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LEARNING FOR INDIVIDUAL AND SOCIAL DEVELOPMENT

RESEARCH REPORT NO. RE-5

LEARNING FOR INDIVIDUAL AND SOCIAL DEVELOPMENT

by

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A descriptive report of a pilot training project begun for the Rural Development Branch of the Department of Forestry and Rural Development and completed by the Development Services Unit for the Department of Regional Economic Expansion

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INTRODUCTION

This report has been designed primarily as an aid to developing staff training for field personnel concerned with economic and social development. There are two aspects which have guided its preparation: on one hand it may be viewed as a descriptive report of the findings and experiences of a pilot-training project carried out from the fall of 1967 to the fall of 1969 by the then Developmental Services Unit under the Department of Regional Economic Expansion (and formerly by the Rural Development Branch, Department of Forestry and Rural Development). On the other, it may be viewed as a type of workbook or as guidelines for those involved in training field staff.

In describing the findings and experiences of the pilot training project, the first section of the Report sets out the principles and assumptions about adult learning underlying the approach taken by the trainers. The steps involved in creating a learning opportunity for field staff are discussed in the second section. Material is then presented in the next two sections concerning the life cycle of the learning community and a description of some of the operational processes which a trainer might utilize in conducting sessions. The final descriptive section deals with the problem of evaluating the training sessions and the kind of report one might wish to prepare. The authors note that the ideas and techniques used by the Unit were gleaned from many sources and were developed through the 20 workshops that they conducted.

The second aspect of the report is its presentation in a type of workbook form. At the end of each section, blank pages are included with the suggestion to the user that he independently record his points of view. The learning process only occurs if ideas and information flow back and forth. Thus, the material is presented on the assumption that the experiences of the team will be of use to others and that others can contribute to improving the steps discussed, particularly as these may be adapted to circumstances which require individual approaches.

The Developmental Services Unit training team was set up as an experimental pilot-project in the fall of 1967 to provide learning opportunities for field staff and administrators in response to a recognition of the need for such a training program in connection with the work of the Rural Development officers under the ARDA program. The members of the team were: Keith T. Bradley, Head, Developmental Services Unit, DREE; D.M. Connor, Ph.D., Consulting Sociologist; and Stan Searle, Consulting Adult Educator. The rationale for setting it up appears in Appendix 1, which sets forth the original objectives of the project. "Learning for Individual and Social Development" reviews their findings and experience in the form of guidelines for approaching the training process.

We hope that this material will serve as a point of departure for discussions among trainers to question, develop and perhaps confirm some of the ideas and techniques expressed in the report. This report is unique. We feel that it can be of considerable use to those directly involved as trainers of field staff who may be engaged in social or economic development work, particularly as this may relate to disadvantaged areas.

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SOME PRINCIPLES AND ASSUMPTIONS ABOUT ADULT LEARNING

To give you as clear an idea as we can of the DSU's methods, we begin by disclosing the guiding principles and assumptions that we believe to be important influences on our work. Check them against your own and feel free to question them in any way in your written comments and at subsequent workshop sessions.

Learning and Development

1. Learning is a condition of life for man, the problem-solving animal, yet many people are ineffective in this skill. For them to develop their own potential and the resources around them, they must learn how to learn.

2. The various kinds of development (regional, rural, social, economic, etc.) imply that the people in an area are able to identify and solve problems systematically and effectively if sustained development is to occur. "Development" for us means the optimum use of resources (people and their environment) fostered in particular by increasing the problem-solving capacity of the people and their participation in local and regional improvement activities.

3. Many people in low-income areas lack the knowledge and skills (a) to become more aware of themselves and their environment, (b) to express themselves individually and collectively to others, particularly to government agencies, and (c) to develop their full human potential as persons and citizens. They are dependent, in many cases, not only economically but intellectually, emotionally and in other ways. (Indeed, these different kinds of dependence are

often inter-related.)

4. The challenge and opportunity to decrease dependency and increase the problem-solving capacity of disadvantaged people faces every community-level worker in a low-income area. Development officers, counsellors, social workers, adult educators, clergy, leaders of organizations, elected representatives and many others each contribute either to maintaining the present state of the people or to improving it. (We believe you can even predict fairly accurately whether a community is stagnant or thriving if you meet with its government representatives and elected leaders and assess whether they are dormant or dynamic.)

5. Trainers* can play a major role in providing opportunities for community-level leaders to grow in their own ability to work developmentally -- to foster in others the capacity to solve their own problems. Trainers who live in or near the areas where community workers operate can be more readily aware of local conditions than outside resource persons, and can also provide a continuing and easily accessible source of workshops and personal advice.

6. Unfortunately there are all too few persons in Canada with the kind of training skills required for developmental learning. The purpose of this workshop and other services planned for trainers is to identify and assist those who have the potential and the com-

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* By this term we mean persons who can establish a relationship with a client; design and redesign the operating structure and process of the learning event, through continuous monitoring of the participants and their interaction; operate and administer the event; evaluate it; counsel individuals as required; and back-stop with appropriate theory in an acceptable form.

mitment to provide these vital services to community workers so that the disadvantaged may be better served.

NOW, please take this opportunity to add <u>your</u> working principles and assumptions and to question any of those outlined above.

Some Ideas About Learning

1. Most people are oriented towards a traditional concept of schoolroom learning which stresses the importance of transferring factual knowledge from teacher to pupil in a directive manner. This is often a necessary and useful method, but it is insufficient in the case of learning for development, where the emphasis is upon fostering appropriate attitudes and skills, as well as imparting relevant information. The learner needs to see and experience an inter-dependent relationship between giver and receiver which he can absorb and later use with others.

2. Before trying to teach anybody anything, first find out what he already knows and thus avoid the "fallacy of the empty vessels". On almost any topic most people have some knowledge which they can build upon, and some misconceptions which need to be challenged.

3. A group of learners are an immense resource to each other, if they can learn to share their strengths.

4. A dynamic proof of learning is in changed attitudes, values, skills and behaviour. For a person to change his behaviour, he needs to learn not only knowledge, but attitudes and skills. He also needs an appropriate community setting and a suitable administrative climate. The traditional assumption, that if you teach a person some new facts the necessary changes will occur, is seldom valid on its own.

5. Learning happens inside a person at his desire; a trainer can only provide an environment in which those who wish to learn may do so.

6. We learn from examined experience. A learning opportunity must therefore include relevant experiences

(not just oral instruction) and an evaluation of the experiences, so that the personal meanings of the ideas may be identified and shared co-operatively with others.

7. We learn from role models; we tend to treat others as we are treated. (The style used by a trainer can thus reinforce or ruin his message.)

8. People can come to identify their own problem-solving habits, of which they are often quite unconscious, recognize deficiencies in them and work to improve them. The sometimes trivial decisions to be made in the schedule of a workshop can be occasions for vital learning which can later be transferred to important issues back home.

9. People will work to learn about matters they think are important to them. It is difficult, if not impossible, to pre-plan a useful training event without the acquaintance of the participants and their statements of their own goals for the event. This suggests a "rolling" or developmental design which provides structures and processes tailor-made on the spot to suit the needs of the particular group. This is challenging, risky and creative. Opportunities must also be provided for the individual to learn about subjects important to no one else in a group.

10. The emotional character of a learning group appears to go through a series of phases from dependence on the designated leaders through to inter-dependence with all as peers. The structure, processes and material employed should fit the particular stage in which the group finds itself.

11. Learning usually proceeds most effectively when the participants determine either the goals or the pro-

cesses to be followed. If both are determined for them, excessive rigidity hinders learning; if neither is determined for them, the participants flounder in a structureless situation.

12. Learning proceeds more effectively when there is communication in all directions -- within groups, across groups, to and from persons regarded as superiors, etc.

13. Learning is most likely to be at its best when the trainer is also a learner, and when both he and other participants recognize it.

NOW, please add <u>your</u> further ideas about learning and query any of the above you disagree with:

Trainer and Agency

A. Before a trainer can commence work, he must first gain access to the group. He communicates with its representatives either by initiating a proposal or responding to their request. Depending on the relative strengths of trainer and agency representative, their ability to work effectively together may be affected critically from the outset. For example, if either is highly dependent, he is likely to compromise his integrity. The more inter-dependence there is between consultant and client, the more direct each is likely to be in discussion, in evaluative remarks and in developing the basic understanding necessary to reach sound agreement.

B. Typically, the administrators of an agency prescribe training for their field staff but not for themselves, yet often the trainer discovers that the greater effectiveness of the field staff is limited by administrative matters, rather than by the ignorance or lack of skill of the community-level workers. Joint training may lead to opportunities to work with administrators on the problems of developmental administration. Regular occasions for learning are required for all members of a developmental agency, from field level to cabinet ministers.

C. Frequently a trainer has more than one client and their interests do not coincide, e.g., a federal agency, a provincial agency, field staff at a workshop and, indirectly, their target population, or what we term the "ultimate clients" -- the people to whom all the efforts of the foregoing are supposed to be directed. In this situation, we first try to define the interests of the different clients and then note their areas of overlap, their unique areas of concern and any areas of conflict. We then attempt to share these perceptions with the clients we have access to and, in cases of conflict of interest, favour the ultimate clients.

D. Training is no panacea -- it is no substitute for deficient administration. For effective performance an agency needs appropriate policies, programs and procedures for recruitment, selection, supervision, evaluation and recognition.

