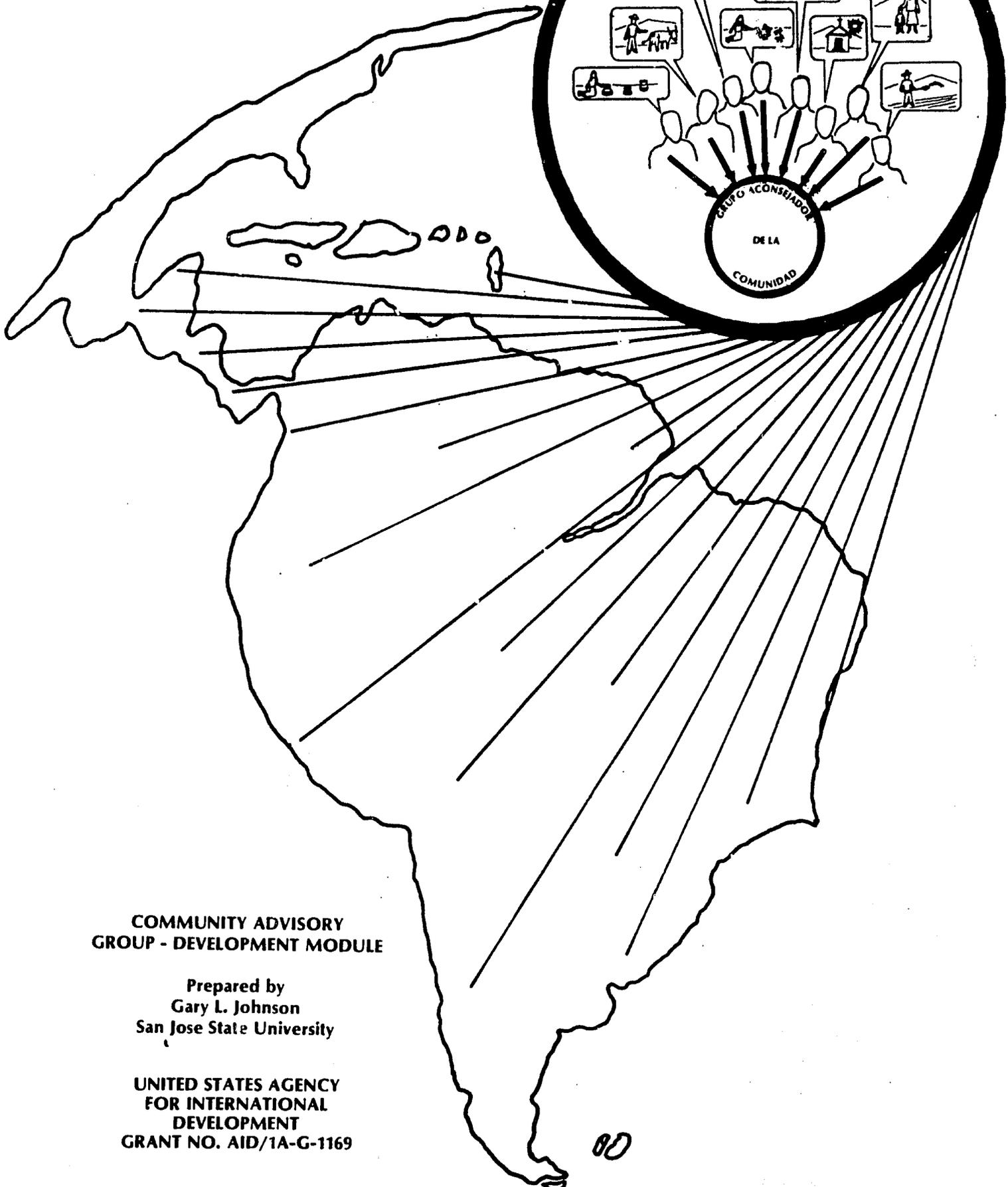


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**COMMUNITY ADVISORY
GROUP - DEVELOPMENT MODULE**

Prepared by
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UNITED STATES AGENCY
FOR INTERNATIONAL
DEVELOPMENT
GRANT NO. AID/1A-G-1169

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COMMUNITY ADVISORY GROUP DEVELOPMENT
FOR
LATIN AMERICAN RURAL COMMUNITIES

TRAINING OF ADVISORY GROUP FACILITATORS

TRAINING MANUAL

A Special Report as a Part of the
LRC-BCES Program

AID/LA-6-1169

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July 1978

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ACKNOWLEDGEMENTS

I would like to acknowledge the assistance of Dr. Jaun Braun and Dr. William ~~Field~~ for their contributions to the concepts and design of this module. The specific graphics contributions of Jon Lin and Susan Whitanis were very much appreciated also.

COMMUNITY ADVISORY GROUP

DEVELOPMENT MODULE

This module is an instructional curriculum consisting of two main training components. Training Component I consists of the instructional content and methods to be used for the training of the Community Advisory Group facilitator. Training Component II will consist of the instructional content and methods to be used for the training of the community advisory group members. The instructional components have four common goals:

- a. To acquaint community members with the advisory group potential for personal, social and economic development.
- b. To provide a basic understanding of interpersonal skills needed to function in a community advisory group.
- c. To provide a basic understanding of the skills needed to function in a community advisory group.
- d. To provide a basic understanding of the community advisory group structure and process.

It should be understood that the learning components represent a sequence of interrelated learnings selected from developmental, perceptual and group dynamics and community development psychology and education. The specific learnings for the community advisory group facilitator in Component I, which is more detailed, represent the basic understandings and methods to be incorporated in the training of community advisory members. Quite naturally, the instructional content and methods will vary for Component II, since it is expected that all written content will

have to be transmitted in a manner appropriate to the learning styles of rural campesino populations in several Latin American countries. For the purpose of this initial training effort in Community Advisory Group Development, considerably more reliance on the written and spoken word will be needed. Furthermore, it is expected that the regional LRCBCES Center staff along with the selection of community advisory group facilitators will further assist in the most accurate translation of content and selection of methods appropriate for the learning styles of rural campesinos in Latin America.

INTRODUCTION

What is a community advisory group?

A community advisory group is a citizen participation organization structure which supports citizen involvement in:

- o self development
- o community needs identification
- o community education
- o community development
- o national development

Why a Community Advisory Group Structure?

The community advisory group structure is a positive self-help group structure which can be used for individual, community and national development. The advisory group structure is based on the natural cooperative group behavior patterns of family and village and community membership. Rural families, especially, have continued to support the central function of the nuclear family unit and the compatible group networks and organizational structures which require participatory patterns of self and group governance.

The community advisory group can serve to bring together the positive potentials of human resources within communities and the socio-political resources available at regional, state and national levels. Without an intermediary group structure a rural citizenry will find it difficult to cope with the formal power and control inherent in socio-political and socio-religious organization structures

at regional, state and national levels.

Consequently, lower socio-economic and rural populations, without the benefit of formal education and formal group organizational structures remain dependent and subservient to outside controls. The culture and cycle of socio-educational impoverishment becomes ever increasingly difficult to alter, even when change is desired at regional, state and national levels. The community advisory group structure is one group network organization which can enable community education for positive community action.

visions and visa-versa. The advisory group, as a collection of people engaged in study and research will provide a natural community vehicle for "reinventing the national vision in terms of local realities" (Bola pg.21)

The particular area focus for a community advisory group would evolve naturally toward either a generalized or specific area concentration through "needs negotiations". The natural outcome being that a particular collection of citizens desired to study:

- farm management
- water resource management
- irrigation deve opment

and another negotiated to study:

- child care
- nutrition
- family planning
- preventive health

and still another negotiated to study:

- poultry

Perhaps the only obstacle to unlimited numbers of community advisory groups is time and human resources to guide the local initiation of "interest study groups".

The participatory phenomenon is inherent and catalytic in effect as each member of an initial advisory group becomes a potential paraprofessional community educator to guide the "needs negotiation" of an emergent community advisory group.

The Community Advisory Group process is a vehicle for community education. The community advisory group can support:

- o positive self-help for community development
- o studying community needs
- o comparing national visions with local realities
- o citizen education through participation
- o community development through citizen involvement

This training module has been developed for the training of community advisory group facilitators. The module is divided into four learning units identified as:

- Unit 1. Basic Communication
- Unit 2. Group Membership Dynamics
- Unit 3. Group Leadership Dynamics
- Unit 4. Community Advisory Group Structure and Method

COMMUNITY ADVISORY GROUP DEVELOPMENT

UNIT I

BASIC COMMUNICATION

Main Idea

The principle aspects of Basic Communication to be studied in Unit One are human relation dynamics, human emotions, and interpersonal relationships in groups.

Learning Components

1. Human Relationship Transactions
2. Human Emotions
3. Positive, Voluntary Transactions

Learning Objectives

Upon completion of Unit One, the community advisory facilitator should be able to do the following:

1. Given a list of statements, be able to identify those statements which describe one-way and two-way transactions.
2. Identify the following three emotions from a series of pictures:
 - a. happy
 - b. angry
 - c. sad
3. Identify from a list of examples, one example of the following dimensions of human personality development:
 - a. cultural
 - b. sociological
 - c. psychological

12. Do Experience Activity 2 as a group and continue to Part 3 when completed or
13. Listen to Experience Activity 2, Tape 4 and continue to Part 3 when completed or
14. Discuss with other who have completed the activity
15. Help another person who is having difficulty with completing the activity
16. Work with consultant and/or small group to develop alternative content and methods for this lesson.

Part 3

- | | |
|-------------|---|
| choose | 17. Read pages through or |
| one | 18.* Attend group lecture or |
| alternative | 19. Listen to Unit One, Tape 2 (continued) |
| | 20. Do Experience Activity 3 as a group and when completed continue with alternative 22. |
| | 21. Listen to Experience Activity 3, Tape 5 and continue with alternative 22. |
| | 22. Complete Experience Activity 3 with a partner and when you have completed continue to part 4. or |
| | 23. Discuss with others who have completed the activity. |
| | 24. Help another person who is having difficulty with completeing the activity |
| | 25. Work with consultant and/or small group tp develop alternative content and methods for this lesson. |

* A time schedule will be posted

Part 4

26. Read pages through or
- * 27. Attend group lecture or
28. Listen to Unit One, Tape 2 (continued)
29. Do Experience Activity 4 and continue to alternative 22 or
30. Listen to Experience Activity 4, Tape 6 and continue to alternative 22 or begin alternative 23, Learning Progress Review.
31. Do Experience 5 as a group
32. Complete Learning Progress Review and continue to Unit 2 or
33. Discuss with other who have completed the activity
34. Help another person who is having difficulty with completing the activity.
35. Work with the consultant and/or small group to develop alternative content and methods for this lesson.

LEARNING PROGRESS REVIEW

1. Which of the following is not a two-way communication statement?
 - a. the receiver of a message can ask a question
 - b. the receiver of a message cannot ask a question
 - c. the sender is willing to answer questions
 - d. all of the above
2. From the illustrations, identify the following three emotions: happy, angry and sad.
3. From these examples, identify one example of cultural, sociological and psychological dimension of human personality development: reference group, needs, attitudes, occupation, habits, education, perceptions, experience, customs, expectations, language and religion.

4. Provided several influences which non-verbal communication can have on a human communication transaction, select the two most common influences.
5. Explain how one's name can influence positive relationships between people by selecting the least appropriate answer from a list of choices.

Learning Activities

The required and alternative learning activities for Unit One are divided into several parts:

Part I

- | | |
|-------------|--|
| choose | 1. Read pages through or |
| one | 2. *Attend group lecture or |
| alternative | 3. Listen to Unit One lecture on Tape 2 |
| | 4. Do Experience Activity 1 as a group and continue to Part 2 when completed or |
| | 5. Listen to Experience Activity 1, Tape 3 and continue to Part 2 when completed or |
| | 6. Discuss with others who have completed the activity |
| | 7. Help another person who is having difficulty with completing the activity |
| | 8. Work with consultant and/or small group to develop alternative content and methods for this lesson. |

Part II

- | | |
|-------------|--|
| choose | 9. Read pages through or |
| one | 10. *Attend group lecture or |
| alternative | 11. Listen to Unit One, Tape 2 (continued) |

* A time schedule will be posted

4. What are two ways that non-verbal communication can influence a human communication transaction? Select the best two answers:
- a. to provide clarity
 - b. to cause laughter
 - c. to cause distortion
 - d. to make words unnecessary
5. In what way does a person's name influence positive participation in group situations? Cross out the least appropriate answer:
- a. to honor one's family
 - b. to encourage positive self-regard
 - c. to make a person feel important to others
 - d. so someone can order you to do something

If you have completed the review activity successfully, continue with Unit 2 on page . If you have missed any questions, go back and do an alternative in the appropriate part. Choose an alternative you have not already completed.

Answers

1.
2.



sad



angry



happy

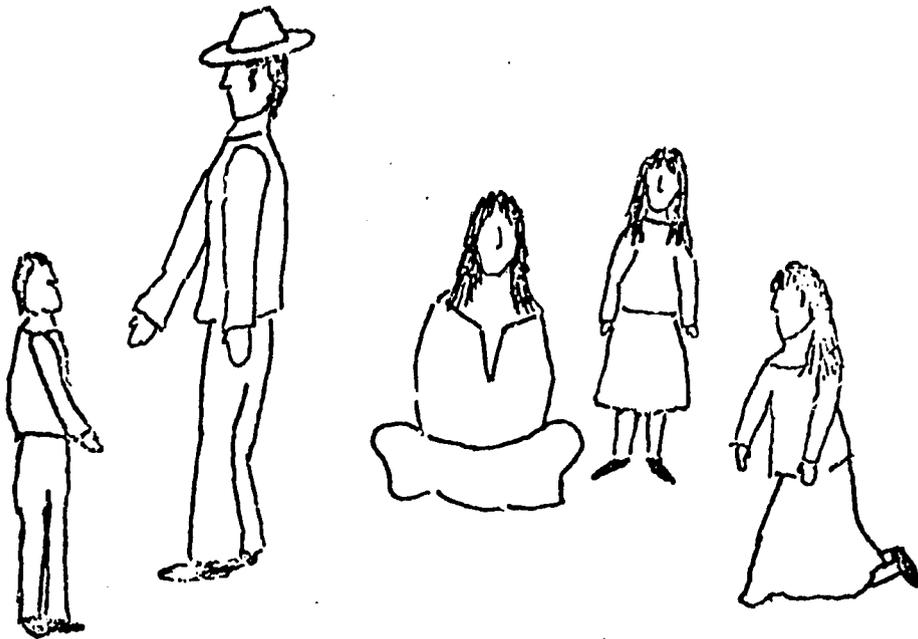
3. cultural: beliefs, habits, customs, language, religion
social: reference groups, occupation, education, experience
psychological: needs, attitudes, perceptions, expectations
4. to provide clarity; to cause distortion
5. so someone can order you to do something

UNIT 1 - PART 1

BASIC COMMUNICATION: ONE WAY-TWO WAY COMMUNICATION

Human communication is transactional.

