

Unit II: Interpersonal Leadership Skills

2. Facilitation

Facilitating a discussion meeting is different from leading an organization's monthly meeting using parliamentary procedure. In a discussion, the facilitator is a neutral person who gets the participants to talk about pieces of a problem and potential parts of a solution through a planned process. The neutral person is usually someone outside of the group who has no vested interest in the outcome. If a group member serves as the facilitator, it's important that the role of facilitator be distinguished from that of a member.

Effective Discussions

Discussion in the context of leadership is not just talking. Discussion has a purpose usually related to solving a problem or initiating some action. The two most important tools for guiding formal discussion are planning ahead and encouraging individual participation. Think about the group members and the topic as you plan your work as a facilitator or discussion leader. For example:

1. Present the problem in a positive way, without offering any suggestions for the solution to the problem. “We have been having limited attendance lately. What can we do about it?”
2. Choose discussion topics that are familiar. If a topic that needs to be discussed is unfamiliar, provide background when you present the problem.
3. If the group is often negative, use methods of discussion that have rules that avoid making judgments on suggestions until later in the decision-making process.
4. If the group is large (more than 15 people), use methods that break the group into smaller groups or have people work individually. Allow time for people to respond. Sometimes you may need to postpone the discussion to a later meeting.
5. Arrange the group so that eye contact is possible. If the group is small, a circle that includes the leader is best. If the group is large, make some decisions in small circles and then share together with the whole group.
6. If the group tends to go along with decisions but does not want to do the work, set up the work plan in the same meeting. Decide who will do what and when. Then, if no

one wants to do anything, it will be apparent right away that it was a poor group decision.

Formal discussion may not fit all situations and should be used only in the following situations:

- When information, clarification, or modification is needed from the group
- When group consensus is desirable
- To manage conflict and relieve tension or frustration (Moore and Hamilton 1986)

Facilitator Ground Rules

Facilitation is based on trust, caring, and communication skills. By providing nondirective guidance, the facilitator helps the group arrive at understandings and decisions related to its task. The group works on consensus, using the nominal group process (see section on discussion techniques), with no formal votes taken.

- The facilitator’s role is one of guidance and assistance, never control (Shoup et al 1993).
- A facilitator’s work deals with the content of the meeting.

This includes clarifying confusing statements, identifying common threads or themes in a discussion, summarizing and organizing the ideas given, and testing for consensus by expressing the decisions that emerge from the group process.

- A facilitator’s work includes concern for how the group is working.

This includes making sure everyone gets a chance to participate, pointing out feelings that are interfering with the group’s work, and helping members express and deal with their

conflicts. Content and process are both basic, vital elements for achieving the group’s purpose, and they often overlap.

- Guiding a group effectively calls for careful observation and attention.

The facilitator should listen closely to what people are saying and notice participants’ faces and posture for nonverbal cues. Eye contact can be used to acknowledge people’s desire to speak and to let them know their ideas are being heard.

- The facilitator should abstain from participation in partisan discussions.

Attending to the group’s dynamics and needs as well as to personal desires to express a particular idea is difficult. Keeping your distance is important for having the whole picture in view and for guiding the group toward its goals.

Establishing ground rules that respect individual rights and responsibilities can lead to a successful meeting experience—this builds trust among participants. It is frustrating and unproductive to the participants and facilitator when opinions are not respected and individuals are criticized on a personal basis, causing many views to go unexpressed (Shoup et al 1993; Dale 1979).

Guidelines for the Group Member (Other Guidelines May be Added by the Group):

- One person speaks at a time.
- All will share ideas in order.
- Questions may be asked to clarify ideas.
- People do not criticize other people.
- Ideas may be reviewed to look for themes.
- Feelings may be expressed. They are not to be sloughed off or denied, but they should not dominate the discussions.
- During discussions, people should talk about positions, not personalities.

Guidelines for the Facilitator:

- Make sure participants are physically comfortable.
- Share meeting ground rules with participants.
- Communicate with participants on their level.
- Act as the neutral person—refrain from giving personal opinion.
- Maintain a positive group atmosphere.
- Allow think time.
- Summarize comments and points made to ensure understanding and agreement.

Avoid:

- Lengthy comments.
- Giving verbal rewards for good answers.
- Asking loaded questions using value words such as good, pretty, evident.
- Using a “know it all” tone of voice.