E. As trainers, working with an agency and its staff, we try to make the following contributions to the teaching-learning process.[3/]

1. I can disclose myself, reveal myself, share myself -- as I open up areas of my experience, ideas, attitudes and information to others, they are encouraged to do the same, with benefits to all of the participants.
2. I can divest myself of the power over other people which the traditional image of the teacher gives me. This provides a model through which all can see themselves as partners and peers united in a common cause -- solution of a problem, or more effective service to our ultimate clients -- the disadvantaged family living in a single tar-papered room, with gobs of ice hanging from the nails inside.
3. I can be consistent with my own basic assumptions in allowing a learner to choose safety rather than risk learning, since I realize that I cannot force him to grow.
4. I can offer structure and/or process in the teaching-

3/ Derived from S.H. Searle, "Personal Development", an unpublished paper written at the Ontario Institute for Studies in Education, University of Toronto, Toronto, Ontario. March 1969, pp. 69-74.

learning situation as seems appropriate for the state of the learning group.

5. I can encourage learners to risk making mistakes and, in the process, to learn by evaluating the effects of their mistakes.

6. I can resist the assumption that I know what the learner needs to learn, and instead provide ways through which he may discover what his real learning goals are.

7. I can do everything in my power to create a climate of psychological safety or trust-support, which involves my accepting the participants as individuals.

8. I can share the decision-making process so that an acceptable compromise may be reached between each learner's private expectations and goals, and the expectations and goals of other participants, including administrators.

9. I can attempt to structure the teaching-learning situation so that it provides the learners with an opportunity to grow individually as well as to be co-operative members of a learning community.

10. I can provide ways for learners to express themselves and their new awareness of their expanding potential, so that they will not be frustrated by inability to identify their new attitudes, skills and knowledge.

11. I can fashion my contributions to match the dependency level of the learners, while still providing opportunities for them to grow towards inter-dependence.

12. I can be ambitious for the learners, wanting them to develop their highest potentialities.

13. I can foster two-way communication, not only between

myself and the learners, but also between the learners, including their administrators.

14. I can accept the fact that one of my primary tasks is to provide the possibility of change in the value system of the learners, not only in their habits and behaviour.

15. I can use resources outside the teaching-learning situation to meet my own needs, e.g., through teamwork with another trainer.

16. I can accept my own limitations, and those of others.

17. I can attempt to clarify and state openly the feelings which are present in the learning community, yet are only hazily sensed by the participants.

18. I can realize that this task (learning) is never done, and can aid the learners to set realistic targets for their own personal and professional growth in the future.

NOW, please add _your_ ideas about the role of the trainer and his relationships with learners and a client agency; question any of the above statements which do not square with your own thinking and experience:

CREATING A LEARNING OPPORTUNITY

Introduction

Some might have titled this section: "Designing a Training Session" or "Scheduling a Short Course", but we think that words do make a difference. While the word "training" is used by many when they speak about arranging events in the lives of others, few use it about themselves. To be provided with an opportunity to learn is, for most, a more positive and challenging prospect than to be told: "We're sending you away for training". Since first impressions are often lasting, let's keep in mind that the most we can do is to provide people with opportunities in which they can learn if they want to do so.

There is a great temptation in this kind of work to become the victim of a successful formula which, because it worked well on some occasion, is used again and again in other circumstances. We believe that we must create the structure and processes suitable for each group according to its particular characteristics and needs and our own capacity to meet them. Since each situation is unique, we must always begin with a blank sheet of paper and be prepared to redesign activities on a day-by-day and even hour-by-hour basis. This we call a "rolling design process" or a "developmental design" in contrast to traditional, predetermined scheduling. Here are some issues and questions for your review.

Providing Information

Before you can become an effective resource person to agencies and individuals in your area, they must become aware of your presence and the skills and experience you offer. This is often best done informally through your personal contacts and through others who know you.

However, it is useful to back this up with a short written statement and a resumé which outlines your background. For example, see "Training for Community Resource Development" (Appendix 1) distributed by the DSU at the commencement of its work, and a suggested form of resumé (Appendix 2).

Preliminary Consultation

When you are approached by some group, the preliminary consultation is the next vital step. In many cases, the administrators of an agency may initially resist a planning meeting; for instance:

DSU - "Mr. McTavish, we'd like to arrange a meeting with you, as Director, and your three supervisors concerning the Leadership Workshop proposed for next month".

McT.- "Well, we're all fairly busy right now and in any case, you know the kind of thing our fellows need - there's not enough happening out in the field, so we want to bring them up to date with some of the new methods. I hear you did a good job with Joe Chisholm's boys a while ago - that's what we need."

DSU - "Well, Mr. McTavish, his situation is quite different from yours. Here, an illustration may be given: We can't hope to do a useful session with your staff unless we can sit down with you and your three supervisors for an afternoon sometime within the next two weeks. We can come at any time to suit your convenience."

The items on your agenda for this preliminary consultation include:

1. a description of the workshop participants - age, education, years of experience, work situations, job descriptions, etc.;
2. a series of clear and specific statements of the

administrators' goals for the workshop, e.g., "Under what conditions will you consider the workshop to have been successful?";

3. an appreciation by the administrators that the field workers may be hampered by factors other than their ignorance or lack of skill in leadership techniques, and that your role as a resource person includes providing a protected opportunity for workers to voice their other needs and work on them in consultation with the administrators (this item calls for a high order of diplomacy and commitment; securing it is often crucial to the final outcome of the event);
4. the recruitment of one agency staff person to participate in the session (we encourage persons with an interest and potential as trainers to become members of the training team for the event); unless we have at least one of them present to look after the day-to-day details and take general responsibility for the participants, we find we cannot work effectively as trainers;
5. a description of the location of the workshop, its facilities for working sessions, accommodation, food, relaxation, etc.;
6. an indication by the agency or group as to whether this event is part of a continuing program of staff development or not; if the former, then a good deal of manoeuvrability is provided to all concerned in that topics which arise and cannot be covered can be put aside for an expected future occasion;
7. a review of the objectives stated by the administrators in the light of the time available and some flexibility to meet other needs of the participants and your acceptance of this assignment (if

consultants' fees have to be negotiated and/or other administrative details arranged, this would be an appropriate time, e.g., after the dimensions of the job and the service required have been delineated).

From this preliminary consultation, you should have derived a good deal of valuable background information about the style of the organization and some of its administrative problems, which will doubtless come up during the workshop and will affect its outcome. You will also have started a learning experience for the administrators and, through them, for the other participants.

In some instances, when there is ample time before the event, you may want to consider having the participants reflect on some key questions or gather some information relative to the general theme of the workshop. For example, the memorandum inviting one group of field staff to a workshop included the following:

1. TOPIC: Interpersonal Communications and Policy Planning
2. MAIN EMPHASES:
   - What inputs can "local people" and government make in meeting the needs of an area?
   - What are the relationships between the government employee and each of the following:
     - individual "clients"?
     - client organizations?
     - his peers in his own and other departments?
     - administration?
     - the community?
   - How can we get information from the grassroots level to administration?
3. PRE-CONFERENCE PREPARATION:

   Each staff member is requested to consult any five people, organizations or groups of people in his or her region about what needs to be done in the region, by (a) the people and (b) the government.

A brief written report should be prepared for each "Consultation". Identify the type of individual or group, e.g., farmer, housewife, community organization, government agency, etc. A summary should also be made of the five interviews.

Please mail copies of these reports to your Branch Director by February 21, so that copies can be mailed in advance to the training team. IMPORTANT: If you cannot complete interviews by this date, please bring your reports to the Workshop.

Another version of this approach is to develop a pre-registration form which helps to identify participants' goals. An example created for a conference between clergy and government workers is shown in Appendix 3.

It is important to recognize the strengths and weaknesses of these devices. On the plus side, the information about goals, etc., provides some good indications of participants' interests and, just as important, it starts the learning process as they consider the issues involved and sense that their early involvement in planning the event contains a lesson also. On the other hand, the potential participants are often caught up in their daily round when the questionnaire arrives, so that they can give it only part of their attention and little of their time.

We must admit also that once, when we used a preliminary questionnaire, we were impressed by the many and varied interests of the respondents, but failed to see a very important theme underlying them until we actually met the people concerned when the event started. While anonymity must be provided for these questionnaires to protect the respondents from administrative repercussions if their questions are too blunt, many workers will "play it safe" and ask only administratively acceptable questions.

Pre-Planning Design and Materials

Once you have obtained information from administrators through a personal visit and from field staff through questionnaires, or perhaps by personal visits to a sample of them, it is now very tempting to lay out daily schedules for the event and outline a set of notes on the information to be provided, the skills to be practiced and the means to be employed.

We believe that it is important to consider the shape of the event in broad terms and to develop several alternative ways of covering some key topics, but to stop short of actually choosing specific components and making up a timetable. Often it will be necessary to resist the insistence of an administrator to formulate a firm and detailed schedule of events.

The number of participants, their groupings by subject matter or location, the facilities of the site and the time available will all place some limits on the methods which can be employed. You can review some relevant reading on what appear to be likely topics, and perhaps summarize some material which looks pertinent.

The danger lies in the fact that if you and others become highly committed to presenting this material, or using these exercises, on the basis of only partial information from the participants, you are likely to become locked on this course and will fail to respond to the more complete and direct presentation by the participants of their goals and needs in the opening hour of the workshop.

We realize that this is not the customary procedure, that it poses some risks, yet we believe it has a much greater potential for benefit to the participants and their "ultimate clients" than the traditional, structured instructional program. (Hence, we term it a "high risk - high gain" option.)

