze.

We have already introduced the Problem Tree to analyze Maria's problems with the Fun Fair. Here are two other problem-analysis tools you might like to try.

Handout D continued

## The "But-Why?" Method<sup>2</sup>

One tool, the "But-Why?" method, is useful for quick problem analysis. Here's an example:

- "My boss was mean today."
- "But why?"
- "Well, a lot of things seemed to go wrong."
- "But why?"
- "There were a lot of people in the store today."
- "But why is this a problem?"
- "The lines got long and I couldn't keep up."
- "But why couldn't you keep up?"
- "I guess I was tired."
- "But why were you tired?" etc.

This line of questioning can lead you to an area of the problem that you have control over. For example, you cannot solve the larger problem of how your boss handles people or the workload at the store. But, you may have control over (and solutions for) the aspect of the problem that you aren't getting enough sleep.

## The Force Field Analysis

Another tool, the Force Field Analysis<sup>3</sup>, designed by psychologist Kurt Lewin, is a visual tool that helps you assess the forces that bear upon a problem.

Force Field Analysis is an extremely useful technique because it says to us, " Hey, don't try to solve a problem before you know what forces underlie it. A good doctor diagnoses an illness before prescribing treatment. So diagnose carefully the forces that are favorable to your desired goal and those which are unfavorable."

In the diagram, the center line represents a goal, objective, or task while the arrows on either side represent the forces helping and hindering the attainment of what needs to be accomplished. After diagramming the forces, it may be possible to see where one can increase the favorable forces and decrease the unfavorable forces.

---

<sup>2</sup> Developed by David Werner, author of *Where There is No Doctor*, The Hesperian Foundation, Palto Alto, CA. 1992.

<sup>3</sup> From *The Winning Trainer*, by Julius Eittington.

**JP: Diagram of a Force Field Problem analysis tool**

## Handout E

### Field Assignment #6- Problem Analysis

1. Read through Handout D on analyzing problems.
2. Take any problem associated with your service and analyze it using either the problem tree or a problem-analysis tool from Handout D. Break down the problem and suggest one solution that addresses an aspect of the problem. Be prepared to share your problem analysis at the next session.
3. Using the planning framework of "Who?" "Does what?" "By when?" "With what resources?" (Handout C), chart out a plan to solve all or part of your problem.

If necessary, ask another person to help you with the task.

4. Keep the following points in mind when choosing a problem: .
  - a. It should be a problem with which you want help – a problem you would like to see more clearly.
  - b. It should be an important problem, but not so large that it cannot be helpfully discussed.
  - c. It should be something that you believe can be changed.
  - d. It should not be a strictly personal or family problem. However, it needs to be related to other people or an organization in some way.

*(Some examples of problems related to service are: Kids misbehave in your tutoring class; your service-assignment work load is too heavy.)*

## Handout F

### The Learning Store, Session 6

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

# **SESSION 7**

## **MANAGING CONFLICT**

### **Purposes**

- To discuss lessons learned by analyzing a problem drawn from members' service.
- To learn the positive and negative aspects of five styles of managing conflict.
- To practice these five styles using service-related situations.
- To apply the collaborative approach to a manageable conflict drawn from members' lives.

**Session at a Glance**

Min		Activities	Materials
25	1	Welcome, Discuss Field Assignment #6	Binders, prepared wall chart
35	2	Learning About Conflict-Management Styles	Handout A, prepared wall chart
50	3	Animating These Styles With Skits	
10	4	Field Assignment #7, The Learning Store	Handouts B and C

**Preparation for the Session**

1. Remind members to bring their binders to the session.
2. Prepare two wall charts:
  - a) Purposes of the session.
  - b) Write this statement: "Conflict is inevitable."
3. Copy and hole punch Handouts A - C.

## Activity #1

### Welcome and Discuss Field Assignment #6 – Problem Analysis

25 minutes

#### STEPS

1. Welcome members and share the purposes of the session.
2. In the large group, ask members the following questions:
  - **What struck you as particularly interesting or significant when applying a problem-analysis tool and the planning framework?**
  - **To what extent did you find the problem-analysis tool and the planning framework helpful? Why?**
  - **If you did not find either the tool or framework helpful, how would you improve them?**
  - **How might you use a problem-analysis tool or the planning framework in the future?**
3. Close the discussion by thanking the members for their efforts.

#### Talking Points:

- Abraham Maslow has said, “If the only tool you have is a hammer, you tend to see all problems as nails.” Therefore, the more ways we have of tackling problems, the more productive we will be.
- It is not necessary to draw a problem tree or force-field diagram to analyze and solve a problem. We can use the concepts as patterns to follow in our minds when dealing with problems.
- You can learn more about effective problem-solving tools through books in the library. For example: *101 Creative Problem Solving Techniques: The Handbook of New Ideas for Business* by James Higgins.
- And, as Charles Kettering said, “A problem well-stated is a problem half-solved”.

## Activity #2

### Learning About Conflict-Management Styles<sup>1</sup>

35 minutes

#### STEPS

1. Post the wall chart with the following statement:

**CONFLICT IS INEVITABLE.**

2. Ask members to turn to the person next to them and discuss for a couple of minutes to what extent they think the statement is true.
3. Ask a few members to share highlights from their discussion.
4. Ask members to define "conflict."
5. Ask members to open their binders to page 12 and read Training Objective #7.
6. Convene small groups of five to six members each.
7. Distribute Handout A, page 137, to the members. Request that they read it and complete the tasks explained. This should take about 20 minutes.
8. After the groups complete the tasks from Handout A, call them into the large group and review their results one style at a time. Since we want to ensure that the members come up with key points, compare their responses to the information provided here. Fill in any glaring gaps in their responses.

*Facilitator's Note: The avoidance style is used as an example in Handout A; therefore it is not shown on these charts.*

#### ACCOMMODATION

Advantages	Disadvantages
The issue is not important to you but is important to the other person.	You might be viewed as weak.
You feel good about the sacrifice you are making.	This could lower your own self-esteem.
This might be a way to build trust with this person.	This could set the tone for the future. The other person might always expect accommodation.

<sup>1</sup> Adapted from "Choosing a Conflict Management Style," by Martha Green, Ohio Commission on Dispute Resolution & Conflict Management.

**COMPETITION**

<b>Advantages</b>	<b>Disadvantages</b>
It might be effective in select situations with difficult-to-deal-with competitive-type people.	This style rubs off on others and shuts things down.
The conflict may get resolved quickly and cheaply.	There is usually no commitment to the solution.
	The relationship can be damaged.

**COMPROMISE**

<b>Advantages</b>	<b>Disadvantages</b>
This might be used when time is short.	This does not work well with unequal sides.
A stalemate would cause more harm than the compromise.	When the solution is only half the desired outcome, the commitment may only be half as well.

**COLLABORATION**

<b>Advantages</b>	<b>Disadvantages</b>
Increases probability of goal achievement.	Requires much time and effort.
Increases trust and builds relationships.	There needs to be a possible solution.
Produces greatest sense of ownership of solutions.	Enough resources must exist for everyone's needs.
Sets a good example for others to follow.	May be difficult to use in extremely emotional conflicts.

9. Close this portion of the session by reviewing the main points and thanking members for their participation.

## Activity #3

### Identifying and Practicing Conflict-Management Styles

**50 minutes**

#### **STEPS**

1. Introduce this activity and divide the members into five groups.
2. Assign a different conflict style in private to each group. Have each group develop an original skit that illustrates the style it was assigned. The skit should be between three- to five-minutes long.
3. After each skit is presented, ask the remainder of the groups to identify which conflict management style was portrayed.
4. After all five skits have been performed and identified, convene the large group and ask the following questions:
  - **Even though the skits were artificial, how did it feel to be involved in a conflict situation?**
  - **How does this experience compare to real life?**
  - **Why do people usually want to avoid conflict?**
  - **How might we overcome our fears and anxieties about dealing with conflict?**
5. Close this activity by thanking the members for sharing and reminding them that they now have:
  - Examined the advantages and disadvantages of five different conflict-management styles.
  - Acquired more ideas for overcoming their fears of engaging in conflict situations.

