Exploring
Advanced Leadership
Development Workshop

Leader Guide

Boy Scouts of America

Table of Contents

Video Hosts

As you will notice, the companion video is hosted by an adult and an Explorer. You will find that these on-camera hosts will share some of the burden of leading the workshop.

This leadership workshop is designed to be a fun and stimulating three-hour group activity. It will provoke thinking, build skills, and help the leaders of Explorer posts discover and implement ways of improving their posts.

Before the Workshop

Do this:

Prepare for leading the workshop.

Why watch the video before the workshop?

The video contains material that directly affects your presentation and group discussions. It is important that you become familiar with the contents of the video segments before starting the workshop.

✓ Read this entire leader guide before attempting to run the workshop.

✓ Highlight the sections of the leader guide that you are responsible for saying and doing.

✓ View the companion video before the workshop so you will be familiar with it.

✓ As a co-facilitator (either adult or Explorer), rehearse your speaking parts several times.

✓ If possible, gather together a group of family or friends and try out the initiative games and other activities you will be leading in this workshop.

Gather your materials:

✓ Two copies of this leader guide. Use this one as a master for copying an additional leader guide.

✓ An *Explorer Leader Handbook,* No. 34637. You may want to have additional copies for resale.

✓ One easel and large flip chart for the large group

✓ Additional easels and flip charts for each of the small groups that will break out of the large group

✓ Felt-tip markers for each flip chart

✓ A VCR and television monitor on a rolling stand for playing the videotape

✓ An adequate number of copies of both handouts (see the handouts at the end of this guide)

✓ A pad of paper and a pen or pencil on the table by each chair so participants can take notes

✓ A roll of masking tape for taping flip-chart pages to the wall and marking squares on the floor for the "Traffic Jam" initiative game

✓ Name tags for all participants

Set up the room.

✓ Place tables and chairs in an open U or "horseshoe" configuration.

✓ Position the video player near the open end of the horseshoe so that all of the workshop participants can easily see the screen.

✓ Make sure there is adequate space in the meeting room for the smaller groups to get together.

✓ Arrange seating so Explorers are seated next to adults, and members of one post are seated next to members of other posts. *Mix it up!*

Schedule

This schedule will give you some target times for each part of the workshop. Compare the actual length of your workshop sections to this schedule to see if you are running long or short. The times listed are approximate.

Part 1: Introduction	12 minutes, plus 1 minute per participant
Part 2: Advisor/Explorer partnership	50 minutes
Break	10 minutes
Part 3: Reflecting (including game)	75 minutes
Break	5 minutes
Part 4: Leadership styles	65 minutes

The Workshop

Part 1:
Introductions and Objectives

Opening the Workshop
Part 1: Introductions and Objectives

Explorer-Host and Adult-Host—Do this:

Personally greet the participants and welcome them to the Exploring Advanced Leadership Development Workshop. You may wish to write out your greeting and welcome here.

> If a BSA professional is available . . .
>
> You may want him to introduce both of the workshop facilitators. In that case, the BSA professional can use this information sheet as the basis for introductions.

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Explorer-Host—Say this:

> Why spend time on an ice-breaker exercise?
>
> Because many people do not like to talk when they are with others they know little about. This exercise will help stimulate the members of your group to speaking more freely by requiring everyone to talk for a minute or two.

"There's a lot of interesting and thought-provoking material ahead. What are we hoping to accomplish today? What are the objectives? Page A-6 of the Explorer Leader Handbook lists four goals of Exploring.

"The first goal is to gain practical experience in the career or special interest of this post.

"The second goal is to engage in a program of activities centered on the six experience areas to encourage understanding and development of the whole person. The basic training course provided information to help you accomplish those two goals.

"The third goal of Exploring is to experience positive leadership from adult and youth leaders and be given opportunities to take on leadership roles.

"The fourth goal is to have a chance to learn and grow in a supportive, caring, and fun environment.

"The leadership workshop which you are about to experience is designed to help you accomplish these last two goals. First, we will talk about the partnership between Explorers and Advisors. A healthy partnership is vital for creating an enjoyable atmosphere in your post. Later, we will think about leadership and learn about making our posts places where members can develop positive leadership qualities."