For example, the indications from the administrators and field staff of one agency were that the focus of the week-long workshop would be on the several roles of the community development field worker. During the opening hours, we discovered that most of the field staff were paralyzed by an administrative vacuum concerning operational job descriptions, lack of supervision, confusion over policies, etc. With the concurrence of the senior administrators, we developed a series of activities to clarify job descriptions, develop guidelines for inter-branch co-operation and secure evaluation from peers and administrators, and only then move to the subject of fieldwork skills. (As a matter of fact, having cleared the air of these other concerns, we covered most of the subjects anticipated concerning fieldwork skills in about half of the usual time!)

In short, we believe in coming to a workshop prepared to assist not only in this one event, but with material and processes appropriate to service several others. We can then select activities from a broad range of alternatives according to the particular needs expressed by the participants personally when the workshop commences and as it develops.

Sites and Their Preparation

The characteristics of the site can largely determine the atmosphere of the learning event and the *esprit de corps* of the participants. Yet, in many cases, agency administrators are very conscious of the accommodation budget and fail to see how small this is in comparison with the salaries and travel costs of their staff for the event.

From our experience, the ideal site includes:

1. sufficient isolation from the main work place of the participants, especially the administrators, to provide some sense of freedom from the daily round and some protection from long-distance

calls and requests to return to the office;

2. no others on the site, e.g., a motel is good in the off-season if it is no longer catering to the general public;
3. food, lodging and meeting rooms under one roof to avoid the loss of time and the sense of dispersal which is injected by the separation of these facilities;
4. a large main meeting room to provide for flexibility in small and large group activities, and ample clear wall space to permit hanging charts and newsprint summaries of events as they occur;
5. All of the participants, including the trainer(s), housed in adjacent rooms to foster informal visiting, when a great deal of valuable work is done;
6. food service ensuring reasonable quality and rapid service; similarly, clean and bright surroundings are important influences on group climate;
7. arrangements for whatever audio-visual and other aids are required.

Initiating the Event

The first few hours of a workshop or conference are clearly critical in establishing a style of leadership and participation which will influence every subsequent activity in it. The timing is important also - we prefer to have the initial orientation and planning session during the afternoon or early evening hours. This permits participants to work on some personal agenda items with other colleagues during the first night and then start in to work with the next new day.

After the senior administrator or principal group leader welcomes the participants briefly, and outlines the preliminary planning process employed and the initial goals formulated for the workshop by the planning group (thereby legitimizing the workshop), the leadership is typically transferred to one of the trainers.

If the participants have not worked together before, some introductions are necessary. For example, in a small group, this may be done conveniently by having each person give his name, location and a few words about what he/she has been doing in the last week, i.e., something in addition to the mechanical details, so that others can sense a little of the person's character. In a larger group, participants can be invited by a sign: "Please sit in groups of 4-6 of your own choosing". After an initial 5-10 minutes to carry out initial introductions of name, location and recent activities within the groups, reporters from each group can summarize this information in brief reports to the total group.

It is important that visiting resource persons and any others present, for whatever reason, be introduced in a similar manner. For instance, we experienced problems once when an "observer" was not fully introduced to participants, who interpreted his role as that of a spy for absent administrators and modified their participation accordingly, until the matter was discovered and cleared up.

One of the most crucial elements in the whole event, in our opinion, is the identification of individual and shared goals and the allocation of priorities in working towards them. Each participant arrives with an expectation of what the workshop will be like (e.g., listening to administrators again, a holiday from home and office routine, a waste of time, etc.) and may have some personal goals already formulated (e.g., learn more about new policy, see administrator about travel expenses claim, talk with colleagues about joint project, have a real good party with the boys, etc.). Some may have quite vague expectations and few if any personal goals.

The first item, therefore, is to provide participants with an opportunity to formulate personal goals for the event and to reinforce these goals by having them write these down. After explaining the general purpose, we often phrase the task as "LIST your personal goals for this workshop - the things you would like to experience, do, learn, between now and Friday noon. What are the things which, if accomplished, will make you say to yourself then: 'This has been a good week'?" On another occasion we asked: "LIST the goals which you personally want to achieve by the end of this conference."

These lists of personal goals are anonymous, and we guarantee that they will not be seen by any other persons than the training team, in order to foster maximum honesty and clarity. In effect, we are trying to get people to tell themselves and us their "hidden agenda". Nevertheless, we do want to return these lists to them at the end of the event, as one means of evaluating its usefulness. So we invite each person to mark the top of the sheet with some symbol which will identify it for his own retrieval, e.g., own birthday, telephone number, wife's birthday, wedding anniversary, etc. If members of different sub-groups are present whose interests are rather different, we may ask them to use an initial to tell us whether the goals are, for instance, from field staff or administrators, home economists or district agriculturalists, etc.

Since 20 participants can easily average three personal goals each, the next phase is to consolidate the many personal goals into a single comprehensive list. Initially, one of the trainers would scan the lists and attempt to extract the major themes he saw in them. We soon noted that an outsider often missed the subtle nuances of meaning contained in the statements of participants. In addition, there was room to suspect the trainer of bias or manipulation. We therefore developed a technique of "group editing," which goes as follows.

1. Individual lists are collected, shuffled and re-distributed to the participants so each has one.
2. Once a first item has been volunteered by a participant and listed on a flip-chart page, all who believe they have an essentially similar item on the list in front of them are asked to omit it. Then a second item is called for and listed on the chart, and so on. Recently, 26 participants generated 94 personal goals, but in this self-editing process reduced these to a comprehensive list of 47.
3. In this process, participants take responsibility for the goals of their colleagues and exercise their judgment in an important way. They distinguish the meaning of particular terms significant for local issues, and do not have room to suspect the trainers of manipulation.
4. Important learnings occur when someone says, "There's something here, but I don't think it is right to put it up". The trainer can then reinforce the fact that we are involved in being advocates for each other, that this item must seem right to whoever wrote it, that we are editing for similar items, not censoring, etc.
5. Frequently, someone will suggest that one item is the same as another, or that several related items could be grouped. The fact that both the writer of the goal and the person who read it out think they are different, is, we think, important. Violence can be done to ideas and to the persons who created them if a few vociferous persons more or less arbitrarily group different items. We prefer to resist this process and indicate that, when priorities are set, people will have an opportunity to make some meaningful distinctions between

related items, which will be impossible if they are lumped together. In addition, we suggest that those managing the event will be able to see the relatedness of the similar goals, etc.

To place priorities on the many goals forming the comprehensive list is clearly necessary, so that the items of most concern may be dealt with first in view of the limitations of time. After the lists of goals are gathered up for later use in evaluation, participants are invited to establish their personal priorities. If there are 40 items, they are invited to: "Review the total list and write down the numbers of 20 which are important to you." (This rule of thumb for selecting half the total number of items seems to ensure that most items get a rating between the maximum and zero.)

The lists of priority numbers are then collected, shuffled and distributed to the participants in the same manner as the lists of personal goals. The rating given to each goal is then established by asking: "How many of you have a 'one' on the sheet you are holding? Raise your hands, please." This score is then written beside the item on the flip-chart page. When the results are posted, the items most likely to receive attention in formal working sessions can usually be seen, so that participants realise that they should plan to attend to low-rating items in evening "bull sessions" or at meal times, etc. The reporting resource person always notes that the ensuing days may generate other priorities, "but here is where we are now". Further, it may be necessary to attend to some matters before others because the logic of the subject matter demands it.

Through this process, each participant has had an opportunity to share his personal goals (and in part his expectations) with the visiting resource persons, to be aware of the main themes in others' personal goals, to participate in establishing priorities among these themes and to know the outcome of this process. The implications and importance of these matters are outlined in Appendix 4.

The next decision concerns the management of the incipient learning community - by the designated leaders, by a management or steering committee representing trainers and other participants (including their administrators), or by the group as a whole. We attempt to provide the kind of information which the participants will need to make a meaningful decision by answering their questions about the strengths and weaknesses of each of these three methods, and any others which might be suggested. We also share with them our personal preferences for the use of some kind of management or steering committee. (Note - in some instances people have had such negative experiences with manipulative steering committees that an alternative term is necessary.) Highly dependent and insecure persons often want nothing to do with the leadership, but most of our experiences have seen an acceptance of co-responsibility in one form or another.

The composition of the group and its size is left to the participants in open meeting, typically by enquiring: "Well, if you want a steering committee, who should be on it? How do you want to be represented - by geographic groups, discipline groups, age groups or what?". Sub-groups are formed along whatever lines the participants decide are most relevant and each is invited to nominate a representative. (In one case, where a senior administrator felt that the process had bogged down and himself nominated several members of the steering committee, his nominees never felt they had the full support of their peers in the sub-groups and tended to respond conservatively and defensively in subsequent steering committee meetings.)

At this point, some immediate housekeeping details may need to be taken care of before the steering committee even has time for its first meeting, e.g., the breakfast period for the next morning and the starting time of the first morning meeting.

To close this preliminary session, it may be useful to foster some reflection, in sub-groups of about five persons, on the things that struck them (positively or negatively) as being of interest or value. There should now be as high a level of participant investment in the workshop as the members are capable of in the circumstances. The beginnings of a learning community should be well established in the minds of most, as they drift off in informal discussion while the steering committee finds a room for their first planning meeting.

What do YOU think?