## **Activity #4**

### **Field Assignment #7 and The Learning Store**

**10 minutes**

#### **STEPS**

1. Distribute Handout B, Field Assignment #7, page 143. Ask members to read it. Answer any questions.
2. Pass back previous Learning Stores and distribute Handout C, page 145, for this session.

# **SESSION 7**

## **MATERIALS**

Handout A, Conflict-Management Styles	- 6 pages
Handout B, Field Assignment #7	- 2 pages
Handout C, The Learning Store	- 1 page

## Handout A

### Conflict-Management Styles

"In recent years, conflict has gotten a very bad name. It is associated with levels of misunderstanding and intolerance that can, and often do, lead to violence. But like anger, conflict can be channeled to improve the process and outcome of problem solving. Conflict becomes harmful when a person fails to recognize the interests of another, and fails to see how a diversity of perspectives will make solutions stronger. To make conflict productive, it is important to acknowledge it and deal with it. When conflict gets out of hand and starts impeding, rather than contributing to your work, you need to take steps to resolve it."<sup>2</sup>

In every situation we are responsible for our actions. Conflict situations offer us an opportunity to choose a style for responding to the conflict. The key to effective conflict management is to choose the conflict-management style that is appropriate for the conflict. Most of us have a favorite style that we use in conflict situations, but we are all capable of choosing a different style when it is appropriate.<sup>5</sup>

The five main types of conflict-management styles are described below:

1. **Avoidance:** People who choose avoidance do not get involved in a conflict. They might say, "You decide and leave me out of it." Or, they may act like the conflict does not exist, or they may withdraw and refuse to identify with either side in an argument.
2. **Accommodation:** People who choose accommodation put their interests last and let others have what they want. Many times they will sacrifice everything for the sake of the relationship.
3. **Competition:** People who choose competition put their interests ahead of anyone else's interests. Sometimes people who use this style try so hard to

---

<sup>2</sup> From *By the People*, ed. Henry Boyte.

<sup>5</sup> Adapted from, "Choosing a Conflict Management Style" by Martha Green. The Ohio Commission on Dispute Resolution & Conflict Management

Handout A continued

get what they want that they ruin relationships. They are always out to win, do not believe in the middle ground, and view conflicts as win-lose situations. Generally, as a strategy for victory is formed, the feelings of others are not taken into account.

4. **Compromise:** People who choose compromise think it is important to satisfy some, but not all, of their interests. People who compromise are likely to say, "Let's split the difference," or "Something is better than nothing." Sometimes guilt and manipulation are used to persuade people to compromise.
5. **Collaboration:** This is also called the cooperative approach and is the preferred style. People who choose collaboration seek a winning solution for all involved. They define the issues carefully, work through the situation, and implement mutually agreed-upon steps. Often the parties develop creative solutions. This style can be used to resolve conflicts and strengthen relationships.

One particularly effective approach within this style is called "experimentation." Using experimentation sounds like this, *"OK, I see your point. Let's try your approach first, and then we'll try my approach second. Then we'll compare the results. Whichever approach seems to work best during the experimentation phase will be the approach we use. If there is no clear best approach, perhaps we can combine our approaches."*

The last page of this handout depicts five different animals. Animals are associated with each style to help you remember the differences among the styles. The first task for the small group is to review the five conflict-management style descriptions and then match each style to the animal you think is associated with it. Take ten minutes.

Now that you have the five styles firmly in mind, the next task is to analyze them in terms of their advantages and disadvantages. Please work together in your small groups to develop your lists. Use the worksheet below to record your thoughts. Note that the avoidance style has been completed as an example.

Handout A continued

**AVOIDANCE** (Example)

ADVANTAGES	DISADVANTAGES
The issue is not important.	It is almost impossible to know what the other person is thinking.
It often works with short-term problems.	This could generate long-term hostility.
Can be used if the cost of the solution is more than I am willing to pay.	My self-respect could suffer.
The process of gathering information is still on going.	I may have less intimacy with the person.
It is impossible to get the necessary information.	This issue could exist for a very long time.
	There is no chance to resolve the conflict if it is not dealt with.
	The relationship could be damaged if there is no communication.

**ACCOMMODATION**

ADVANTAGES	DISADVANTAGES

Handout A continued

**COMPETITION**

<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>

**COMPROMISE**

<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>

Handout A continued

**COLLABORATION**

<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>

**ON THIS PAGE INSERT PICTURES OF THE FOLLOWING FIVE ANIMALS:**

- 1. LION**
- 2. TURTLE**
- 3. DOLPHIN**
- 4. CHAMELEON**
- 5. ZEBRA**

## Handout B

### Field Assignment #7 - We Can Work It Out

Practice is the best way to learn a skill. Therefore, before our next session, identify and manage a conflict using the collaborative style. The criteria for choosing this conflict are:

1. The conflict can be drawn from any area of your life.
2. The nature of the conflict should lend itself to a collaborative approach.
3. The conflict should seem manageable.
4. It should not be a conflict between two other people in which you act as a mediator.

Use the attached worksheet to record your efforts. During our next session, you will share your experiences. When we discuss these experiences, we will not be concerned with whom you were in conflict. Rather we will like to hear how you used the collaborative approach.

In addition to the information you learned in the session, here are a few more tips for managing conflict<sup>6</sup>:

- **Separate the people from the problem.** When people become angry with one another, it is very difficult to reach a solution even though everyone might benefit from it. Remember, it is not *who* is right but *what* is right.
- **Articulate your interests.** Clearly explain why you believe your idea has merit.
- **Listen carefully to the other person's point of view.** After listening you should be able to repeat the other person's perspective as well as explain your own. Recognize that not all people have your experiences and background, so they will likely perceive situations and solutions differently.
- **Find common ground.** People often disagree on the means to an end rather than on the end itself. Remind yourselves of what you are trying to accomplish.

---

<sup>6</sup> Adapted from, *By The People*, Henry Boyte, ed.



## Handout C

### The Learning Store, Session 7

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

## **SESSION 8**

# **DEVELOPMENT: EMPOWERING PEOPLE AND COMMUNITIES**

### **Purposes**

- To share lessons learned about managing conflict.
- To explore how people and communities can be strengthened through civic service.
- To relate the concepts of development and empowerment to a community's ability to improve.
- To develop members' ability to recognize the larger meaning of their work.
- To start the process of evaluating members' AmeriCorps service in terms of the above.

**Session at a Glance**

Min		Activities	Materials
25	1	Welcome, Review Field Assignment #7, Conflict Management	Binders, 2 prepared wall charts
60	2	Debate – What is Empowerment?	Handouts A and B, prepared wall chart
25	3	Fishbowl – What is Development?	Handout C, prepared wall chart
10	4	Field Assignment #8 and The Learning Store	Handouts D and E

**Preparation for the Session**

1. Prepare four wall charts:
  - a) Purposes of the session.
  - b) Tasks for Activity #1, Field Assignment #7, Step 2.
  - c) Outline for the debate – Activity #2.
  - d) Questions for the Fishbowl – Activity #3, Step 5.
2. Copy and punch handouts A – E.

## **Activity #1**

### **Welcome and Discuss Field Assignment #6 – Managing Conflict**

**25 minutes**

#### **STEPS**

1. Welcome members and review the purposes of the session using the prepared wall chart.
2. Ask members to open their binders to page 12 and read Training Objective #8.
3. Call for and respond to any questions about the purposes of the session or Training Objective #8.

### **Field Assignment #7 – Managing Conflict**

#### **STEPS**

1. Ask members to form triads to discuss Field Assignment #7 on managing conflict.
2. Post wall chart with these tasks and give members 15 minutes to:
  - a) Briefly report the results of their worksheet.
  - b) Discuss lessons learned that they can apply to future conflict-management efforts.
3. Bring the large group back together.
4. Ask members to share the general lessons they learned about managing conflict.
5. Close the activity by thanking members for their responses and summarizing the main points.

