Characteristics of a Good Trainer

There will be opportunities to train nearly everyone in the chapter at one time or another: Board members, project chairpeople, committee members, chapter members involved in projects, those attending seminars on various self-improvement topics; someone in the chapter will be training constantly. Don't forget that one-on-one training is a constant in the Junior Chamber. Even though some may not consider it "training," anytime someone seeks counsel, responding is actually training.

As the chapter plan is developed, the President and the other members of the Board must identify the skills members will need to complete projects and programs. "What will it take for this to happen?" should be a constant question. Beyond this, ask, "What will it take to gain stature in the community?" Improved citizenry has long been a goal of the Junior Chamber and should be a major motivator in planning and promoting the chapter's training program.

Characteristics of a Good Trainer: Everyone has probably done training at some point without realizing it. Perhaps it was a talk to a roomful of people explaining how to fix something. Maybe a report was given to the chapter on the results of the softball team. Any group presentation gives the speaker experience in training people. The following are attributes of a good trainer:

• **Speaking ability:** Being able to **talk in front of a group** is one of the most valuable characteristics a trainer can have. If the trainer has had little or no experience doing so, he or she can gain it while learning to be a trainer. Stand up and say something at the next meeting. Such experiences will develop a person's ability to think and react while giving a presentation. A speaker doesn't have to be entertaining to present ideas logically and confidently. **Keep the message simple and speak with authority**.

• **Honesty:** Be honest throughout training. If asked to conduct a training session on an unfamiliar subject, be sure to prepare thoroughly beforehand. If unsure of the answer to a question, say so, but find out the correct answer and follow up with whomever asked the question. Suggest someone else knowledgeable in the subject, or contact the State President for other suggestions.

• **Dependability:** Build a reputation as a dependable person. When accepting an invitation to do a training session, be a trainer others can depend on as responsible and knowledgeable. **Fulfill commitments**. Don't cancel at the last minute just because something came up. Be on time. Dress for the occasion. Prepare in every way possible for the training session.

• **Thoughtfulness:** It's not necessary to start every presentation with a joke. A positive story or humorous anecdote could be more effective. A trainer should be fair and treat everyone with the respect he or she would appreciate if he or she were in the audience.

• **Enthusiasm:** One characteristic separates the good trainers from the great — enthusiasm! A word with Greek roots, enthusiasm means "from God within." The last four letters in the word, **i-a-s-m**, offer another meaning: **I Am Sold, Myself**. A trainer should show the audience he or she believes in their own training.

• **Flexibility:** A good trainer must be able to

digress from the planned format and adapt to current conditions while still covering the subject. Sometimes the audience will interrupt with discussion questions. Answer those questions but make the important points of the presentation as well. Also be prepared for last-minute requests to include additional information in the session. Being flexible means **being knowledgeable enough to handle the unexpected and humble enough to change the standard**.

• **Creativity:** A creative trainer uses what is already known and applies it to the training session. Such a trainer piques the group's interest and encourages independent thinking. Keep an open mind in training and listen for new ideas. **Try to get the points across in new ways**. Combine current knowledge with new ideas and techniques. It will make the session much more interesting and improve the trainer's skills.

How Adults Learn

Research has shown adults learn differently than children. To better address specific adult needs, keep in mind the following points:
- Adults have less time for learning
- Pressures of day-to-day tasks limit the adult's attention span
- Adults see the trainer as a source of information.
- Adults do not see themselves as learners
- An adult's willingness to learn is not related to his or her ability to learn
- Adults often work in repetitive, static situations
- Adults become motivated to learn when the information they're provided is seen as important

To maximize adult learning, it's important to understand the principles of adult learning and motivation. These five basic guidelines will help a trainer improve the amount of information his or her adult students retain:
- Keep them active
- Use examples
- Get feedback
- Help participants understand the meaning of the new knowledge or skills
- Relate training to Junior Chamber and non-Junior Chamber experience

An understanding of how adults learn helps in becoming an effective trainer. Participatory learning is the key to adult learning. Use feedback to help participants better understand the training purposes. When **participants get information that relates to their experience or background**, it increases their understanding of a subject. First begin with ideas and concepts familiar to the participant. Then move on to the new idea or concepts. Stress to them the importance of what they're learning as it relates to their lives.

ID Facilitator's Guide

Personal Improvement
Career Enhancement
Life Skills
Professional Development

No matter how it's referred to, Individual Development (ID) is an important part of the package for local members.

This guide is a tool for developing and conducting personal and professional development programs for Junior Chamber members and non-members. It is not meant to train or create new instructors, but rather to enable chapters to **FACILITATE** an Individual Development program.

The word facilitate is a transitive verb meaning "to make easy or easier." A facilitator's job is to make implementing an ID program easier. Do not confuse this role with that of the instructor, lecturer, or trainer. The facilitator's job is to plan the event, promote the event to potential attendees, and handle all logistical requirements. This includes securing the guest presenter for the ID program. Only if the facilitator is familiar with the subject matter of the ID program should he or she instruct the course. It is better to bring in "experts" than provide inaccurate or incomplete information. As a member of the group, the facilitator may find it difficult to "teach" other members of the chapter. Credibility and familiarity are key factors in making an effective presentation. Often, a member of the group may be too familiar to the group to be seen as an objective and informative source.

To assist in facilitating ID programs, ideas are offered for chapters to use as resources for speakers, trainers, and ID materials. Logistical details such as promotion, facilities, and room set-up, as well as trainer or discussion leader ideas, will be presented.

The Personal Improvement Philosophy

The sole purpose of the Junior Chamber movement is to meet the personal and career development needs of young people.