The preceding chapter has outlined a number of positions and procedures we have found to be involved in creating a learning opportunity, from preliminary consultation through pre-planning and site factors to initiating the event. Please review these ideas, check those you agree with, query those you don't and outline below your additional thoughts, beliefs and experiences:

THE LIFE CYCLE OF THE LEARNING COMMUNITY

At the outset, the participants in a workshop may consist of a number of almost complete strangers, or of members of several sub-groups who often see each other in more or less competitive terms. The situation is not much different from that found in many other human communities.

With our belief in experience-based learning, we frequently propose to form a learning community amongst the participants so that they may have direct experience of it and consider adapting this approach to their own work with people. From the initial wide range of personal goals and the sub-groups identified in the formation of the steering committee, an interdependent social system may evolve with considerable capacity to solve its own problems.

At the outset, the participants are often quite prepared to be dependent on the administrative and educational leaders provided for the event. It is very easy to keep them in this stance, to lecture them on important topics, to feel satisfied with the outcome and to win an appreciative farewell at the closing session, but without having provided opportunities for the persons concerned to DEVELOP. On their return to their work situations, these participants are unlikely to interrupt the dependence of their clients upon them.

The kind of opening session outlined on the previous pages tends to upset the assumptions of dependency, as the participants are given the opportunity to share in the definition of goals for the event and, through the steering committee, in the creation of means to achieve these goals. While, in many cases, participants are quite prepared to accept these responsibilities, in other instances the more insecure refuse this opportunity to stand on their own and seek to have the formally defined leaders make all of the decisions. This "clinging vine" phase is known as counter-independence. When they recognize just what they are doing, and its implications for their own regression and that of the people they are supposed to be leading, most will swing to counter-dependence. They will now tend to fight off any interventions by trainers and administrators, resisting dependence in any form, except that they will still seek the approval of these designated leaders. However, they will usually get into difficulties and come to realize that even trainers and administrators have a role to play for the well-being of all.

By this time, the different sub-groups will be forming and gathering strength through shared work on the personal goals previously given priority. (And, as one of us is fond of saying, "Community is formed as the sub-groups come together.") But often this will now take the form of an independent style of behaviour in which the participants will no longer fight the formal leaders, but merely ignore them. On one occasion, a formal banquet was part of the predetermined program of a week's workshop. It happened that the participants reached their independent phase on the day of the banquet. When the deputy minister of the department concerned arrived, he was suitably briefed and later was tolerant of the fact that the steering committee did away with the traditional head-table and the customary speeches - it was a banquet the like of which no one in the agency had seen before!

Finally, the participants arrive at the phase of interdependence, recognizing that each has a unique input to make for the full effectiveness of the whole. The creativity and efficiency of a group in interdependence must be experienced to be believed! In a few hours, work which could not previously be accomplished in days is concluded. Often participants will muse afterwards, "If only we could have had Thursday on Tuesday!"; those dependent doldrums seemed like the mystic's dark night of the soul.

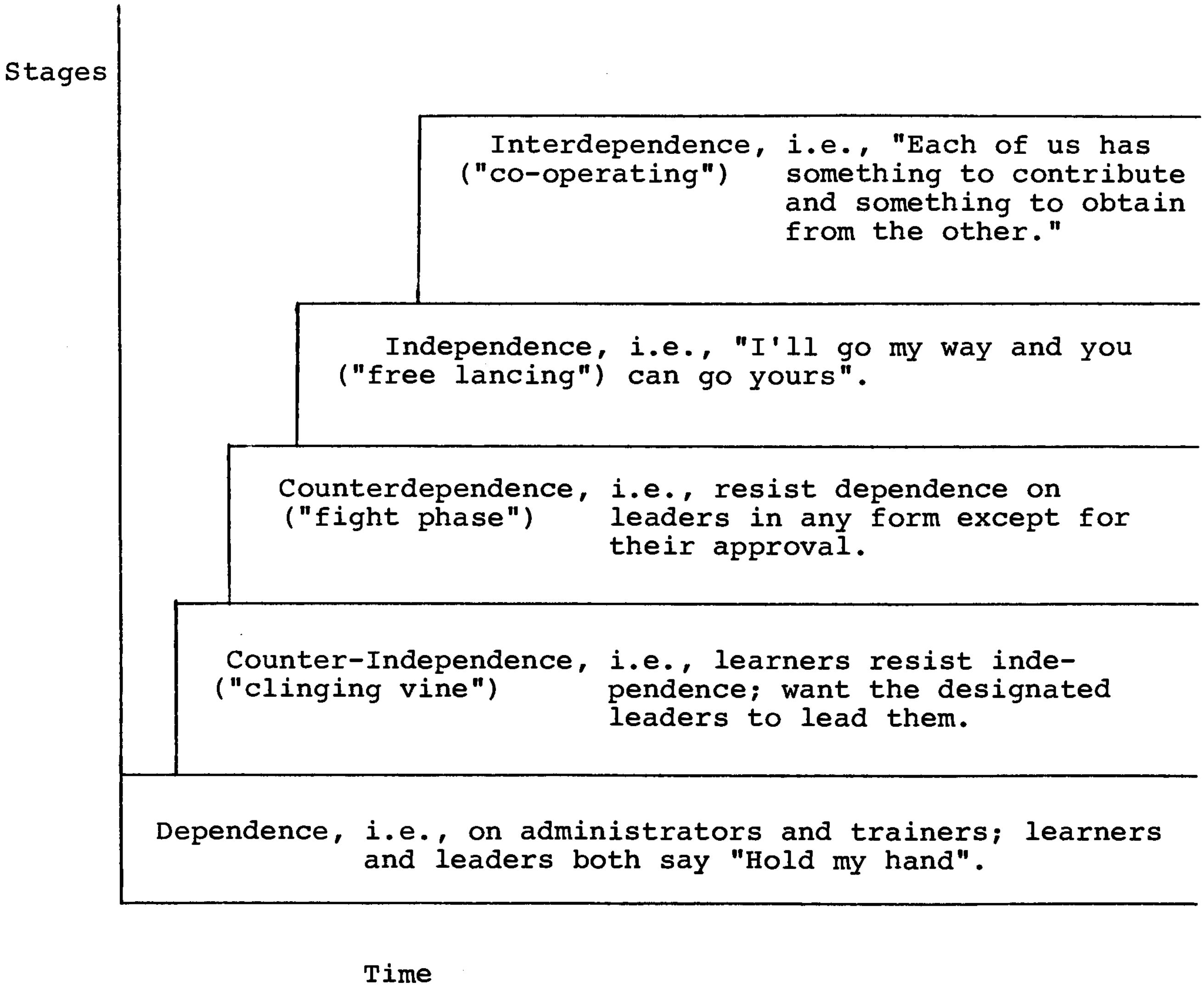
As shown in Figure 1, it must be recognized that a group can be driven back into dependency at any time by inappropriate interventions by the designated leaders. Just as in Maslow's hierarchy of needs, an individual struggling towards self-actualization can be reduced to operating at a safety or even physiological level if these factors are threatened.

The evolution of a group through these phases is, of course, related to the maturity and security of the participants, including the administrators and the trainers. The steering committee is a channel of two-way communication between the participants and the trainers, and it is also a fair reflection of the state of the total community. The spirit of a steering committee one evening will usually predict the fruitfulness of the total group the next day. The self-awareness of the participants can be heightened by the use of a one-page evaluation at the end of each afternoon session; this also provides data for the steering committee to consider in planning the next day. (For an example, see Appendix 6.)

What do YOU think?

The life cycle of the learning community is not always an easy concept to grasp. It involves a number of assumptions which you may wish to raise for question. Operationally, it takes some skill to recognize and adjust one's self to the phases of the life cycle. If you have any comments, questions or suggestions, please note them below:

Figure 1: Stages in the Life Cycle of a Learning Community



TYPICAL OPERATIONAL PROCESSES

We believe that the kind of process to be used in a given situation varies with the nature of the question or problem, the characteristics of the participants and the style of the trainer. This means that one must consciously design an appropriate process for each situation and not fall into an unresponsive routine. However, we do want to outline for your consideration some processes which we have found useful in dealing with some recurrent situations.

Teaming

In practically all of the 20 learning events conducted by the DSU, two or more persons have teamed to provide the external leadership and resources for the event. We believe that the best team does not consist of several identical persons, but of those who have complementary personalities, skills, knowledge and life experience. Some of the ground rules which we have evolved for ourselves are as follows:

1. The team member who can provide a required service most appropriately should do it, rather than the team using a mechanical procedure of taking turns.

2. There should always be an obvious transfer of leadership from one leader to another, so that all know who is currently in charge of the group process.

3. All team member inputs are directed through the member on the floor, rather than addressed competitively to the total group.

4. Trainers can, should and do meet their own needs in the team rather than through, and sometimes at the expense of, the participants. For example, as the workshop progresses, those responsible for it may experience considerable stress, which can be reduced by talking

5. Frank and open conversations between team members about ongoing events are superior to whispered conversations. Differences of opinion shared openly, whether in the session, in the steering committee or at a team meeting, are creative.

6. Even a team working together regularly goes through phases of development concerning each new workshop; the degree to which it does this affects the extent to which the workshop can develop.

7. A failure to communicate, solve problems and make decisions in the team is reflected in the workshop.

8. All team roles need to be clarified before the participants can trust the team, e.g., administrative co-ordinator, process person, program resource person, etc.

9. The role of team members not on the floor is to assist in creating optimum conditions for objectives to be reached. This includes continuous observation of the event, intervening in the event when necessary, consulting with the current leader during breaks, orienting and (if necessary) restraining visitors, bringing late-comers up to date with events that have occurred, and attending to physical details such as ventilation, external noise, etc.