Adult-Host—Say this:

"Exploring, first and foremost, is about working effectively in groups. In the workplace of today—and even more so in the future—people will be called on to function within a group environment. We will all have to be able to make decisions as a group, and to use groups to help gather support for decisions. Groups can be used to build teamwork, solve problems, and manage disagreements. What we learn today

will help us to do a better job of running our posts. What we learn can also be applied in our lives outside the post.

"Before we get started today, I think it would be a good idea for us to get to know each other a little better. To help make this happen, we're going to do an interviewing game.

"Before we start, let me show you how this works by showing you a short video."

Adult-Host—Do this:

Show the first video segment.

Explorer-Host—Say this:

"That's how simple it is. Team into pairs with someone sitting next to you. For the next couple of minutes, the younger one in each pair will interview the older one. Interview your partner, asking whatever you think you need to know in order to describe your partner to the group. Make sure you find out what post your partner is from. Take good notes, because in a few minutes we're going to ask you to tell us about the person who's sitting next to you."

Explorer-Host—Say this (when time is up):

"Now I'd like you to reverse the process. The person who was interviewed will now become the interviewer. Remember to take good notes. When you're finished with this interview, each of you will tell us about your partner. You have three minutes."

Explorer-Host—Say this (when time is up):

"Time is up. Now I'd like to start with the person on my far left and go around the room. Each of you should give us a quick summary of what you've learned about your partner in this exercise."

Explorer-Host—Do this:

Keep time to make sure the introductions do not drag on too long. Encourage each person to give the high-lights of what they learned. This exercise should not take longer than one minute per person.

The Workshop

Part 2:
The Advisor/Explorer Partnership

Introduction for Facilitators

The goals of this section are to

1. Think about what makes an effective Advisor/Explorer partnership

2. Understand that this partnership is the foundation of the post program

This section will begin to demonstrate the partnership, not only between the Adult- and Explorer-Hosts, but between the hosts and the participants. Think of this seminar as a post-for-a-day. You will be encouraging this partnership throughout the workshop.

In each small group, you will ask for a volunteer to record group responses. This volunteer will then report the results to the whole group. You will divide the participants into two groups— Advisors and Explorers. Each group should have a separate room. The Explorer-Host should work with the officers and the Adult-Host with the Advisors.

Adult-Host—Say this:

"I've certainly enjoyed hearing about each of you. We have a lot of interesting people with us today. But then, the people who get involved with Exploring tend to be both interesting *and* interested *in many things.*

"Right now, we're going to divide into two smaller groups. I'd like all the adults to take their chairs and form a circle on one side of the room. And all the Explorers can gather their chairs together on the other side.

"As you all know, Exploring is based on adults and youth interacting. But there are a few topics of discussion we think the adults should talk over among themselves. And there are some points we think the Explorers would enjoy discussing without having the adults present. I'll be sitting in with the adult group, and my co-host will join the Explorer circle."

Adult-Host and Explorer-Host—Do this:

Make sure the two groups form quickly. Use separate rooms if possible.

Adult-Host—Do with adult group

Keep time. Discussion should not go beyond forty-five minutes.

Ask for a volunteer to write bullet points on the flip chart. These simple notes should reflect the main ideas and thoughts of the group concerning each of the discussion questions. After the discussion, the note taker will be asked to quickly read through the highlights for the reassembled large group.

Ask these questions: (Remember to ask the volunteer to write the main points.)

1. Why did you volunteer or agree to become an Advisor?

   Answers may include: Because I enjoy the company of teenagers; because we want to do

Explorer-Host—Do with youth group

Keep time. The discussion should not go beyond forty-five minutes.

Ask for a volunteer to write bullet points on the flip chart. These simple notes should reflect the main ideas and thoughts of the group concerning each of the discussion questions. After the discussion, the note-taker will be asked to quickly read through the highlights for the reassembled large group.

Ask these questions: (Remember to ask the volunteer to write the main points.)