More than 75 years ago, Henry Giessenbier and a group of young men in St. Louis established the Junior Chamber for personal reasons. They wanted to move ahead in their careers and their lives, but they faced a classic "catch-22." To advance they needed more experience, but the only way to get more experience was to advance. They found they faced similar problems but had differing solutions to those problems. That diversity became their strength. Coming from a variety of backgrounds, they discovered they possessed a wide range of talents, skills, and abilities, and along with the natural leaders in the group, they found and used available resources both within and out of their group.

With the help and guidance of established civic and business leaders, the St. Louis group determined its own needs and set about meeting those needs. To advance their careers, members needed skills in planning, budgeting, training, communication, and supervision. To gain those skills, they channeled their collective efforts in a unified direction. Committees were formed. Chairmen elected. Goals set. Timetables established. Resources marshalled. Management and workers trained. Manpower took action.

First, they built the organization. Membership swelled from 32 to 750 members in just five months. Lectures, speakers, and training sessions provided the group with "classroom" knowledge. But some laboratory-like vehicle was needed for members to practice what they had learned. Community service projects were the answer. Community projects allowed practical application of the lessons learned in the classroom. Members built a parkway, conducted a city-wide clean-up effort, and promoted a community pride campaign. Like a well-oiled machine, the diverse parts of the Junior Chamber movement began to work toward the common goal of building better people.

Today, the Junior Chamber is re-emphasizing its purpose: Provide the opportunity for personal development and leadership training through community service and organizational involvement. Everything in the Junior Chamber is Individual Development. Every project, every meeting, every experience expands the abilities of Jaycees. Each new situation presents opportunities and choices. Actions are the results of choosing. Personal growth is achieved through each set of circumstances. Ideas are conceived. Beliefs are strengthened. Opinions are formed. Memories are mentally filed away for future reference and use.

Chapter projects serve as a vehicle for hands-on learning. "Off-the-job" training while benefitting society is how Junior Chamber members transform classroom learning into self-improvement. All the skills to plan, promote, and manage a Junior Chamber project are directly transferable to real-life situations. Community Development projects are the laboratory where Junior Chamber members learn while doing.

Activation and retention programs like Springboard and Degrees of Jaycees are the basic tools needed for human resource development. Chapter Planning Guides, Blue Chip, and Chairman's Planning Guides are systems and strategies to harness and channel available resources to achieve desired results. Each position or office in a chapter or state organization offers even greater opportunities for responsibility, authority, and leadership.

To supplement the multitude of personal development experiences available through involvement in the Junior Chamber organization, resource materials are available to help members expand their knowledge. Many chapters and state organizations have developed comprehensive programs to help build personal and professional skills. Junior Chamber International also offers a wide variety of programs and materials, including its Training Institute programs, PRIME, and EXCEL, to train and develop new Junior Chamber trainers and instructors. The USJC Training Task Force annually provides new training programs and opportunities to members. See the end of this chapter for a listing of training modules available from the Training Task Force.

Whatever the needs for personal improvement, the U.S. Junior Chamber has the means available to meet those needs. A multitude of resources and personal development opportunities sit quietly in the community, waiting for us to tap their riches. The topic, breadth, and scope of Individual Development programs is limited only by imagination.

Each member is an unfinished product. Each member has "rough edges" to smooth and exceptional skills to polish. Each individual must be a seeker of knowledge! Opportunity knocks but once, and often so softly that it's unnoticed. To grow as individuals, members must proactively seek experiences and situations that stretch their limitations and expand their minds.

It has been said, "You only get out of something what you put into it." In the Junior Chamber, it could be more accurately stated, "You only get out of your Junior Chamber experience what you take from it." The

opportunity to grow as a person is here. But members must recognize those opportunities and use them to their advantage; to selfishly strive to improve. Building better people is what the Junior Chamber is all about!

Taking the First Step

The appointment as an Individual Development program chairperson does not automatically make the chairperson an expert in positive mental attitude, goal setting, personal planning, time management, or communications. The real job title is that of coordinator or facilitator. The chairperson is an arranger of facilities, materials, people, and time. This is a challenging role that can help the chairperson grow as a person and as a leader. The chairperson may wish to conduct one or more of the sessions themselves because of special talents they possess. The chairperson should not be expected, nor should want, to conduct all seminars. There is a wealth of talent available to assist in seminar presentations.

Never, never forget: an Individual Development program is a participation program. It is not a lecture series. Monologue should be used only to stimulate dialogue, ideas, and experiences. The concepts verbalized by the group leader should be followed with stimulating questions.

Set goals and priorities for the project. Set a goal to be the chapter's outstanding chairperson of the year. Use the Chairman's Planning Guide format to help conduct a successful program. One popular definition of success is "preparation meeting opportunity."

To help the chairperson prepare and succeed, a sample checklist of items to consider in planning and conducting an Individual Development program follows in the Facilitating the Program section of this chapter. Items may be added or deleted to fit the individual program. Basically, this checklist is meant to stimulate thought so that the chairperson can conduct the best Individual Development program possible.

Roles

Chapter Individual Development Vice President (IDVP): is responsible for planning and implementing personal development programs for chapter members. Many chapters will also have directors or committees to work with the IDVP.

The chapter IDVP will begin the year by conducting a member needs analysis, or survey. To conduct effective programs, it is vital that the specific needs of chapter members be addressed. Therefore, specific member needs must be determined.

Using the member needs analysis, the chapter IDVP and the ID committee members will complete the Individual Area of Opportunity of the chapter plan. This leads to development and implementation of a specific plan of action. A calendar of activities is developed and active promotions of ID opportunities begin. Project chairpersons are selected and each ID program is conducted to meet member needs. The chapter's IDVP and ID committee monitor and evaluate efforts, adapt to changing needs, modify programming efforts, and summarize results at year-end.