Basic communication is a two-way interaction process which involves both verbal and non-verbal messages. Sometimes interactions between people are only one way.



In many formal situations, only one person does the talking and it is presumed that the persons hearing the message are involved. However, too often if there is no opportunity to check-out what the receiver hears and understands, there is a good chance that the communication transaction process will break down. The result is that there will be poor communication because there is no chance for the listener to clarify any misunderstanding. (Experience Activity 1: One-Way and Two-Way Communication)

UNIT 1

EXPERIENCE ACTIVITY 1.

One-way and Two-way Communication

Goals:

1. To experience the difference between one-way and two-way communication.
2. To examine the limits of one-way communication in family, social and work situations.

Time: Approximately forty-five minutes

Materials:

1. Newsprint and marking pens
2. Two sheets of paper and pencils for each participant (optional depending on the situation)
3. A reproduction of Diagram I and II or a chalk board.
4. A tape recorder

Directions:

1. Seat participants facing the leader. Ask that participants separate themselves so that they cannot see each others drawings.
2. Explain that this is an activity in communication which requires drawing a design.
3. The leader tells the group that the demonstrator (one of the participants) will give them directions for drawing a series of squares. The participants are instructed to draw the squares exactly as the demonstrator tells them.
4. A seat is placed at the front of the room and the demonstrator is seated so that his/her back is toward the participants.
5. The demonstrator is provided Design I and instructed to describe the design to the participants. The participants are told to listen carefully and that no questions will be allowed.
6. When the demonstrator finishes the description, Diagram I is shown to the participants and their scores (the number of correct squares) are recorded on the Diagram I summary sheet.

7. The first phase of the experiment is then repeated with the demonstrator facing the participants and using Diagram II.
8. The participants are encouraged to ask as many questions as needed and request that instructions be repeated during the phase of the experiment.
9. The participants scores are recorded on the Diagram II summary sheet.

Variations:

Additional phases such as the following can be included:

1. Two-way, with demonstrator not facing the participants
2. Two or more participants can work together as a team
3. Teams can be formed to draw the designs cooperatively--using several or one pen.
- *4. Other material, such as dominoes or blocks of wood, can be used ; thus allowing participants to work with a concrete object in making the design *(this may be an important non-paper and pencil alternative which would prove more compatible in a non-formal education situation).

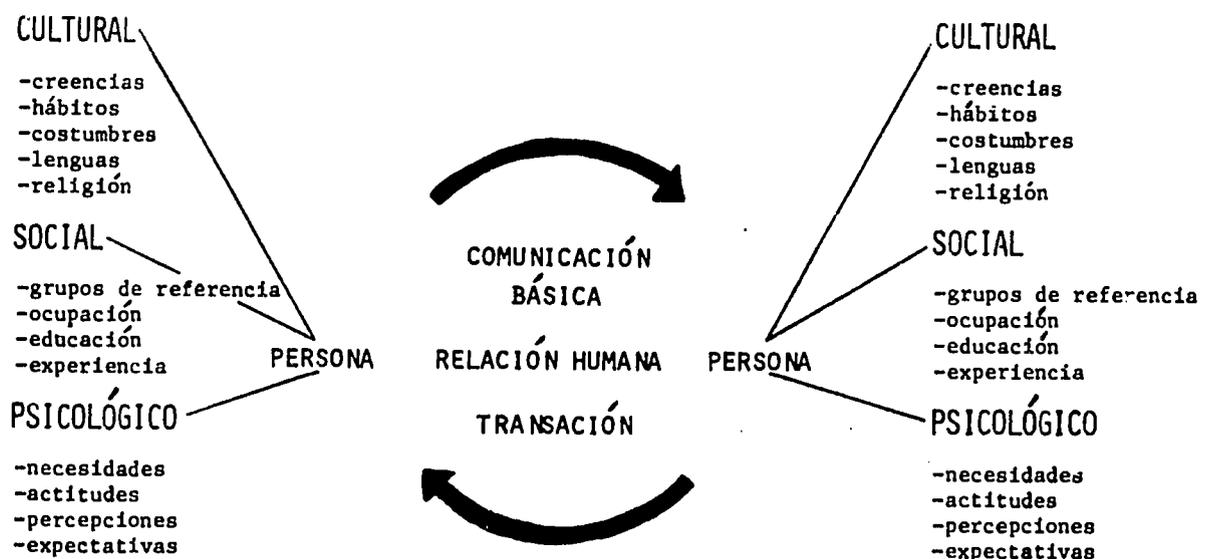
Discussion

1. What were individual thoughts and feelings while doing Diagram I?
2. What were some similarities between actual situations which participants have experienced previously?
3. Focus on Diagram II in the same manner in discussion items 1 and 2.
4. What are some implications for non-formal education with rural campesinos (allow task groups to make an expanded list of implications on newsprint).

UNIT 1 - PART 2

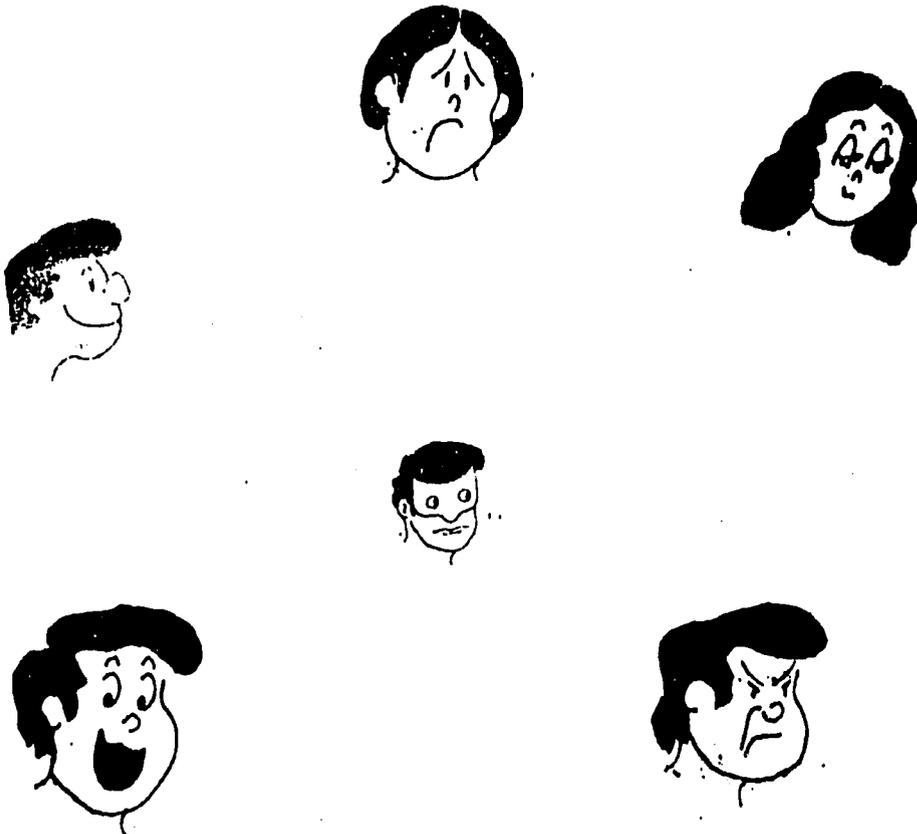
BASIC COMMUNICATION: HUMAN TRANSACTIONS

Because of these interrelated factors, basic communication is a complex and multi-dimensional matter. The three dimensions of cultural, social and personal are expanded on to provide further understanding of how these factors can influence communication. The cultural factor can be further expanded as beliefs, habits, customs, language and religion. A social factor may include reference group identification, occupation, education and experience. The personal factor most often involves needs, attitudes and perceptions and expectations. The following paradigm depicts the basic communication process which contributes to a positive human relationship. Upon analysis, it is apparent that each person is uniquely influenced by cultural, social and personal factors which have shaped his development. It is also clear that the basic communication transaction is a two-way process.



Human communication is a process in which one person stimulates meaning in the mind of another person by means of verbal and non-verbal messages.

It is important to recognize that while the use of words is an important aspect of the human communication process, the use of non-verbal ways of communicating is just as important. Quite often the more significant meanings in human communication can be understood by recognizing the non-verbal transactions in a human relationship.



Some non-verbal expressions are more easily recognized than others. It is not unusual for a person to mask or hide **their** true emotions from others. It then becomes more difficult to accurately understand a persons feelings in a particular situation. Through making it difficult to understand a persons true feelings, this mask can serve to protect a person from the unwanted intursion of others in their personal feelings. So the use of non-verbal communication can serve to either clarify how a person is really feeling, or can serve to protect or distort the persons real feelings. In either case, it is most likely that each of us withholds our most accurate and spontaneous displays of non-verbal basic communication from those people with whom we are not familiar or comfortable. Definitely when a person senses a condition fo empathy and genuousness, both verbal snd non-verbal behavior will be more spontaneous and accurate. (Experience Activity 2. Non-verbal communication)

Non-verbal messages usually convey the emotional content within a human communication transaction. The following pictures represent a series of non-verbal facial expressions which are most often interpreted by an observer as:

**timido****entusiasmado****molesto****triste**

UNIT 1

EXPERIENCE ACTIVITY 2.

Non-verbal human communication

Goals:

1. To experience exhibiting non-verbal human communication.
2. To experience recognizing non-verbal human communication.

Time: 30 minutes.

Materials: Cards with pictures and word symbols for specific emotions.

Directions:

1. The leader asks each participant to examine their card and think about the meaning.
2. Each person is asked to demonstrate the emotion without words (all participants could be standing in a circle allowing the designated person to step forward when it is their turn).
3. Select two persons to guess the non-verbal message being sent by the person.

Discussion

1. How did it feel to send a non-verbal message?
2. What emotions were most difficult to demonstrate and understand?
3. What are the implications for non-verbal human communication for the non-formal education of rural campesinos (Instruct task groups to develop a list of implications on newsprint and have each present the list).

COMMUNITY ADVISORY GROUP DEVELOPMENT

Unit I - Part 3

Basic Communication: Self Awareness

Self Awareness is an important aspect of human communication

In the preceding learning exercises, it has been important that each of us be aware of our own thoughts and feelings. The personal, or psychological dimension of human communication depends very much on whether an individual recognizes his/her feelings and perceptions. Human communication transactions between persons become more accurate and positive when we are saying or acting in a clear manner. Sometimes we do not want others to know how we think or feel and in such instances it is understandable that we will hide our true thoughts and feelings.

**disimular**

Even though there are often good reasons to conceal a real thought or feeling, inaccurate verbal and non-verbal communications usually interfere with healthy and productive human communication.

Likewise, in most instances, human communication which is accurate and clear from both a verbal and non-verbal standpoint will have a much more beneficial influence on all people involved in the transaction. Accurate verbal and non-verbal communication can enhance healthy and productive human communication. For this reason it is important to practice recognizing and conveying our own thoughts and feelings. (Experience Activity 3. Emotions) (Experience Activity 4, Emotions Demonstration)



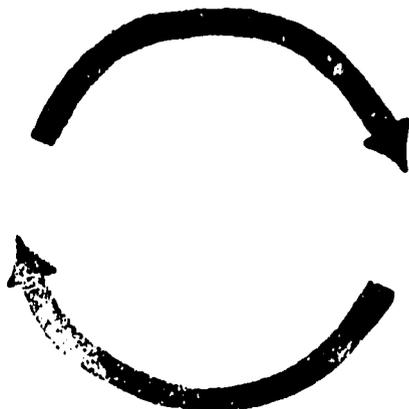
triste



estimular



alegre



entusiasmado

Experience Activity 3. Emotions.

Goals:

1. To assist participants in experiencing the varied emotions which influence human communication.
2. To assist participants to recognize the range of emotions experienced in human communication.
3. To assist participants to assess how their feelings.
4. To assist participants to assess how their feelings influence others.
5. To assist participants to get feedback on how others perceive their feelings.

Time: 5 minutes (depending on how used) to record emotions.

Materials:

1. Emotions recorder.

Directions:

1. For this activity, please find a partner with whom to work.
2. Circle the facial expression(s) which most accurately reflect(s) how you are really feeling at this moment--- whether or not you are showing it. It is possible to feel more than one emotion at a time. If you feel like that right now, circle more than one.
3. Circle the facial expression(s) which most accurately reflect(s) how your partner is feeling.
4. Please share with your partner the results of your self-observation and of your observation of him/her. Are your observations of each other the same as your respective self-observations?

Variations:

1. Do emotion observations in small groups.
2. Do emotion recording over a period of time with opportunity for later discussion.
3. Do occasional emotion observations of others with feedback opportunities.

4. In school settings individuals have been encouraged to depict their beginning the day emotion so their basic non-verbal responses would be most accurately understood.

Discussion:

1. How accurate was your partner in identifying how you feel? What does this tell you about yourself?
2. What is the range of emotions experienced over time?
3. How did your emotion influence communication with others (discuss in study groups and share a listing of observations made) ?

COMMUNITY ADVISORY GROUP DEVELOPMENT

Unit 1

Experience Activity 4. Role Playing Emotions

Goals:

1. To experience expressing a specific emotion.
2. To experience observing and identifying an emotion.

Time:

Material:

Cards with facial expressions of various emotions.

