

HOW DO WE DO IT?

INTRODUCTION

Component 5 introduces volunteers to the ‘nuts and bolts’ of youth work practice. Having been introduced to the role of the volunteer in Component 1, this component provides the volunteer with an opportunity to explore leadership styles and skills and to identify their own leadership styles and skills.

This component introduces volunteers to a practical, basic five-step programme planning framework which will enable them to plan any youth work activity or programme effectively.

Additionally, this component volunteers to the importance of verbal and non-verbal communication skills when working with young people as well as introducing them to basic team work skills.

This component also explores key aspects of working with young people in groups and includes the basic stages of group development, contracting with young people in groups and a code of conduct.

Furthermore, component 5 introduces volunteers to relevant organisational policies and procedures and provides them with the core skills to set up and run a committee.

At the end of this component learners will be able to:

- Demonstrate appropriate leadership styles and skills when working directly with young people.
- Implement a five-step approach to basic programme planning.
- Demonstrate a range of effective verbal and non-verbal communication skills.
- Participate in team-based activities.
- Develop a group contract with young people.
- List the range of policies available within the organisation.
- Clearly identify who to refer to in the organisation in the event of an issue arising.
- Work as part of a committee.

CORE CONTENT	LEARNING OUTCOMES	MATERIALS INCLUDED
<p>Organisational policies & procedures</p> <hr/> <p>For working with young people e.g.</p> <ul style="list-style-type: none"> • Health and safety policy. • Child protection policy. • Anti-bullying policy. • Equality policy. • Insurance policy. • Volunteer management policy/procedures (i.e. reporting procedures for volunteers, conflict management, support etc; • Drug and alcohol policy. • Others as relevant to each organisation. 	<p>Learners will be able to:</p> <hr/> <p>List the range of policies available within the organisation.</p> <p>Clearly identify who to refer to in the organisation in the event of an issue arising.</p>	<ul style="list-style-type: none"> • Organisational information on policies and procedures in place. • Listing of relevant policies and procedures. • Key contacts in relation to policies and procedures.
<p>Setting up a Committee:</p> <hr/> <p>Adult and/or youth committees</p> <p>Committee roles; Committee procedures e.g.</p> <ul style="list-style-type: none"> • Running a meeting. • Agendas. • Minutes. • Decision-making. 	<p>Learners will be able to:</p> <hr/> <p>Work as part of a Committee.</p>	<ul style="list-style-type: none"> • Committee role descriptions. • Factsheets on setting agendas, minute taking etc. • Templates for agenda and minutes. • Exercises on decision-making in meetings.

WORKSHEET

MY IDEAL LEADER¹⁵

Identify and name a leader that you admire.

List the characteristics or traits that make him/her a good leader.

MY IDEAL LEADER

Discussion questions:

- What are the important characteristics or traits of a good leader?
- Why are these characteristics/traits important and what impact do they have on others?
- How do these characteristics relate to our work as volunteers?

¹⁵ Adapted from National Association of Travellers Centres Youth Work Training Pack.

FACTSHEET:**LEADERSHIP STYLES (1)****Option 1: Lewin's Leadership styles¹⁶****Autocratic Style**

Autocratic leaders make decisions without consulting their teams. This is considered appropriate when decisions genuinely need to be taken quickly, when there's no need for input, and when team agreement isn't necessary for a successful outcome.

Democratic Style

Democratic leaders allow the team to provide input before making a decision, although the degree of input can vary from leader to leader. This type of style is important when team agreement matters, but it can be quite difficult to manage when there are lots of different perspectives and ideas.

Laissez-faire Style

Laissez-faire leaders don't interfere; they allow the team to make many of the decisions. Typically this happens when the team is highly capable and motivated, and it doesn't need close monitoring or supervision.