The Committee Chairperson: As with any activity, someone must coordinate efforts. The committee chairperson is the catalyst in implementing a distinctive part of the chapter plan. To assist the committee chairperson, chapters use a simple project management tool, the Chairman's Planning Guide (CPG). The CPG form is located in the Project Planning section of The Book.

State Individual Development Vice President: The state IDVP serves as a resource to chapters. He or she promotes Individual Development programming throughout the state and often conducts various ID programs for chapters. Most will communicate with chapters through newsletters to chapter IDVPs, mailings to Chapter Presidents, and articles in state publications. The state IDVP also plans and implements member education opportunities at state meetings through seminars, workshops, and Individual Development colleges. In some states, the IDVP also coordinates the individual competition programs: Armbruster, Brownfield, Family of the Year, Speak-Up, Write-Up, Debate, and Jaycee Jeopardy.

State Organization: In addition to the state IDVP, there are other state Junior Chamber officers who are ready, willing, and able to assist the chapter's Individual Development programming efforts. Start with the chapter's District and/or Regional Director. They should be most in tune with the chapter's plan of action and the projects to be conducted to meet the needs of the members. The DD and RD can be sources of ideas and information. They are aware of what area chapters are doing in the ID area and can offer useful suggestions.

Most other state Vice Presidents, state Officers, and state Program Managers can also provide information about their specific area, as well as ideas on what other chapters around the state are doing.

Promoting the Event

The first question to consider: Is this ID program for members only, members and spouses, members and

guests, or will it be open to the public? The answer will determine the avenues of promotion available to the chapter.

Promotional efforts to Junior Chamber members — Regardless of the ID program the chapter plans to offer or its source, promotion of the program is vital! Initially, the chairperson must sell the program. The best sales jobs are usually done on a one-on-one basis. The committee cannot just announce an Individual Development seminar at a general membership meeting and expect a significant turnout. Talk to key chapter officers. Get them to work with the committee in promoting the benefits of the ID program. If the chapter Board of Directors regularly communicates with each member, be sure to have Board members publicize the ID program. Have the ID committee use "calling trees" to speak to every member of the chapter.

Sell benefits, not features. A feature of a ball point pen is that it has a clip. The benefit is that when the clip is utilized, the pen will not fall out of your pocket and will not be lost.

A feature of the Individual Development program could be that goal setting techniques are discussed. The benefit is when these techniques are used and mastered, they can direct efforts and change an individual's life.

Promote participation in the seminar by letting people know what this program or other ID programs have done for others. Since most people are attracted to new ideas and concepts by positive reinforcement from those they respect, use stories of people who have been through the program and have applied its principles successfully in their lives and in the Junior Chamber.

Chapter publications should be used to promote the ID program, as well as provide a calendar of future ID programs. The advance notice and written reminder that the chapter publication provides allows members to schedule their participation. Short, attractive articles or space fillers work well. A promotional article may state the objectives and/or the key points the ID course will cover. For many people, a well-written promotional "tease" or attention-getter is irresistible. Often a key "selling" feature may be the reputation or background of the speaker or trainer, from whose expertise and experience participants will benefit.

Postcards and/or letters to members are also effective reminders of the upcoming ID program.

Promotional efforts to non-members — Programs open to spouses and guests are promoted in much the same manner as described above. The difference being that members will bring spouses or guests. Therefore, they will need promotional information that they can use to encourage a spouse or guest to attend. Arm them with details of the benefits the ID program offers. Make it appealing to non-members, keeping in mind that many of these non-members are prospective Jaycees.

If the program is open to the public, use all the public communication vehicles available to get the word out. Newspaper ads, radio and television PSAs, posters, and circulars are a few of the alternatives available. The Public Relations Guide in The Book describes promotional efforts and resources.

The local business community provides an excellent promotional source. The chairperson or a committee member should contact company management to determine specifically whose approval is needed within the company. It could be the manager, the company president, the personnel supervisor, or the human resource development director. The chairperson will need to again sell the program's benefits to the person with approval authority. Employee newsletters and bulletin boards can be used to spread the word. Ask if the company will allow promotional information to be placed and have managers encourage employee participation.

The company may want to target specific employees for attendance. They may even ask the chairperson to talk with employees face to face. The chairperson must be credible and professional in his or her approach. The business community will formulate its opinions of the chapter and the benefits of the ID programs offered based on the image they perceive.

Resources

For materials, there are the obvious Junior Chamber sources. The chapter may have program materials left over from a previously conducted ID program. The state organization may offer information or materials, especially if it is emphasizing a specific ID program, topic, or area. Contact the state IDVP or the state chapter service center.

The U.S. Junior Chamber offers a variety of individual workbooks as well as audio and videotape programs for personal development. The Junior Chamber Products Catalog contains a listing of the ID materials available. Call 800.331.3248 for more information or to place orders. Additional free publications are available on the USJC web page at *www.usjaycees.org*

Junior Chamber International also offers a selection of member education materials and programs. For information on JCI materials, contact Junior Chamber International, PO Box 140577, Coral Gables, Florida 33114-0577, phone: 800.545.6982.

Keep in mind that adults learn best through participation. Active, open discussions are critical. Hands-on involvement promotes memory retention. Note taking and the opportunity for participants to write down their thoughts and feelings are crucial to the learning process. Interactive workbooks, such as those available through The U.S. Junior Chamber, work well in any training situation.

Many larger companies, especially those with human resource development (HRD) or training departments, have personal and professional development reference and/or resource information the chapter may use. HRD and training departments may operate a training library or learning center with materials such as books, films, video, and audio programs available for loan or rental.