#### **Talking Points:**

- Conflict is inevitable but manageable.
- How we handle conflict makes it either productive or destructive.

## Activity #2

### Debate – What is Empowerment?

*Facilitator’s Notes: The notion of “power” is covered more fully in Chapter Four, By The People<sup>7</sup>. Power is the set of relationships between you and other people that allows you to act on things important to you. This activity deals more with the idea of “empowerment”, or one’s own belief in themselves to get things done which is also covered in By The People.*

**60 min**

#### STEPS

1. Introduce the activity by informing members that they will be learning how communities strengthen their capacity to change and improve.
2. Pass out Handout A, page 154, and ask members to read it.
3. Tell the group that they will be participating in a debate on the question, “In view of all the pressing problems at the school, is the beautification project the most important project this group can do, at this time? “
4. Divide the group into two sides; one side will argue for the beautification project; the other side will argue against the project. Point out that the purpose of the debate is to explore the many facets of a complex issue.

*Facilitator’s Note: If you can quickly ascertain that some members feel strongly for or against the beautification project, have them join the group that represents their views. However, you don’t want this to become a lengthy process. The two groups should be relatively even in numbers.*

5. Review the outline and rules for the debate. Call for and respond to questions.

*(Post the wall chart with this Outline for the Debate:)*

Each group prepares opening arguments and chooses a speaker.	15 min
Speakers have two minutes to state their groups’ arguments.	4 min
Open discussion. Anyone from either side can dispute points made.	5 min
Groups reconvene and prepare their final arguments.	5 min
Each speaker takes one minute to make the group’s final argument.	2 min

#### Rules:

- Only one person speaks at a time.
- Members can applaud if a particularly good point is made. They must follow the time frame.
- Group members can sit together when preparing their arguments.
- For the debate, group members should sit facing each other.

6. Conduct the debate according to the outline.

<sup>7</sup> *By The People*, edited by Henry Boyte

*Facilitator's Note: If the groups have difficulties formulating arguments in the allocated time, read some of the following points to get them started.*

**For the beautification project:**

- The project seems “doable” and has a high chance of success.
- Respecting people’s choices about what they want to do is very important.
- The improved entrance will create pride in the school. This sense of pride will be communicated to the students.
- Success breeds success. If they are successful with this project, then more people may want to join the PTO and get involved in the school.
- The project has long-term impact that people can see. It will be a good “advertisement” for the PTO.
- Community members can visualize themselves involved with the implementation of the beautification project. They feel ownership in the project.

**Against the beautification project:**

- There are no real benefits from the project. Why should someone donate money toward it?
- The money could be used for other, more pressing school problems. Community members should not let the enthusiasm and interests of the group get in the way of logical decisions.
- The beautification project could be perceived as shallow and insensitive to the real needs of the school.

7. End the debate and thank members for their participation. Distribute Handout B, page 156.

8. Pose the following question to the group, “In civic projects we use the term ‘empowerment’ of communities or people as an ideal or a condition to strive for. We could say Maria and Maria’s group have become empowered. What are characteristics of a group or a person who has become empowered?”

9. End the activity and summarize the main points of the discussion.

**Talking points:**

- Maria’s story is typical of many civic projects worldwide. Often communities that are starting to learn to work together will choose a relatively simple project that has a highly visible impact. The success of the beautification project could be the springboard to future community involvement and success.
- The group that debated against the beautification project made points that are often used in development work. Organizations that want to implement positive changes and must justify their expenses to funders, often design larger projects. However necessary or well intentioned, these projects can become complex, require outside managers and specialists, and grow distant from the very communities they were designed to assist.

## Activity #3

### Fishbowl – What is Development?

**25 minutes**

#### **STEPS**

*Facilitator's Note: The Fishbowl is a technique that engages members in a small group discussion but makes the ideas and information discussed available to the large group.*

1. Inform members that the purpose of this activity is to continue to explore the ideas of empowerment and development that were opened up in the debate. Members will also start the process of evaluating the meaning of their AmeriCorps service.
2. Have members arrange their chairs in two circles: one within (with four or five chairs); and an outer circle with enough chairs for the remaining members. *(If your group has over 20 members, form two fishbowls.)*
3. Ask for four or five members to volunteer to sit in the inner circle; the remaining to take their seats in the outer circle. Explain that those in the inner circle will start the discussion but will not necessarily remain there. If, during the inner-circle discussion, a person in the outer circle wants to join in, that member can tap the shoulder of an inside person and trade places.
4. Explain that only members in the inner circle are allowed to speak. Pass out Handout C, page 157 Ask them to read it silently.
5. Post the wall chart with these questions and ask those in the inner circle: Which ideas in this handout relate to your service and your view of yourself as an AmeriCorps member? Why?
6. Let the members discuss, exchange places within the circles, debate, and challenge each other. Tell them they have 20 minutes.
7. Close the activity, summarize the main points, and thank members for their participation.

#### **Talking points:**

- The concepts of development and empowerment that members related to the meaning of their AmeriCorps service have interested communities and leaders worldwide for centuries.
- These quotes date from 1600 B.C. to today.
- These quotes come from around the globe: Africa, Europe, Asia, South America, and North America.

## **Activity #4**

### **Field Assignment #8 and the Learning Store**

**10 minutes**

#### **STEPS**

1. Distribute Handout D, Field Assignment #8, page 159 It contains questions that will help members evaluate their service in terms of its long-term impact on them and on the communities they work in.
2. Ask members to read the field assignment. Answer any questions.
3. Pass back previous Learning Stores and distribute Handout E, page 164, for this session.

## **SESSION 8**

### **MATERIALS**

Handout A, The Fair Continues	- 2 pages
Handout B, The Group Decides	- 1 page
Handout C, What is Development?	- 2 pages
Handout D, Field Assignment #8	- 5 pages
Handout E, The Learning Store	- 1 page

## Handout A

### The Fun Fair continues...

It is several months down the road, and planning for the Fun Fair has been going very well. Maria did some serious thinking about her role as a manager, and she has definitely gotten better at collaborating with people and delegating tasks. In addition to saving time, this change in her approach had the advantage of enabling more people to feel responsible for various parts of the Fair and come up with new and better ways to complete their Fair assignments. The community volunteers, the school principal, interested teachers, and involved parents got together to work out the final details. Now Maria was ready to conduct the last big meeting before the Fair.

Maria had a good agenda for the meeting using the planning framework of; who, was to do what, by when, using what resources. She was all set to close the meeting early when someone made a suggestion that before the Fair began, the group should name the cause or project that the money raised at the Fair would benefit. Everyone at the meeting loved the idea. It was just the thing they needed to give the Fair extra meaning and provide an incentive for people to spend their money at the event.

However, deciding on a project proved difficult. First, Maria helped the group members make a list of all the problems at the school. They listed the problem of inadequate books and supplies, the need for building repairs, and the lack of classroom space. They cited the problem of teacher shortages, the need for an adequate library, the outdated computer equipment, and the scant resources available to meet the needs of children with learning disabilities. As the list became longer, the group grew more and more frustrated.

Then, one parent stood up and said that he thought that the front of the school looked terrible. The sign with the school's name was small, old, and faded, and there were no plants around the entrance yard. The front door had a broken window, and the paint was peeling. The foyer was dingy and painted a dull gray. A clear majority of the parents, teachers, and community members immediately agreed.

All of a sudden, there was renewed energy in the group. One person had ideas for where to put flower gardens and shrubs; another had ideas for a large, new school sign. Everyone agreed that the front door and foyer should be repaired and

Handout A continued

repainted in an attractive color. The art teacher was very excited about purchasing glass display cases and display boards for the foyer to fill with the children's best artwork. The principal suggested buying a large signboard to announce upcoming school events. A few people still thought that there were more pressing problems that required action, but eventually most of these people voiced their support. In the end, there was a clear majority interested in a project to improve the school entrance.