Directions:

1. Have members of the group form a large circle.
2. Give each an emotions facial expression card and instruct them not to show it to anyone.
3. Instruct each in order to demonstrate the emotion and have other participants guess the emotion being demonstrated.
4. Shuffle cards again and repeat (depending on the response, a third repeat could be initiated).

Variations:

Discussion:

1. In small group discuss which of the emotions were the most easily depicted?
2. Which of the emotions was the most easily identified?

COMMUNITY ADVISORY GROUP DEVELOPMENT

Unit 1

Part 2: Basic Communication: Verbal and Non-verbal Communication

Human Communication is Symbolic

In addition to being a two-way transaction process, human communication involves the use of language in the form of words.

language = words

The problem which arises, however, is that there are often more than one meaning for the same word. This is especially true when comparing regional language usage.

Example 1:

cajetilla - wrapper for cigarettes (Peru)

cajetilla - a dude; a dandy (Argentina)

Example 2:

montar - to establish a factory (metropolitan usage)

montar - to ride a horse (rural usage)

Because of the varied uses of language in the form of words, human communication becomes a very person-centered phenomenon.

communication = person

How each person understands and interprets what he/she hears is very much a matter of previous influence of culture factors, social factors and human development or personal factors.

THE IMPORTANCE OF POSITIVE INTERPERSONAL RELATIONSHIPS
BETWEEN PERSONS IN ESTABLISHING A COMMUNITY ADVISORY GROUP.

The community advisory group structure is dependent on positive and voluntary membership by community citizens. It is basically a community-based self-help and self-governance organization structure which is used to address the identified human needs of a particular community. The structure of community advisory groups may be similar from community-to-community, but the specific problem or task orientations will vary with each community.

Basic communication and positive interpersonal relations between community members will best insure that a community advisory structure will:

- a. increase citizen participation in personal, social and economic problem-solving
- b. represent and meet the primary personal, social and economic needs of citizens in a community
- c. enable the citizen of a community to organize and share human and technical assistance resources within and between communities.

As previously examined, positive human communication involves two-way communication between persons recognizing the influence which certain cultural, social and personal development factors can have on human relationships. That we communicate in both verbal and non-verbal ways is also important to keep in mind--- especially that sometimes the non-verbal can assist the clarity of a verbal message or distort the message depending on how a person!views his or her safety in a situation. In _____

a community advisory group it will be important that an atmosphere of personal safety and trust be established. The community advisory group facilitator can best support the safe atmosphere through encouraging and modeling:

- o two-way communication transactions
- o accurate verbal and non-verbal communication
- o the importance of each individual member of the community

The last facilitator goal will take time and personal contact with many members of the community. However, this is a very important area of personal identity which can help the facilitator accomplish the Individual Importance Goal. This is to learn as many community members names as possible and be sure that the name is what the person desires to be called--- then use the name carefully and often to let the person know you know him or her by a name.

Why is a name important?

A name has special meaning to each person. All persons have special thoughts about the origin and the meaning of their name. Some are positive, some are negative, depending on our experiences related to our name. Sometimes our names have been changed or shortened by others and we have never thought we had any say about it, even though we aren't satisfied. Sometimes, without thinking persons call us a name or nickname which we do not appreciate, but again, we don't think we can do anything about it. And maybe we can't because of our situation--- so we just let it go and as a result have more negative thoughts when it happens over and over again. Some special names are reserved for only those very close to us like loved ones or family so it is not likely you would want just anyone to use that name. Each of us has some special meanings related to our name and a definite preference for what we would prefer being called by others. The next experience activity is a way to get a group started as well as a way to get members of a group to recognize one another by a name each prefers to be called. Through this small group getting acquainted activity the facilitator can begin to establish a group atmosphere which encourages and supports each person as a very important individual with a special, preferred name. (Experience Activity 5. What my name means to me!)

Unit 1

Experience Activity 5. what my name means to me!

Goals:

1. To support individual self awareness of personal preferenes.
2. support individual feeling of self-worth.
3. To support a group atmosphere in which each person is important.

Time: 30 minutes (depending on size of group).

Materials: None

Directions:

1. Seat participants in a large circle so each can easily see the other persons.
2. Begin by introducing yourself (facilitator) and the particular meaning your name has. Emphasize special famil significance, good and not so good experiences, and finally, what you prefer being called by others.
3. Moving from person-to-person allow each to develop the special meaning of their name and what they prefer being called (Do not force persons to participate, but do ask what each would prefer being called).
4. When everyone has participated, some summary comment can be made regarding:
 - a. pattern or specifics of the various meanings, i.e. how some of us see our names as very special and others don't really think our names are very important.
 - b. the fact that most individuals have a preference for how they are addressed and that quite often others don't honor the individual's preference.
 - c. close with a statement of commitment to honor each person with their "chosen" name from this time forward. Ask if others are willing to do the same.

ADVISORY GROUP DEVELOPMENT

UNIT 2

GROUP MEMBERSHIP DYNAMICS

MAIN IDEA

The purpose of this unit will be to support the understanding of the influence individual needs have on group membership and the understanding of group membership skills related to the decision-making process.

Learning Component

1. Personal needs and values
2. Group membership skills
3. membership in a community advisory group

Learning Objectives

Upon completion of Unit 2, the community advisory group facilitator should be able to do the following:

1. Given a list of influences personal needs and values have on a person's participation in a group the learner will be able to differentiate positive from negative influences.
2. Given a list of advantages and relating to establishing a group name, the learner will be able to identify the least appropriate item.
3. Given a description of a group process still the learner will be able to identify the following:
 - a. brainstorming
 - b. prioritizing
 - c. concensus
 - d. goal setting
4. Given the opportunity, experience the following group membership skills in a small group, task groups will be able to demonstrate:
 - a. setting group norms
 - b. brainstorming
 - c. prioritizing
 - d. concensus getting
 - e. goal setting

5. Given a list of ways community advisory group membership is different from other group situations the learner will be able to identify the least appropriate answer.
6. Given a list of reasons why the community at large will be willing to trust a community advisory group decision the learner will be able to identify the least appropriate reason.

Learning Activities

The required and alternative learning activities for Unit 2 are as follows:

Part 1. Norms

- | | |
|-------------|--|
| Choose | 1. Read pages ____ through ____ - or - |
| one | *2. Attend group lecture - or - |
| Alternative | 3. Listen to Unit 2, Tape |
| | 4. Do Experience Activity 6 as a group and continue with Part 2 when completed - or - |
| | 5. Discuss with others who have completed activity. |
| | 6. Help another person who is having difficulty completing the activity. |
| | 7. Work with consultant and/or small group to develop alternative content and methods for this lesson. |

Part 2. Values and Perception

- | | |
|-------------|---|
| Choose | 8. Read pages ____ through ____ - or - |
| one | *9. Attend group lecture - or - |
| Alternative | 10. Listen to Unit 2, Part 2 tape (continued.) |
| | 11. Do Experience Activity 7 - or - |
| | 12. Discuss with others who have completed activity. |
| | 13. Help another person who is having difficulty completing the activity. |
| | 14. Work with consultant and/or small group to develop alternative content and methods for this lesson. |

Part 3. Decision Making

- Choose one
15. Read pages ____ through ____ - or -
- *16. Attend group lecture - or -
- Alternative
17. Listen to Unit 2, Part 3 tape (continued as a small group.
18. Do Experience Activity 8
19. Continue to listen to Unit 2, Part 3 tape (continued)
20. Do Experience Activity 9.
21. Continue to listen to Unit 2, Part 3 tape (continued)
22. Do Experience Activity 10.
23. Continue listening to Unit 2, Part 3 tape (continued)
24. Do Experience Activity 11 and continue with Part 4 when completed - or -
25. Discuss with others who have completed activity.
26. Help another person who is having difficulty completing the activity.
27. Work with consultant and/or small group to develop alternative content and methods for this lesson.

Part 4. Member Identification

28. Continue listening to Unit 2, Part 3 tape (continued)
29. Discuss with small group and/or others who have completed Unit 2.
30. Complete the learning progress review items and continue with Unit 3 if you can complete items successfully or return to review the part with which you did not understand - or -
31. Discuss with others who have completed activity.
32. Help another person who is having difficulty completing the activity.
33. Work with consultant and/or small group to develop alternative content and methods for this lesson.

Learning Progress Review

1. Separate the following statements into negative and positive influences which personal needs and values can have on group participation (Place a N beside negative items and a P beside positive items):

- a. a lack of confidence in oneself
- b. fear of other's criticism
- c. interest in helping others
- d. desire to work alone
- e. willingness to share ideas with others
- f. positive previous experiences with other people

2. Identify the least appropriate statement related to the advantages of establishing group norms:

- a. contributes to clarifying member expectations
- b. allows for the sharing of personal preferences about group functioning
- c. allows members to state extent of personal commitment
- d. gives a chance for one person to control the group meeting
- e. allows the members to participate in setting conditions for working together
- f. none of the above

3. List the following statements in the most appropriate order numbering them from 1 to 4.

- a. reaching a decision point by combining and adapting most of the group members high priority ideas
- b. making a statement which can guide further group productivity or function
- c. ordering the ideas held by group members so that the most important ideas are identified
- d. developing as many ideas or alternatives as possible from as many group members as possible with a minimum evaluation of the ideas or alternatives

4. Each group is to display on newsprint the examples of each of the following experience activities:

- a. a norm statement
- b. a brainstormed list ideas

- c. a prioritized list of ideas
 - d. a consensus agreement statement
 - e. a goal statement
5. Which of the following is a way an advisory group is different from some other groups:
- a. a single person makes the final decisions
 - b. members join together in decision making
 - c. members attempt to consider the ideas of other community members which are not members
 - d. rules of order are followed at all times
 - e. the advisory group structure should serve more rather than fewer community citizens
6. Which of the following statements are not examples of why community citizens should trust a community advisory group:
- a. members have personal interests and seek to influence the group to support their own interests exclusively
 - b. care has been taken to get a broad community representation on the CAG
 - c. members have a high interest in the welfare of people in their community
 - d. members have a basic understanding of high priority community needs
 - e. members are willing to work together with others in a group situation to reach a decision

If you have completed the review activity successfully continue with Unit 3 on page _____. If you have missed any questions go back and do an alternative in the appropriate part not completed before.

- 6. a
- 5. b, c, e
- 4. demonstration
- 3. 1d, 2c, 3a, 4b
- 2. d
- 1. P- c, e, f, N- a, b, d

Answers:

COMMUNITY ADVISORY GROUP DEVELOPMENT

Unit 2 - Part 1

BASIC HUMAN NEEDS

Group Membership Dynamics:

The importance of the group in relation to individual growth and development.

A basic need of every person is to be loved and accepted by others. Positive personal growth and development can best be fostered when conditions of person-to-person relationships include:

1. Empathy - unconditional acceptance.
2. Security - to be safe or relatively free of threat.
3. Belongingness - to be a part of the group; to feel identification and acceptance.
4. Creativity - to have an individual identity, to be independent, to feel unique and responsible, to contribute ideas and share in the group work.

When the above conditions are met, we can generally expect a person to be able to make a positive contribution to the various groups to which he/she belongs. The Social Interest of the person will most likely be demonstrated if the basic relationship needs have been met during early life experiences. Social interest is the capacity of the individual to give and take from a group.

Social Interest is the person's willingness to demand less than he/she is able to offer and a basic spirit of cooperativeness. To assist individuals to develop their personal talents along with social interest is the major goal of community education. The purpose of the community advisory group structure is the development of personal opportunity for all members of the community by making a contribution which benefits the entire community.

How Members Develop Social Interest

Another way to define social interest is as a voluntary, positive attitude toward group membership. One way for members to have a positive, voluntary attitude toward a group is to have clear and definite expectations about the group. Too often individuals have not taken part in the establishment of group goals or group organization structure. Instead we join already existing groups which have a set of norms established by others. At a group level, norms are the organized and largely shared ideas about what members should do and fee, about how these norms should be regulated, and about what sanctions should be applied when behavior does not coincide with the norms.

A group norm is an agreement between persons which represents individual preferences to manner of functioning, performance expectations, basic commitment to task production. Very simply stated, group norms provide ground rules for group transactions. For instance, family gorups already have established group norms which have been influenced by cultural, social and personal factors.

The already established customs and habits of individuals will have a strong influence on the norms or agreements between persons in groups. For instance, in most cultures men and women have had very distinct and separate roles in regard to how each contribute to the family welfare. These roles very naturally carry over to the new groups and tend to influence the conditions (norms) under which the manner in which individuals agree to work together. Later in the lesson we will want to discuss more thoroughly how these previously established ideas can negatively influence group production. For instance, in many communities it is most acceptable for men and women to work in separate topic specific advisory groups. It is also more acceptable for men to receive specific technical or educational assistance from another man and the same norm exists for women groups, with technical and educational assistance coming from another women only.

However, it is also important to recognize that previous norms can be changed by a group of individuals if the group agreements can better benefit the total community. It is important to emphasize, though sometimes difficult for individuals to accept that new group agreements or norms are often necessary to better enable the achievement of community development goals. The adjustment or altering of group agreements to best achieve success is an important part of the community advisory group structure and method.

How to achieve Positive, Voluntary Group Membership.

It has been found that positive, voluntary group membership is most evident when members think and feel (perceive) he/she has something to contribute to the group. We can best assure that members have a sense of belonging and importance if we first discuss how each person can and would prefer to function in the particular group. Shared norm development is an important process which needs to be encouraged for a community advisory group. Learning to make group norm agreements is a group membership skill which needs to be acquired by the community advisory group members. (Experience Activity 6. Establishing a group norm)

UNIT 2

EXPERIENCE ACTIVITY 6.

Establishing a group norm.

Goals

1. To experience stating a personal preference regarding group structure
2. To experience other's personal preferences regarding group structure
3. To experience agreeing on a group structure

Time: 10 minutes

Materials:

paper and pencil
newsprint
marking pen or crayon

Directions:

1. In a small group, each person should make a personal statement regarding how he or she prefers to function in a group
2. Each person should be encouraged to state some group conditions and/or commitments which are important to them (like persons listening when others speak)
3. The group should come up with an agreed upon condition statement for their group. Assume you will be working together on a weekly basis for 6 months. Specify the agreed upon conditions most of the members can agree to follow.