¹⁶ Lewin's Leadership Styles (1930's). Cited in Mindtools.com. Leadership Styles. http://www.mindtools.com/pages/article/newLDR_84.htm

FACTSHEET:**LEADERSHIP STYLES (2)****Option 2: Leadership styles: Situational approach to leadership:¹⁷**

High >	<p>SUPPORTING</p> <p>Praise, listen to and facilitate young people</p>	<p>COACHING</p> <p>Direct and support young people</p>
Supportive behaviour	<p>EMPOWERING</p> <p>Share or turn over responsibility for decision-making to young people</p>	<p>DIRECTING</p> <p>Structure, control and supervise young people</p>
< Low	<p>< Low Directive behaviour High ></p>	

¹⁷ Adapted from: Blanchard, K, Zigarmi, P. & Zigarmi, D. (1999). Leadership and the One Minute Manager. Increasing Effectiveness through Situational Leadership. Cited on http://www.1000ventures.com/design_elements/selfmade/leadership_situational_styles_6x4.png

FACTSHEET:**LEADERSHIP STYLES (3)****Option 3: The participative leader:¹⁸**

A participative leader seeks to involve young people in the decision-making process; therefore ensuring high levels of youth participation.

◀ Not participative		Highly participative ▶		
Autocratic decision made by the leader	Leader proposes the decision, listens to feedback from young people and then decides	Young people propose the decision but leader has the final decision	Joint decision with young people as equals	Full delegation of decision-making to young people

¹⁸ Adapted from Participative Leadership: http://changingminds.org/disciplines/leadership/styles/participative_leadership.htm

FACTSHEET:**EFFECTIVE LEADERSHIP****The main tasks of the youth leader:****Programme:**

1. Identify the needs and interests of the young people.
2. Identify resource persons to help leaders/young people to develop programmes (e.g. arts and crafts tutors etc).
3. Assist members to design, plan and implement activities/ programmes which meet their needs and interests.
4. Encourage and assist young people in the implementation of the programme.
5. Evaluate the programme with young people on a regular basis.

Teamwork:

6. Promote teamwork by ensuring that leaders and young people are clear about their roles and responsibilities.

Communication:

7. Ensure that communication is open – that appropriate strategies exist for decision making and problem-solving.

Training:

8. Identify and address the training needs of leaders on a regular basis.

Safety:

9. Ensure that the group's premises, transport and equipment are safe.
10. Ensure that sufficient help is available for activities to be run on a way that facilitates fun, learning and safety.

Community Links:

11. Develop and maintain links with other groups – voluntary and statutory in the community.
12. Liaise with parents and promote their active involvement as appropriate in the group.

Administration:

13. Be familiar with proper administration procedures and ensure that they are implemented in the group.

Purpose:

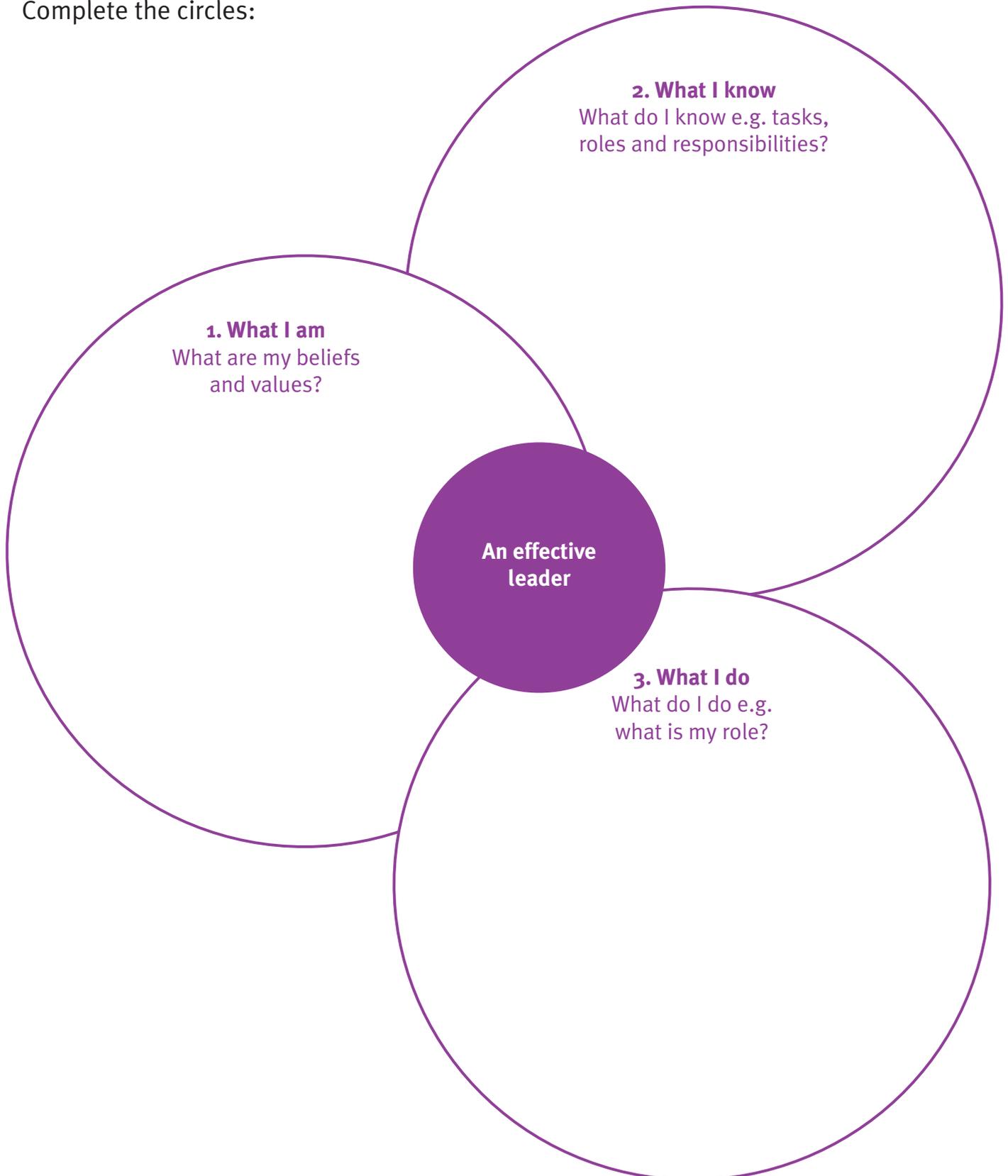
14. Ensure that young people and leaders know the purpose of youth work, their organisation and their group

New Leaders:

15. Identify potential leaders among the young people/other sources and when recruited ensure they receive appropriate training and support.

WORKSHEET:**EFFECTIVE LEADERSHIP****What I am; What I know; What I do.**

Complete the circles:



WORKSHEET:**EFFECTIVE LEADERSHIP****IF I AM TO BE A GOOD LEADER IN THE CLUB, I NEED TO FEEL:**

(Please number from 1 to 10 in order of importance to you...
no.1 being the most important).

1...10

I need to feel that I am doing something useful on the club night.

People like me – Members
– Leaders

The club is “doing good” for the young people.

The young people are developing within the club.

Other leaders listen to my opinion.