Maria still had her doubts about the importance of the project and wondered if she should redirect the group's ideas.

In view of all the problems at the school, she wondered to herself, is this beautification project the most important project this group could do, at this time?

## Handout B

### The Group Decides

Maria put aside her own doubts about the importance of the beautification project and agreed with the group to make it the theme of the Fair. The art teacher had students make a large, colorful display of ideas for making the school entrance more beautiful. Another teacher had his class make a banner that announced the beautification project. A parent, who had never been involved before, decided to have a booth at the Fair to sign up volunteers to help with landscaping the entrance. The school principal contacted a local contractor to come up with different designs for a permanent school sign that parents and students could vote for at the Fair.

A number of factors influenced the group's decision to support the beautification project. Parents and community members were hesitant to commit the proceeds from the Fair to projects that they perceived as complex or having little chance for success. Other than planning the Fair, their involvement with school management had been minimal. This was from a lack of leadership, knowledge, and skills necessary to plan and implement a larger, more complex school initiative. The fact that the school was beset by so many problems had exacerbated the situation. People felt powerless to even begin.

The beautification project was this beginning. Considering their experience and resources, the group knew that the school beautification project was "doable". Group members were able to feel ownership of the project. They felt confident that with this project they would be able to make decisions that they could follow through on. It was vital that leadership respect their choice.

In addition, they knew that a professional and upgraded entrance to the school would build pride. A renewed sense of pride in the school would lead to other improvements.

At this time, the beautification project was the most important project in which this group could invest money and effort.

## Handout C

### What is Development?

Go in search of people  
Learn from them  
Plan with them  
Begin with what they have  
Build on what they know.

But, the best leaders when their task is accomplished and their work is done. The people all remark, 'we have done it ourselves.'

- Lao Tse, (China), 16<sup>th</sup> century B.C.

-----

"We here highly resolve that these dead shall not have died in vain... that the government of the people, **by the people**, for the people, shall not perish from the earth.'

- Abraham Lincoln, (Gettysburg, USA), 1863.

-----

"I often wonder whether or not education is fulfilling its purpose...education which stops with efficiency may prove the greatest menace to society. The most dangerous person may be the man gifted with reason but with no morals. We must remember that intelligence is not enough. Intelligence plus character - that is the goal of true education."

- Martin Luther King, Jr. , (USA), 1960s.

Handout C continued

"What progress do people want to make?... They want security, enough to eat, good health, a steady job, more say in how their lives are run. They want the chance of a better education. In a word, what they want is more. They want more to do. They want to know more, and have more, because what they really want is to be more."

- Pope Paul VI , "*Development is the New Name for Peace*", (Europe), 1960s.

-----

"Education should have as one of its main tasks to invite people to believe in themselves."

- Paulo Freire, *Pedagogy of the Oppressed*, (Brazil), 1970.

-----

"Development brings freedom, provided it is development of people. But, people cannot be developed, they can only develop themselves. Pride and self-confidence... people have to create in themselves by their own actions. They develop themselves by what they do; They develop themselves by making their own decisions, by increasing their own knowledge and ability and by their own full participation - as equals - in the life of the community they live in."

- Dr. Julius Nyerere, *Freedom and Development*, (Tanzania, East Africa), 1974.

-----

"In America, footpaths and meeting houses, fields and forests and dams, libraries and voluntary fire departments and schools -- most of our public legacy - have been built through the energy and spirit of ordinary people. As people helped create the commonwealth, they become the commonwealth. They gained ownership and a stake in their communities and the country. They became responsible citizens."

- Henry Boyte, ed. *By the People*, (USA), 1997.

## Handout D

### Field Assignment #8 - Evaluating your Service

Evaluation involves reflecting on the “big picture” of what difference our work makes. For you, as AmeriCorps members, evaluation requires that you think about what you’ve done, what you are doing, and what you have learned about what you need to do next. It is a critical step in making sense of your AmeriCorps service and in deciding on future service.

The Center for Democracy and Citizenship has developed four sets of questions that are especially helpful for evaluating the big picture of public work.<sup>1</sup>

Before the next session, you will need to reflect on your service and write answers to the following sets of questions. You may find it helpful to discuss these questions with other AmeriCorps members or your supervisor. Your answers can be written in bulleted or in paragraph form.

---

<sup>1</sup> Evaluation taken from *By The People*, ed. Henry Boyte.

Handout D continued

### **Evaluation Questions**

1) Public work draws attention to products and what is actually created through this work. Products can include tangible things such as parks and buildings, and less tangible things such as community learning programs. Both raise the question of lasting impact.

- What valuable things are we creating (or did we create) for the community or the country?

- How widely available are the things that we are creating (or did create)?  
Will these things be used or valued by the community for years to come?  
Why or why not?

Handout D continued

2) Public work can bring to the surface a variety of civic and community talents and resources. There are the formal civic organizations but also less formal resources such as senior citizens who have knowledge and time, or local businesses that may be interested in helping and improving the community.

- What civic and other resources did you tap? Who worked with you on this project?

Handout D continued

3) Public work teaches new skills for working with different kinds of people on public tasks. It also develops people's capacity for thinking about the larger meaning of their work.

- What new skills have you or the group developed since your service began? Do these skills help make you a better citizen? Why?

Handout D continued

4) Public work often results in lessons learned about civic renewal and the commonwealth that have the potential to educate the larger community and produce healthy change.

- What important lessons have you or the group learned because of this service? Are you passing on these lessons to others in the community? If so, how?

## Handout E

### The Learning Store, Session 8

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

## **SESSION 9**

# **REFLECTION AND EVALUATION**

### **Purposes**

- To inventory members' accomplishments and place them in the context of AmeriCorps' mission.
- To help members identify the skills and knowledge gained from their AmeriCorps service.
- To give members an opportunity to evaluate what they felt were the most important components of their service.
- To engage members in creating an action plan for future civic involvement.

**Session at a Glance**

Min	Activities	Materials
25	1 Welcome, Warm Up	Binders, prepared wall chart
35	2 What Have We Accomplished?	Calculators, Handout A, blank wall charts, and markers
25	3 Skills and Knowledge Gained from Service	Handout B, prepared wall chart
25	4 What Was Important?	Handout C, blank wall charts, markers
10	5 Field Assignment #9, The Learning Store	Handouts D & E

**Preparation for the Session**

1. Remind members to bring their binders to the session.
2. Write session purposes on a wall chart.
3. Prepare two wall charts:
  - a) Purposes of this session.
  - b) Activity # 3, Step 4 – write the task.
4. Prepare the month-by-month list of memorable events as discussed in Activity #1.
5. Collect enough calculators so there is one for each small group in Activity #2.
6. Copy and punch Handouts A – E.

## Activity #1

### Welcome and Warm Up

25 minutes

#### STEPS

1. Welcome members and review the purposes of the session using the prepared wall chart.
2. Ask members to open their binders and read Training Objective #9, page 13.
3. Call for and respond to any questions about the purposes of the session or Training Objective #9.

### Warm-Up Exercise

*Facilitator Note: The purpose of this activity is to build group cohesiveness and help members recall events and feelings from their service experiences. It is similar to the visualization exercise conducted in Session 3.*

*To prepare for this activity, you'll need a month-by-month list of memorable events of the members' service. The list can include times when members worked together on a project or participated in a training event. If applicable, include poignant, shared memories from your community or the outside world.*

#### STEPS

1. Ask members to sit back, relax and close their eyes. Tell them that you are going to take them back to the beginning of their service.
2. When everyone is settled, briefly describe the date and setting of the first time the group got together. Mention a few things that you remember, noticed, or felt from that time.
3. Ask the group. "What are some of the things you remember from this time? What were some of the things you were feeling?"
4. Field responses. *Members may call out responses with their eyes open or closed.*
5. Describe highlights of the next month, and then ask the group, "What are some of the things you remember from this month? What were some of the things you were feeling?"
6. Continue this month by month until you reach the present.