The local community will contain numerous resources. For virtually any ID subject the chapter chooses to offer, instructors, speakers, and trainers are available in the vicinity. They are the "experts" that lend the air of authority to the chapter ID program. Ask friends, family, and fellow members for ideas in finding an expert.

Logistics

What is "logistics?" It is procuring and maintaining materials and personnel relative to a specific task or assignment. Basically, it is the details that need to be handled to complete a project. Facilities, materials, needs, and communications are all part of logistics.

FACILITIES — The facility used must be conducive to learning. Bright, well-lit, climate-controlled areas are best. Participants must not be crowded. The type of session will dictate needs. Lectures require theater-style seating. Discussions often call for a conference-style setup. Interactive sessions can call for open floor space. Note taking or idea capturing needs a classroom environment.

If projected attendance exceeds the facility's capacity, try to find a larger location. Or, limit participation for each program, and then conduct the same program more than once.

Many chapters have a meeting hall that may be used. But keep in mind that familiar surroundings sometimes stifle creative thinking and expression of ideas. Often a new environment affords a better learning opportunity because the participant's senses and natural curiosity are aroused. This heightened awareness encourages learning.

There are many other locations that can provide an adequate learning environment. Elementary and secondary schools, colleges, and universities have ample classroom areas. Libraries, hotels, restaurants, churches, shopping centers, medical facilities, and the Chamber of Commerce often have meeting areas available. Some government buildings, courthouse, and city halls offer public or private meeting space. Groups with meeting halls, (Lions, Moose, Elks, DAR, VFW, Knights of Columbus, etc.) may provide an area for large or small groups.

In seeking a facility, items such as access to electrical outlets, audio systems, restrooms, climate control, parking, accessibility for disabled persons, tables and chairs, kitchen areas, cleaning and damage deposits, location of light switches, and who will have keys to let you in and lock up behind you need to be considered. Consider the training needs as well. Does the presenter need audio-visual equipment, projectors, screens, televisions, VCRs, blackboards, or flip charts? Are podiums and lecterns available? Is smoking prohibited? Even if smoking is permitted, the guest presenter may not want smoking within the training room itself.

Once selected, make sure everyone has detailed directions to the location, especially if it is not a place regularly used by the chapter, or by the community if the program is open to the public.

Other logistical needs include agendas, refreshments, program evaluations, trainer needs, and follow up after the session.

AGENDAS — Every training function should have a brief agenda. At a minimum, the committee chairperson and the guest presenter need one. Be sure to schedule 10- to 15-minute breaks every 90 minutes or so. For the best learning environment, do not let any session extend beyond two hours. It is said that the mind can only absorb what the posterior can endure.

For participants, agendas may list the training objective(s) and the schedule for the session or sessions. The chairperson or committee can either pre-place agendas at each seat, or distribute them at the beginning of the session.

The agenda should include things like opening comments, training objective(s), announcements, participant introductions, guest speaker/trainer/presenter introduction, topics to be covered, scheduled breaks, evaluations, and closing. Each ID program will have its own scheduling needs, so adapt the agenda to satisfy them.

REFRESHMENTS — The purpose of refreshments is to help participants feel more comfortable. For some people, life without coffee, tea, or ice water is simply unbearable. Helping them feel more comfortable opens their minds to learning. If participants are requested not to smoke inside the training room, it is a good idea to provide some refreshments. Snack foods like cookies, crackers, or a vegetable tray can provide

participants with an alternative to smoking. Hard candies and mints are also effective and they help people provide more verbal responses by keeping their mouths moist.

Consider the following: length of session, proximity to last or next normal meal time, availability of and access to refreshments at the facility (vending machines, restaurants, coffee makers, water service, etc.), and time. Providing refreshments at the back of a training room or in an adjacent room greatly speeds participants' return from scheduled breaks because they do not have to leave the immediate area in search of their own refreshments. It also allows them to return to their learning environment with snacks in hand.

Once a need has been determined for refreshments, consider the requirements. Is a coffee maker, coffee, cups, sweetener, creamer, spoons or stirs, napkins, soft drinks, or ice water needed? Will chips, dip, crackers, cheeses, meats, vegetables, or sandwiches be served? Are serving trays, plates, utensils, tablecloths, and trash containers needed? Can participants bring in their own food and drink? Is there a corkage fee? Are ice and refrigeration available? Is a server needed? Who will clean up?

Generally speaking, alcohol has no place in a training session. The exceptions would be a wine or beer sampling program, or a home bartending course. Then, only small samples should be used. No alcoholic beverage should be served in excess, and no participant should be allowed to consume in excess.

EVALUATIONS — Program evaluations do two things: first, they cause participants to remember what has been covered. Second, they provide feedback so the chairperson can determine if the audience learned what was intended to be taught.

Be sure to schedule the sessions to include time for the program evaluations to be distributed, completed, and returned before participants leave at the end of the course.

TRAINER NEEDS — To best facilitate an effective learning experience, the chairperson must determine and meet the specific requirements of the presenter(s). Do they need a blackboard, flip chart, overhead projector, VCR and TV, or slide projector? What would they like to drink during the session? Do they have any handouts that need to be reproduced? How would they like the training room set up? Do they need a podium or a lectern? Do they need a microphone, and if so, what type (hand-held, free standing, lavaliere, or wireless)? Does the presenter need someone to assist during the presentation? Many of these answers will help determine the facility needs.

FOLLOW UP — Even after the Individual Development program has concluded, the project is not complete. There are thank-you notes or letters to write, expenses to finalize, and summaries or reports to prepare.