1. Why are you in Exploring?

   Answers may include: I want to be a... *(career goal)*; my friends are here *(friendship)*; it's fun; we get to be in charge here *(responsibility)*.

Adult-Host *(continued)*

something for the community; because my boss asked me to; because a friend asked me to.

2. Think about your most significant relationships with adults as you grew up. Who were they with and why were they significant?

   Answers may include: My grandfather, because he took the time to teach me things *(time)*; a teacher who showed an interest in me when no one else did *(interest)*; my father, because he listened to me whenever I had a problem *(listening)*.

3. If you were an Explorer, which qualities would you most like to see in an Advisor?

4. Think about your most significant relationships with youth. What made those relationships significant? (Adults sometimes have a hard time with this question.)

   Answers may include: My nephew, because he was always interested in cars, and I'm a mechanic *(common interests)*; an employee who works hard and is respectful *(common values)*; a neighbor's kid who is very different (in dress or attitude), but we have fun conversations because we're so different *(different values)*.

5. What was your most frustrating relationship with youth like?

   Answers may include: They didn't listen; I felt left out; he made me feel like I grew up in the last century; whatever I did was misunderstood.

6. What kinds of qualities and attributes would an ideal Explorer have?

   Answers may include: Understands that we have a life outside of Exploring; responsible; friendly; works hard.

Explorer-Host *(continued)*

2. Think about the most significant relationships you have or have had with adults. Who were they with, and why were they significant?

   Answers may include: They accepted me as an adult; they were around for a long time; she was empathetic; he gave me an opportunity to try something new.

3. What was your most frustrating relationship with an adult like?

   Answers may include: When they stereotype me as a typical teenager; when they say, "When I was your age..."; when they act like they know what's best; a condescending attitude; saying, "I told you so."

4. What would an ideal Advisor be like?

   Answers may include: They put the post's needs ahead of what's easiest for Advisors; easy to get along with; not always disagreeing; positive; treats me like a friend; shares the same goals.

5. What would an ideal Explorer be like?

   Answers may include: Friendly to other Explorers; does his/her part; honest.

Adult-Host—Do this:

When the discussion time is up, reassemble the two groups into one large group again.

Explorer-Host—Say this:

"Now that each of the groups has had a chance to voice their thoughts about the questions, we'd like to compare the adults' thoughts with the Explorers'. We'll start with the Advisor group. Would the note-taker from this group please bring the flip chart to the front of the room so we can all see it and report on their discussion."

Adult-Host—Do this:

After the note-taker finishes describing the answers, tape the pages to the room walls.

Explorer-Host—Say this:

"Thank you. Now let's have the Explorers bring their flip chart and describe their answers. Now that we've had both groups' reports, what are the similarities and differences between the two groups' points of view? How do these similarities and differences affect the Advisor/Explorer partnership and their post program?"

Here are some possible answers:

✓ *Advisors and Explorers have a lot in common.*

✓ *We can work toward common goals.*

✓ *Both want some understanding and patience instead of judgment.*

✓ *We have a better understanding of what our role should be.*

✓ *We have a lot of work to do to make our program successful.*

✓ *Adults and Explorers want different things, and that's a problem.*

✓ *We need to relax more.*

✓ *We need to provide more opportunities (different activities, more leadership).*

✓ *We need to enjoy each other's company more.*

Adult-Host—Say this:

"I have a few more questions I'd like us to talk over before we take a short break. But before we get into them, let's watch a short video segment that will shed some interesting light on the exercise we've just been through."

Adult-Host—Do this:

Show the video.

Adult-Host—Say this:

"We've covered some important ground here. One of the things we've discovered is that our programs should meet the needs of our members.

"One of our chief goals must be to maximize participation *in planning and implementing our programs so we can get these needs met. Put another way, one of our biggest challenges is to involve* every member *of our posts in this process. If we do this, the post and its programs will reflect the interests and concerns of its members. This is how we can increase the* personal value *of the post. Any other comments?*

"Let's take a short ten-minute break."