Discussion

1. Do you think the agreement on conditions was realistic?
2. Was there a condition which you doubt you can maintain or tolerate?
3. If so, how do you think your behavior will effect the group?
4. How will you be affected?

COMMUNITY ADVISORY GROUP DEVELOPMENT

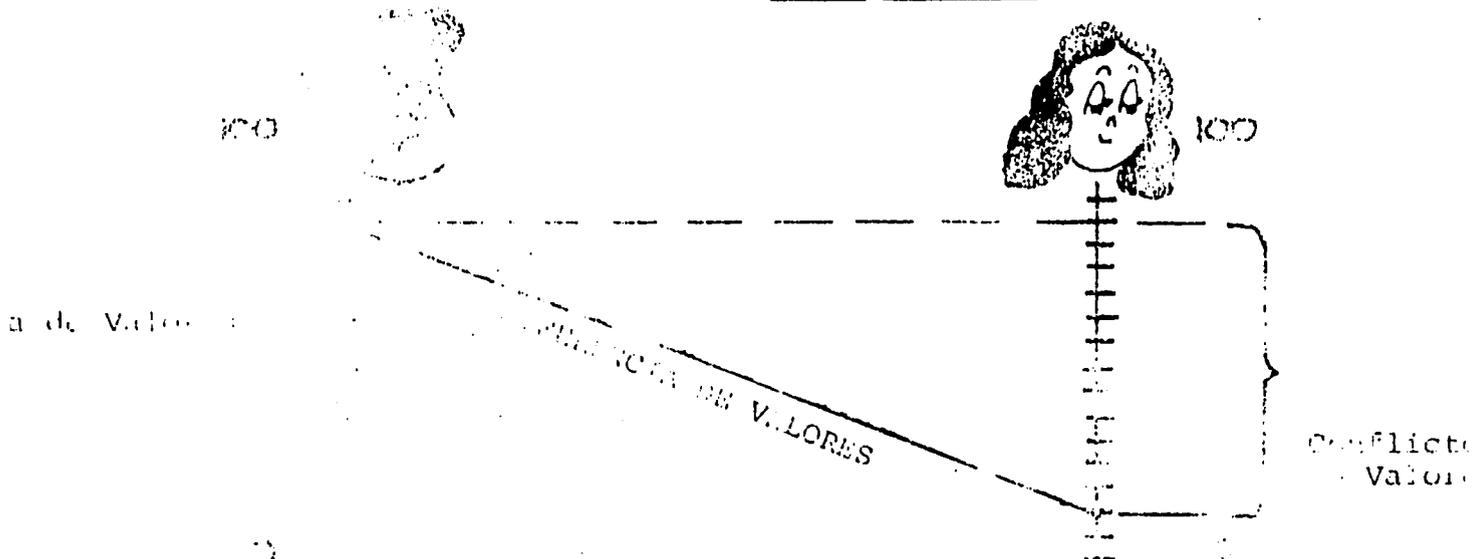
UNIT 2 - PART 2

GROUP MEMBERSHIP DYNAMICS: VALUES & PERCEPTION

How Values and Perception influence individual and community needs identification.

All groups involve two or more persons working together to accomplish an agreed upon goal. Each person brings to a group his or her particular ideas which are influenced by personal needs, experiences and special interests. All these contribute to a particular way a person responds to various situations. We call this a value or personal orientation.

Sometimes persons hold similar values or personal orientations. In such instances individuals will tend to reach agreements in groups much more easily. However, when persons have strong value differences, agreements will be much more difficult to reach. The community advisory group members will need to learn how to reach reasonable agreements. In such instances it will be the role of the community advisory group facilitator to assist group members with different values to reduce their value conflict.



The CAG facilitator can support individuals to reduce a value conflict through encouraging each to understand and accept the ideas and feelings of the other.

When individuals are able to UNDERSTAND and ACCEPT one another's ideas and feelings we say that they are demonstrating POSITIVE REGARD and EMPATHY. Basic positive regard and empathy between members of a community advisory group will be necessary for a positive, voluntary atmosphere to exist.

When community members have been encouraged, through a understanding and accepting relationship, to participate, it becomes more likely that the goals established for a community advisory group will be able to be accomplished.

One way to encourage each person to be understood and accepted in a group is to allow some initial group time for getting acquainted. Such an opportunity will personalize the group transactions and assist members to feel more comfortable with one another. Two specific ways of supporting group members will be reviewed in this unit as examples. These are 1) giving each member an opportunity to introduce himself or herself and 2) having each member discuss the manner in which he or she prefers to function in a group of this type. The What my name means to me activity was part of Unit 1 and the second experience activity will be performed by facilitators in this unit. Each facilitator will then be encouraged to consider how he or she would use the initial getting acquainted experiences with the members of his or her community.

UNIT 2

EXPERIENCE ACTIVITY 7.

High-Low talker

Goals:

1. To experience the different preceptions of members who talk more in groups.
2. To experience the different perceptions of members who talk least in groups
3. To experience being important in a group
4. To experience thinking about how you influence others in a group

Time: 30 minutes

Materials: none

Directions:

1. Trainer consultant asks the group to form a large circle and to take a small sheet of paper and pencil.
2. Members are asked to designate whether they are a how-talker (seldom say much in a group like this one) or a high-talker (talk often or whenever they have something to say).
3. Ask low-talkers to pull forward and high-talker to move back.
 - a. Instruct high-talkers to observe for the next few minutes
 - b. Instruct low-talkers that you would like them to indicate "how it feels to be a low-talker", "what some of their thoughts are when they aren't talking". Go around the group slowly giving each member a chance to participate.
 - c. Then have the high-talkers come forward and follow the same instructions for "high-talkers".
4. When complete ask if anyone has any comments- discussion should be held to a minimum and continue on with the next learning activity. (The purpose here is to establish an everyone gets a chance to communicate atmosphere, not generate discussion)

COMMUNITY ADVISORY GROUP DEVELOPMENT

UNIT 2 - PART 3

GROUP MEMBERSHIP DYNAMICS: DECISION-MAKING

Group membership skills needed to make effective decisions in a group.

As already reviewed, it is important that members of a group sense that they are important and will be able to contribute to the group. Community Advisory group facilitators will desire to support a group atmosphere which is :

- o cohesive
- o cooperative
- o productive

Group Cohesiveness. Group cohesiveness is attained when a group can reach common agreements with a minimum of value conflict or disagreement-- especially in regard to a final group decision.

Group Cooperativeness. Group cooperativeness is a group's being able to come to a reasonable compromise between differing values and ideas so as to allow a positive group agreement to be reached. The opposite, of course, is a high degree of competitiveness and continued value conflict between members which results in a someone has to win atmosphere.

Group Productivity. Group productivity involves a process of idea and need identification, need negotiation or prioritizing, and immediate and long range goal setting. These steps are called a DECISION-MAKING PROCESS. When a group can learn to use these steps in reaching a decision there will be more chance for positive group

productivity. An example of positive group productivity would be if a group makes a decision which includes careful consideration of how the decision will influence individuals and the community. The decision to establish women's advisory group to support poultry development would be positive if this would influence the welfare of others in the community. Likewise, the decision to establish an advisory group to assist only a few people in the community would be considered negative productivity.

Let us review three skills useful in positive decision-making.

There are BRAINSTORMING, PRIORITIZING, CONCENSUS and GOAL SETTING.

Brainstorming. Brainstorming is a way to encourage a group of people to develop ideas and alternatives for further group consideration. As already discussed, if members are to be involved actively in a group their ideas and feelings must be shared. Brainstorming is a sharing process. It is, however, that we follow certain rules when brainstorming so that every person will feel safe in sharing his or her ideas. The facilitator must encourage and caution against evaluating individual ideas while the group is brainstorming. The idea is to develop as many ideas or alternatives as possible in a set period of time.



UNIT 2

EXPERIENCE ACTIVITY 8. BRAINSTORMING

Goals:

1. To experience the generation of ideas without critical evaluation.
2. To experience the generation of alternatives without critical evaluation.

Time: 15 minutes

Materials:

1. Paper and pencil for each participant and large newsprint page for each group.
2. Coat hanger, or wire, or any material which could provide a stimulus for discussion.

Directions:

1. Seat participants in groups of five or six.
2. Give each group the same stimulus object.
3. Instruct them that each group will be given five minutes to consider all the possible uses of the object.
4. Instruct the group not to criticize or evaluate the ideas but to develop as large a number of ideas as possible in the designated time (10 minutes to brainstorm).
5. Have a person in the group record the ideas on a page of newsprint.
6. When time is up, group can discuss the experience or discuss the experience or discuss in a large group involving participation from all groups. (5 minutes for discussion) And when completed have group continue with Learning Activity.

Variations:

Discussion:

1. Did it make a difference when you were told to list your ideas without criticizing the ideas? How?
2. Was it hard not to criticize an idea?
3. What difference do you think it would have made if your group had been encouraged to criticize each idea as someone stated it?
4. Is it common for groups to allow themselves to generate ideas through a brainstorming method? If not, why do you suspect this is so?

Prioritizing. Prioritizing or ordering our ideas according to a personal preference on what we think our community needs is a very important set in the DECISION-MAKING PROCESS. Again, our values and initial preferences influence very much how we will order the ideas generated during the brainstorming activity. It is important, now for us to indicate the thoughts we have about the particular ideas or alternatives we feel are important.

A facilitator must encourage members to share their reasons for supporting certain ideas and alternatives over others and at the same time encourage others to listen and accept as important the particular thoughts of each person. Moving too quickly during this stage of decision-making can result in member dissatisfaction and competition between members.

UNIT 2

EXPERIENCE ACTIVITY 9. PRIORITIZING

Goals:

1. To experience placing a value or preference on your own ideas.
2. To experience placing a value or preference on other person's ideas.
3. To experience sharing ideas which have personal importance with others.

Time: 15 minutes

Materials:

1. Paper and pencil for each participant.
2. Priority check sheet (optional)

Directions:

1. Instruct persons to select the three most important to their statements from the large list developed by the group in the brainstorming activity.
2. Instruct each person to order the activities as first priority, second priority and third priority on the priority check sheet or a sheet of paper. (5 minutes to make choices and place in a priority order.)
3. Instruct persons to join in pairs and share their priority choices and the reasons for choosing. (10 minutes for discussing in pairs.) Instruct each to take about 5 minutes.

Variations:

Discussion:

1. Did you tend to place your own ideas as the highest importance?
2. Was it more difficult to prioritize other person's ideas?
3. What does this tell you about yourself as a member of a group?

Consensus. The consensus step is the needs negotiation stage of the DECISION-MAKING PROCESS. In order to come to a reasonable compromise of individual values, perceived needs of the community, ideas and alternatives for action the group members must come to a point of agreement.

Positive consensus reaching is best supported when there is a minimum of compromise or exclusion of individual preferences and idea input in the final decision. We can usually reach positive consensus if members are encouraged to:

- o negotiate and adjust their ideas to incorporate the ideas of others
- o reach a reasonable and realistic point of agreement without a majority vote.

Negative consensus reaching is most likely to result if a group hurries to make an agreement before the group is satisfied that a reasonable member needs and preference negotiation has taken place. Most often, a majority vote approach to reaching an agreement excludes too many individuals and will contribute to a competitive group atmosphere. So it is suggested that the majority vote method be avoided in reaching decisions in a community advisory group.

UNIT 2

EXPERIENCE ACTIVITY 10. CONSENSUS

Goals:

1. To experience sharing ideas which have personal importance with others.
2. To experience listening to ideas of other which have personal importance.
3. To experience combining and expanding on ideas in a group situation.
4. To recognize the advantage of cooperative over competitive person-to-person transactions in group decision making.

Time: 30 minutes

Materials:

Directions:

1. In small groups of 5-7 persons tally the number of first priority, second priority and third priority choices for each of the ideas on the large newsprint page with the brainstormed list of ideas.
2. Instruct group to consider if any of the ideas could be combined or expanded upon to make them more inclusive of different person's important ideas.
3. Instruct the group to come to an agreement on the three most agreed upon ideas and list these in the order of first priority, second priority, third priority.
4. Discuss in small groups using the discussion questions to guide the discussion.
5. Continue with learning activity - related to goal setting.

Variations:

Discussion:

1. What was your feeling when an idea you held as important was identified by the group as most important?
2. What was your feeling when an idea you held as important was not selected as important by the total group?
3. Did everyone in the group have a chance to share or include his/her most important ideas in the final group decision?
4. If so, how did this influence the atmosphere of the group?
5. If not, how did this influence the atmosphere of the group?

Goal Setting. Goal setting is the final step of a DECISION-MAKING PROCESS. The goal of a group is the statement of function or focus of the group. Goals may be very broad, like:

1. to improve village sanitation facilities
2. to improve village water supply
3. to promote literacy

or very specific like:

1. to improve liquid and solid waste disposal
2. to increase the amount of protein in the family diet
3. to diversify the family livestock

Regardless whether quite broad or specific, it is a good idea for two types of goal statements to be developed to include an IMMEDIATE GOAL and a LONG RANGE GOAL.

The purpose of stating an immediate goal is to allow for more specific and crisis type community needs to be addressed. Usually, such needs as safety, food and shelter needs would fit into this category. The purpose of long range projected goals is to allow for the broader and visionary goals of educational, socio-economic and national priorities to be considered.

UNIT 2

EXPERIENCE ACTIVITY 11. GROUP PICTURE ACTIVITY

Goals:

1. To experience group member contribution cooperation in completing a group task.
2. To experience group cohesiveness and cooperation.
3. To experience member's contribution to a group task.

Time: 30 minutes

Materials:

1. A single newsprint page for each task group of 5-7 persons.
2. Marking pens of different color or crayons.

Directions:

1. Instruct group to develop in group drawing which best represents the three most important ideas selected by the group during the consensus activity. Members should use one page for their drawing.
2. Each member should have a different colored marker or crayon.
3. Instruct the group not to talk but to express their ideas through drawing on the single page. Monitor the talking through the activity period (approximately 15 minutes should be allowed for the group drawing development).
4. When groups have completed their drawing have the group display all the lists and pictures in the order of development -
 - . Brainstorming
 - . Prioritizing
 - . Consensus
 - . Group picture
5. Instruct each member to complete the following post-decision reaction items:

- a. How understood and listened to did you feel in the group?