Immediate, written thanks is proper etiquette and professional behavior. Thank the guest presenter(s), the person who coordinated the facility, the committee members, sponsors, donors, and others who helped in any way. A written thank you is vital, as it provides a record for the chairperson and the person being thanked. Employers often note an employee's participation or the service they provided. People are more willing to be helpful in the future if the chairperson remembered to thank them for previous efforts. Sponsors and donors are more likely to give again if thanks are received after their contribution. A guest presenter may appreciate a letter of thanks on chapter letterhead, as it provides them with a testimonial from a satisfied customer. Similarly, businesses appreciate formal letters of thanks on chapter letterhead. Often these letters pass upward through management or are posted on company bulletin boards. People love to be told they've done well!

Obviously, any outstanding bills must be paid and the budget finalized. The chairperson may be expected or required to provide a final summation of the program at a chapter Board meeting or membership meeting. The Chairman's Planning Guide must be completed to serve as a reference tool for someone else to use in preparing a similar ID program. The chairperson or the chapter may wish to submit the program for project book competition at the state or national level. (See the Awards Manual for details.)

Tools for Conducting Your Event

The next section of this guide is designed to help the chairperson and/or the guest speaker, trainer, lecturer, or presenter in the actual instruction phases of an Individual Development program.

Room Layout Guidelines

The ideal meeting room doesn't really exist. If it can handle 500 people, it won't be much good for 10. If it's an elaborately decorated board room, it's not the place for a supervisor to meet with his or her staff. The chairperson must make the best use of available facilities. That means setting up the room for optimum efficiency.

Try to choose a room appropriate to the size of the group. Make sure it can accommodate visual aids and other props. Make sure that it has satisfactory acoustics, ventilation, and access for participants.

Note the typical meeting room arrangements at

the end of this chapter. They contain recommended placements of lecterns, projectors, screens, and seating for different sized groups. The screen locations are also proper for positioning flip charts and video monitors.

Some participative or interactive sessions will call for open floor space or a flexible setup where tables and chairs can be moved aside to provide open areas.

In classroom style, all participants face the same direction, toward the instructor. Long rows of tables or individual desk surfaces are provided for participants to write. Allow each person at least two to three horizontal feet of table space.

In theater style, all participants face the same direction, toward the instructor. No tables are used. This is the setup for lectures or viewing when note taking is not required.

In conference style, participants sit at tables in a hollow square or open U configuration. Allow each person at least two to three horizontal feet of table space.

Facilitating the Program

I. Getting Started.

Again, it is emphasized that an individual's appointment as chairperson does not automatically make this person an expert on the topic of a training program. But if the chairperson is leading part of the program, this section is designed to help the presenter better prepare for the role as instructor. If the chairperson or members of the group will be called on to lead discussions, refer to the "Effective Discussions" section.

It is important to begin each session well prepared. When participants are involved from the beginning they tend to be more relaxed and open to new ideas. The information given them should fuel their interest in learning the subject matter of an ID program.

Use poster boards and make up a chart on which to post the names of persons registering for the program and keep it to reflect attendance for purposes of awarding diplomas at the conclusion of the program. This calls attention to persons involved in the Individual Development programs and, by conspicuous absence, reflects on those not yet involved. Add more when needed to keep visual evidence of all who participate.

II. Keep Participants Interested.

    a. Respect the time commitment of your participants. Start on time and end on time.

    b. Encourage participants to establish written goals on what they hope to derive from the course or behavior they hope to change. Have them individually evaluate their own progress along the way. NOTE: A person's goals and self-evaluations are very personal. Let them volunteer to discuss their goals if they wish. Never attempt to look at goals and evaluation sheets or force discussions about them.

    c. Three or four sessions into the program, ask for examples of how the work sheets, handouts, or workbooks have helped progress toward a goal which is not too personal to talk about. Personal examples of progress help stimulate the interest of others who may not be making as much progress as they would like.

    d. Check the Recommended Reading list for books that may be available at a library or book store. Recommend those found helpful.

    e. Urge participants to spend a few minutes each day with their goals. Five or ten minutes is all it takes. Giving thought to goals each day feeds the mind. The mind will provide answers to problems and plans for progress.

    f. Plan ahead. Be well prepared. Have an agenda for each session and use it to keep the program moving.

    g. As group leader, the chairperson should be studying and filling out their own workbook, evaluating his or herself, and actualizing his or her goals using a goal sheet as a guide.

    h. If a member misses a session, telephone and tell him or her what was missed, and that other members needed their ideas.

III. Chairperson Steps to Ensure Readiness.

    a. If using a workbook, read the entire workbook. Read it BEFORE starting the program. Get the "big picture" of the program and its methods.

    b. Make sure the meeting place fulfills all needs and will be available at the scheduled meeting times.

    c. Use the goal-setting process to help prepare for each session. Ask these questions:

        1. What is the purpose of this session?

        2. What should be accomplished in this session?

        3. How can objectives be achieved?

    d. Re-read the appropriate portion of the workbook or background materials before each session so the subject is fresh. Read the comments and discussion leader questions in this guide

that relate to the training.

     e. Prepare an outline for each meeting giving the amount of time each portion will take. Use suggested discussion questions.

     f. Prepare a checklist of meeting needs for each session. (A sample is included in this guide.)

     g. Make arrangements with any guest speaker that is being used.

     h. Read some of the recommended reading to increase understanding of the Individual Development program's techniques.