The Workshop

Part 3:
Reflecting

Introduction for Facilitators

Goals:

1. To learn the principles of reflection.

2. To understand how reflection can be used with the Exploring program to improve relationships between post members and effectiveness of post program.

In this section you will be leading a reflection after an initiative game, in which the post discusses an experience. This session teaches simple principles that can help make it easier and more productive.

An initiative game is a problem-solving game that has the following characteristics:

✓ It is a group cooperative challenge, not a competitive individual challenge.

✓ Success depends on the participation and cooperation of every individual.

✓ The problem or challenge is against a norm or a standard, not other people.

These characteristics should remind you of the Exploring program, which is why initiative activities are good for teaching reflection. We want participants to see the similarity between the game and their post program so that they will understand how reflection might work in their program.

The "Traffic Jam" game used in this section can be played with just about any size group, unless your group has less than six people. It is also a good activity for a group with a wide variety of physical abilities, since there is no climbing or lifting. You may find that some group members have done the activity before. You may want to ask those people to be silent so they don't take away the challenge.

If you prefer a different activity, there are problem-solving initiatives listed in the appendix of the *Explorer Leader Handbook*.

You may find that the group doesn't solve the problem during the time allowed. That's okay. You can still reflect on the progress they did make. If you can, try to allow time at the end of this session for the group to work on it some more.

Try not to give the solution away. As the facilitator of the activity, your role is to make sure they understand the instructions, not to help them solve the problem. If you have to, let them struggle. For the success of your reflection on the activity, it is important that you watch the group closely while they are working on the problem. What you see will suggest questions you may ask during the reflection.

For example, if you see group members working hard to include everyone's suggestions, you could ask, "What good communication skills did you see?" Or you might ask, "What were group members doing to get good ideas and encourage input?" If you see the group jump into trying out a solution without any planning, you might ask, "Is there anything the group could have done before trying a solution?" The point is to ask questions about issues that were important to the group's success or failure.

It is also important that the group be seated in a circle so that everyone can see everyone else. As the session suggests, there are three simple steps in reflection. First, ask questions about *what happened*. Second, ask questions that help the group *make a judgment* about what happened. Third, ask questions that help the group *set goals*.

When you are reflecting, it is likely that you will not cover everything under each step before you move on to the next step. You may find that the group will make a judgment and set goals about one issue before you can ask other questions about what happened. That's okay. It is not important that you do it in exactly this order. As long as the discussion is lively and related to the important issues, the reflection will be successful.

The following issues fall into two categories: keeping the group together, and accomplishing the task. The three steps of reflection can be used with each of the following issues to help lead a reflection activity.

Keeping the Group Together

Listening skills: What listening skills were used?

Participation: Was participation in the activity equally shared among group members?

Building commitment: How did the group get everyone's commitment to the solution?

Trust: In what ways did group members demonstrate trust or distrust in each other?

Use of influence and power: Did group members use their influence in ways that contributed to group success? Why or why not? What kinds of influence were used in this activity?

Conflict: In what ways were the disagreements and conflicts helpful or unhelpful?

Concern for others: In what ways did the group make sure everyone was cared for?

Accomplishing the Task

Leadership: Who was a leader and why?

Evaluating: What evaluation skills were used?

Decision making: How did decisions get made? Was that a good way?

Planning: Was there adequate planning? Why or why not?

Implementation: What was helpful or unhelpful about the way the solution was implemented?

Adult-Host—Do this:

Get everyone seated efficiently. Try to keep the break to ten minutes—no more than fifteen.

Explorer-Host—Say this:

"Welcome back. We're going to begin this section of the workshop on a lively note by playing an initiative game. Initiative games are cooperative, challenging games that confront a group with some sort of problem to solve. Have any of you played a game called 'Traffic Jam'?"

Explorer-Host—Do this:

If you decide to use "Traffic Jam," turn on the video and play segment 3. Instructions for "Traffic Jam" can be found on page A-55 of the *Explorer Leader Handbook,* No. 34637. Familiarize yourself with the rules. If members of your group have played "Traffic Jam," you may substitute another activity from pages A-53 to A-56 of the *Explorer Leader Handbook.* The "Blind Square" and "Knots" games are particularly good for this application. If you are substituting another game, skip the following video segment. Give instructions for the game you have chosen. During the game, fast-forward the videotape to segment 4.