Not at all									Completely
1:	2:	3:	4:	5:	6:	7:	8:	9	

- b. How much influence do you feel you had on the task group's effort?

Not at all									Completely
1:	2:	3:	4:	5:	6:	7:	8:	9	

- c. How satisfied are you with your group's performance?

Very dissatisfied									Very satisfied
1:	2:	3:	4:	5:	6:	7:	8:	9	

5. Discuss in small group each of your ratings and continue on to Learning Activity.
6. Discuss in large group the implications of the series of experience activities for developing group membership skills and awareness of group membership dynamics.

Variations:

UNIT 2 - PART 4

GROUP MEMBERSHIP DYNAMICS: MEMBER IDENTIFICATION

Who can be a Community Advisory Group Member?

The membership varies on a community advisory group depending on the preference of a particular community. Some communities may desire to have the members appointed by village leaders. Other communities may desire to have the members chosen by popular vote and still other communities may use a volunteer system to form the community advisory group. Whatever the method used, the success of the group will be determined by the interest and motivation of group members.



shy

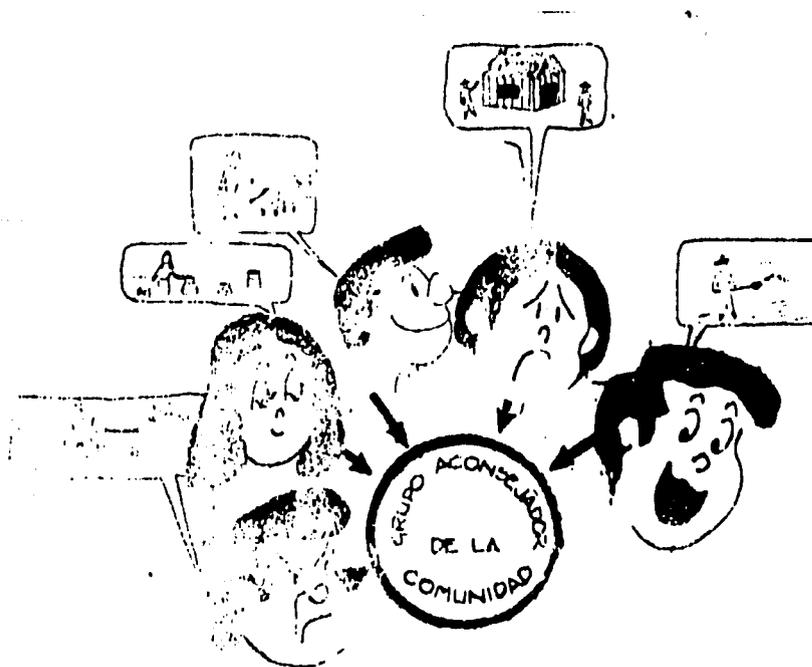
**timido****entusiasmado**

The men, women, and youth of an area or village are the most natural resources of that community (Bhola, page 23). The key-stone of the advisory group process is participation and involvement in learning new communication skills, economic productivity, management and evaluation (Bhola, page 18). The advisory group will be made up of voluntary members of the community, thereby necessitating a community motivation

effort to encourage a wider involvement of citizens in the community education for community action movement. (The community survey method described later is one approach which emphasizes the importance for high community member motivation). The problem of "participation reluctance" on part of a broadened community citizenry will be a major obstacle to be overcome by the advisory group facilitator.

Learning to Communicate in a Community Advisory Group

Being a member of a community advisory group is different from the other roles we have often had in groups. Our specific way of communicating is important because it will provide the basic foundation for group transactions and products.



Las mismas personas en una reunión

The community advisory group is a special kind of group requiring us to use all the types of communication we have previously used as well as some new skills. Learning to work together is perhaps the most critical new skill we will have to learn. Learning to represent other people's ideas is an important skill to be learned. The community advisory group is a formation of persons to represent other persons in decision-making and problem-solving related to identified community needs and problems. The real difference is there is no single authority who guides us in our decision-making and problem-solving.

In making decisions, however, there are some definite factors which can be expected to influence the citizen's acceptance of a community advisory group decision. The factors are: 1) community member involvement or contribution to the initial community needs survey, 2) community member representation on the community advisory group, 3) an emphasis on agreement by a positive concensus process, 4) community member awareness of tentative goals established through the decision-making process.

ADVISORY GROUP DEVELOPMENT

UNIT 3

GROUP LEADERSHIP DYNAMICS

MAIN IDEA

The principle aspects of group leadership dynamics to be covered in Unit 3 are leadership styles, leadership functions, and leadership skills appropriate for community advisory group facilitation.

LEARNING COMPONENTS

1. Leader-centered facilitation
2. Member-centered facilitation
3. Active listening
4. Supportive facilitation

LEARNING OBJECTIVES

Upon completion of Unit 3, the community advisory group facilitator should be able to do the following:

1. Given a list of group functions, identify which of two leadership styles would be most appropriate:
 - a. Leader-centered
 - b. Member-centered
2. Given several examples of group task production be able to identify the most positive ones.
3. Given examples of group atmosphere be able to identify the most positive ones.

4. As a study group or alone, be able to designate the leadership style most appropriate for different situations.
5. Given a description of leadership functions be able to identify active and supportive listening.

LEARNING ACTIVITIES

The required and alternative learning activities for Unit 3 are:

- *1. Attend Unit 3 group lecture or
2. In study group, listen to Unit 3 , tape _____, and read pages _____ through _____.
3. Do EXPERIENCE ACTIVITY 10 in study group
4. Continue to listen to Unit 3, tape _____ or
- *5. Attend Unit 3 group lecture.
6. Do EXPERIENCE ACTIVITY 11 in pairs (diads)
7. Do EXPERIENCE ACTIVITY 12 in threes (triads)
8. Complete Learning Progress Review in study groups
9. Discuss Implications for Advisory Group Leadership with and develop a group leadership description appropriate for a community advisory group.
- *10. Present the group leadership description to the total work shop group and explain the reasons for making the selection.
- 11.
- 12.
- 13.
14. Continue with Unit 4.

choose
one
alternative

1. Separate the following group descriptions into categories appropriate for leader-centered or member-centered facilitation style. Place an L beside leader-centered and an M beside member-centered:
 - a. group defines boundaries and makes decisions
 - b. leader decides, influences strongly the decisions to the group
 - c. leader decides and announces the decisions to the group
 - d. leader supports the members to establish group norms and apply decision-making skills
2. From the following statements select the most positive examples of group productivity:
 - a. group members complete a report quickly to meet a deadline with much time to consider the quality of the report
 - b. leader decides to pick only easy to complete goals so that they won't be frustrated by a more difficult task
 - c. the group leader encourages group members to consider different persons ideas even though it slows down final task completion
 - d. just a few members work on a task while the other members discuss their own interests
 - e. one member does all the final work on the task because he likes to have everything his way

3. From the following select the positive examples of group atmosphere:
- a. several members always meet together after the meeting to complain
 - b. a single member interrupts the group task work with unrelated comments
 - c. several members of a group encourage a timid member of the group to contribute
 - d. everyone in the group gets a chance to share an idea when each desires to do so
 - e. the group members are willing to consider a new idea from a member even though it is going to lots more work
4. Which leadership style, leader-centered or member-centered would be most appropriate in the following examples. Use L for leader-centered and M for member-centered.
- a. the group members are very upset and frustrated with themselves
 - b. an immediate decision needs to be made by a large number of people who have never worked together before
 - c. the community group needs to determine the primary needs of children in the community
 - d. a group has been established to decide on the best use of their community resources

- e. a group of people meet together occasionally to share an evening of dancing and fun
5. Which of the following is not an example of active and supportive listening:
- the listener does not allow himself to be distracted by others
 - the listener keeps interrupting with his own ideas
 - the listener nods her head occasionally to let the person know she understands
 - the listener summarizes what has been said to check out if he understands
 - the listener encourages the person to make herself clear by asking if she could explain her views more fully

Answers

1. a, l, b, l, c, l, d, m

2. c

3. c, d, e

4. a, l, b, l, c, m, d, m, e, m

5. b

COMMUNITY ADVISORY GROUP DEVELOPMENT

UNIT 3

GROUP LEADERSHIP DYNAMICS

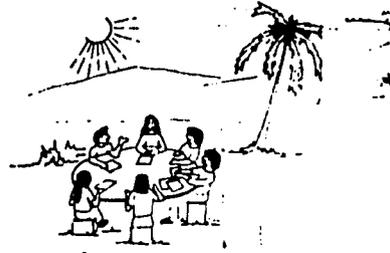
The Community Advisory Group Facilitator

The facilitator, like all personnel involved in Community Education for community action must be thoroughly trained (Bhola page 23). A first and essential step in this training must be a focus on the facilitator person, his or her self-esteem, confidence and fears. Secondly it is important that a facilitator be aware of the natural style of individual and group interaction which he/she prefers. The approach, identified as brief self-training will focus on the unique manner in which each facilitator tends to naturally interact with others and to interpret situational problems. The brief self-training will reinforce the strengths inherent in each of the community advisory group failitator's natural manner. Focusing on strenghts enhances self-`esteem and self-confidence. Just as focusing on what a person préferts to`be called can promote positive self worth focussing on a natural person style also promotes self-confidence and assurance;

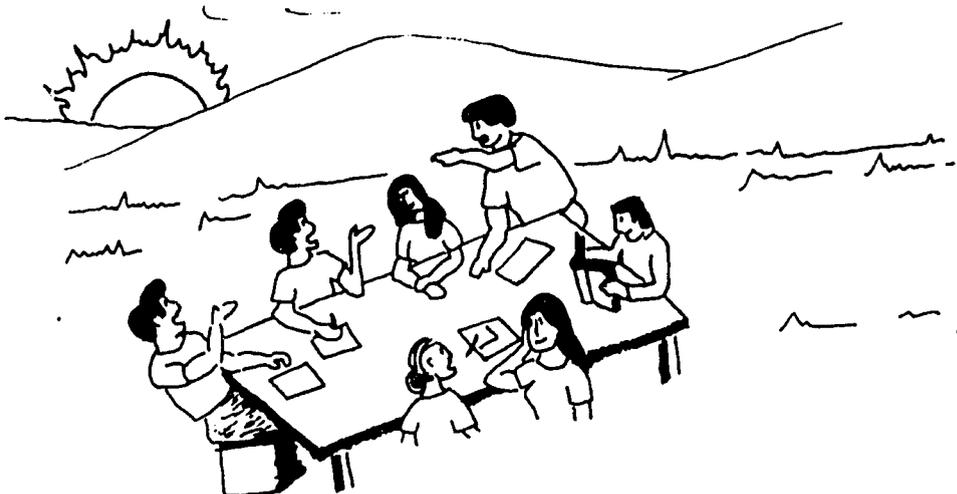
What is leadership style?

Leadership styles seem to fall into two distinct categories. These are leader-centered and member-centered. Leader-centered

styles of leading seem to be most common in educational or formal settings or meetings:

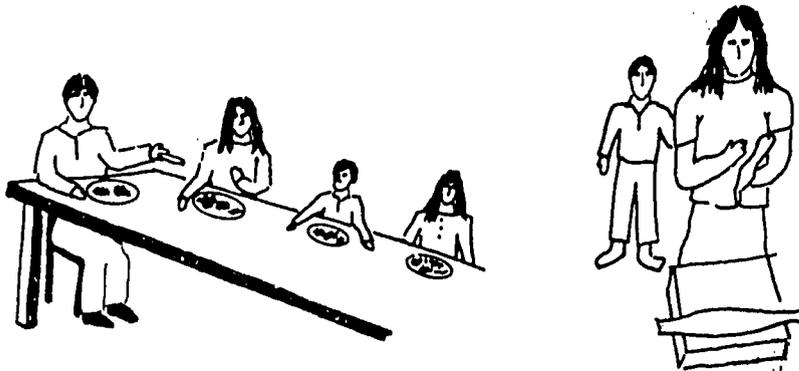


Sometimes the leader-centered style of leadership is considered to be authoritarian and dictatorial with members having a minimum of control or participation opportunity during the meeting. Most often we think of a formal educational or organizational situation when we discuss leader-centered styles of leadership. Likewise, we have a particular image of member-centered as being uncontrolled and laissez-faire with a minimum of control. Such groups are often depicted as confused and lacking of structure.



Each Person has a Special Way of Communicating

Group membership is a skill all persons have but have not thought of it as an important communication skill. Each of us has a particular way of functioning within our families as well as in special groups in our communities. For instance, the manner in which each of us carry out our role in a group is determined by the particular responsibility we have in our family, in our community, in our work.



Just as group membership was influenced by a person's previous experiences and personal style, group leadership style will be influenced by these factors also. Each person will have a most natural way of functioning as a group leader and the purpose of Unit 3 is to assist each facilitator to identify his or her natural style and to recognize the strength of his or her natural way of functioning. Furthermore, the learning unit should also assist individuals to gain several specific skills in group leadership. These skills can then be practiced and developed in other group situations.

While both extremes are possible, it is more common for group leaders to select the leadership style most appropriate for the situation and the goal of the group.

Leader-Centered and Member-Centered Leadership Roles



Centro de Estudios

Leader decides announces decisions	Leader decides sells decisions	Leader presents ideas invites questions	Leader presents tentative idea subject to change	Leader presents alternatives, group decides	Leader defines boundaries, group decides	Group defines boundaries and decides
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In order to best make a decision on which leadership role is most suitable for a particular situation the facilitator must consider the conditions which need to be met. The following are a list of conditions separated according to the two extremes of leadership style:

Leader-Centered Conditions

- a. Time factor and urgency of decision
- b. Emergency
- c. Individual knowledge
- d. Lack of group member skills
- e. Expectation of leader's role
- f. Legal responsibility

Member-Centered Conditions

- a. No time pressure
- b. No Emergency
- c. Group knowledge
- d. Group member skills
- e. Expectation of the group role
- f. freedom of responsibility

Let's take a few minutes to discuss the implications of several of the conditions listed above. For instance, which type of leadership have you most often experienced, leader-centered or member-centered? (Ask for a show of hands on each and record the tallies for each). When you came to this meeting, which type of leadership style did you expect? (Record tallies for each). What are the implications for selecting a particular leadership style?