Problem-Solving Process

In many cases, when an issue is raised, it seems useful to apply a regular problem-solving sequence to it, both to address the issue and to provide a demonstration and experience of the process. For instance, one of the personal goals given priority in one workshop was "The relationship between Rural Development Officers and Rural Development Counsellors". The first step is to clarify the question, e.g., "O.K. boys, now what exactly is the problem here? Can you give me some examples so we all know just what we are working at?" (Several participants volunteer examples.) "Now, is this really what we are concerned with? Are there any other aspects of this situation we need to be aware of?" (Another example illustrates a previously masked dimension.)

The second step is to generate alternative solutions to the question. For example, "Now we are all aware of the question, will you divide into groups of about five, choose a reporter and work on the following task: LIST as many specific ways as you can by which you think the relationship between RDOs and RDCs can be improved. Think as freely and creatively as you can; don't censor your own or others ideas. I'll check with you in 15 minutes' time to see how you are getting along. Before you go to work, do you have any questions about the task? OK, then let's go!"

Groups form from those sitting near each other, which typically reflect personal ties and/or sub-group memberships. Often the administrative participants will naturally form a single group; depending on the situation, it may be useful to group or divide them. After the groups have been at work for five minutes, an unobtrusive walk among them can show whether they are at work on the task, or have questions about it. From the side lines, one can observe evidence of involvement or boredom from the way people sit and speak.

When one or two groups have finished, this is communicated to the others and the attention of all is attracted to hear reports from the groups. The intervention to move to this stage is made when discussion is active, rather than in one of the occasional lulls; interest is maintained by cutting in before all have exhausted the topic.

The manner of obtaining reports is important, e.g., "All right now, which reporter would like to give us one of the specific ways in which your group thinks this relationship between RDOs and RDCs can be improved?" (There is usually someone who is keen to report and others who want to wait until they see what happens. This process accommodates both, yet as each reporter speaks, he puts subtle pressure on the silent ones to make their contribution. Only one item is accepted from each reporter initially - this maximizes participation, prevents some individual or group from stealing the show and minimizes long speeches. Reporters are spokesmen for ideas expressed and supported in their group - occasionally one must check on this to avoid an individual putting forward his own ideas as if they were those of the group.)

During this process, an assistant is usually listing the items with a felt pen on a flip-chart or sheet of newsprint, using the actual words of the spokesman, as these may have meanings for the group quite unknown to the outsider. This also heightens the investment of the participants, as their ideas and local terms are given public and continued recognition. This occurs by hanging the sheets in an extending array on the walls for later reference and is a valuable means of orienting any latecomers or visiting dignitaries to what the workshop has been doing.

When the participants realize that their words are being taken seriously, any initial horseplay may be diminished; if it isn't, it is there for all to see as data to be dealt with. For instance, in one memorable session, a series of platitudes were given as answers to a problem and these degenerated until someone mentioned "snow-job". The trainer suggested then that perhaps the participants were simply doing a snow job on each other right then. This precipitated a volley of abuse, and then the character of the work became a good deal more honest and useful.

The fourth step is to clarify the alternatives, e.g., "Right, there we have them - about 22 specific ways to improve this key relationship. Now, are there any questions about these suggestions? Do you all understand what is meant by this first item? This next one?" And so on down the list. While many items attract no questions, others may open unsuspected dimensions of the original problem. The trainer can easily assume wrongly that what seems clear to him is clear in the same sense to other participants, and that what is unclear to him is also unclear to them. In some cases, the group will accept an item which is confused and confusing from one of its members who wants to be recognized; they will then pass over this item in subsequent serious work and, if the trainer insists that they clarify it, embarrassment is created for all.

Next, the group must select from the alternatives. In this case, some of the suggestions required action by RDOs, others by RDCs, still others by administrators, and some were things that all could implement. It seemed appropriate to have the selection made by the three groups, e.g., "O.K., now some of these items seem to be ones that RDOs could take action on, some appear to be in the RDC's field, some are administrative in nature and a few are concerned with personal habits of work which all of us could take a look at. Will you now form into groups of about five - say two groups of RDOs over there and there, two groups of RDCs here and there, and one group of administrators near Jim there - and work on this task (on newsprint): 'REVIEW the list of alternative suggestions and SELECT those which (a) your group plans to take action on now and (b) those which your group wants others to take action on.' Do you have any questions about the task? Get yourselves a reporter before you start. See what you can do in the next 15 to 20 minutes."

In other cases, we have formulated the task on an individual basis, e.g., "select the suggestions you personally can implement", or the focus has been on the administration, e.g., "select three items which your group would most like the administration to take action on in the next two weeks."

Obtaining reports from these groups in such a way that selective screening did not occur was difficult to arrange orally. Instead, each group was given a sheet of newsprint and a felt pen to write its suggestions and post them on the wall when ready. Each was then reviewed by the trainer to see if points needed clarification. An impressive amount of support for each group's suggestions was generated.

The final steps in the problem-solving sequence, to <u>take action</u> and subsequently <u>to evaluate</u>, could only be taken in this case when the participants returned to their regular workplace. Obviously, this sequence can well take several hours to complete, depending on the subject matter and the size and maturity of the group, but the experience-based learning it provides in problem-solving, interpersonal communications and role modelling, as well as the substantive issue treated, can make it most worthwhile.

<u>Forming Task Groups</u>

Small groups may be formed out of a large number of participants in many ways - by designating the group members, by numbering off, by using existing geographic or administrative groupings, etc. Sometimes, when there are several facets to a given problem and time does not permit the whole group to work on each facet, it is appropriate to have one group look at each sub-problem, so that their combined reports will cover the issue.

Recently, Connor developed a method of doing this by posting the subjects around the wall of the room and inviting participants to review them all, identify those they wanted to work on and stand beneath their first choice.

Ground rules included the fact that groups could be of any size from one person to all, that there would be about 15 minutes during which people could discuss their ideas about the subject, recruit colleagues, etc., and that the final formation of a group would represent a mutual vote of confidence in their ability to deal with the topic.

The dynamics which follow in the next 15 minutes, while the groups form, represent an enthralling reconciliation of the participants' commitment to subject matter and their responses to colleagues! Many persons receive telling insights into themselves and others. The groups formed by this process generally work very effectively. If the process is used several times to form task groups for other purposes during the event, different groups form as a result of the stimuli of the topics and the previous experiences with group members.

The Party Line

At times a sensitive issue needs to be explored in a large group setting. Those who wish to comment on it tend to hold back their participation to give others an opportunity to contribute. Many who would rather simply observe feel under pressure to say something. After the discussion has reached a certain point, some participants would rather become observers and vice versa.

To provide an appropriate process for this situation, Searle developed the "party line", based on the behaviour of rural telephone subscribers. Initially, all are in a large circle with the trainer and a few others (often some or all of the steering committee) in the centre. Others who wish to join in the conversation may do so, but only if they pull their chairs towards the inner circle. Those who remain in the outer circle are observers only; anyone may pull into the inner circle or move to the outer circle at any time. This process has been used effectively in discussing the ethics of community development and problems in internal administration, for example.

A typical introduction is as follows: "Well now, the steering committee has decided that we should explore item seven on our list of priorities - the ethics of community development. For instance, what rights and responsibilities do we have in making changes in the way of life of other people? To do this, we are going to set up something like the old party line, with which many of you will be familiar. You remember how one neighbour would call another and start a conversation. Before long, there would be a click and both would know that someone was listening in, but it wouldn't be proper to say so. The two would continue talking, perhaps even about the person they thought was listening. If she wanted to, she could declare herself and join in the conversation, which then became a three-way affair.

"Now, in our situation, some members of the steering committee and I are going to continue a conversation we began in our planning meeting last night and we'll have the rest of you in a large circle around us so you can all listen in. If you want to contribute to the discussion, pull your chair in a foot or so and join us; if you have been in and made your point and wish to become a listener, push your chair back to the outer circle. Any questions on the rules of the game? O.K., now where are my colleagues from the steering committee and let's get started."

This process can well last for several hours. In one instance it began with three persons and ended with all 35 participants vitally involved in discussing a sensitive issue despite wide differences in seniority, education and ethnic background.

There are of course a great many group-work processes designed to provide opportunities for learning skills, knowledge and attitudes. (See references in Appendix 6).

An Occupationally-Oriented Encounter Group

In many cases we find that people have a good deal of knowledge about their field, but lack the appropriate attitudes and skills to use their knowledge effectively. Frequently, participants are unaware of their own attitudes and values and do not recognize how their words and actions affect others. Searle recently developed a version of the basic encounter, or sensitivity, group designed to provide a limited exposure to a human relations experience, yet focused on subject matter relevant to the work of the participants.

Under the guidance of one or more fully competent human relations trainers, a group of 6 to 12 participants meets for several hours a day as part of a workshop. A volunteer is invited to share with the group something important to him under the general topic: "My work as a ... - past, present or future". After his statement, others are invited to share with the group the feelings, reactions, etc., which the statement provoked in them. Others then chime in with their responses to the initial reactions, etc. The trainer(s) moderates the discussion by maintaining its focus, ensuring that statements are fully heard, fostering a positive and accepting group climate, and preventing their explorations from entering irrelevant or potentially destructive areas.

This type of group has proved of great value in these circumstances, but it cannot be stressed too much that it should only be undertaken with the guidance of fully competent human relations trainers. Serious damage can result if interested but inexperienced persons experiment in ways which psychologists term "wild therapy".