IV. General Preparation Checklist:

- Project approved by Board of Directors
- Meeting dates set
- Time set
- Meeting place set
- Program fee established (not all programs must have a fee)
- Promote the program using all available resources
- Secure materials
- Materials arrived
- Kickoff planned
- Kickoff materials ready
- Speakers arranged
- Arrange for chapter plaques or trophies
- Program fee collected
- Diplomas ordered
- Thank-you notes written and mailed
- CPG completed

V. Outside Resource People

There are several people in the community recognized as successful by the members and the participants. These people exemplify the areas and techniques discussed in an Individual Development program. Identify those people who effectively use self-awareness and evaluation, goal setting, proper personal planning, and the skills discussed in the subject matter. They might be a coach, banker, mayor, or other elected city official, a corporate executive, a state Junior Chamber officer, training director for industry, or any successful businessperson who knows what they want and how to get it.

Any of these people could be effectively used as guest speakers at any Individual Development program. Every community, no matter what its size, has some of these people.

When approaching these people, give them the courtesy they deserve. Obtain an appointment and tell them face to face what the Junior Chamber is doing in the area of personal growth and that they have qualities that can help spark young men and women to strive for greater accomplishment. Be sure to give them all the details about the meeting such as time, date, location etc. If they are to be the keynote speaker for the session, they may or may not wish to stay for the group discussion. After they have spoken for 10-15 minutes, allow them the opportunity to leave before the group discussion begins. Always remember that an Individual Development program is not a lecture series but instead a group discussion program; however, short talks by successful people can effectively open the door for more meaningful discussion. Be sure to send all guest speakers a thank-you letter or note.

VI. Concluding the Program

Distribute the program evaluation and allow time for the participants to complete it. Begin the wrap-up after participants have been given time to complete and return the evaluation.

Participants who have regularly attended sessions are entitled to receive a handsome diploma indicating completion of the Individual Development program. When determining the enrollment fee, include enough to cover the cost of the diplomas. Diplomas and certificates of completion are available from many sources, including the Junior Chamber Products Catalog.

Finally, thank the guest presenter, the members, and guests for taking time to participate in this ID program.

Effective Discussions

This information is useful to course instructors and to participants who will facilitate smaller discussions, buzz groups, or brainstorming sessions.

I. Role of the Leader in Group Discussion

     a. Analyze the group (What has happened at previous discussions? How much do members know about the topic?)

     b. Explain the discussion method (photocopy and distribute to members)

          1. Remember, the discussion is a cooperative venture in serious conversation. It succeeds best when everyone feels free to join in at any time.

          2. Listen thoughtfully to others. Ask for explanations when needed.

          3. Speak when having something to contribute to the discussion, but don't monopolize it.

4. Under usual conditions, don't speak more than a minute at a time.
5. If you don't understand something, say so; perhaps there are others who don't understand it either. Ask for an example.
6. If disagreeing with what is said, say so frankly, but in a friendly way.
7. Don't wait to be called on, especially at the beginning of the discussion.
8. Remain seated while speaking and address other members informally.
9. Come to the meeting with the intention of taking part.
10. Don't expect an important question to be settled in one discussion.

c. Secure information
1. Read and accumulate additional resource materials on the topic.
2. Suggest appropriate materials for participants to read.

d. Methods to start discussions
1. Distribute brief items of information to be read at the beginning of the meeting.
2. Ask members who have had first-hand experiences related to the topic to speak for two minutes at the end of the leader's opening statement.
3. Provide a member with a short "situation story" illustrating the problem (topic), or how it was dealt with elsewhere, to be read at the proper place in the discussion.
4. Have two or three members ready to act out (role play), in three or four minutes, a scene illustrating the problem.
5. An introduction may be built around a map, graph, or picture.
6. Prepare a list of true-false statements about the topic to check the accuracy of the member's information.
7. Prepare a list of agree-disagree statements designed to draw out the member's opinions and beliefs about the topic.

e. Prepare a discussion outline. Although the informal group discussion proceeds with a minimum of organization, the leader should have an outline to guide the conversation.

II. Personality Traits of a Good Discussion Leader
a. Ability to think and act quickly
b. Ability to get along with others
c. Respect for the opinions of others
d. Willingness to remain in the background
e. Freedom from prejudice

III. The Knowledge and Skills of a Good Discussion Leader
a. Knowledge of the discussion method
b. Knowledge of evidence and reasoning
c. Knowledge of the topic
d. Skill in asking questions. The following are examples of how to ask questions:
1. To call attention to a point that has not been considered: "Has anyone thought about this phase of the problem?"
2. To question the strength of an argument: "What reasons do we have for accepting this argument?"
3. To get back to causes: "Why do you suppose Bobby takes this position?"
4. To question the source of information or argument: "Who gathered these statistics that you spoke of? Do you know that as a fact, or is it your opinion?"
5. To suggest that the discussion is wandering from the point: "Can someone tell me what bearing this has on our problem?" "Your point is an interesting one, but can't we get back to our subject?"
6. To suggest that no new information is being added: "Can anyone add anything to the information already given on this point?"
7. To call attention to the difficulty or complexity of the problem: "Are we beginning to understand why our legislators haven't solved this problem?"
8. To register steps of agreement (or disagreement): "Am I correct in assuming that we all agree (disagree) on this?"
9. To bring the generalizing speaker down to earth: "Can you give us a specific example on that point?" "Your general idea is good but I wonder if we can't make it more concrete? Does anyone know of a case..."
10. To handle the impatient, cure-all

member: "But would your plan work in all cases? Who has an idea on that?"