Explorer-Host—Do this:

Turn off the video.

Move furniture if necessary to reveal marked spots on the floor.

Adult-Host—Say this:

> *"Remember the rules now. And don't forget the goal: (restate the goal of the initiative game you have chosen to play)."*

Explorer-Host—Do this:

Start the game and allow up to a half-hour for the group to work on solving the problem.

Adult-Host—Say this:

> *"This was quite a challenge, wasn't it? Let's talk about what went on during this initiative game."*

Adult-Host—Do this:

Spend several minutes discussing **what happened** in the initiative game. Ask questions like these:

✓ Who were the leaders and why? Was there more than one leader?

✓ How did decisions get made?

✓ How did we decide which ideas to use and which to avoid?

✓ From the beginning, describe everything we did from start to finish.

Adult-Host—Do this:

Lead a discussion that asks group members to **make a judgment** about what happened during the initiative game. Ask questions like these:

✓ What was good or bad about the way we accomplished the task?

✓ What was good or bad about the way we worked together as a group? (Either of these two questions can be adapted to be specific about any particular issue.)

Adult-Host—Do this:

Lead a discussion that asks group members to **generalize their experiences** in the game as they relate to Exploring. Ask questions like these:

✓ Did what happened in this activity remind you of anything about your post? If so, what? If not, why not? What was different?

✓ Is the role you have in this group similar to or different from the role you have in your post? Why?

✓ Does what happened here remind you of the group's actions anywhere else?

Adult-Host—Do this:

Lead a discussion that asks group members to **set goals** for the future. Ask questions like these:

✓ What skills did we use that we would like to do next time?

✓ What did we do that we would like to avoid doing in the future?

Adult-Host—Say this:

> *"Okay, let's step back from the discussion we've been having for the past few minutes. We have been using a specific process that we call 'reflecting.' Essentially, reflecting is a thinking skill that relies on three types of questions: open-ended, feeling, and guiding. This next video segment will tell us more about reflecting."*

Adult-Host—Do this:

> Show the video.

Explorer-Host—Say this:

> "The four-step process of directed questions and discussion we call reflecting can become a valuable tool in our posts. It may not seem like it, but using reflecting is an act of leadership. What difference does this kind of leadership make in how we work with groups?
>
> "We help them figure it out themselves rather than just telling them.
>
> "We're guiding rather than directing.
>
> "We're more concerned with the development of the group members than with accomplishment of the task.
>
> "Before we take our last short break, let me summarize some important points:
>
> "Reflecting is a skill that can be learned. It's something you can do following any new or unusual experience. Why do we use it? Because it helps us understand the meaning of an experience, which is why we're interested in new experiences to begin with.
>
> "When we use reflecting in our posts, we allow people to express their feelings, to clarify issues, and to resolve misunderstandings. Reflecting increases participation! It's almost always a positive experience that builds post morale.
>
> "I'd like to ask a question. Specifically, when do you think reflecting can be used in the post?"

Explorer-Host—Do this:

> Lead a discussion about this question. Write the responses on a flip chart. Expect such responses as:
>
> ✓ After initiative games
> ✓ After special events
> ✓ At committee meetings and post meetings
> ✓ At Advisor meetings
> ✓ After service experiences

Explorer-Host—Say this:

> "Let's take a five-minute break. Please plan to be back in your seats in five minutes so we can get started on our last section."

The Workshop

Part 4:
Leadership

Introduction for Facilitators

The goal of this section is to learn some simple leadership principles and apply them to the operation of a post. Whether or not these principles are implemented makes a difference in the likelihood that a post will be successful. The video will help teach the principles—your knowledge of the way in which a post operates will help make the application of the principles to a post successful.

Adult-Host—Say this:

"We would like to introduce to you some basic leadership issues that are important to Exploring. Exploring is a leadership development program, and the things we discuss in this section will help make leadership development easier to understand and easier to practice.