The responses to the above questions will vary from community-to-community depending on the previous experiences of the members involved. Therefore, the leadership style appropriate for a particular group must be selected based on the group member's expectations, experience, and level of group membership skill. We will now focus on the two group leadership methods.

Two Group Leadership Methods

Two basic group leadership approaches are to be taught by the facilitators. These are leader-centered and member-centered leadership. A third example, a leaderless group discussion, will be explored as a contrast to the two more formal leadership approaches.

Leader Centered Leadership



This approach will be most natural and consistent with most of our previous formal group experiences. The leader will guide the discussion, not allowing for specific discussion between members.

This approach can be expected to be a very expedient and task productive method of leadership. It should be cautioned, however, that members of groups which are lead exclusively in this manner are more constrained and less spontaneous, thus less creative in their responses. The leader dominates so much that the members tend to allow the leader to "work" the hardest in the group. Leaders may get the benefit of being "in charge" but the morale of the group usually remains low. Even though a task is usually accomplished, the

member-to-member relationship is not very visible in such groups.

Member-Centered Leadership



To get more creative work from all members of a group requires that a leader encourage members to respond to one another directly rather than through him. This does not mean that a leader does not mediate to keep the members aware of the attending and sending process. It is a fact that group members can get carried away with this much less formal method and forget to listen while different individuals are talking, so more "facilitating" of various conversations is the major task of the leader--often reminding the members when no one is taking time to listen or when a task isn't being accomplished. This approach will often raise the morale of the group (member-to-member relationships) as well as lead to a more creative task product. It is recommended, however, that facilitators learn to use a leader-centered approach and then work toward gaining the understanding of facilitating a member-centered group discussion.

A new group needs some initial leader-centered structuring during the early meetings. A member-centered leadership style does not just happen; instead we must bring a group along so that the members will have the confidence and skill to have discussions with a minimum of leader intervention.

Effective Group Leadership Can Make the Difference

The creation of a positive and creative atmosphere is an ideal which most project leaders desire to attain. The positive and creative group is best characterized by:

- Dropping of masks
- Free flow of feelings and thoughts
- Open expression of feelings toward each other, including fear and anger
- Increased feedback and more appropriate feedback
- Increased empathy and insight toward each other
- Group members focus evaluation on the self
- More risk taking and experimenting with new behaviors

As this occurs, the group itself becomes seen by members as an important source for learning and personal growth. As this occurs:

- Cooperation and shared responsibility is common
- Group support and reinforcement is given to individual members
- Members show loyalty and affection for one another
- The group deals effectively with both interpersonal problems and task work constraints without defensiveness or avoiding the issues or task responsibility
- Members accept the group as a powerful force for creativity and change

The leader can be most effective in promoting the positive and creative group if certain basic assumptions are consistently and continuously reinforced within the group:

- That each member of a group has a basic need to be adequate and significant
- That each member of a group can become equally significant in regard to project or task implementation and outcomes
- That persons are not perfect and mistakes can be expected and dealt with without the necessity for punishment
- That interpersonal differences and conflict between persons can be expected and must be dealt with directly and openly
- That cooperation and collaboration between persons is more potent than competition or isolated or "solo functioning"

These basic relationship or group maintenance assumptions are absolutely essential to the promoting of a productive and creative group atmosphere.

Experience Activity 12 Leadership Style

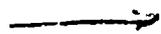
Leadership Exercise

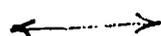
The following activity is designed to help facilitators-in-training understand certain leadership and membership discussion dynamics.

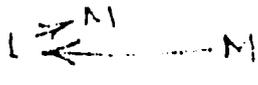
Provide each participant with a Leadership Rating Form.

Display in order the pictures depicting 1) leaderless group, 2) leader-centered, and 3) member-centered.

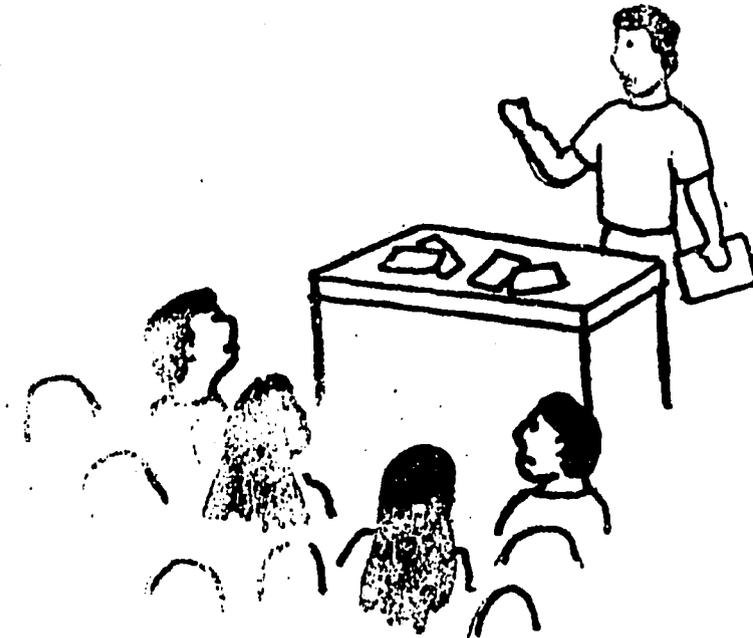
- who is the leader
- What is being discussed
- how many people will have a chance to speak in the meeting (make a guess)
- if people speak, what will be the pattern of the discussion (have participants draw the arrows from persons to persons)

 one way transaction

 two way transaction

 member to leader to member or three way transaction

- after the worksheets have been completed by each person, have members pair up and make decisions regarding:
 - which is the most efficient group
 - which is the happiest group
 - which is the happiest and most efficient group
- report out with discussion, highlighting with key points about three types of group discussion patterns



Directions:

- Circle the leader in the group
- What is the topic of discussion
- Put squares around those who will get to speak during the discussion
- What is the communication pattern in the group. Draw the lines of communication using the following indicators:

→ one-way message

↔ two-way message

→→ one-way message through another person



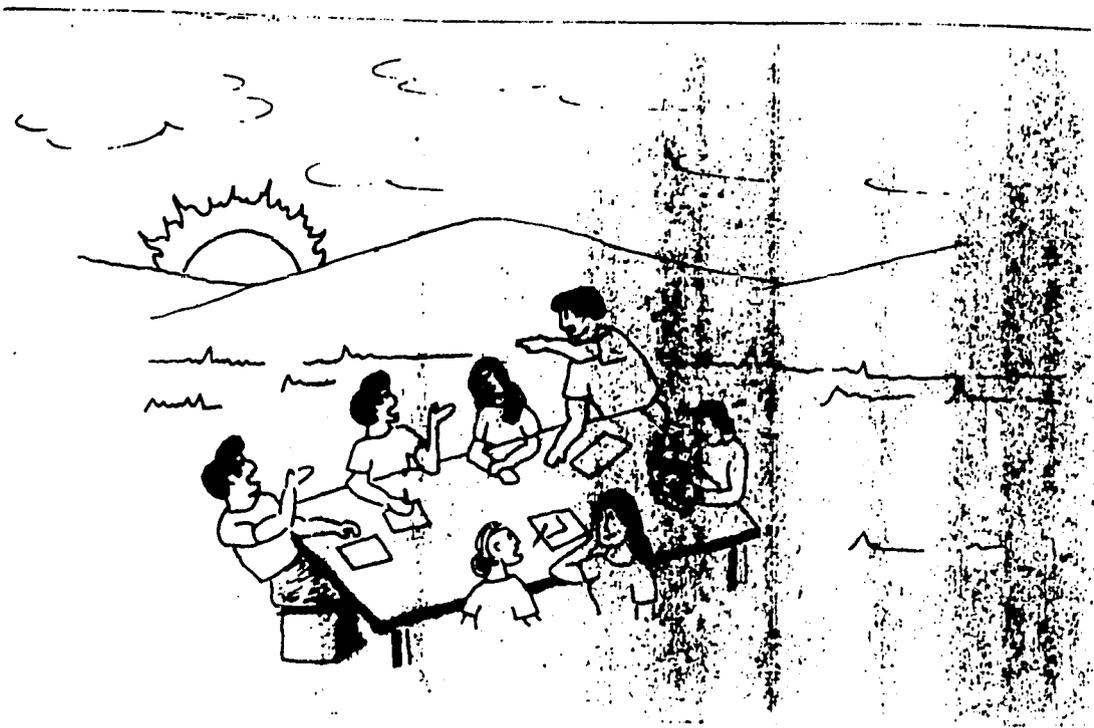
Directions:

- Circle the leader in the group
- What is the topic of discussion
- Put squares around those who will get to speak during the discussion
- What is the communication pattern in the group. Draw the lines of communication using the following indicators:

→ one-way message

↔ two-way message

→ P → one-way message through another person



Directions:

- Circle the leader in the group
- What is the topic of discussion
- Put squares around those who will get to speak during the discussion
- What is the communication pattern in the group. Draw the lines of communication using the following indicators:

→ one-way message

↔ two-way message

→P→ one-way message through another person

Developing Group Leadership Skills

While effective group leadership skills must be developed over time through practice and actual experience, let us focus on two types of leader intervention: Active listening and supportive facilitation.

Active listening. Listening carefully to what a person is saying and clearly understanding what the person is trying to communicate is possible through active listening. The person speaking must be encouraged to share his/her thoughts. This may not be easy for persons who have not had experience or opportunity to share their ideas-- especially in a group situation. For this reason it is often easier to share with another person within the group rather than have to speak before the whole group. It is also easier if the individual is given an initial topic to stimulate conversation. The leader might say, "Can you share some important things about your work in your community?" or "Can you share about your family, how many brothers and sisters and where they live now?" or "Can you share a most recent special (important to you) experience?" The primary purpose is to get the persons started talking.

In addition to structuring the area of conversation, the leader should structure the time so that each person has about two minutes to share with one another. This leader-centered structuring will control the high and low takers so an individual won't get left out.

Finally the leader will discuss with the group what they learned about one another as a result of the brief exchange, inquire if they have had similar opportunities to share before, and ask if they found it easier to talk to one person rather than the whole group. Usually individuals will agree that it was easier, but any summary comments by a facilitator must be guided by the particular responses of the members to the learning activity. A final point can be made that active listening is what they have been doing and that this type of listening will be a way for them to encourage each other to contribute more in the larger group. (Experience Activity 11. Active Listening)

SUPPORTIVE FACILITATION

Supportive facilitation involves using the active listening skill to help two or more people exchange ideas. The intent is to create an accepting and encouraging atmosphere which supports individuals to exchange their ideas, reach agreements, and set reasonable goals for group act-on. As a first step in developing the supportive facilitation skill is to simulate or role play the facilitation of a transaction between two persons. (Experience Activity 12. Support Facilitation)

UNIT 3

EXPERIENCE ACTIVITY 13. DIADS DISCUSSION

Goals:

1. To experience sharing with another person on a one-to-one basis.
2. To experience listening with another person on a one-to-one basis.

Time: 20-30 minutes

Materials:

None

Instructions:

1. Instruct pairs to determine which will go first, one assuming a talking and the other a listening role.
2. Instruct each to take approximately three minutes to share a most recent experience which was important and positive for the person -- sort of a high point of the week or month.
3. Monitor the time and recommend at the end of three minutes that the pairs should shift roles.
4. Each person should complete the individual reaction items according to each role:

Talker: How understood and listened to did you feel?

Not at all	Completely
1 2 3 4 5 6 7 8 9	

Listener: How do you feel you rated as a listener?

Very low	Very High
1 2 3 4 5 6 7 8 9	

Both Participants: How satisfied were you with the activity?

Very dissatisfied	Very satisfied
1 2 3 4 5 6 7 8 9	

5. Share the ratings and discuss your reasons supporting your evaluation.

Variations:

Discussion Questions:

1. What was the influence of being instructed to share a positive or important -to-you experience?
2. What if you would have been instructed to share a negative experience (members may wish to repeat the activity sharing a negative experience)?
3. What difference do you think it makes to focus individual conversation or positive and important-to-members areas?
4. Based on the evaluation, what would you do differently if given another similar opportunity to talk with a person (member could be encouraged to share both how he/she was encouraged and supported by the listener as well as give an example of a listener behavior which was not supportive or encouraging).

Community Advisory Group Development

UNIT IV

Community Advisory Group Structure and MethodMAIN IDEA

The principle aspects of Unit IV will involve the identification of the advantage of working in groups, experiencing a method for assessing community needs, and a simulation of the decision-making process in a community advisory group process.

LEARNING COMPONENTS

1. The Community Advisory Group Structure
2. Community Survey Method
3. The Community Advisory Group Process

LEARNING OBJECTIVESPart 1. Origin and Function

1. Given a list be able to select the most natural origins of the community advisory group.
2. Given a list of methods for identifying the functions of a community advisory group , be able to differentiate the best methods from the poor methods.

Part 2. Community Survey Method

3. Given a list of principles for initiating a community advisory group be able to order them.
4. Given the opportunity, be able to demonstrate the use of the decision-making process in relation to initiating a community advisory group.

Part 3. Educate and Enrich

5. Given the opportunity, be able to demonstrate the use of the decision-making process to expand on and/or specify the best methods for educating and enriching a community through a community advisory group structure.

Part 4.

6. Given the opportunity, be able to demonstrate the most appropriate procedure for selecting the members of a community advisory group.

Learning Activities.

The required Learning Activities for Unit IV are:

Part 1.

1. Read pages through or
2. Attend group lecture or
3. Listen to Unit IV Tape in group
4. Do Experience Activity 14
5. Do discussion questions in small group and display the newsprint list of area specific topics developed and when completed continue or
6. Discuss
7. Help
8. Work

Part 2.

9. Read pages through
10. Attend group lecture or
11. Listen to Unit IV, Part 2 tape in group
12. Do Experience Activity 15 and continue with Part 3 when completed or
13. Discuss
14. Help
15. Work

Part 3.