Preparation

In order to adequately prepare for a productive discussion, the facilitator should organize an agenda for distribution to group members. The agenda should include:

- A short, simple statement of the topic.
- The reason the topic is being discussed (why it is important).
- An outline of the main points to be considered.
- Basic information relevant to the topic.

Stimulate thinking by naming key questions for members to consider before the meeting. Try to draw connections between the main ideas of the discussion and the ideas and experience of the participants. To complete your preparation, put together a list of questions and save the hard questions for last. Begin the discussion by initiating a “starter” question that will be easy to discuss and is phrased to stimulate discussion, not yes or no answers.

If you are well acquainted with the group, consider making a seating chart. Place shy people facing you and talkative people beside you to stimulate discussion. You may want to appoint a group recorder to take notes and record the key points of the discussion that can be shared with all the participants (Stebbins).

What Causes “Lead Balloons”?

The term “lead balloons” refers to statements and actions that cause discussions to go off track or even stop completely (Moore and Hamilton 1986). Examples include:

1. Poor presentation of the topic: If the topic sounds boring, negative, or favors only one solution to a problem, people respond negatively.
2. Lack of knowledge: If no one knows enough about the subject or there is little interest in it, having a good discussion is difficult.
3. Rejected ideas: Some groups habitually reject ideas, which often causes members to fear criticism. If you brainstorm a lot of ideas before beginning to judge them, group members feel freer to participate.
4. Group size: If the group is large, some members won't speak up. Some people need time to think about how they feel and can't decide things immediately. This may mean that just a few people will dominate the discussion.
5. Group arrangement: How a group is arranged can make a difference. Discussing things is usually easiest if you can see the other members of the group.
6. Apathy: Sometimes people “go along” with what the group is discussing just to avoid problems. This can lead to the whole group continuing an unwanted project.

Group Decision-Making Tool Kit

Individuals, organizations, and community groups are often faced with difficult problems to solve and important decisions to make during their discussions. For a group to be successful, methods must be found to creatively solve problems and focus on reaching goals and achieving results (Moore and Hamilton 1986).

Many methods are available to help all members participate in discussions and decision making so that alternate solutions are generated in several different ways. In order to be fully prepared for any of these activities, always have the following available:

- Index cards
- Label dots
- Felt marking pens
- Newsprint
- Masking tape

Consider the following group process techniques to identify and solve problems. These techniques are “thinking strategies” to bring out the creative energies of individuals to generate ideas and make consensus decisions.

- *Brainstorming* is a method for producing a lot of ideas without judging them.
- *Nominal group technique* involves individuals giving ideas that are compiled and then rated by each person in the group, using a point system.
- *Paired comparison* is a one-on-one comparison of all ideas/alternatives.
- *Card sort technique* is a good technique for a large number of issues. This involves collecting ideas on cards prior to the meeting, then sorting and ranking.

- *Charette procedure* has small groups discuss ideas and record them. The recorder then moves to a new group where more ideas are added and prioritized.
- *Break-out groups* is a large group divided into smaller ones to discuss a question or do an activity; the group then reports back to the whole group.
- *Storyboarding* is a simple way to illustrate a concise statement of the problem by posting possible solutions on newsprint and then proceeding to combine and eliminate ideas.

Each of these methods can help all members participate in discussions and decision making so that alternatives are generated. The techniques are explained in more detail below.

Brainstorming (National Park Service 2003)

Brainstorming is an excellent way to get people engaged, gather a lot of ideas, and break down barriers of communication. Brainstorming is an exercise in freethinking. It usually involves a facilitator, who may also act as a recorder, and a group of people who are informed about the topic. A question is asked and everyone is encouraged to respond. All ideas are recorded with no judgments made. The philosophy of brainstorming is that quantity breeds quality; the more suggestions, the better. For this reason, and to ensure total participation, make sure everyone present has an opportunity to speak.

Brainstorming is a good technique to use if:

- You want to get people comfortable expressing themselves with each other and sharing ideas, even if they do not agree.

- You have a group that has come together to solve a problem or develop a plan.
- You want everyone to feel involved in contributing to work that is being done.

Basic Technique of Brainstorming

- Break into small groups of no more than 15 people.
- Have chairs arranged in a circle to allow everyone to see each other.
- Set aside a specific amount of time.
- Describe the questions that the group will be responding to and check for understanding.
- Caution everyone not to discuss the merits of each idea, reminding them that will happen later or in subsequent meetings. Record all ideas on newsprint. Print largely, legibly, and fast!
- As the facilitator, repeat key words and phrases and be sure to ask the speaker to clarify ideas you do not understand. Build on and expand ideas. Push the group to consider other ways of looking at the issue in order to stimulate more ideas.