"The first thing to understand is that leadership development is for everybody in the post, not just officers and Advisors. There is room in Exploring for everyone to experience leadership in some way.

"The second point is that to experience leadership, post members must have opportunities to practice leadership. The best way to develop leadership is to be able to do it. We learn to lead by being a leader. Let's watch a video about these issues and then we will talk about how to accomplish these things."

Explorer-Host—Do this:

Show the video.

Adult-Host—Say this:

"All of us feel sometimes like we're just holding the fishing line. Like we're really not participating, because someone else is making all the decisions. Let's look at shared decision-making from the leader's point-of-view."

Adult-Host—Do this:

Lead a discussion about shared decision-making. Ask these questions:

1. What positive results come from shared decision-making? (Here are some possible answers.)

   ✓ Improves spirit of cooperation and teamwork

   ✓ Increases participation

   ✓ Increases feeling that post members are needed and wanted

   ✓ Improves the quality of the decision

   ✓ Increase post members' commitment

   ✓ Increases satisfaction with the decision

2. What are some ways a leader can share decision-making? (Here are some possible answers.)

   ✓ Asking for opinions

   ✓ Delegating

✓ Consulting

✓ Using reflection

3. What kinds of leadership behaviors are contrary to shared decision-making?

✓ Telling

✓ Persuading

✓ Demanding or insisting

✓ Manipulating

4. If you share decision-making, aren't you really just giving up leadership and influence? (Help the group arrive at the following points.)

✓ The most effective leaders are those who share decision-making.

✓ Sharing leadership does not mean that you don't have a say in the decision.

✓ You can help make the decision a good one by providing lots of information.

5. Where and when in an Explorer post could this skill be used? (Here are some possible answers.)

✓ When the post is planning program—decision is shared with Advisors and post members

✓ When the committee is deciding on policy and rules—decision should be shared with post members and officers

✓ When the post is voting—Advisors should get an opportunity to provide input

✓ When making changes in the program

✓ At officer meetings

✓ By the chartered organization

6. What is the best example of the use of this skill that you've seen?

7. What is the best example you've seen of a situation where the skill should have been used?

8. Some decisions may not be negotiable. What are some decisions or issues in your post that are non-negotiable?

✓ Decisions that have clear ethical guidelines

✓ Decisions that would otherwise interfere with established rules or regulations

✓ Issues that involve safety

Write down major points on a flip chart.

we are here to serve the program instead of vice versa. Let's watch a short video segment to get some perspective on this."

Explorer-Host—Do this:

Show the video.

Adult-Host—Say this:

"Here are some questions to help us think about whether our posts are implementing the principle of valuing people over programs.

"1. Does everybody in the post get an equal opportunity to participate?

"2. Are there opportunities for both experienced and inexperienced post members to participate at their ability level?

✓   *Are there challenges for experienced post members?*

✓   *Is it easy for new members to join in?*

"3. Are program events planned to meet the needs and interests of post members? If not, why not?

"4. Do post members have fun doing post activities? Is the atmosphere relaxed most of the time?"

Adult-Host—Say this:

"What are the obstacles to doing these things in a post?"

> *Answers may include: Doing the same program every year; working too hard on getting the program done rather than enjoying it while we're doing it; targeting activities to either the old or new members, but not both; having the same people do the same job every time.*

"What could you do in your post to help make these things happen?"

> *Answers may include: Plan activities that allow for a variety of skill and experience levels; have experienced post members teach new members; play while we learn; let different people try new things; allow all post members input into how post activities are planned; make sure new members have something to do; increase the skill challenges for experienced members.*

Adult-Host—Do this:

Write down major points on a flip chart.

Adult-Host—Do this:

Divide the group into random sub-groups of four.

Explorer-Host—Say this:

"Before we close, we'd like you to do a personal reflection. For the next ten minutes or so, please write out your thoughts and feelings about the questions on this next handout, which is our last one. You can be honest and candid because there is no need to put your name on it."

Explorer-Host—Say this:

> *"Sharing decision-making is one of the major skills that makes for effective leadership in a post. Here's another important skill: two-way communication. Let's watch a short video segment that will help us better understand what this is all about."*

Adult-Host—Do this:

> Show the video.