Process Analysis

Much can be gained from a study of how participants use their opportunities. While a session is happening, a skilled observer can carry out a process analysis and intervene with some reflections on just what appears to be going on. In one instance, a workshop opened with some reflections in the large group on its purpose. After 15 to 20 minutes, an observer intervened: "I'd like us to take a look for a moment at what is going on here. I've heard people saying 'they're all alone; nobody cares; it's strictly up to them; they play it safe'. Now, you've been addressing these remarks to other aspects of the organization, but what I hear is people saying: '*I'm* all alone; nobody cares about *me*; it's strictly up to *me*: *I* play it safe.' Now, what does this say about us as individuals and as a group?"

On another occasion, in the course of a discussion, an individual will ask a question, but others will ignore it and press on with their own concerns. At this point: "Now just a minute, I thought I heard Earl ask a question a few minutes ago. What happened to it?" It was then seen that Earl had indeed asked a question and had been ignored. The group then addressed Earl's question, and Earl, for a few minutes. "Now, what can we learn from this incident about ourselves, about this group and about other groups we serve?" Some more reflections follow and are shared before the general discussion resumes.

What do YOU think?

Review these typical operational processes critically. Identify elements you agree with and tick them, note points you question and place a question mark in the margin, write in additional points and questions where they occur or below. What other processes do you employ, or have you experienced in working with others? Summarize them below or on the backs of preceding pages.

ENDING THE EVENT

Evaluation, Transfer and Closure

For many people, the concept of evaluation triggers negative reactions, but we feel that this is a source of real learning and security both for ourselves and the other participants. Typically, our evaluation consists of three phases - a review of the initial personal goals, a separate series of evaluative questions and an opportunity later to receive feedback from participants regarding changes in behaviour resulting from the event. The first two phases typically take about an hour in the final session of the workshop or conference.

The list of personal goals created by each participant at the outset is returned to each by calling out the coding date or number he selected. Each is then asked to indicate in the left-hand margin whether each goal has been achieved fully, partly or not at all, by marking with a tick, fraction sign or an "X" respectively. Next they are invited to identify the sources of this learning, by placing the initial of the following learning sources beside each goal achieved fully or partly - Peers, Administrators, Reading or Reflection, Trainers. These sheets are then collected and one of the trainers rapidly totals and percentages the results while the other continues with the second phase of the evaluation.

The result of this first phase can usually be reported to the participants in the closing moments of the workshop to reinforce their own capacity to solve their own problems, i.e., in most cases, some 70% of the personal goals are achieved fully or partly, and peer learning accounts usually for more than half of this result.

In the second phase of the evaluation, participants are usually asked first to: "LIST the experiences, insights and workshop." They are then asked to identify things which tended to help and to hinder learning and to rate their satisfaction with the workshop in the manner employed in the daily evaluation.

The transfer of workshop learnings to the back-home situation is very important; often it is the subject of attention for an hour on the last day. In any case, it is valuable to have each participant respond to an item like this: "LIST the things you plan to do differently, if any, as a result of this workshop when you return to your regular work."

It is also important to foster the concept of continuous personal and professional development in the participants by asking them, after some explanation of this idea: "LIST three specific areas in your personal and professional development which you plan to work on during the next six months and NOTE beside each some resources you can use to help achieve them." A summary report of these items can guide administrators to providing certain kinds of learning opportunities for the further development of their staff through books, correspondence courses, consultation, specialized short courses, etc.

In one case, field staff were invited to do this on a separate card and to place their name on it if they wished, so that the administratively-neutral person responsible for their further growth could funnel appropriate resources to each individual. Of the 28 persons involved, 23 turned in cards and 19 identified themselves; they were later serviced in an individual and effective manner. A summary of what participants plan to do differently, and how they plan to develop themselves, can be fed back after the event with great value in providing group support for individual decisions.

After asking for any suggestions concerning the subject matter, location and timing of a future learning opportunity, we invite any other comments, suggestions, etc., to provide a broad invitation to participants to unload anything else which is on their minds.

Besides providing evaluative and planning information and a further opportunity for reflection by the participants, this process puts a psychological closure on the workshop and fosters a transfer back to the world of regular work. This is important if the experiences and learnings of the event are to bear fruit in the field. Just as it is essential to detach participants from routine concerns and ensure their involvement in the workshop at its outset, so it is equally important to detach them from the workshop and place them firmly back in the mainstream of their normal lives.

Evaluative Reports

The DSU has made a point of following through with a thorough reporting procedure for several reasons - it provides a summary means of harvesting many of the learnings of the event for the benefit of the trainers, administrators of the agency or group concerned and the other participants; it permits the identification and communication of administrative concerns which may hamper the effectiveness of the participants even more than the formal goals of the workshop; it provides a resource for justifying the expenditure of time and funds should this be requested from any quarter.

There are usually three forms of the evaluative report: (1) a personal and confidential version for use within the Unit and available to no one beyond it; (2) a confidential version to the agency administrator, which is identical to the first except for the removal of personal comments by team members, e.g., on each others' performance, etc., and (3) a summary version for general distribution, which is submitted in draft form to the agency administrator to ensure that it contains nothing which might be misinterpreted. (For an example, see Appendix 7.)

The main sections of the first report are usually: Introduction, Planning, Participants and Site, Program (an hour-by-hour outline), Daily Evaluations (a summary of these if they were used), Personal Goals (from phase one of the evaluative process, i.e., percentages achieved and not achieved and learning sources), Final Evaluation (summary of responses to the questions in phase two of the evaluative process), Observations (frank reflections and suggestions by the trainers) and Conclusion. This report usually consists of 10-12 pages. To analyse the data and write the text usually takes about two days.

Following the preparation of the first report and the mailing of the second version to the agency administrator, an attempt is usually made to meet with this individual and his senior staff to obtain his personal views on the event, the evaluative report and any feedback received from his staff. In addition, the opportunity is taken to help these people project future learning opportunities of various kinds which appear to be appropriate for different individuals, sub-groups and the staff as a whole.

Before suggesting that any firm decisions be made for future learning events, we are careful to have the administrative group look for changes in behaviour resulting from the first workshop and to reflect on any reasons why the full effects of this experience are not being felt. For example, are there constraints within the agency and/or within the communities which prevent participants from using the knowledge and skills they possess? If so, would it be wise to divert some attention to overcoming these constraints rather than simply plan another staff conference which will only broaden the gap between professional competence and freedom to work effectively? This evaluation of behavioural change is the acid test of "learning for development" and should be pursued as vigorously as circumstances will permit.

<u>What do YOU think?</u>

Do you have any additional thoughts and feelings about the evaluation, transfer and closure processes? Review this section and comment freely as before on the points you agree with, disagree with and wish to add.

CONCLUSION

The approaches outlined in this paper may appear strange and even threatening. They are an example of the "high risk - high gain" options often facing us in a training situation. We can play it safe and non-developmentally and be a popular partial success, or we can risk the developmental route and lead administrators and field staff to grow themselves and enable their clients to become less dependent, more capable of solving their own problems and thus more truly human. Each of us must make his own choice, according to his personal inclinations, values, attitudes and circumstances.

The challenge of our times is that of a participative society in which continuous learning is a way of life for all who would not be left behind. We take this to mean that we must ourselves be developing persons and foster this evolution in others at every opportunity in an appropriate way. As we look around at the growing chaos in personal affairs and social relationships, we can only say about this focus on "learning for development":

If not this, WHAT...........?
If not now, WHEN............?
If not <u>you</u>, WHO.............?

APPENDIX I

Training for Community Resource Development

Introduction

This outline of a training program for persons engaged in Community Resource Development (CRD) has been prepared to indicate preliminary thinking on this subject and solicit the reactions and suggestions of provincial and regional ARDA administrators. Since the concepts and practices discussed are still in an early stage of development, none of the following should be interpreted as defined policy.

The need for a training program has been recognized in a number of ARDA policy statements and Agreements and is especially necessary given the experimental nature of much of the work envisaged. This need has been made more immediate by a number of requests for assistance in training from field staff, provincial ARDA administrators and federal regional staff.

Purpose

The purpose of this training program is to:

1. develop, test, evaluate and revise a model for training persons engaged in CRD, e.g., Rural Development Officers, Counsellors, local and lay leaders and public servants;
2. operationalize this model by developing training materials and acquiring a core staff to service the immediate training needs of provincial and regional agencies at their request;
3. stimulate provincial and regional training capabilities so that this service may be provided as far as possible by competent persons familiar with local conditions;
4. through contacts with core training staff, provide an effective and continuous exchange of

ideas and experience between persons concerned with rural development.

The Model

While the model will not be spelled out in detail here, some of its practical implications are:

1. Job descriptions (administrative and operations) will vary over time and place, so that training requirements will differ; there can be no nationally standardized training package.
2. Nevertheless, certain core concerns will recur, making it worthwhile to develop instructional materials focused on them.
3. There must be a capability of meeting unique training requests by access to a roster of persons with specialized knowledge and skills.
4. Training is no panacea; it can only contribute directly to the solution of problems resulting from a lack of knowledge or teachable skills.
5. A wide variety of approaches to instruction now exists and more approaches are developing with the rush of technology; these may offer some more effective ways of imparting ideas than our traditional methods.
6. Training should be a systematic and regular part of the professional life of ARDA staff.