7. End with a brief description of the current month and ask: "What are some of the things that are happening now? What are some of the things you are feeling?"
8. Thank members for their responses. Make the transition to the next activity by pointing out that in this session they will be reflecting on the events, accomplishments, knowledge, and skills they have gained from their service. They will then evaluate what they think are the most important aspects of this experience.

## Activity #2

### What Have We Accomplished?

**35 minutes**

#### **STEPS**

1. Introduce the activity by informing members that they will create a master list of the group's accomplishments during their service by reviewing the outcomes from Field Assignment #8. The goal is to see how their service has been part of the bigger picture of AmeriCorps' work.
2. Ask members to break into small groups of approximately ten people each. *(If the large group is made up of members from different service areas, have them break into groups with other members who performed similar service.)*
3. Have each group choose a person to record responses on a wall chart.
4. Pass out one calculator to each group and Handout A, page 174, to each person.
5. After the groups finish their lists (about 20 minutes), post the wall charts side by side and give the members time to read them.
6. Ask the large group, "What are some of your thoughts and feelings about these lists?"
7. Close the activity by thanking members for their service.

#### **Talking points:**

- Members are part of something bigger than themselves or this office. If they had expanded their lists to include the service of the 50,000 AmeriCorps members nationwide, they can imagine the full impact of what they have contributed to America.
- If you feel that members' successful service has given meaning to your work and to the work of other staff members, thank them for their contributions.
- Make the transition to the next activity by pointing out that as impressive as these lists are, they are only a part of their service. In the next activity, they will examine those aspects of their service that cannot be quantified.

## Activity #3

### Skills and Knowledge Gained from Service

25 minutes

#### STEPS

1. Inform members that during this activity they will be making an inventory of the new skills and knowledge they acquired as well as the existing skills and knowledge that they strengthened during their AmeriCorps service. This inventory will be useful when writing their résumés, applying for jobs or for entrance to institutions of higher learning.
2. Pass out Handout B, page 175. Give members ten minutes to read and work on it independently.
3. Ask members to form triads.
4. Post the prepared wall chart with tasks and review with the members the following task for discussion:

**“Strut your stuff. Imagine you are on a job interview and you need to articulate the skills you can bring to an organization.”**

Members should take a few minutes to describe their accomplishments and the skills and knowledge gained during their service. They should use active verbs in their descriptions. (*Examples of active verbs are included in Handout B.*)

After describing their accomplishments, members should brainstorm ideas in their small groups to expand their lists or suggest ways their skills can be more clearly articulated.

5. Close the activity by thanking members and summarizing main points.

#### **Talking Points:**

- There are many books that can help them organize their previous work experiences to make the leap into new careers; including *What Color is Your Parachute?* by Richard Bolles and *Next Steps, Life After AmeriCorps* by Nedra Klee Hartzell.

## Activity #4

### What Was Important?

25 minutes

#### STEPS

1. Point out that now that members have listed their accomplishments, skills, and knowledge, they will evaluate what they think are the most important components of their service.
2. Pass out Handout C, page 179. Distribute blank wall charts.
3. Give members five minutes to read and work on it independently.
4. Ask members to form the same small groups as in Activity #2.
5. Ask members to share their responses in the small groups, summarize them, and write them on a wall chart.
6. Hang the wall charts. *If the room is large enough, display the wall charts so that all may see them.*
7. Ask, "What are some of your thoughts and feelings about these lists?"
8. Close the activity by summarizing the following points:

#### Talking points:

- The room is filled with lists of accomplishments, skills and knowledge. Their service is something they can be proud of for the rest of their lives.
- The next step is to see how information from these lists can tie into their action plans for future civic service.

*Facilitator's Note: if you had an extra 20 minutes for this activity, you might consider having the members create a "civic story"<sup>8</sup> and then share it in small groups. The story would be constructed from the following questions:*

- *If you were to look at your AmeriCorps work as an ongoing story, who are the main characters? What is the setting? What have been the major plot points? What have been the points of conflict? How have these conflicts been resolved? What is the moral of the story? What lessons have you learned?*

---

<sup>8</sup> *By The People*, edited by Henry Boyte

## **Activity #5**

### **Field Assignment #9 and The Learning Store**

**10 minutes**

#### **STEPS**

1. Pass out Handout D, Field Assignment #9, Action Planning, page 180.
2. Ask people to read it. Call for and respond to questions.
3. Pass back previous Learning Stores and distribute Handout E, page 184, the one for this session.

## **SESSION 9**

### **MATERIALS**

Handout A, Quantifying Your Accomplishments	- 1 page
Handout B, Skills and Knowledge Gained in Service	- 3 pages
Handout C, What is Important?	- 1 page
Handout D, Field Assignment #9	- 4 pages
Handout E, The Learning Store	- 1 page

## Handout A

### Quantifying Your Accomplishments

**25 minutes**

In your small group you are going to combine the accomplishments of individual member's service.

Using your responses to Field Assignment #8 as a starting point, work in your group to make a list of its members' collective accomplishments. Quantify and total the results of any activity from which individuals in your group earned service hours credit. For example, if two members of your group tutored children, calculate the total number of children they tutored. If three people installed locks in a safety project, estimate the total number of locks they installed. List and quantify all accomplishments in any way that makes sense to your group.

Write your findings on a wall chart.

Hang the wall charts at the front of the room.

## Handout B

### Skills and Knowledge Gained from Service

#### 10 minutes

On your résumé you will outline your accomplishments. In an interview, you will articulate the skills and knowledge you gained from these accomplishments. These are necessary steps in describing how your skills and knowledge can be applied to a new situation.

Thinking back on your service, and using the attached list as a starting point, note the skills and knowledge you acquired during your AmeriCorps service.

You will have an opportunity to discuss and expand this list with others.

Handout B continued

## Skills and Knowledge<sup>1</sup>

### Analyzing/Planning

Studied and reported data  
Compiled statistics  
Integrated data from many  
sources  
Analyzed and critiqued  
information  
Evaluated activities  
Set goals and formulated plans  
to reach them  
Prioritized tasks or projects  
Broke down projects into doable  
tasks  
Met deadlines  
Conducted a survey

### Managing

Administered programs  
Made work assignments  
Supervised others  
Interviewed applicants  
Developed policy  
Organized work  
Delegated tasks  
Made decisions  
Met required deadlines  
Planned agendas  
Worked well with others  
Monitored progress  
Solved problems  
Led meetings

---

<sup>1</sup> List was partially taken from Skills and Interest Self Assessment, by Robert Calvert. Returned Volunteer Services, Washington D.C.

Handout B continued

### **Interactive/People Skills**

Arranged social functions  
Initiated contacts with strangers  
Offered support to those in need  
Followed directions  
Made and kept contacts  
Interviewed people  
Promoted an event or an idea  
Raised money  
Recruited volunteers  
Motivated others  
Convinced others of the merit of  
an idea or project

### **Instructing**

Taught  
Tutored  
Counseled  
Set up demonstrations  
Developed lessons or materials  
Led a group  
Made a presentation  
Researched information

### **Manual/Technical Skills**

Assembled or installed  
Constructed or built  
Repaired  
Operated equipment or machinery  
Read drawings or plans  
labored outdoors  
Learned a technical skill  
Calculated data  
Used a computer

Handout B continued

### **Artistic Skills**

Designed posters  
Developed exhibits  
Sketched charts or diagrams  
Illustrated publications  
Took photos  
Performed

### **Accounting/Communication Skills**

Kept financial records  
Stayed within a budget  
Developed a budget  
Wrote letters  
Wrote reports  
Placed information with the media  
Spoke in public  
Proofread or edited materials  
Recorded information

## Handout C

### What Was Important?

#### 5 minutes

Your AmeriCorps director has given your phone number to a prospective member who has been accepted into the program. You were chosen because this person is similar to you in age and background.

The prospective member calls you one evening and in the course of your conversation tells you that he is having second thoughts about serving in AmeriCorps.