16. Read pages through
17. Attend group lecture or
18. Listen to Unit IV, Part 3 tape in group
19. Do Experience Activity 16 and continue with Part 4 when completed or
20. Discuss
21. Help
22. Work

Part 4.

23. Read pages through
24. Attend group lecture or
25. Listen to Unit IV, Part 4 tape in group
26. Do Experience Activity 17
27. Do Learning Review evaluation and when completed, fill out the workshop assessment form or
28. Discuss
29. Help
30. Work

Learning Progress Review

1. From the following list identify the most accurate statement regarding the origin of the community advisory group:
 - a. work groups
 - b. village groups
 - c. family groups
 - d. groups of people dealing with a crisis
 - e. all of the above

2. Select the least appropriate method for identifying the specific topic areas for a community advisory group:
 - a. use a decision-making process
 - b. select from a hat containing possible areas
 - c. have community members share their preferences and select on the basis of a majority vote by members
 - d. develop a list of possibilities and have a group of citizens determine the areas based on their best judgements
 - e. allow community leaders and officials make the decision based on their best judgements

3. Order the following according to the most reasonable steps to take in initiating a community survey method:
 - a. accept
 - b. communicate and create
 - c. listen and learn
 - d. educate and enrich

4. Display brainstorming list, prioritized list, consensus agreement statement or list of needs, and immediate goal statement.
5. Display decision-making process in relation to educate and enrich strategy.
6. Display decision-making process in relation to member selection strategy.

If you have completed the review activity successfully, you are finished.

Please complete the Summary Post Learning Review Evaluation and the Learning Components Evaluation Sheet. If you have missed any questions go back and do an alternative in the appropriate part not completed before.

Answers:

1. e
 2. b
 3. c, a, b, d,
 4. Display of brainstorming, prioritizing, consensus, and immediate goal statement.
 5. display strategy statement
 6. Display strategy statement

Unit IV Community Advisory Group Structure and Method

Part 1. The Origin of an Advisory Group

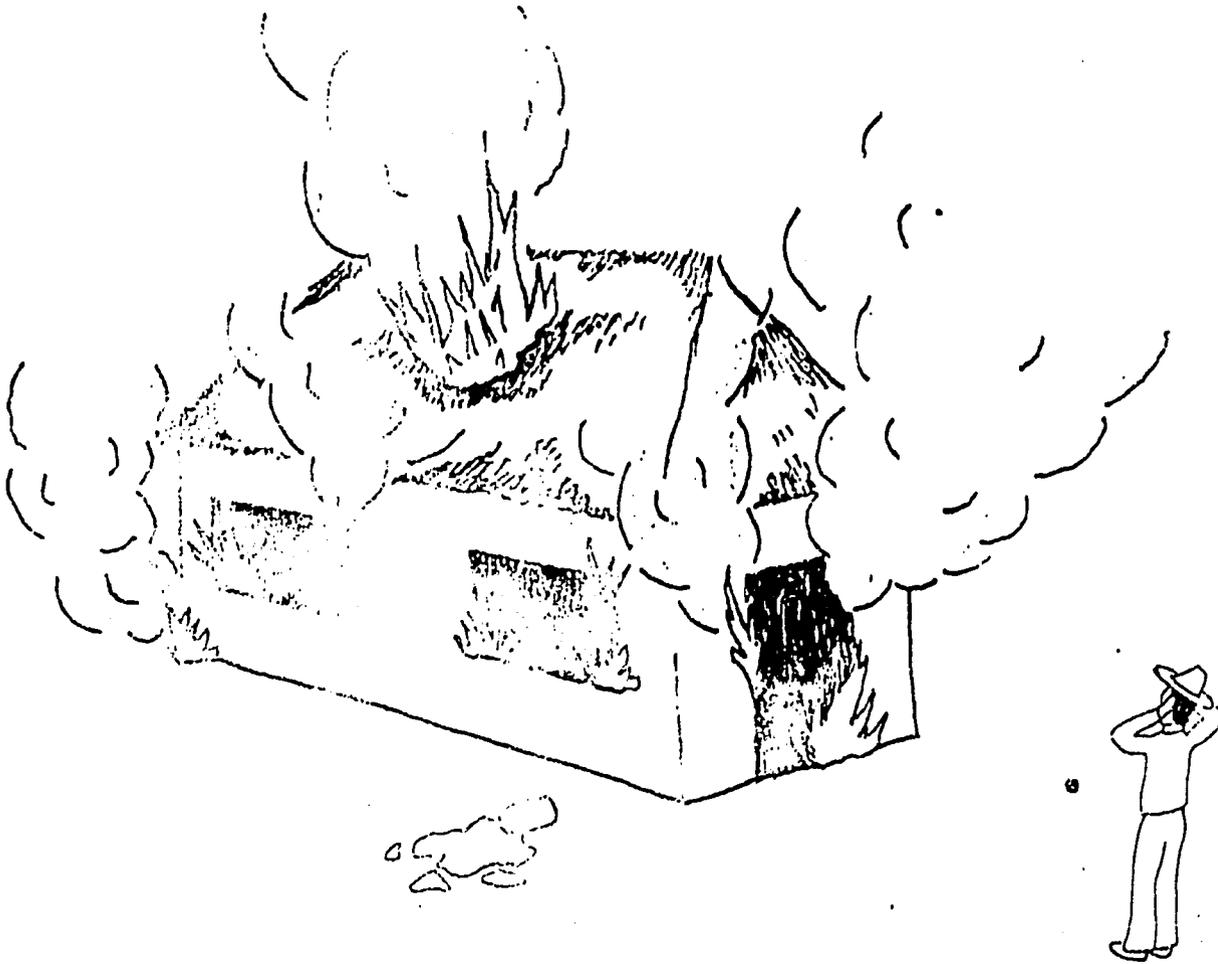
A community of people often find it to their advantage to join together in order to accomplish a task, like building a house or road. It is also quite common for individuals to join together to assist at times of crisis.



The very natural tendency to "cooperate" is first developed in the family and later in school and in other public meetings.



It is common for individuals to join together to assist at times of crisis. However, it becomes even more important that individuals have support for others when there is an emergency. This is primarily because persons cannot usually deal effectively with crisis alone.



The very natural tendency to cooperate developed early in family life continues to influence us to work cooperatively with others to cope with crisis as well as other community situations.



Like working together to make



and planting a field



Like working together in school



The Community Advisory Group

Like these other groups, the community advisory group can allow for individuals to join together for the best benefit of all people within the community. The community advisory group may be for specific or a variety of tasks. A community might have several different groups which focus on such problems as animal management, soil conservation, health services, foods and nutrition, poultry, pest and insect control, marketing livestock and produce. The list can go on indefinitely according to community needs.

When people have worked together to think about and plan for solving the problems which face them, the problems often seem smaller. Even the most difficult problems can be lessened by group action.

- o WHEN PEOPLE JOIN THEIR IDEAS TOGETHER, THEY HAVE MORE IDEAS FOR SOLVING PROBLEMS
- o WHEN PEOPLE JOIN TOGETHER THERE IS MORE REASSURANCE AND SUPPORT FOR MEMBERS.
- o WHEN MORE PEOPLE MAKE DECISIONS THERE IS LESS CHANCE OF A BIASED IDEA BEING PROMOTED; THUS BROADENING THE POTENTIAL FOR MEETING A LARGER NUMBER OF PERSONS NEEDS
- o WHEN PEOPLE WORK TOGETHER OVER A PERIOD OF TIME THEY WILL GET MORE EFFECTIVE AND EFFICIENT IN THEIR GROUP WORK

This last point makes the Community Advisory Group different from other groups which form spontaneously or only for short periods of time. For instance, a community advisory group which forms to support better animal management practices can be a special resource for area farmers who desire to learn better animal management practices, or even to assist in a time of epidemic. In either case, the community advisory group is an already informed group which can both teach and guide others to find available help and resources.

Another example would be an advisory group made up of members from different villages which have a common regional market place. Such a group could consider specific marketing needs of their own community and through sharing their concerns determine the primary marketing problems facing all campesinos. The community advisory group becomes a coalition of persons who each represent their own community's marketing concerns.

WHAT DOES AN ADVISORY GROUP DO?

The advisory group can be a variety of functions, either general or topic specific. Since each community will vary in the types of needs which are most critical, every community must develop its own needs assessment to determine just what are the most commonly confronted needs and problems. The actual community members are the best resource for finding out this information. However, before we go further with how to conduct a needs assessment process, let's consider ourselves as members of a community and take the opportunity to see what it would be like to be members of a community advisory group. Just how would you determine the needs of your community? What would be the function of the community advisory group in your community? Both these questions would need to be answered before your group could determine what to do. One method for proceeding would be to use the earlier reviewed decision-making steps of brainstorming, prioritizing and consensus. A final step not learned previously would include goal setting.

(Experience Activity 14)

UNIT 4

EXPERIENCE ACTIVITY 14.

Needs Negotiation

Goals:

1. To experience identifying community needs
2. To experience negotiating an agreement between group members

Time: 45 minutes

Materials:

1. Needs Negotiation sheets
2. Newsprint
3. marking pens or crayons

Directions:

1. Groups of 5-7 persons should identify and name a community which all or most of the members are familiar (if group members are from different regions or countries, have them describe a community which is familiar to most of the members). 5 minutes. Write the name or description on a newsprint page.
2. Members are instructed to think, through brainstorming, of as many community needs as they can for their chosen community. 5 minutes. Write the ideas on the newsprint page.
3. Members should prioritize individually, the needs from the larger list according to their own order of importance, FIRST, SECOND and THIRD PRIORITY. All

members should write their three priority choices on a SINGLE newsprint sheet. 5 minutes.

4. Instruct group members to develop a group picture which represents their three most important choices for the needs of the community. All members should draw on the single newsprint page. 15 minutes.
5. As a group analyze the list of prioritized needs and picture and determine the list of 10 community needs which the total group can agree are most important. List the ten needs on a single page for display. 15 minutes.

Discussion questions.

1. How did the individual priorities seem different when written and drawn?
2. Which seemed to influence the final group agreement decision, the written priorities or the group picture?
3. How was this needs negotiation different from the coat hanger activity?

COMMUNITY ADVISORY GROUP DEVELOPMENT

UNIT IV

Part 2: INTRA-COMMUNITY COMMUNICATION: THE FIRST STEP
IN ESTABLISHING A COMMUNITY ADVISORY GROUP

Basic communication can best be understood and described as a person-to-person interaction. When considering communicating with groups of persons within a community, it is best to first consider the importance of persons within a group. Too often we focus on the more expedient methods which emphasize communicating to the community-at-large or subgroups within the community. In order to assure that a special emphasis be placed on the importance of individuals within a community, the community survey method is recommended.

The Community Advisory Group Facilitator

The first order of business in using the community survey method is to recognize the unique role played by the community advisory group facilitator. As an initial planner and catalyst for establishing a community advisory group structure for a community, it is important that the facilitator have an accurate sensitivity for the felt needs and concerns of the persons within a target community. Even the smallest and most cohesive communities will be made up of persons who have a variety of needs and concerns.

It is a primary task of the facilitator to accurately understand the varied nature of people within a target community. While it is not an absolute condition, it is assumed that facilitators selected by

their community to attend the special community advisory group facilitator training at the Learning Resource Center will be better able to understand the unique and varied makeup of their community. However, the community survey method also allows for even a stranger to a particular community to be able to gain an accurate understanding and sensitivity for people within a target community. It should also be clear that the facilitator's function may well include numerous other roles in addition to establishing a community advisory group structure, but that for the purpose of clarity this module will only focus on this single function.

Community Survey Method

The principles of the community survey method are:

- Listen and Learn
- Accept
- Communicate and Create
- Educate and Enrich

Listen and Learn. The facilitator must very carefully acquaint or reacquaint himself with the felt needs and concerns of the people within the community. Even though a member of the community, the facilitator must recognize that a new role as well as new learning will influence how he views the people and situation of his community as well as alter their view of him. A special precaution must be made not to assume one knows about a "home village." The facilitator's own thoughts and feelings will tend to make him less open to those views which were not similar to his and in the role of facilitator he will need to be open to these different and varied views.

A community walk at varied times of the day, informally visiting with people, is a very important way to acquaint and reacquaint oneself to the people and atmosphere of a community. The people, in turn, are introduced to the facilitator in a personal and unofficial manner. This is very important if the aura of authority is to be kept at a reasonable level so that a wider variety of people within the community will ultimately consider being a part of a community advisory group at some later date.

From the first day back in the community, the facilitator is beginning to establish an atmosphere of equality and personal importance for all members of the community. Needless to say, this may be a very new assumption for rural campesinos who have not had the opportunity to be in a leadership position throughout their lives. Furthermore, this may lead to new learning for the facilitator because viewing and treating people differently often results in our learning new things about individuals who have hidden leadership talents.

COMMUNITY SURVEY METHOD

The principles of the community survey method are:

- Listen and Learn
- Accept
- Communicate and Create
- Educate and Enrich

Acceptance

An important learning principle is that when we view someone as being important or having a special leadership potential, the person quite often begins to demonstrate the expected importance and leadership qualities. Naturally, we must be patient and recognize that this "self-fulfilling prophecy" does take time and for some individuals who have greater self-doubt, lower ability or lots of discouragement, it may take longer than a facilitator can take to assist the person gain enough confidence to accept a leadership role. But still this principle of learning is very important and demonstrates the benefits which can be gained from a basic principle of acceptance.

Acceptance by the facilitator models reinforces human resources within a community to come forward in various contributing roles. Even though not all persons within a community will be, or desire to be, a member of a community advisory group, it is essential that facilitators recognize the necessity of an encouraged and informed populace especially when the time comes for the facilitator to ask the community to select the people to be on the community advisory group.

Communicate and Create

From day one, during the two-to-three weeks assigned for the community survey to take place (more time may be needed for particularly diverse or regionally scattered communities, the facilitator is communicating and creating.

Foremost in the early days should be the emphasis on basic acquaintance and reacquaintance with the felt needs and views of all community members. The person-to-person approach is recommended most highly, especially during the first week. Conversations focusing on basic community concerns (family related, local and regional politics, crops, etc.) are recommended. The actual introduction of the community advisory group structure is best not emphasized until the facilitator

has developed a very firm relationship with the overall community population. Naturally, this task will be more difficult in a larger population or regionally scattered community. However, the principle involved is to ready the community-at-large for becoming involved with the establishment of a community advisory structure.