Selection of Training Topics

Following pre-service training and a period of field experience, the most relevant judges of the agenda for an in-service training program are the field staff themselves and their immediate supervisors. Granting this assumption, a process has been developed by which field staff and administrators will be asked to suggest topics for a forthcoming training session to a key member of the training team. The team leader will develop an agenda for the seminar based on the replies and will submit it to senior federal and provincial ARDA administrators for any revisions which might seem necessary. The revised agenda, together with relevant source materials, will then be circulated to participants before the training sessions occur.

This procedure will help to ensure that the topics and materials are as appropriate as possible for the needs of the field staff. When outside resource persons are required, this process should facilitate their selection and orientation. From a research viewpoint, it will enable the comparison of training needs in different locations and over time.

Topics already suggested and training programs provided previously indicate that the following subjects will probably be requested frequently:

1. Interpretations of federal policies and provincial interpretations of ARDA agreements.
2. Information on economic and human resource development.
3. Interpersonal and intergroup processes and communication.
4. Audio-visual techniques in community development.
5. Case studies from field experience.
6. Special problems related to minority groups, the aged, the role of women in development programs, etc.

The Training Team

Given these training topics outlined above, the core of the training team will consist of specialists in community resource development, human relations and communications, supplemented with such others as field requests indicate. Team members will be engaged on a contractual basis, at least initially, and will operate singly or in combination as the particular needs of a training session indicate; one member will co-ordinate the activities of the team when in the field.

Besides their direct training work, the team will carry out the following functions:

1. develop, test and revise training materials to meet field needs.
2. develop, test and revise teaching aids to impart information to field staff.
3. locate, and select resource persons who can contribute to training programs on specialized subjects and/or in particular geographic areas.
4. provide liaison between provincial and regional ARDA agencies and relevant government departments and other agencies.
5. identify any problems which impede the implementation of ARDA programs and suggest means for their elimination to those responsible.

Operational Procedure

The training program will operate within the Directorate of Policy & Planning of the Rural Development Branch of the Department of Forestry and Rural Development. It will be under the immediate supervision of Mr. Keith Bradley, Advisor, Social Development section.

From requests already received, it is evident that the team will commence by providing training sessions of 2 to 5 days, mainly in Eastern Canada.

The size, scope and operating methods of the team will be revised as the program develops and evaluations of its performance are accumulated.

Social Development Section,
November 29, 1967.

APPENDIX 2

Sample of Career Résumé

NAME:

ADDRESS:

TELEPHONE:

AGE: DATE OF BIRTH:

HEALTH:

MARITAL STATUS:

OCCUPATIONAL SUMMARY:

(In writing the Occupational Summary, make sure that it is factual and positive, as in the following example.)

A Community Development Specialist and Administrator, with formal training and over ten years progressively responsible experience planning and administering local and national programs of regional development in Canada and U.S., with emphasis on rural development.

Demonstrated proficiency in: stimulating local self-help and locally initiated programs of community development; diagnosing problems of underdevelopment in physical and human resources, recommending solutions, and advising senior government officials in the formulation of regional development policies and financial support programs; planning and developing training systems to form a sound basis for local leadership in action programs; co-ordination and liaison with governmental and private groups at all levels; direction of staff; teaching, public speaking, writing, committee organization.

Background in theory and practice of agriculture.

EDUCATION:

(This example shows how Academic and Other Formal Training may be given concisely, but without skimping.)

1964. M.Ext.Ed. (Master of Extension Education), University of Vermont, Burlington, Vt. 1 year graduate studies in: Leadership Development, Public Administration, Public Finance, Political Science, Economics, Philosophy, Rural Sociology courses, followed by oral comprehensive examination.

1962. Colorado State University, Fort Collins, Colo. Graduate courses in: Extension Program Development and Design, Extension Program Evaluation, Personnel Administration. (Summer courses required by U. of Vermont M.E.Ed. program.)

1949. BScAgr. (Bachelor of Science in Agriculture), McGill University Faculty of Agriculture, Macdonald College, Quebec. 4 years. Specialized in Animal Husbandry.

1941. Knowlton High School, Knowlton, Que. High School Leaving Diploma.

Other Formal Training:

1968. Dan-Ro Rapid Reading Course, Ottawa. 22 hours. Partially sponsored by employer (Government of Canada).

1965-6 First and Second National Extension Workshops in Community Resource Development, Michigan State University. 2 & 3 weeks each. Lectures, seminars, case studies for community development practitioners. (Member, Workshop Steering Committee.)

1953 Provincial Dairy School, St. Hyacinthe, Que. 2 weeks refresher training and examination for Expert Tester's Permit.

EMPLOYMENT HISTORY: (The major phases of the Employment History call for quite extended treatment, as these samples illustrate. Other employment may be adequately summarized.)

1966 - present. Directorate of Policy and Planning, Department of Regional Economic Expansion, Government of Canada, Ottawa, Ontario.

Head, Development Services Unit: As a member of the Resource Development Division management staff, participate in federal planning to resolve problems of regional and community underdevelopment by socio-economic change effected through locally initiated resource development programs supported by ARDA, FRED and related federal incentive plans. Assist in evaluation of proposed programs in terms of probable effectiveness, consistency with policy and with modern methods of development and with resources available. (Appointed Acting Chief, Social Development, 1969.)

Administration (planning, budgeting, direction) of unit employing varying numbers of specialists from different disciplines, e.g., rural sociology, adult education and training, agronomy, as required to provide program development and consultative services for federal, provincial and local officials in community development. Liaison with development policy and program personnel at all levels to encourage use of federal assistance and to improve development administration structures at all levels of government, while enhancing local initiative and leadership. Maintenance of current information on regional development research and programs in Canada and on new techniques of social change, to form a basis for policy determination and for advisory services on action programs. (Requires broad knowledge of causes of underdevelopment, methods of measuring inequalities of regional growth, and sciences of effecting socio-economic change.)

Directed and participated in research, development and testing of model program for training community development practitioners: conducted survey to determine practitioners' training needs in various jurisdictions across Canada and from various educational and experience backgrounds, as a guide to planning an effective model; formulated community development training policy model; contracted for and co-ordinated the work of specialists in designing training program and materials; directed the testing of the model through actual sessions with field staff and through post-training assessment, to ensure the efficiency of the program in meeting local needs and in contributing to socio-economic development. Followed up by promoting use of program as designed or as modified to meet special needs (e.g., those of Indian and Métis groups), promoting the acceptance of training as a means of effecting change, interpreting the rôle and application of training in resource development.

1964 - 1966. Extension Service, University of Vermont, Burlington, Vermont.

Area Resource Development Specialist; Responsible for initiating, planning and implementing a broad research, informational and educational program in community resource development for an area covering more than 1/3 of the State. Formal and informal presentations and speeches to development seminars, conferences, Technical Action Panels, community clubs, granges, resource conservation committees, etc. Prepared reference handbook for volunteer and professional development workers; initiated and circulated newsletter on opportunities; encouraged co-ordination and use of the many agencies and facilities available for aid in development of physical and human resources.

VOLUNTEER LEADERSHIP ACTIVITIES:

(Provide these in brief itemized form, with dates.)

REFERENCES:

APPENDIX 3

Pre-Registration Form
(Rural Clergy Workshop)

Name Telephone

Postal
Address Denomination
and/or Organization

AGENDA

Please help us now to be sure that the conference really deals with YOUR concerns.

A. Check any of the following subjects that you would like to see included:

1. How to become known and accepted in a new community

2. What one needs to know about a new community to work in it effectively

3. What to do when people are apathetic

4. How to develop leadership ability in people

5. How to stimulate the development of a community

6. Why people resist change

7. What are the best means of communicating ideas to rural people

8. The role of the Church in rural communities

9. Changes in the role of rural clergy

10. What provincial government agencies can do for rural clergy in their work with the disadvantaged

B. Write below any questions you have for persons from these departments:

1. Agriculture and Food

2. Education

3. Health

4. Social and Family Services

5. Municipal Affairs

(continue on a separate sheet)

C. Put down any other questions or subjects you want the conference to deal with.

(continue on a separate sheet)

FINALLY, please review all of the items and circle the one you think MOST important.

APPENDIX 4

Some Aspects of Design for Developmental Training

A Working-paper for
National Workshop on Community Development,
O.I.S.E., Feb. 12 and 13, 1969.

by Stan Searle

There exists in Canada the recognition of a widespread need for training for development. During the past year Keith T. Bradley, Dr. D. M. Connor and I, as members of the Development Services Unit, part of the Policy and Planning Directorate of the Rural Development Branch of the Department of Forestry and Rural Development, have encountered this need in travels which have taken us from Manitoba to Newfoundland. The recent establishment, in the Province of Alberta, of a graduate course in Community Development suggests that the need for this training is experienced by others at least that far west. The breadth of the need may be expressed organizationally as well as geographically. High level civil servants, middle management in government departments, field workers, executives of citizens' organizations, and participating citizens express the need for and participate in training for development. So also do students in University Community Development courses and persons like the participants in the Workshop for which this paper is being prepared.

In this paper I am concerned to create a recognition, not only that we need training for development, but also that this training should be "developmental". By this I mean simply that it should be consistent with Community Development itself. Since Community Development assumes that social development is fostered when people are encouraged to participate in decisions which determine the development of their community, training for Community Development, to be consistent, must assume that people learn how to foster development when they participate in decisions which significantly affect their own learning. At this point it occurs to me that I should explain that I am discussing training for the social development aspects of Community Development. I am not qualified to speak, either from study or experience, about training for the economic or resource development aspects. I realize that I operate on the assumption that the principles behind training for all aspects of Community Development are essentially the same - or ought to be.