The person asks you, "When you look back on your service, what do you remember the most? Could you tell me the three most important things you personally got out of your service with AmeriCorps?"

Take the next five minutes to organize your thoughts and jot down the three points that you would include in a response to this person.

## Handout D

### Planning Worksheet

Some of us like to think about and plan for the future. Some of us enjoy living in the present and value the experience of unplanned discovery. Whether or not you are a planner, take a few moments to read the following:<sup>1</sup>

All things are created twice: There's a mental or first creation and a physical or second creation. Take, for example, the building of a house. You create it in your mind before you hammer in the first nail. You want to make sure that you've thought things through, that the blueprint—the first creation—is really what you want. If you want a family-centered home, you plan a family room where everyone can gather.

As Covey states, "The carpenter's rule is "measure twice, cut once." You want to make sure that the blueprint, the first creation, is really what you want, that you've thought things through."

To varying degrees, we use this principle in many different areas of life from cooking a meal to planning a trip.

While it's true that all things are created twice, not all first creations are by conscious design. If we do not develop our own self-knowledge and become responsible for our own first creations, other people or circumstances will shape our choices for us. We then live reactively by following the scripts handed to us by others. We can be either the second creation of our own planning or the second creation of past habits or other people's agendas.

Your last field assignment asks you to continue developing your first creation – your mental picture of your future citizenship goals and activities. To do this, please complete the Citizenship Action Plan found in this handout. During Session 10, we will share our plans.

---

<sup>1</sup> Adapted from *7 Habits of Highly Effective People*, by Steven Covey.

Handout D continued

In writing your plan, you may find it helpful to review the citizenship framework<sup>2</sup> from Session 3. Here it is: We can break citizenship down into three main functions:

**Civics:** The focus here is largely on government and the services it delivers – how a bill becomes law, the branches of government, the role of elections, and legal rights. Here, the model citizen is the informed, knowledgeable voter. Between elections, the main role of the citizen is to interact with legislators and government agencies. Examples of this type of citizenship include letter writing campaigns, attending public meetings, and voting.

**Community Service Volunteer:** The focus here is on the local community. The model citizen is the volunteer. The citizen is not only someone with rights but with responsibilities. Citizenship takes place not only in government, but also especially in settings such as neighborhoods, religious congregations, and voluntary groups. Examples of this type of citizenship include coaching a little league team, raising money for a school, or cleaning up a local stream on Earth Day.

**Paid Public Service:** The focus here is on the citizen who is paid to either produce public things or provide a public service. This type of citizenship helps society balance the pursuit of private wealth. Examples here include being a teacher, a Social Worker, and AmeriCorps member, or working in the Environmental Protection Agency. It also includes the host of tangible public works like nature trails, bridges, and parks that were produced by the Civilian Conservation Corps (CCC) or Works Progress Administration (WPA).

If you have become very interested in a public problem, but you are not sure how to present it, just write it in your action plan. In Session 10 you will get help from your colleagues as you discuss the plans. For example, perhaps in the course of your AmeriCorps service, inner-city economic development efforts lit you up. Write this down even though you are unsure of how you may become involved in the future. Perhaps some of the other members will have ideas that spark your interest during Session 10.

One last note before you embark on your plan: Please make sure to include future actions that are part of the “civics” category, such as voting or working on an election.

---

<sup>2</sup> Adapted from *By The People*, ed. Henry Boyte.





## Handout E

### The Learning Store, Session 9

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

## **SESSION 10**

# **CREATING YOUR CITIZENSHIP ACTION PLAN**

### **Purposes**

- To present members' citizenship action plans.
- To share resources relevant to members' plans.
- To reaffirm members' commitment to future citizenship activities.

**Session at a Glance**

Min	Activities	Materials
45	1 Welcome, Present Field Assignment #9	Binders, one blank wall chart and marker per member, prepared wall chart, masking tape.
45	2 Barnraising Activity	
30	3 Write a Letter to Yourself, The Learning Store	Two, lined pieces of letter-writing paper, one stamped envelope per member, Handout A, prepared wall chart, extra pens.

**Preparation for the Session**

1. Remind members to bring their binders to the session.
2. Prepare two wall charts:
  - a) Purposes of the session.
  - b) Write the AmeriCorps Pledge, as stated in Activity #3.
3. Copy and punch Handout A.
4. Purchase enough lined letter-writing paper and envelopes for each member to write a one to two-page, self-addressed letter.
5. Assemble one blank wall chart and one marker per member.

## **Activity #1**

### **Welcome and Present Field Assignment #9**

**45 minutes**

#### **STEPS**

1. Welcome members and share the purposes of the session from the wall chart.
2. Call for and respond to any questions about the purposes of the session.

### **Field Assignment #9 – Citizenship Action Plan**

#### **STEPS**

1. Distribute one blank wall chart and one marker to each member. Ask the members to summarize their citizenship action plans on their wall charts and post them so that all can see.
2. Ask each member to summarize his/her citizenship plan to the group. As needed, after each presentation, briefly help the group clarify any misunderstandings. Invite a round of applause following each presentation. If your group has more than 30 members, form two groups and allow more time for each presented plan.
3. Thank members for sharing their action plans. Make a transition to the next activity by informing the members that they will strengthen their plans by borrowing a technique from a time when communities helped their members build barns.

## Activity #2

### Barnraising

45 minutes

#### STEPS

*Facilitator Note: You are going to set up a networking activity called “barnraising”. This activity is a way for people to help each other develop their future plans by sharing information resources. Described in Barbara Sher’s book, *Wishcraft – How To Get What You Really Want*, barnraising is based on the fact that all of us have extensive networks and that by sharing those networks, we can contribute to our mutual self-knowledge and growth.*

1. Ask the group to relate their understanding of “barnraising.” Clarify, if necessary, that in the past, barnraising occurred when members of a community went to a neighbor’s farm to help build a barn – an activity that the neighbor could not accomplish by working alone.
2. Inform the group that this activity is similar to the original meaning in that their community of AmeriCorps members will be assisting colleagues – not with building a barn – but with pursuing future citizenship activities or goals.
3. Explain the process:
  - Members describe parts of their action plans for which they would like to receive informational help from their colleagues.
  - After listening to a plan, members share information relevant to its further development. The information can be in any form although the essence of networking is sharing relevant human resources.

As an example, suppose member “Nicole” is interested in learning more about inner-city economic development. After she explains her interest to the members, all those who know a resource person, or who know somebody who might know somebody involved in inner-city economic development, would share the name of that person with Nicole. After the session, Nicole would be responsible for getting the contact information for that resource person.

4. After explaining the process and answering members’ questions on the process, ask members to share parts of their action plans. Facilitate discussion in the group for members to offer ideas for resources. Encourage all members to participate in this activity.
5. Close the activity with the following reminder:
  - Members should get their contact information from the other members after the session. Members can also do this activity with friends or family members.

## Activity #3

### Write A Letter to Yourself and The Learning Store

20 minutes

#### STEPS

1. Open the activity by reading the AmeriCorps Pledge as a group (*put up wall chart*).

I will get things done for America - to make our people  
safer, smarter, and healthier.  
I will bring Americans together to strengthen our communities.  
Faced with apathy, I will take action.  
Faced with conflict, I will seek common ground.  
Faced with adversity, I will persevere.  
I will carry this commitment with me this year and beyond.  
I am an AmeriCorps member,  
And I will get things done.

2. Inform members that the purpose of this activity is to write letters to themselves to help them remember the plans they made today. The letter should be written in such a way as to sustain their motivation to act on their plans.
3. Distribute the writing paper and envelopes to the members. Make sure that everybody has a pen.
4. Ask members to write letters to themselves that summarize their citizenship action plans. Point out that if their plans have changed as a result of listening to their colleagues' plans, that's OK. Ask members to circle, or emphasize in another way, the aspects of their plans that excite them the most.
5. Tell members to insert their letters in the envelopes, seal the envelopes, self-address them, and hand them to you before they leave. Tell them that the letters will be mailed to them in six months, so an appropriate address is important.
6. Distribute the Learning Store, Handout A, page 191, and ask them to turn it in when they give you their letters.