Simultaneously, the facilitator is setting a tone or creating an atmosphere of personal worth and importance of involvement as he talks informally with a wide range of citizens within a community. By personalizing his re-entry into the community, the facilitator is creating a relatedness between all people in the community emphasis and firming up the foundation on which the community advisory group will be based.

Let us at this time focus our attention on the community walk part of the survey method. We will as a group take part in a simulated community walk to get the idea of what it will be like to be a community advisory group facilitator in a community. The community walk simulation activity will also allow us to experience what and how various members of the community think about a person like a community advisory group facilitator. (Experience Activity 15.)

EXPERIENCE ACTIVITY 15.

Community Walk

INTRODUCTION

In order to determine the needs and feelings of those in the community, it is necessary for the facilitator to acquaint or reacquaint himself with its diverse members. A direct and personalized approach to doing this is the Community walk. This informal way of meeting members of a community places emphasis on the importance of varied members of a community, and enables the community facilitator to view them and their concerns in a way that is pertinent to his new role.

A SIMULATED COMMUNITY WALK will provide the learner with the opportunity to experience role byplay interacting with the varied members of the community, and establishing priorities of the community based on the needs and concerns of its members.

OBJECTIVES

The Simulated Community Walk will enable the participant to:

1. List and prioritize the needs fo the community members and/or situations you experienced during your community walk.
2. Compare those needs to others listed by members of your task group.
3. Develop a group concensus of priorities for community needs.

4. Develop a list of immediate goals appropriate for a community advisory group.

MATERIALS CHECKLIST

10 8½ x 11 stimulus cards
10 easels to stand cards on
Activity Facilitator Summary Sheets
Activity Facilitator Goal Sheets
Community Facilitator Check Sheets

TIME: 10 minutes introduction and set-up time
Up to 40 minutes role-playing time
25 minutes wrap up and discussion

NUMBER OF PARTICIPANTS: 10 - 30

The ideal number of participants is 20. If there are less than that, fewer stimulus cards are used. (normally there will be 2 participants for each card) For more than 20 participants have them double up and work together.

INSTRUCTIONS FOR ACTIVITY

1. Set up stimulus picture cards on chairs or tables with enough room between each so that 2 people can comfortably stand or sit around them.
2. Divide the members into two groups:
Group A is stationed by a stimulus picture and are instructed to assume the role of a person in the picture.

There are two routes to be followed in this community walk exercise and members are instructed to remain with either even or odd numbered pictures.

1. mother and family
2. old people
3. business man
4. farmer
5. fisherman
6. woman
7. land owner
8. shop owner and youth
9. teacher
10. youth

Group B members play the role of the community advisory group facilitators and walk around "Community" from member to member having a brief conversation with the person.

3. Give Group A a few minutes to get involved in their roles. Advise each to think of needs and concerns he might have as that person in that situation. Advise Group B to reflect on the purpose of the facilitator's role, and approach the members with that in mind, beginning by introducing yourself.
4. Hand out facilitator check sheets to Group B members and instruct them to:
 - a. check each member visited
 - b. write down any needs or priorities that were given

by the community member. They might also list or think about additional comments or feelings about the interaction.

5. Allow approximately 2 minutes for each interaction. If the participants feel they need more time, do not have them visit every member. The participants should move from station to station as they finish each interaction.
6. When Group B finishes at all stations, or completes as many stations as time allows, they switch and become community members. Group A become the facilitators. Be sure to give the new community members time to get involved in their roles. Hand out check sheets to the new group of facilitators and complete same procedure.
7. When the activity is completed have participants return to their study groups.
8. Using the summary check sheet, call out, one-by-one, the community members that were visited. Ask for priorities or concerns that community facilitators thought were important for that member. List the different needs and concerns and tally up similar responses. Do this for each community member that was visited.
9. Using this information, work with group to formulate immediate and long term goals of the community. List goals of the community on the goal sheet and be prepared to share your goal statement with other groups. If time allows, the group can proceed to a discussion of specific objectives and

activities related to the attainment of the short term and long range goals.

10. Do the following Task Group Post-Decision Reaction items and discuss individual ratings in small groups:
- a. How understood and listened to did you feel in the group?
not at all 1: 2: 3: 4: 5: 6: 7: 8: 9: completely
 - b. How much influence do you feel you had on the task group effort?
none at all 1: 2: 3: 4: 5: 6: 7: 8: 9: completely
 - c. How satisfied are you with your group's performance?
very dissatisfied 1: 2: 3: 4: 5: 6: 7: 8: 9: very satisfied

HOJA DE REVISION DEL FACILITADOR DE LA COMUNIDAD

<u>ROLE</u>	<u>VISITADO</u>	<u>NECESIDADES E INQUIETUDES</u>
1. madre con familia		
2. personas adultos		
3. hombre de negocios		
4. agircultor		
5. pescador		
6. mujer		
7. terrateniente		
8. dueno de tienda y juvenil		
9. maestra		
10. juvenil		

COMMUNITY ADVISORY GROUP DEVELOPMENT

UNIT IV: CAG STRUCTURE AND METHOD

PART 3: EDUCATE AND ENRICH

After two or three weeks of informally using the community advisory method, the facilitator begins the more formal process of acquainting community members with the basic idea of the Community Advisory Group. It is important to recognize the readiness of the community as well as the relevance of a community advisory structure. The function of the facilitator is to assist a wide range of people within a community to evolve a community advisory group structure most consistent with their personal needs and particular community needs. This function is: 1) a process of education and 2) enrichment depending on the particular community members' sophistication and experience in the areas of community organization and citizen involvement in the decision-making process.

How to Educate and Enrich the Community Members About the Community Advisory Group Idea?

The most common means of communicating to citizens of a community are:

- o Person-to-Person
- o Public Media
- o Public Village Meetings
- o Schools
- o Organizations

Person-to-Person. We have already examined the community survey method which emphasizes the importance of direct exposure and contact with a wide range of citizens within a community. However, the more

conventional communication links with citizens should also be used. Word of mouth as well as pamphlet and leaflet distribution can often serve to emphasize the importance of each person's understanding and involvement.

Public Media . Both traveling vehicle announcements by amplified speakers and radio are methods which should be considered for acquainting citizens with the community advisory group idea. This is a less personal way of communicating but a more expedient method for getting the message to the people in outlying areas. The person-to-person approach becomes very difficult in regions where the people are less accessible because of terrian distance.

Public Village Meetings. Communities often have a regular village meeting time which could be used to further acquaint citizens with the CAG idea. A facilitator may wish to have already identified leaders within a community do the primary orientation. This will accelerate the acceptance process very much, especially in communities where the citizens may be suspicious of new ideas or perhaps a facilitator with whom they have not been acquainted previously.

School and Church Organizations. A most crucial communication vehicle will be the local shcool and church. The teachers and clergy can be of much help in getting an accurate message to the citizens of a community. Again, the use of an existing organization with which people are involved as well as enlisting the assistance of persons that people already know is a very good way to accelerate the education and enrichment process.

Other Public Organizations. There are often other special organizations which can be very helpful in basic orientation and membership selection for a community advisory group. In communities which have a more stable population, there will be existing groups. These groups have already become an integral part of the community and represent designated interest groups within a community. A caution, however, must be given so that one or several formal organizations do not control the advisory group membership selection. Such bias could tend to limit the broad range representation of membership on the community advisory group.

How does a community advisory group enable community education for community action?

As an enabling organizational structure, the community advisory group will promote local participation, local initiatives, and local action (Bola, pg.18). The community advisory group can provide the means by which the community facilitator (educator) guides local initiative in special interest areas identified by members of the community. Initially, a select group of voluntary citizens join together with the guidance of the advisory group facilitator (community educator) to focus on either general or specific areas. While advisory structures vary depending on the particular role to be performed in a particular setting, the community advisory structure in a rural setting can become a group self-help support system for non-formal education. The advisory group, in essence, becomes a study group drawing from the knowledge of its members, the community educator and from other resources. An assessment of current practices and local realities should be the focal point of all initial investigation. A step by step analysis process (identified in Unit IV as the Community Survey Method) which stresses the existing strengths of practices within a community in a part of the training curriculum. Ultimately, the purpose of the advisory group analysis (research) will allow for relating local realities to identified national



COMMUNITY ADVISORY GROUP DEVELOPMENT

Unit 4

Experience Activity 16. Educate and Enrich Strategy

Goals:

1. To experience identifying positive community potential.
2. To experience developing a positive strategy for community change.

Time: 30 minutes

Materials:

Strategy development worksheets

Newsprint

Marking pens or crayons

Directions:

1. Instruct the members to work in groups to develop a list of the positive aspects of education in their community. Emphasize that they are not to talk about things which are negative. Use worksheet No. 1 to record the members' ideas. Even if there are only a few positive items encourage the group to first talk about the positive (5 minutes).
2. As a next step use Worksheet No. 2 ForceField Analysis to list the encouraging and constraining forces related to education. (5 minutes)
3. As a group complete Worksheet 3. Force Field Strategy. (10 minutes)
4. As a group agree on the three actions related to encouraging forces and resistant forces. List each according to First, Second, and Third Priority on a newsprint page for display. (10 minutes).

5. Evaluate your agreed upon strategy for action to both support encouraging forces and negative resistant forces and complete the following post reaction items:
- a. How understood and listened to did you feel in the group?
Not at all 1 : 2: 3: 4: 5: 6: 7: 8: 9: Completely
 - b. How much influence do you feel you had on the ask group effort?
None at all 1 : 2 : 3 : 4 : 5 : 6: 7 : 8 : 9 : Complete
 - c. How satisfied are you with your group's performance?
Very dissatisfied 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9: Very satisfied

Unit 4

Facilitator Workshop

Worksheet No. 1

"Focusing on the Positive"

Consider those aspects of education in your community as being particularly exciting. List the high points of your experience and share in group discussion.

High Points For You:

COMMUNITY ADVISORY GROUP DEVELOPMENT

Unit 4

Facilitator Workshop

Worksheet No. 12

In small discussion groups continue to determine the encouraging and constraining forces for attaining the desired improvements in your project.

FORCE FIELD CLARIFICATION

LIST THE ENCOURAGING FORCES THAT ARE LIKELY TO ASSIST OR FACILITATE EACH OF THE IMPROVEMENTS DESIRED.	LIST THE RESISTING FORCES THAT ARE LIKELY TO CONSTRAIN OR BLOCK EACH OF THE IMPROVEMENTS YOU HAVE DESCRIBED.

COMMUNITY ADVISORY GROUP DEVELOPMENT

Unit 4

Facilitator Workshop

Worksheet No. 3

In small discussion groups continue to determine the encouraging and constraining forces for attaining the desired improvements in your community.

FORCE FIELD RESOLUTION

LIST THE ACTIONS WHICH COULD BE TAKEN TO INCREASE OR ENLIST ENCOURAGING FORCES.	LIST THE ACTIONS WHICH COULD BE TAKEN TO DECREASE OR CIRCUMVENT THE RESISTANT FORCES.

COMMUNITY ADVISORY GROUP DEVELOPMENT

UNIT IV: COMMUNITY ADVISORY GROUP STRUCTURE & METHOD

PART 4: CAG MEMBER SELECTION

The procedure of selecting members for an advisory group should be planned in a manner which is consistent with the particular community's approach to organizing citizen groups. The CAG facilitator, having used the community survey method of:

- o person-to-person
- o public media
- o public village meetings
- o school and church
- o other organizations

should now enlist the help of those groups most responsive and interested to initiate a polling of citizens for nominations for persons who would be the most qualified community advisory group member. Often, citizens will look to the existing chosen leaders; however, experience has shown that at least 50% of the advisory group members should not hold other important organization leadership positions. A common problem in most communities is that too few do too much and energy levels and time commitments lead to lessened effectiveness of leadership.

So, whether the selection process is by appointment or by citizen election, it is recommended that at least half of the 12-15 member community advisory group be new persons as far as current community leadership is concerned.

Criteria for membership is an often discussed concern. Experience

has shown that being a citizen within a community is sufficient criteria for membership. Arbitrary criteria such as level of education, requisites of literacy, sex and/or age only serve to limit the diversity of the representation of the community advisory group. It will be quite natural for a community to select according to existing norms and traditions; however, it will be the function of the facilitator to assist citizens to recognize the strengths of diverse and sometimes non-traditional or non-standard leadership potential. As mentioned earlier in the text, time is of the essence in assisting citizens to evolve a community advisory group suitable for their needs. (Experience Activity 17. Member Selection Strategy)

The most common means of communicating to citizens of a community are:

- Person-to-Person
- Public Media
- Public Village Meetings
- Schools
- Organizations

Unit 4

Experience Activity 17 Member Selection Strategy

Goals:

1. To experience the influence of status and title in a community.
2. To experience dealing with varied values and controversy in a group.

Time: 20 minutes

Material:

None

Directions:

1. Each member of a small group should be given a community walk character to represent as a role.
2. A member should be identified as the community advisory group facilitator.
3. Each member should be given one minute to state who should be represented on a community advisory group and why their membership would be important.
4. Members should be encouraged to do a decision making process while playing the designated role.
5. Have members trade roles after five minutes and let them continue their discussion of community needs.

Variations

Discussion Questions:

1. How did you feel as the designated person? Did you feel you were important or unimportant.
2. Did it make a difference when you changed roles?
3. What difference does it make who is represented on a community advisory group?
4. Would you have answered Item 3 the same prior to the exercise?

SUMMARY

The Community Advisory Group draws together the positive potentials of human, social and political resources to form an intermediary group structure capable of assessing community needs, educating community and taking positive action for community development. To enable itself to accomplish this task its members must invest themselves in interpersonal relationships which facilitate honest communication and a sense of membership. It is that very communication and membership which enables community to "reinvent the national vision in terms of local realities".

If rural Latin America is to provide a self-help support system for non-formal education; if it is to shed the yoke of socio-educational impoverishment; if it is to become independent of outside controls and determine its own destiny, it must be enabled to transform its ideas into realities. Community Advisory groups can meet that challenge.