Developmental training begins with the participants (or learners) where they are and sets out to develop a learning community. To do this we have used a design which, among other things, includes the following four steps in the initial stage: (1) acquainting the members of the group with the goals for the learning event of the administrator(s) who have arranged it; (2) eliciting and sharing the goals for the learning event of the individual participants; (3) agreeing on those goals from (1) and (2) which have priority for the participants; (4) deciding upon some process acceptable to the participants for reaching the agreed upon goals (this involves decisions about leadership, resource people, schedule, work hours, event design, etc.)

Recently, through a reading of Eric Berne's "The Structure and Dynamics of Organizations and Groups,"*I have been led to some theoretical reconstructions of some aspects of design for developmental training. Each prospective participant in a learning event, as he contemplates the event, creates a "private" expectation of what the event will be like. This expectation includes notions about other participants, anticipations of the atmosphere of the event, its learning goals, the role of its leadership, the demands it will make, the way it will operate, and so on. It follows

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* Berne, Eric. "The Structure and Dynamics of Organizations and Groups. New York: Grove Press, Inc., 1963.

that, once the participant arrives, he discovers differences between his expectation of the event and its reality. A number of courses are open to him. He can engage in some sort of withdrawal activity which may range all the way from "playing it cool" to going home. Or he may adjust his private expectation to bring it into line with the reality. Or he may attempt to modify the reality so that it falls more into line with his private expectancy. In an event where a participant experiences the leadership as authoritarian and the schedule and process as pre-determined and inflexible he will probably conclude that the only possibilities are those of withdrawal or adjustment of his private expectancy. In contrast, in a developmental training event which sets out to create a learning community, the persons upon whom the role of leadership has initially fallen will provide ways for the participants, if they wish, to alter the reality in the direction of those elements which are common to and important in a number of private expectancies. Subsequent alterations may involve significant shifts in leadership for and control of, the event.

I am suggesting that specific opportunities to adjust the event in the direction of the participants' expectations should be built into a design for developmental training. Such a process might involve something like the following:

(a) posting administration goals and clarifying communication concerning them;

(b) soliciting private goals, posting them, and clarifying communication concerning them;

(c) from (a) and (b) selecting priority goals;

(d) soliciting individual participants' perceptions of aspects, present in the event, which may tend to help the community reach its commonly agreed upon goals;

(e) soliciting individual participants' perceptions of aspects, present in the event, which may tend to hinder the community from reaching its commonly agreed upon goals;

(f) posting and clarifying communication concerning the items solicited in (d) and (e);

(g) providing ways through which the participants can make decisions concerning community structure and process which they believe will re-inforce the "helps" and limit the "hinders" and thus accelerate movement towards attaining the priority goals.

It appears to me that a design which includes these aspects has a degree of consistency with the goals of the social development aspects of community development because it explicitly attempts to build community by involving participants in decision-making concerning the learning community of which they are, at that time, a part. An additional potential, in such a design, lies in the fact that participants become aware, in the initial sessions, of those goals which have a likelihood of being met in the "formal" or "planned" work sessions of the group and are able, during the "non-scheduled" or "free" time, to attempt to meet individual or sub-group goals which are not likely to be dealt with otherwise. A third advantage inherent in this design relates to goals and evaluation. Early in the event goals are clearly defined and mutually selected. Towards the end of the event the community can evaluate its own effectiveness by considering its success or failure in achieving these goals. I believe that, if the Workshop chooses to deal with the subject of this paper, members may identify other advantages in such a design.

I recognize that a design which implements the steps listed above leaves itself open to the possibility that the administrators' goals may not be accepted as priority objectives and that leadership and control may swing away from administrators and/or resource persons. Our experience, to date, has shown that what is more likely to happen is that an interdependent relationship between all those present will evolve so that goal attainment for all parties is maximized.

APPENDIX 5

Sample of a Daily Evaluation

1. RATE your satisfaction with the work done by the group today:

0 Very Dissatisfied	0 Very Satisfied

2. LIST some of the things which tended to help the group to work effectively.

3. LIST some of the things which tended to hinder the group from working effectively.

4. WRITE down the most important goals you hope the group can achieve tomorrow

5. STATE several things you plan to do which will help the achievement of these goals by the group.

APPENDIX 6

Some Selected Training Publications

Batten, T.R., Training for Community Development, Oxford University Press, London, 1962

----------- The Non-Directive Approach in Group and Community Work, Oxford University Press, London, 1967

Bennett, A.E., Reflections on Community Development Education, The Northeast Regional Extension Public Affairs Committee, PICS, University of Maine, 1969

Biddle, W.W. and L.J., Encouraging Community Development, Holt, Rinehart and Winston, New York, 1968

Lynton, R.P. and U. Pareek, Training for Development, Irwin-Dorsey Press, Homewood, Illinois, 1967

Nylen, D., J.R. Mitchell and A. Stout, Handbook of Staff Development and Human Relations Training, NTL Institute for Applied Behavioral Science, Washington, D.C., 1967

Stenzel, A.K. and H.M. Feeney, Volunteer Training and Development, Seabury Press, New York, 1968

Please add YOUR suggestions:

In addition to these books, two series of handbooks are drawn to your attention:

1. The Adult Education Association of the U.S.A. (1225 19th Street N.W., Washington, D.C., 20036) has a series of some 20 Leadership Pamphlets consisting of reprinted articles grouped under such titles as: How to Lead Discussions, Understanding How Groups Work, How to Use Role Playing, Conducting Workshops and Institutes, Training in Human Relations, Leading the Learning Group etc. Single copies are 60¢; if ordering more than 3, the price is 40¢ each; ordering one of each would cost about $8.00.

2. The Development Press (Box 6265, Station J, Ottawa) publishes a series of workbooks by D.M. Connor titled: Understanding Your Community ($1.00), Diagnosing Community Problems (75¢) and Strategies for Development ($1.00).

APPENDIX 7

(Second Series)

REPORT NO. 15

Developmental Services Unit,
Planning Branch,
Department of Regional Economic Expansion
Ottawa

REGIONAL DIRECTORS' WORKSHOP

MANITOBA DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Gimli, Manitoba, June 15-19, 1969

This report summarizes the 15th learning opportunity provided by the Developmental Services Unit of the Social Development Section. The workshop was the start of a training sequence for regional welfare officers, in which their department is focusing on the encouragement of participative management for effective delivery of services to citizens.

PLANNING AND PARTICIPANTS

The workshop grew out of previous sessions with the re-organized Department of Health and Social Services. The planning consisted of a meeting in Ottawa between the Developmental Services Unit (DSU) and Bill Bell, internal Consultant on Training, and another in Winnipeg with five regional directors and W.D. McFarland, Director of Social Services.

Participants in the workshop included the 11 regional directors, the Director of Social Services, the Divisional Training Consultant, and S.H. Searle and D.M. Connor of the DSU.

PROGRAM

Within the general theme of participative management for the more effective delivery of services, the items on the program included a review of pre-planning, the identification of personal goals and priorities, work groups on three core problems, creation of a role model for supervisors, role definition and its implications for regional directors, evaluations, the problem-solving process applied to the use of consultants, a panel on administrative issues and a regional directors' meeting.

At the outset, the 12 participants anonymously identified 31 personal goals that they wished to achieve through the workshop, and at the conclusion they rated 15 of the goals as fully achieved, 15 as partially achieved and only one as not attained.

They listed their principal learning sources for attaining the goals as their peers (cited by 17), Bill McFarland (15), reflection (4) and the trainers (9).

EVALUATION

The participants anonymously identified their main insights, learning and experiences during the workshop as "more effective group processes" (22), "better understanding of problem-solving processes" (6), "clarified role of senior administrator" (4) and "got to know other regional directors better" (4). They gave their principal learning sources as the trainers (22), their peers (15), reflection (11) and Bill McFarland (8).

Satisfaction with the work accomplished, scored on a 10-point scale (1 = low, 10 = high), showed an average of 7.6, with the responses ranging from 5 to 9.

Among the factors that helped participants to learn and to work more effectively were "clear procedures outlined by trainers" (8), "visual aids", "process analysis", "helpful stance of peers" and "delegation of group tasks" (3 each).

The principal hindrances were "hammering outside" (4), "some people talk off the topics" (3) and "frustration when the group wandered" (3).

When asked to identify some of the things that they planned to do differently as a result of the workshop, the participants reported "will use process more effectively in regional meetings and office practice" (10), "regional directors will be more effective, more creative and more constructive" (5) and "will try to be a better participative manager" (2).

Among the other comments and suggestions were the following: "a workshop for supervisors is essential", "consultants should be more directive with supervisors", "we should obtain better training accommodations", "supervisors' and workers' workshops will help to achieve the best possible delivery of services to clients", "have the seminars for all staff", "supervisors' roles should be considered in their meetings", "their practical problems should be worked into the workshop" and "give some explanation of process earlier in the session".

CONCLUSION

The workshop was one of the most creative events carried out by the DSU. The generous response of the participants promises to permeate the regional office structure with the concepts of community awareness, a developmental approach, participative management and the integration of programs, all with the object of delivering services most effectively to the ultimate clients. Looking forward to further events in this training sequence, the DSU hopes to provide through them a model, not only for other agencies in Manitoba, but also across Canada.

Desmond M. Connor,
Consulting Sociologist.

Stanley H. Searle,
Consulting Adult Educator.

June 20, 1969.