# **SESSION 10**

## **MATERIALS**

Handout A, The Learning Store

- 1 page

## Handout A

### The Learning Store, Session 10

In order to help us better serve your learning needs, and to help you reinforce your own learning, please take a few minutes and thoughtfully answer the following questions about today's session. Please give this completed form to your facilitator. Thanks very much for your input.

Name:

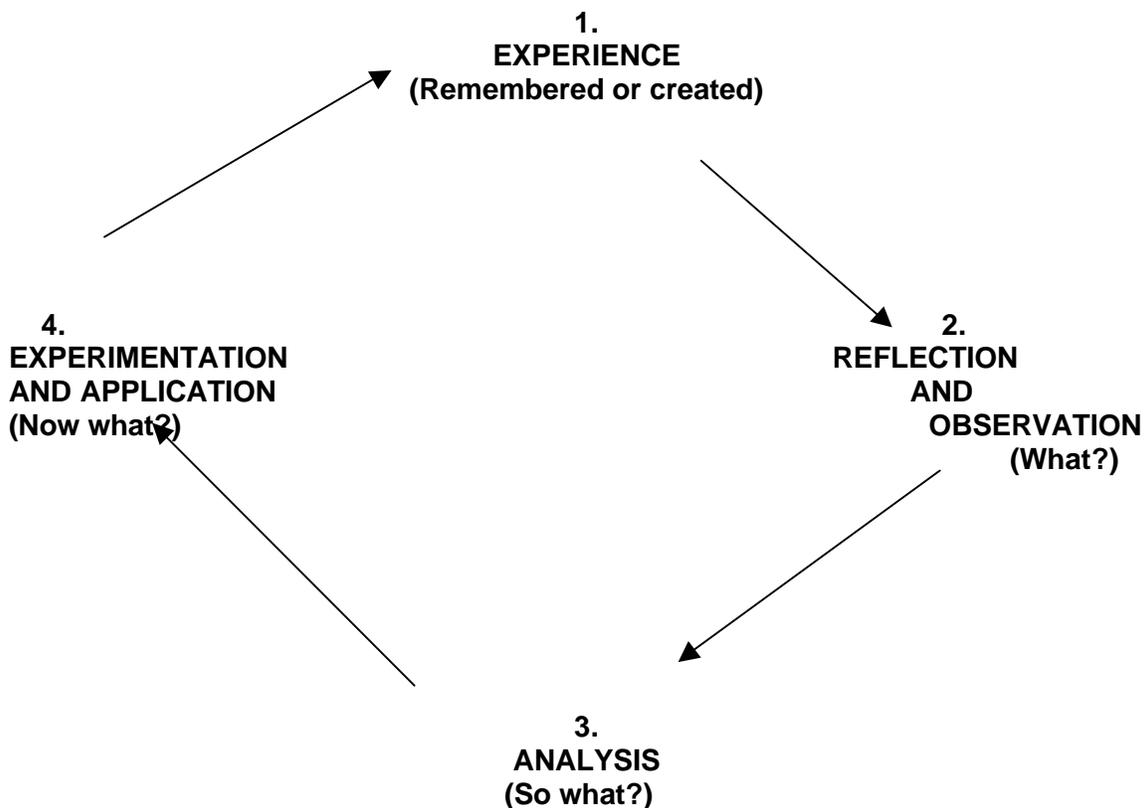
1. Please list at least three things you learned or relearned today that you think will come in handy.
2. What did you find the most useful in the Field Assignment?
3. Was there anything you found less useful in today's session? If so, what was it?
4. What did you especially like about today's session?
5. What aspect(s) of this session could be changed to make it better in the future?

## TRAINING TIPS

The following information will help you get started with facilitating sessions in this Guide. We'll start with training theories and then move to more specific ideas to help the training run smoothly.

### The Experiential Learning Model (ELM)

The Experiential Learning Model serves as a blueprint for most of the session designs. It is a four-step process that looks like this:



David Kolb<sup>1</sup> developed this model to show how adults analyze an experience in order to understand and apply it in new situations. We start by (1) having some sort of experience, and then we (2) reflect on this experience, (3) analyze and generalize from it, and finally (4) apply what we have learned from it to a new situation. This is an inductive method of learning. It is also a very natural method of learning – we do it daily, and mostly unconsciously.

<sup>1</sup> Adapted from Non-Formal Education Manual, by Helen Fox.

Kolb thinks that people are more adept at learning from some stages of the cycle than they are from others. Some of us rarely reflect on our experiences. Some of us are good reflectors but shy away from experiencing anything too unusual. Others can reflect and generalize, but stop there, without being able to apply the learning to new situations. Kolb suggests that adult educators can facilitate learning by consciously taking participants through the entire cycle of experience, reflection, generalization, and application.

This can be done with AmeriCorps members by helping them think through an experience. In this Guide we do this by having members discuss their experiences and the Field Assignments related to their service. You'll be asking them questions that draw out their ideas about what the experience meant to them and how this meaning might be applied to their own personal interest for learning.

**Step 1: Experience** -- The facilitator has one of two choices about which type of experience to draw upon.

The first type is an actual experience. This means that the facilitator has designed a relevant experience for the learners. Examples include field assignments, case studies, and role-plays.

The second type is an "evoked" experience. This means that the facilitator has asked the learner to remember an experience from the past rather than an experience drawn from the member's personal history or designed by the facilitator. For example, if you wanted to help your members learn about characteristics of good citizens, you might ask them to recall good citizens from their life experiences and then ask them to list their characteristics.

**Step 2: Reflection/Observation** – The facilitator helps the learner recall what happened by asking well-designed questions or drawing out discussion about the experience. Types of instructions help members recall and reflect on their experience include the following:

- Please describe what you did on the Field Assignment.
- What struck you as particularly interesting or significant?
- Please share in your small group what you found with your assignment.
- How did you feel about that?

**Step 3: Analysis** – The facilitator helps the learner draw conclusions, see patterns or formulate rules or theories – all based on the experience. This is also a point in the session where new material from outside sources can be introduced. In this training guide, handouts play a prominent role in this part.

Types of questions to help members interpret and learn from experience include:

- What might we draw or pull from that?
- What did you learn or relearn?
- What common themes did we hear?
- Did any patterns emerge from our experiences? If so, please describe them.

**Step 4: Experimentation/Application** – The facilitator assists the learner to use their new skill or plan a way to use their new skill. This part of the ELM can occur either in session or in the field. Most often, in this training, it occurs in the field. Types of questions to ask your members to help them apply their learning include:

- How could you apply that?
- How could you make it better?
- If you had to do it over again, what might you do differently?
- What might be the advantages and disadvantages of this approach for you?
- What changes would you make?

## Adult Learning Theory<sup>2</sup>

Adult learning theory was developed in the 1960s and the 1970s. The following list outlines its important tenets:

- a) Adults expect to be treated with respect and recognition.
- b) Adults want practical solutions to real-life problems.
- c) Adults can reflect on and analyze their own experiences.
- d) Different adults have different learning styles.
- e) Adults can be motivated by fulfilling their personal needs and aspirations.
- f) Adults need the support of their peers in their learning.
- g) Adults need to communicate their feelings in culturally appropriate ways.
- h) Adults are capable of making their own decisions and taking charge of their own development.

Another tenet that has proven true over the years and is based on the personal observations of the authors is that adults learn best when their daily adult responsibilities are under control. For example, it is very difficult for most adults to focus on learning when someone they are responsible for is sick at home or some other crisis demands their attention. A facilitator needs to be sensitive to this dynamic among the members.

---

<sup>2</sup> Adapted from *Non Formal Education Manual*, by Helen Fox.

## Training Methods

In each session we have included detailed instructions for the training activities. The following clarifications give you a bit more information about some of the more commonly used methods. You are encouraged to choose any of the training books found in the bibliography and read them on your own to learn more about the skill and art of adult education.