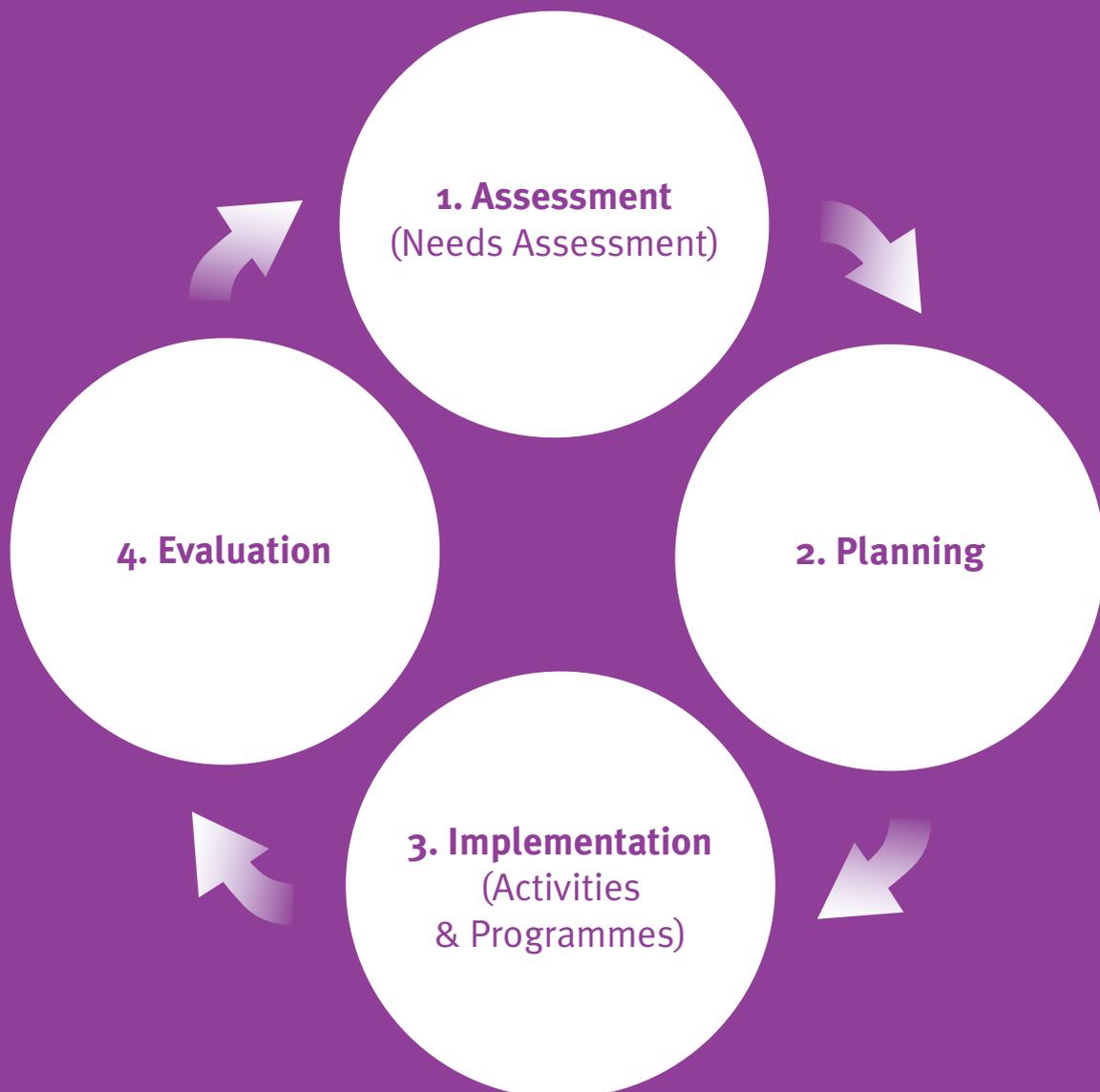
The other leaders appreciate my contribution.

The leader group respect each other and can work well together.

There will be no arguments in the leader group.

That we can challenge each other.

Other (specify)

FACTSHEET:**APIE – A BASIC PLANNING MODEL¹⁹****(Assessment, Planning, Implementation, Evaluation)**

¹⁹ Adapted from: <http://youthworkcentral.tripod.com/apie.htm>
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ELEMENTS OF THE MODEL

WHAT YOU NEED TO CONSIDER

Assessment (Needs Assessment)

Easily the most thorough part of this model. Think about the young people you intend to work with.

How old are they?