Alternative Approaches

- **Silent thinking and writing:** Present the question or statement and ask people to spend 5 to 15 minutes concentrating on their own thoughts and writing down their responses. These responses can either be handed in for a facilitator to read aloud to the group or an open session can begin where everybody shares. (This may be a good step if people seem especially reluctant to speak and express their ideas.)
- **Round-robin:** Each person is systematically called on in turn and shares one idea at a time until either there are no more ideas or the time limit is reached. Try

reversing the direction of calling on people.

- Popcorn: Ideas are called out randomly and quickly.
- Discussion brainstorm: Have a discussion about the question or issue for a specific amount of time, say 5 to 10 minutes. Then run the brainstorm, describing key ideas that came up.
- Post-it Notes®: Each person is given 5 minutes to think about a response to the question or issue. (Alternatively, have people work in pairs to generate ideas.) They are to record their responses on as many Post-it Notes® as necessary. Each person, when called upon, gives the notes to the facilitator, who reads them and sticks them on the wall or a flip chart. Similar ideas are then grouped.

Nominal Group Technique (Iowa State Extension 2001)

The nominal group process is a technique for setting goals, identifying problems, obtaining suggestions for solving problems, or planning programs for an organization. The process allows the person in charge to (1) control the meeting and discussion, (2) keep the group working toward the task at hand, (3) ensure that everyone participates by presenting his or her ideas, and (4) set priorities and reach consensus on the goals, problems, solutions, or program suggestions proposed by the group.

Basic Steps

- Form groups of five to eight participants. Encourage the participants to form groups with people they do not know. (The leader may want to have everyone number off and assign certain numbers to specific groups. This will ensure a better mix of personalities and ideas in each group.)

- Have the people introduce themselves to everyone in their group.
- Each group needs to select a group leader and a recorder.
- The group leader gives the participants a written statement of the problem. The problem statement should be open-ended such as:

“The most important concerns in _____ (topic area) facing this organization are. . . .”

“The main purpose of this organization is. . . .”

“The best way to increase jobs in this community is to. . . .”

“We can’t get new people to join our organization because. . . .”

- The leader should avoid any detailed clarification of the problem, such as providing specific examples.
- Participants silently write down their ideas on index cards without discussion with others for 5 to 10 minutes.
- Begin a round-robin sharing of ideas. Within each group, proceed around the table with each person in turn sharing one idea from his or her list. No discussion other than clarification is permitted. The recorder writes the idea on newsprint for everyone in the group to see. Continue reading ideas around the table until all ideas have been recorded on newsprint. (The recorder should use the words of the person presenting the idea and not try to restate the individual’s idea.)
- After all the ideas have been recorded, encourage each group to discuss the ideas on the newsprint by comparing, clarifying, and defending their statements.

Agreement or disagreement with an idea may be encouraged, but the leader, making sure that a heated debate does not develop, should control the depth of the discussion.

- Each group needs to choose three to five top priority ideas. Groups are free to devise their own means for coming to a consensus on the top priorities. Members may want to “vote” using small, round, self-adhesive labels or by assigning points for votes, i.e., five points for a first place vote, three points for second, and one point for third.
- If there is more than one group, each group leader reports to the entire group about what their priorities are. Some clarification and discussion may be necessary.
- The entire group needs to select its top five priorities. You may want to use the following voting system:
 - Write each group’s top priorities on newsprint.
 - Tape newsprint to a wall where everyone can get to it.
 - Give everyone five round, self-adhesive dots. The dots are votes to indicate their priorities.
 - Participants put the dots on the newsprint next to the statements they want to vote for. One to five dots can be used on a statement.
 - Tally the votes. This should bring a sense of closure to the nominal group process.

Paired Comparison (Iowa State Extension 2001)

Setting priorities can be difficult, especially when you think all of the options are important. This worksheet can help you decide. First, list three to five existing alternatives that seem important. Then, list three to five other options that you are considering. Compare each item with all of the other items and circle the one with the highest priority in the column on the right. For instance, on line one, compare the first program with the second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth, circling the highest priority in each pair. Repeat until all pairs have been compared.