Adult-Host—Say this:

> *"It's pretty clear, isn't it, how two-way communication goes hand-in-hand with sharing decision-making? We can't share anything if we are not speaking clearly and listening to what others have to say."*

Adult-Host—Do this:

> Lead a discussion about two-way communication. Ask these questions:
>
> 1. Why is two-way communication important in Exploring? (Here are some possible answers.)
>   - ✓ If Exploring is a partnership between Advisors and Explorers, they have to communicate well.
>   - ✓ Not being listened to causes people to drop out.
>   - ✓ When you have information that affects other people, it is important to get their opinion.
> 2. Do you have an example of how the absence of two-way communication causes a problem?
> 3. At what other points in Exploring is the absence of two-way communication likely to be a problem? Ask for examples of the kinds of communication between each of the following:
>   - ✓ Between the post committee and the post
>   - ✓ Between the officers and Explorers
>   - ✓ Between the officers and Advisors
>   - ✓ Between the chartered organization and the post
> 4. What are some ways to improve our skills in "getting information"? (Here are some possible responses.)
>   - ✓ Listening attentively
>   - ✓ Taking notes
>   - ✓ Asking questions
>   - ✓ Repeating our understanding of what was said
> 5. What are some ways of improving our skills in "giving information"? (Here are some possible answers.)
>   - ✓ Make sure others are listening.
>   - ✓ Have the listener repeat what we said.
>   - ✓ Encourage people to ask questions.
>   - ✓ Allow time for a response.
>
> Write down major points on a flip chart.

Adult-Host—Say this:

> *"There is one more leadership skill we'd like to cover before the end of the workshop. This one is not really so much of a skill as an attitude—but it's extremely important! It's called 'valuing people over program.' A lot of people tend to feel that*

Explorer-Host—Do this:

Pass out Handout 1, "Personal Reflection."

Do not collect these handouts. The participants will take these personal reflections home with them.

Adult-Host—Say this:

"We've covered most of the material in today's workshop. Right now, I'd like to play one more video segment that will help to summarize what we've talked about."

Adult-Host—Do this:

Show the video.

Adult-Host—Do this:

Give each person a copy of Handout 2, "Group Reflection."

Adult-Host—Say this:

*"Do you remember the four steps of reflections? What are they? (What happened; make a judgment; generalize the experience; set goals.) In your groups of four, take fifteen minutes to reflect on the training experience, using the four steps. Set some goals for **your** post program on what we've thought about today. When we get back together, be ready to share your goals."*

Both hosts—Do this:

Convene a final "go-round." Form a circle of chairs and have everyone take a seat. Start the go-round, asking a volunteer to sum up his or her group experiences of the day and share one or more of their goals. It may be best to begin this final reflection by having one of the co-hosts share their own reflections and goals first, and have the other close the circle at the end. Adjourn the workshop, and shake hands with all of the participants. Express your gratitude for their personal participation.

Handout 1
Personal Reflection

Please express your thoughts and feelings about the following question. How do you personally intend to put the three leadership skills—shared decision-making, two-way communication, and valuing people over program—to work in your post?

Shared Decision-Making _____

_____

_____

_____

_____

_____

Two-Way Communication _____

_____

_____

_____

_____

Valuing People Over Program _____

_____

_____

_____

_____

Handout 2
Group Reflection

It is now your turn to act as leader of a reflection. Each of you in your small group should have the opportunity to serve as facilitator for at least one step of the reflection process.

Here is your topic. You have experienced a group reflection. As a group, reflect on the experience of being part of that group reflection.

Decide who in your group will facilitate each of the following steps.

      STEP 1. Discuss what happened.

      STEP 2. Make judgments about what happened.

      STEP 3. Generalize the experience. Relate it to your lives and posts.

      STEP 4. Set goals.

Take several minutes for each of you to decide on questions to ask during your facilitation. Keep in mind the three kinds of questions:

✓ Open-ended

✓ Feeling

✓ Guiding

Take turns facilitating the reflection.