What kind of social issues are important to them?

What are the major blocks in their lives?

What is the surrounding environment like?

What kind of norms can you assess in the community?

Have you considered factors such as gender/class/ethnicity/disability/sexuality/religion in your assessment?

Are there problems or oppressive structures you wish to challenge?

What are your professional values in this matter?

Planning

What do you plan to do?

How will the above assessment factors assist/hinder you in your project/activity?

What considerations will you need to make?

Implementation

What kind of work will you do?

What are your delivery methods?

How long will this project take?

Do you need to raise money?

How are young people involved in the planning and delivery?

What staff will be working with you? What resources will you need?

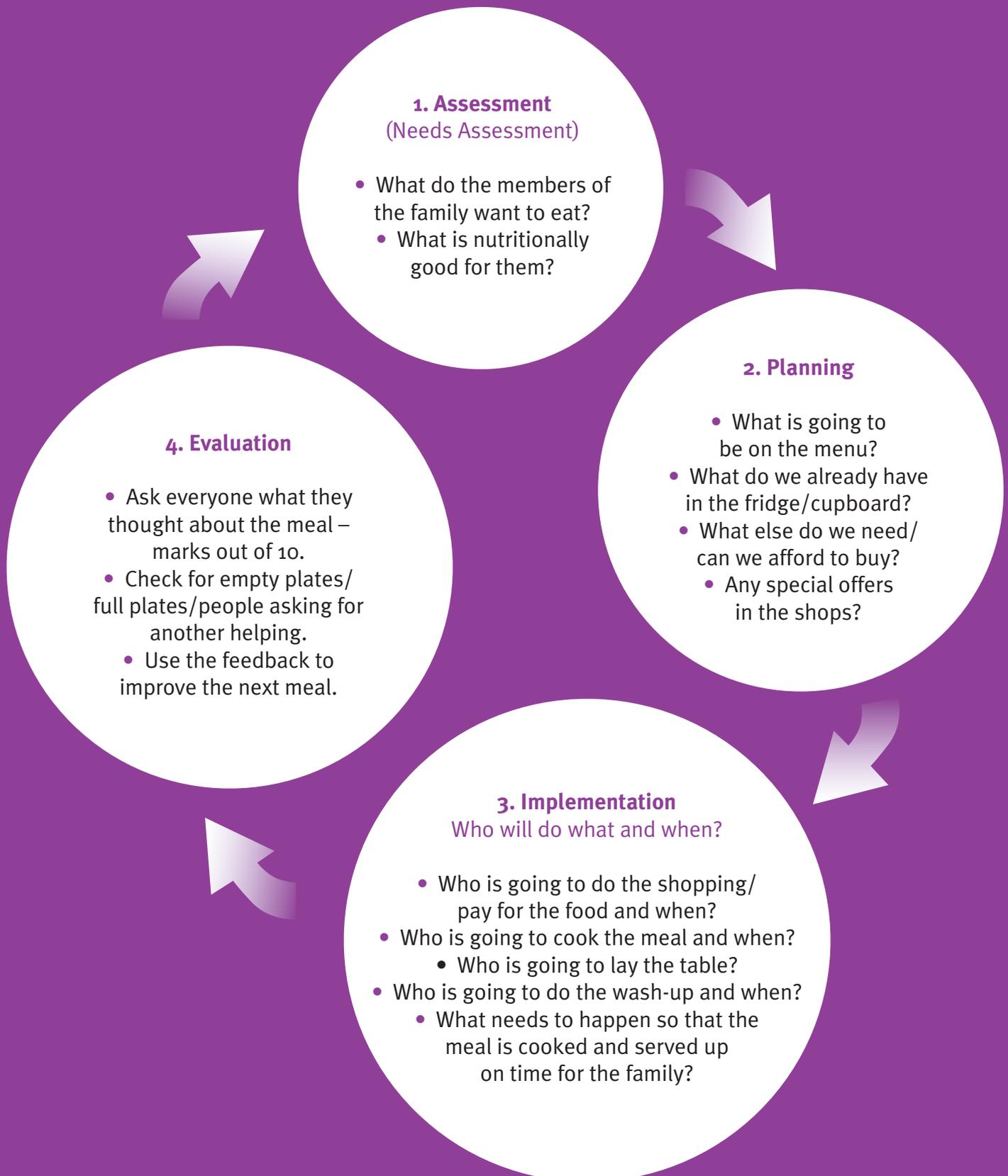
Evaluation

How will you measure the success of the work?