11. To suggest that personalities be avoided: "I wonder what bearing this has on the question before us?"
12. To suggest that some are talking too much: "Are there those who haven't spoken who have ideas they would like to present?"
13. To suggest the value of compromise: "Do you suppose the best course of action lies somewhere between these two points of view?"
14. To suggest that the group may be prejudiced: "Is our personal interest in this question causing us to overlook the interests of other groups?"
15. To draw the timid but informed member into the discussion: "June lived for quite a while in Spain. Suppose we ask her whether she ever saw..."
16. To handle a question the leader can't answer: "I don't know. Who does?" "I don't know the answer to your question, but I will find an answer for you."
17. To encourage a speaker to talk with the group, not at the leader: "Don't you think you'll be heard better if you face the rest of the group?"
18. To cut off a speaker who is long winded: "While we're on this point, let's hear from some of the others." "Can we save your point until later?"
19. To take the play away from a verbose member: "You've raised a number of interesting points which should keep us busy a good while. Would anyone else like to comment on that?"
20. To help the member who has difficulty expressing himself: "I wonder if what you're saying isn't this...?" "Doesn't what you've said tie in with our subject like this...?"
21. To encourage further questions by

friendly comment: "That's a good question. I'm glad you raised it. Does anyone have an answer?"
22. To break up a heated argument: "I think we all know how Jones and Smith feel about this. Now who else would like to discuss the issue?"

IV. Conducting Group Discussions

The group discussion leader is responsible for:

a. Getting the session started. Opening sentences set the stage for the entire discussion. Ask a question likely to start discussion. If this fails, ask another.
b. Defining the topic. Perhaps discuss what certain key words mean and agree on how they are to be used.
c. Keeping the discussion on track. If the discussion rambles, the leader is no leader. At the same time, the leader should not hold too rigidly to the outline.
d. Making occasional summaries:
    1. To check needless repetition.
    2. To bring a random conversation back to the subject.
    3. To record apparent areas of agreement or disagreement.
e. Encouraging general participation.
f. Keeping the discussion from becoming one-sided. Sometimes the leader must invite opposing arguments to allow a minority-view member to join.
g. Getting to the root of the matter. When the leader feels the discussion is not getting below the surface, an attempt should be made to ask probing questions and call attention to the lack of evidence or the weakness in reasoning.
h. Remaining in the background. Make suggestions instead of giving directions; ask questions instead of answering them.
i. Concluding the discussion:
    1. When the time announced for adjournment has arrived.
    2. With a summary, but reflect a consensus only if there is real agreement, and give fair coverage of divergent views, using tentative language to allow members to offer suggestions or corrections. A good summary will send the members home with the feeling that they have made progress.

j. Evaluating the discussion. Did the discussion stay on track? If not, why? How many members spoke? Did any try to dominate the meeting? Was the evidence sufficient in quality and quantity?

Role Playing

USES
1. To introduce an idea
2. To gain insight into human conflicts
3. To teach human relations
4. To teach interviewing or selling techniques
5. To bring understanding of another point of view

STEPS TO BE FOLLOWED
1. Select a timely problem involving differences of opinion or position.
2. If possible, select people to play roles who hold a view opposite from the role they play.
   a. Knowledge of individual personalities is important.
   b. Select the more outgoing individuals.
   c. Avoid unpopular people in unpopular roles.
   d. Give the participants character names to use rather than their own.
3. Set the situation for an emotional scene.
4. Position actors in center of group if room permits or in plain sight of all.
5. Start action.
6. Stop action as soon as major points are presented or discussion gets off the track.
7. Have actors return to their places.
8. Have group evaluate the situation and possible solutions.

SUGGESTIONS FOR ROLE PLAYING SITUATIONS
1. Selling someone on our aspect of personal growth:
   a. self-evaluation
   b. goal setting
   c. planning
   d. various personal skills
2. Individual complaints to officers.
3. Selling the benefits of the Individual Development program to the president of a civic organization or business.
4. Selling Junior Chamber volunteerism and its benefits to a corporate executive or city mayor.
5. A Director calling a chairperson on the carpet for not getting the job done.

NOTE: Make up three or four situations that have particular application to the group.

Mini Speeches

If the chairperson decides to use these, everyone should participate. It may serve as the beginning of a good Speak-Up program for the chapter.

METHOD

Participants are numbered, beginning with one. The first draws a written topic (prepared in advance) and must talk on it for 60 seconds, standing and facing the group.

Each in turn draws a topic and speaks. (Works best if the leader does not allow them to draw topics before standing, ready to talk.) Applause should be encouraged.

Topics should be varied, some humorous, some timely, controversial events, etc.

Note attempts to use effective speaking methods, even though no time was allowed for preparation. For example, did the speaker begin with an attention getter? Was an effort made to organize thoughts? Did the speaker appeal to logic? Relate to the audience? Did the speaker attempt to summarize?

The point of this exercise is not perfection, obviously, but the talks do offer an opportunity to evaluate each participant's familiarity with effective speaking techniques and to discuss briefly the use of such techniques.

Brainstorming

USES
1. To bring out many ideas quickly
2. To encourage group participation
3. To gain greater representation of ideas
4. To encourage creativity during a meeting

STEPS
1. Be sure a chalkboard, flip chart, or overhead projector, transparencies, and pens are available.
2. Appoint a recorder to write responses on the board, chart, or overhead. (Sometimes two recorders may be used with the moderator alternating responses between them.)
3. Announce that the brainstorming technique will be used to get ideas on the subject.
   a. Ideas should be given as fast as they are thought of.
   b. Do not wait to be recognized to

speak out.

      c. Do not laugh at any response.

      d. Do not evaluate any response until done.

      e. All responses must be positive. Strive for a high number of ideas — quantity instead of quality. Do not criticize any idea, or anyone offering an idea.

4. Repeat ideas for the person recording the ideas.

5. Listen for softly spoken ideas.

6. When ideas stop, summarize and consolidate, but only with the permission of the idea giver. Every idea on the board belongs to someone. Respect it and guard it.