Alternatives

Comparison

1. _____	1	1	1	1	1	1	1	1	1
	2	3	4	5	6	7	8	9	10
2. _____		2	2	2	2	2	2	2	2
		3	4	5	6	7	8	9	10
3. _____			3	3	3	3	3	3	3
			4	5	6	7	8	9	10
4. _____				4	4	4	4	4	4
				5	6	7	8	9	10
5. _____					5	5	5	5	5
					6	7	8	9	10
6. _____						6	6	6	6
						7	8	9	10
7. _____							7	7	7
							8	9	10
8. _____								8	8
								9	10
9. _____									9
									10
10. _____									

Now look at your results and, if applicable, the choices of the group. Count how many times you circled each number and enter that in the left-hand spaces below. Enter the group totals in the right-hand spaces. The numbers circled the most times should be the top priorities. How do your priorities compare with those of the whole group?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

The paired comparison approach works well in any group setting where the alternatives must be prioritized. This approach allows each idea to be directly compared with all others toward a democratic voting outcome.

Card Sort Technique (Iowa State Extension 2001)

The card sort technique is an effective way to help groups sort through a large variety of problems/issues/needs in order to set priorities. Primary steps are to generate problem statements and involve committee members in rank-ordering the problems they believe are the most critical.

Preparation before the Meeting Begins

1. Write problem statements. Collect and study background information related to issues of concern of group members and the organization. Involve a variety of people in writing problem statements—a brief phrase or sentence—for each issue identified. The more people involved in writing the problem statements, the better the results will most likely be. This ensures that important issues won't be overlooked.
2. Edit problem statements. Review statements for clarity and duplication. Edit as necessary. If more than 50 to 75 problems are identified, divide the problems into separate groups of 50 or so by general content areas.
3. Write each problem statement on a 3 x 5 index card. Make enough cards so that each person attending the planning meeting will have a complete set of problem statement cards. Add five to ten blank cards to each deck so additional problem statements can be added later.

Conducting the Meeting

1. Seat the group at tables. Distribute one complete set of cards to every person seated at the tables. Each table will need newsprint and felt markers.
2. Present background information. The group leader should present a 10- to 15-minute summary of background information relating to the major issues of concern to the group. Involve the group in discussion.
3. Review problem statements. Tell each person to go through his or her set of cards. Ask if there are any problems or needs that people think are important but are not included in the cards. Have everyone in the group add these new suggestions on the blank card provided to them.
4. Sort cards. Each person then sorts his or her cards into three piles—"yes," "no," and "maybe"—depending on how important the problem is to the organization. Everyone then goes through their "yes" pile and selects the five that are the most important. It is not necessary to rank them.
5. Rank problems by tables. The facilitator goes around the tables, making each person in turn name one of his or her top five problems. These are recorded on the newsprint at the table. The procedure is repeated until everyone's top five have been recorded on newsprint. The people around the table vote to select the top five of the table. The top five are listed on newsprint large enough to read at a distance.
6. Discuss with entire group. If more than one discussion group has been used, the meeting chairperson then collects the top five problem statements from each table and makes a master list on newsprint

(not in any special order).

The problems are numbered consecutively. The pros and cons of the problems are discussed—why did the tables think they were important?

7. Vote. End the meeting by having the entire group vote either by a show of hands or by taking an "exit poll." Each person identifies/lists the five problems she or he thinks are most important (not in any special order).
8. Tabulate results and notify participants. After the meeting, the chairperson tabulates the results and informs the participants what priorities were established as a result of the meeting.

Charette Procedure (Iowa State Extension 2001)

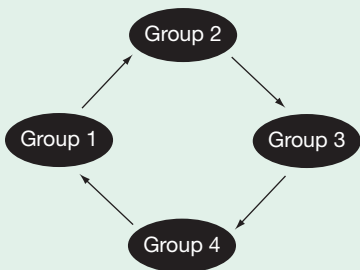
The charette procedure is a group idea-generating and prioritizing tool. Its strength is its ability to address several issues at once in a highly interactive group setting. The charette procedure involves several small groups simultaneously discussing parts of the "big picture," then passing their ideas on to the next group for refinement, enlargement, and, eventually, prioritization. The charette procedure is especially useful when a group has decided what they want to do but is unsure of all the details involved in how to do it. The technique is effective for:

- Addressing several issues simultaneously.
- Encouraging active participation.
- Sharing leadership among group members.
- Building on ideas generated by others.
- Keeping discussion active and interesting.