- **Small groups**: This is a format in which three to six members exchange opinions about a particular topic or accomplish a task together. It is useful to ensure that all members of a large group get a chance to participate. The facilitator can divide the large group into smaller groups either by asking members to count off (“All the number ones go together.”) or simply divide the group into smaller clusters where people are sitting. Do not spend a lot of time breaking into groups.

The task for small group discussions may be given orally (for simple tasks), written on a wall chart, or given to members as a handout. Remember to give members the amount of time they have to complete the task.

- **Field Assignments**: Because field assignments are an essential component of these sessions, it will be helpful if you check in with your members between sessions concerning their progress towards completing their assignments. Some of us are shy and struggle in silence, and some of us procrastinate, so we recommend the check-in procedure.
- **The Learning Store**: From these response sheets, you will be able to learn what your group members think and how they feel about the training. This activity will be an invaluable tool to keep you in tune with your group. Adjustments can be made using their feedback. As a facilitator you will benefit by gaining information you can use to improve your training performance. Look for common themes in the feedback and respond to them.
- **Warm-Ups**: These are short activities designed to relax and energize participants and set the tone for an upcoming activity. We have used warm-ups in a number of activities and have designed them for this reason: The content of the warm-up relates to the theme of the session it proceeds. Warm-ups play an important role in the learning process and can be a lot of fun.
- **Fishbowl**: This is a technique to create the feel of a small group discussion within the context of a large group. The group is divided in two with some members being “observers” and the others “active participants.” The observers stand or sit in a circle around an active, inner group. The inner group is given a task and the outer group observes the activity and provides feedback.

- **Panel discussion**: This is a presentation of an issue by several resource people sitting rather formally at a head table in front of an audience. Usually, each presenter speaks briefly on the topic and then a moderator asks for questions from the audience. The moderator introduces the presenters, keeps the discussion on the topic and within time limits, and sums up the discussion at the end of the session.

## Physical Comfort

It is important to consider your learners' physical comfort and the physical environment of your training room. Here are a few pointers:

- Take many stretch breaks.
- Arrange seating to be conducive to interaction among the participants. Whenever possible, ask members to sit in a circle or have chairs configured in a semi-circle so that posted wall charts and other visual aids are visible.
- Ensure good ventilation. Even the most enthusiastic learner will struggle if the room is hot and airless.
- Mornings are better than afternoons for most people to learn.

## Psychological Comfort

Learning is inherently risky because at the root of learning is change – and change can excite and scare people at the same time. So, to create an atmosphere that embraces change, consider the following ideas:

- Set group norms: Before you start these sessions, host a meeting with your group to answer this question, "What rules or guidelines do we want to establish to make our group work harmoniously?"
- Periodically check in with group members to elicit their feedback on the sessions.
- Respect all answers. Members may make some mistakes in answering questions: It is important to acknowledge their replies.
- Try to involve all members in the discussions. Allowing one or two members to dominate the discussion will negatively impact the training. Be aware of who is answering questions and try to make sure all members have their turn.
- Use humor, have fun, and learn together.

## Timing of Sessions and Activities

We have included the amount of time you should spend to complete an activity. You will judge the time needed for the short steps within an activity. This should not be a problem. The groups will either let you know directly or indirectly when they are ready to move on.

With the direct method, some members will simply say they have finished and would like to move on. In the indirect method, the room will usually become silent – an indicator that the task has been finished.

## Most Frequently-Asked Questions

**Q: Does the time devoted to completing field assignments count towards members' service hours?**

A: Yes.

**Q. What if a few members do not complete their field assignments?**

A. It is unlikely to be a major problem because the time devoted to completing the field assignments counts towards service hours. However, if a problem with a member occurs, it is suggested that you speak to him or her privately to ascertain the reasons for the incomplete assignments. Try to work collaboratively on a solution. If this does not work, speak privately to the individual about the importance of the content and the need to complete the field assignments to fully acquire the new knowledge and skills.

**Q: What if some of my members continually display outstanding effort and enthusiasm for the training sessions?**

A: Give them positive feedback in private and consider involving them in the planning or delivery of selected sessions.

**Q: What if some of my members disrupt the training sessions?**

A: Here are a few ideas:

- For the overly talkative: Say, "That's an interesting point...now let's see what the rest of the group thinks."
- For side conversations: Politely call one of them by name and ask an easy question, or, if you can, slowly walk to that area of the room as you facilitate a discussion or explain an activity.

- For two or more members who clash: Emphasize a point of agreement, refer to the training objectives, close that portion of the discussion, and open up a new, but related, one. You might also consider calling a stretch break and deal with it privately.
- In general, do not embarrass your adult learners and remain positive and productive. Most of the time group members will police themselves.

**Q: What if a member gives a completely wrong response?**

A: You might say, "I can see how you feel about that;" or "That's one way of looking at it." Another option is to ask the group what they think or feel about the response. It needs to be handled thoughtfully.

**Q: What if I ask a question during a session and nobody responds? What can I do?**

A: Rephrase the question. Sometimes people need a little time to think about an answer, so don't be concerned if there is some quiet time before an answer. You may need to ask the group how they are feeling and give a stretch break if they say they are hot, tired, or simply overloaded. Another option is to offer your own response and ask if they agree. If all else fails, ask the group why they are not responding and work with their answers.

**Q: How much of the session material can I change or adapt?**

A: In general, try to stay with the content offered in the sessions. If you have ideas to enhance the content then go ahead and modify it a little bit. As much as possible, stay true to the questions you are given to ask the members during the sessions. Again, you can modify them slightly to suit your own speaking style.

## **Conclusion**

Trust the group. If you keep this simple thought in mind, the training will be fine.

## BIBLIOGRAPHY

- Bolles, Richard. *What Color is Your Parachute?* Berkeley, CA. Ten Speed Press. 2001
- Boyte, Henry. *By the People*. Washington, D.C. Publication of the Corporation for National Service. 1998.
- Calvert, Robert. *Skills and Interests Self Assessment*. Washington, D. C. Returned Volunteer Services.
- Covey, Stephen. *The Seven Habits of Highly Effective People*. New York, NY. Simon & Schuster, 1989.
- Dessler, Gary. *Human Resource Management*. Upper Saddle River, NJ. Simon & Schuster Company. 1997.
- Eitington, Julius. *The Winning Trainer*. Houston, TX: Gulf Publishing, 1984.
- Enck, Jep & Vaughn, Nancy. *Assessing and Involving the Community*. Greeley, CO. Department of Community Health and Nutrition, University of Northern Colorado.
- Fox, Helen. *Non Formal Education Manual*. Washington, D. C.: Peace Corps Information Collection and Exchange. ICE Publication #M0042, 1989.
- Green, Martha. "Choosing a Conflict Management Style." Ohio Commission On Dispute, Resolution and Conflict Management.
- Hartzell, Nedra. *Next Steps: Life After AmeriCorps*. Washington. D. C. Corporation for National Service, 1997.
- Hope, Anne & Timmel, Sally. *Training for Transformation*. Gweru, Zimbabwe: Mambo Press, 1988.
- Kid, Jenifer. *Life Career Development*. External Publications, University of London. England. 1995

Kretzmann, John & McKnight, John. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago, IL. ACTA Publications, 1993.

Lambert, Clark. *Secrets of a Successful Trainer: A Simplified Guide for Survival*. U.S. John Wiley & Sons. 1986.

Newstrom, John & Scannell, Edward. *Games Trainers Play*. U.S. McGraw-Hill Inc., 1980.

Seelye, Ned. *Experiential Activities For Intercultural Learning*. Yarmouth, MN. Intercultural Press, 1996.

Werner, David. *Where There Is No Doctor*. The Hesperian Foundation, Palo Alto, CA. 1992.

August 2001

Corporation for National Service  
1201 New York Avenue, NW  
Washington, D.C. 20525  
(202) 606-5000

TTY (202) 565-2799

[www.nationalservice.org](http://www.nationalservice.org)