7. If any ideas are vague, ask the person to clarify and expand on it.

8. Ask the group to evaluate the responses and to narrow them down to the best solution at this time.

Case Studies

There are a number of ways the use of case studies may be approached. The most frequent use is to have the material duplicated for each person taking part. If used as a part of a formal course, a case is usually assigned at one session and discussed at the next. Most management classes approach the case study from the scientific, or "straight thinking," method.

1. What is really the problem?

2. What are the factors involved?

3. What are the possible solutions?

4. What is the best solution?

5. Test and evaluate the decision.

Group discussion and analysis of the case may use the following group dynamics techniques:

1. Role-playing the key human relations phase.

2. Buzz sessions give a high degree of satisfaction in discussion but are strongly influenced by leaders within the group. Use of the buzz session before total group discussion tends to intensify reactions and total discussion.

3. A panel, a group interview, or a symposium offer other approaches.

4. Brainstorming for possible solutions often brings unique ideas.

5. A planned group discussion can be very effective if the leader is alert to the group and avoids personal commitment to preferred action.

SAMPLE CASE STUDY

Stan accepted the chairmanship of the Community Survey with great enthusiasm. He was ready to have the job done the next day.

That was two months ago. The project is still in the "tomorrow" stage and no committee meeting has been held. His reports have been very enthusiastic.

A check by Sarah, the Vice President, turned up no traces of progress in anything but Stan's own mind. Upon checking with Ed, the Director in charge, she was told that Ed had tried to help Stan get organized but had been brushed off.

A call to Stan, by Sarah, was greeted with a host of excuses for not moving faster. When Sarah asked about helping to set up an organizational meeting, Stan couldn't find any free time but said he would call back the next night to see if he could change his schedule. The call never came. Sarah then tried to set an appointment with Stan, but got the same results.
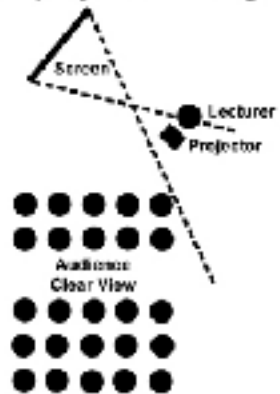
Discussion Questions:

1. What would you do if you were Sarah?

2. What actions do you think Ed could have taken?

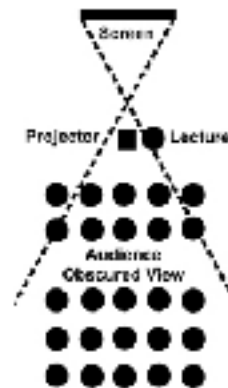3. How do some of the concepts in this ID program apply to this situation?

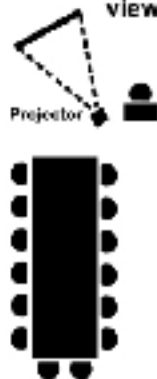# Suggested Room Layouts for Individual Development Programs

Best screen-projector arrangement

Screen
Lecturer
Projector
Audience
Clear View

Poor screen-projector arrangement

Screen
Projector
Lecturer
Audience
Obscured View

When using a projector, arrange the room so the audience's view of the screen is not obstructed.
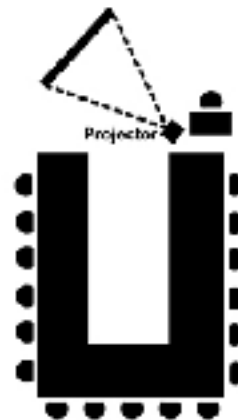
Projector

Center table arrangement. Suitable for under 20 people. This set-up promotes discussion and is best for long meetings.

Projector
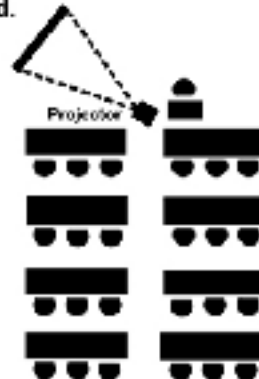
Classroom arrangement. This is a standard set-up, suitable for any size audience.

Projector
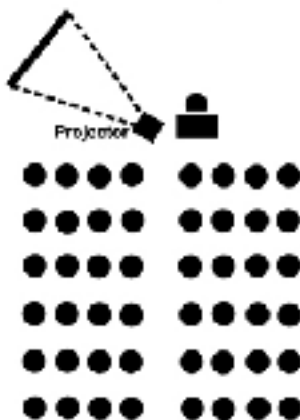
Auditorium/theater arrangement. Suitable for any size audience but most efficient for large groups.

Projector

U-table arrangement. Suitable for 30 people or fewer. This arrangement is ideal for group discussion and interaction.

PRIME

THE JCI INSTRUCTOR'S COURSE

FROM THE JUNIOR CHAMBER INTERNATIONAL (JCI) TRAINING INSTITUTE

Does the chapter have members interested in training?

Run a **PRIME** course* in the state for fellow members — and invite members from nearby states.

Requests for **PRIME** training must be received by JCI in Coral Gables, Florida, at least two months before the scheduled training date.

PRIME is a two-day (minimum) course designed for Junior Chamber members who want to develop training skills, but have little or no experience in training.

After successfully completing **PRIME** and documenting 50 hours of training, a trainer may qualify to take **EXCEL**. **EXCEL** is a more intense three-day course that further explores training. Its topics range from motivational techniques to promotional opportunities in the international marketplace. **EXCEL** also examines the role of the trainer as developer, manager, and marketer of adult learning.

To find out more, contact the Director of Training and Education at Junior Chamber International, Phone: 800.545.6982. *www.juniorchamber.org*

NOTE: **PRIME is often run during JCI area conferences,*
World Congress, and NOM meetings. EXCEL is run during
JCI area conferences and World Congress.