Procedure

1. Divide the participants into small groups (five to seven people) either by numbering off or some other method.
2. Ask each group to select a recorder, then provide each group with a discussion topic or question. If there are many small groups, some groups may get the same discussion topic or question; otherwise, each group should get a different topic for discussion.
3. Establish a time limit (8 to 10 minutes) for the groups to generate ideas in response to the topic. The recorder should write all responses on newsprint. The leader gives a 2-minute warning and then calls time at the end of the time period. The recorders take the newsprint responses from their group and rotate to the next group (the topic goes with the recorder). A suggested rotation order for the recorders and the topics is shown below.

Recorder Rotation



4. Once the recorder joins his or her new group, all groups are asked to review the information generated by the previous group and quickly add any other ideas they have.

5. Repeat steps 3 through 5 until each group has had an opportunity to discuss every issue. During the last rotation, each group should prioritize the most significant or important ideas generated on that topic.
6. The whole group is reconvened. Each recorder displays the newsprint and summarizes the discussion and priorities generated by the topic.
7. At this point, the whole group may want to discuss the small groups' reports and review priorities and reach consensus.

Breakout Groups (National Park Service 2003)

Breakout group is a term used to describe the division or gathering of people into smaller clusters and is a means of rapidly and actively gathering a large amount of newly generated information that can be reported back to a large audience. A breakout group may range in size from four to fifteen people. If the meeting facility is adaptable and there is sufficient time in the program, the number of breakout groups is unlimited. Be warned that the more breakout groups there are, the greater the challenge of facilitating. Once divided, each group responds to a question or completes an activity. Following an allocated amount of time, everyone reassembles to hear all of the small groups present summaries of their discussions.

Preparation and Procedure

1. Prepare the space. Before a meeting begins, anticipate the number of breakout groups and where they will meet. Is the room large enough and the number of groups small enough that people can pull chairs into clusters to work? Is there access to adjoining or separate rooms where groups can go? Determine where people will go and then set up an easel with a flip chart and a supply of felt tip markers at each station or in each room.
2. Prepare the participants. At the appropriate point, the facilitator should describe the breakout groups. If every group is going to work on the same item, go over it, encouraging people to ask questions for clarity with everyone present. If different groups will be working on different items, present all items so each group has a full idea of what is happening. Tell them how much time they will have to work and that they

need to be prepared to give a brief summarization that lasts 2 to 5 minutes. Each group needs a scribe, a reporter, and a facilitator. (These roles do not have to be filled by three people; for example, one person can be both scribe and reporter.) Define those roles and functions, if necessary. Then divide the group (counting off by numbers can help assure a better mixture). During the breakout the facilitator should roam among the groups to answer any questions and announce time remaining at the 10- and 5-minute marks.

3. Prepare to report. Plan a break following the end of the working session; this gives each group time to organize its information for presentation or to give the information to the facilitator if that is who will be presenting. The presentation should focus on the highlights of the breakout group's discussion: key topics, conclusions, recommendations, issues, and processes.
4. Report back. When each group is ready or time is up, call the whole audience back to attention, choosing one group to go first. Remind everyone of the amount of time for each presentation (2 to 5 minutes) and stick to it! How each group reports back depends largely upon the room. Here are two alternatives:
 - If all of the groups were in different parts of the same room, the whole group can move between stations. At the first station, introduce the reporter and allow him or her to begin. Monitor the time; when completed, thank the reporter and quickly move the group to the closest station. Begin next report. Repeat this process until all of the small groups have reported.

- If the breakout groups were in different rooms, have everyone assemble back in the main meeting area. Call the reporter from the first group forward to the front of the room to give his or her 2- to 5-minute summary. Monitor the time, thank the reporter, and call the next group up. Repeat the process until all of the small groups have reported.
- A point to remember: If everyone worked on the same question and time is getting short, ask the reporters to highlight different insights or ideas and not to repeat thoughts mentioned by a previous group.

Storyboarding (Iowa State Extension 2001)

Storyboarding is a technique used to organize and visually display information. Storyboarding can take many different forms. Our example here uses storyboarding to enhance the nominal group process in order to visually solve a problem as a team. Storyboarding is used in this application to:

- Stimulate divergent thinking
- Visually display information
- Organize judgmental problem solving
- Develop team consensus
- Generate a plan of action

Storyboarding works best with a small group (five to eight people), but can be used with large groups that are divided into smaller groups. This technique requires a quiet, comfortable room without outside distractions. The room must have clear walls so papers and cards of all sizes and shapes can be taped to them, which requires a lot of wall space! Also key to the storyboarding process is a skilled facilitator that the group recognizes as being fair and unbiased. You will need a large quantity of cards or heavy paper in many sizes and colors, a couple of rolls of masking tape, and enough marking pens for everyone.

Procedures

1. State the problem. The group facilitator begins by clearly and concisely stating the problem and the objectives to be accomplished.
2. Brainstorm and post all ideas. Participants work quietly by themselves, writing down possible solutions to the stated problem. Each idea is written in large letters on a separate card or piece of paper. As in brainstorming, the quantity

of ideas is what is important at this stage in the process. The group facilitator will pick up the cards/papers and tape them to the wall. This should be quiet time with no discussion or talking that lasts approximately 10 minutes.

3. Share ideas. Participants talk about what they have written on the cards. This discussion should generate more ideas and encourage group thinking.
4. Review each card for meaning. After the brainstorming period, participants should take a few minutes to look at all of the items posted on the wall. Participants can ask for clarification on any item that is unclear, as it is important that the group understands the meaning of every card.
5. Sort by content. If your group is large enough (more than ten people), make two groups. In total silence, Group A will go to the wall and begin sorting and grouping the items of similar content for 5 minutes. Group B watches without commenting. After 5 minutes, Group A sits down and Group B goes to the wall and continues the silent sorting and clustering. They can move, rearrange, or make any changes that they feel are warranted. Group A watches in silence. This process may be repeated if the sorting process has not come to a natural end.
6. Add "header cards." Each group is given several "header cards" that are larger and a different color than the idea cards previously used. These cards serve as titles to organize and synthesize the idea cards. Group A has 3 to 5 minutes to create header cards. Again, this is done in silence. Group A can continue to move and rearrange any of the cards on the wall. Group B silently watches. After about 5 minutes, Group A sits down and Group B goes

to the wall to continue making header labels. Group B can change anything that Group A did. Group A watches in silence.

7. Discuss the grouping with the entire group. After the header cards are placed on the wall, the facilitator should ask the group how they feel about the headings and the content. There may be a need to break some of the topics into smaller subtopics with subtitles. If necessary, Group A and Group B can create the subtopics in turn.
8. Establish "symptoms" versus "causes." Once the group feels comfortable with the way the cards are sorted, they should step back and consider what they have identified as key issues or ideas. Sound decision making is based on identifying the root "causes" of the problem, not "symptoms" of the problem. The focus should be on the factors that are actually responsible for creating the original problem. The group may want to add, rewrite, or rearrange the cards to more accurately focus on the root causes.
9. Vote for consensus. The group identifies the top three or four ideas. If there is not a clear consensus, use a multivoting process. Each participant votes for ideas on the wall using the following points:
 - 4 votes for first choice
 - 3 votes for second choice
 - 2 votes for third choice
 - 1 vote for fourth choice
10. Restate header cards using a verb. Examine each header card and restate it as an action item. In other words, replace a noun with a verb.

11. Create subtier actions. If subtier actions are necessary (other actions required to complete a task), post them under the header cards.
12. Assign completion date to each item.
13. Post dates and name of person responsible for each action item.

Each of these techniques suits certain situations better than others. Collectively, feedback techniques can inform the chair, generate new ideas, allow people to be heard, and refine the issue. The technique you choose depends on your needs (Stebbins).

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One of the most critical needs in Pennsylvania is strong local leadership for the future well-being of communities. This includes leadership for civic and nonprofit organizations, youth, the business community, elected officials, and citizens.

The *Learning Today, Leading Tomorrow* leadership curriculum was developed to help individuals develop and strengthen their personal leadership skills so they can play active and constructive leadership roles in their communities. The program focuses on developing and strengthening personal and interpersonal leadership skills, group and organizational leadership skills, and community leadership skills.

The curriculum is designed for use as a comprehensive, multiple-session leadership training program, taught by trained Penn State Cooperative Extension educators. Individual modules can also be used for stand-alone training within existing groups or organizations who want training on specific leadership or group process issues.

The entire *Learning Today, Leading Tomorrow* curriculum includes:

Unit I: Personal Leadership Skills

- 1: The Leader within You
- 2: Values and Ethics
- 3: Understanding Your Leadership Style

Unit II: Interpersonal Leadership Skills

- 1: Communications Basics
- 2: Facilitation
- 3: Managing Conflict

Unit III: Group/Organizational Leadership Skills

- 1: Productive Groups
- 2: Effective Meetings
- 3: Group Decisions

Unit IV: Community/Public Policy Leadership Skills

- 1: Dealing with Change
- 2: Public Issues
- 3: Understanding Pennsylvania Local Government
- 4: Active Leadership

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