How will young people relate their anxieties/learning points/successes in an environment conducive to them having confidence?

How will you consider recommendations for change?

Will you involve the input of other staff in evaluating your work? How do you measure learning?

FACTSHEET:**APIE – A PRACTICAL EXAMPLE OF PLANNING A FAMILY MEAL**



**1. ASSESSMENT
(Needs Assessment)**

FACTSHEET:

1: WHAT DO YOUNG PEOPLE NEED/WANT?

WHAT IS A NEEDS ASSESSMENT?

Needs assessment is a way of asking members of a group or community what they see as their most important needs.²⁰

Needs assessment is a problem identification process that looks at the difference between “what is” and “what should be” for a particular situation or target group.²¹

The process of needs assessment should be an ongoing one. Within a youth organisation, club or project, needs change from one group to the next, and from one day to the next. While it would be impossible to assess the needs of all target groups on a daily basis, no programmes or interventions of any kind should be planned or implemented without prior needs assessment. For the most part, the needs of target groups should be assessed prior to, during, and after any programme or intervention.

Assessing the needs of any individuals and groups should be informed by the following key questions:²²

- What do we want to know?
- Why do we want to know this?
- How can we find out this information? What methods can we use?
- What are we going to do with the information when we obtain it?
- What scope is there to act on this information?

How can we find out what young people need/want?

Simple needs assessment methods include:

- A suggestion box –where young people can put their suggestions for what they would like to do in the club/project.
- A short questionnaire.
- Group discussion with young people about what they would like to do in the club/project.
- Focus groups.

²⁰www.researchforchange.ca/index.php

²¹Adapted from: www.interlinktc.com/public_html/definitions.html

²²Adapted from Niadoo & Wills (2000). Health Promotion - Foundations for Practice. Bailliere Tindall: London.

WORKSHEET:**IDENTIFYING YOUNG PEOPLES' NEEDS AND INTERESTS****WHAT ARE JOE/JOANNE'S NEEDS AND INTERESTS?²³**

- On a flipchart draw a large human shape above which write the name Joe/Joanne.
 - Ask the group what do they want Joe/Joanne to get out of the youth club/project?
- 
- This can be brainstormed and added to your flipchart drawing or alternatively the group can be divided in two with one group looking at what Joe (boy) would want from a youth club, the second looking at Joanne (girl)!
 - Each group is given an outline of their character on a flipchart page to fill in and feed back to the wider group.
 - Examples of feedback may be that young people need: stimulation, safety, belonging, friends, fun, involvement in activities etc.

²³Adapted from Ógra Chorcaí Volunteer Training Materials



2. PLANNING

FACTSHEET:

PLANNING

What is planning?

Planning is the preparation for actions using certain resources in certain ways to attain specific goals.²⁴

- Planning is preparing a sequence of action steps to achieve some specific goal.
- A plan is like a map. When following a plan, you can always see how much you have progressed towards your project goal and how far you are from your destination.
- Knowing where you are is essential for making good decisions on where to go or what to do next.

What is programme planning?

- Programme planning is the process of defining the programme, articulating the rationale, establishing measurable aims and objectives, identifying the process, selecting appropriate strategies and defining specific actions for programme implementation.²⁵

Why plan?²⁶

A planned programme (whether short-term or long-term) is central to identifying and delivering activities that meet the needs of young people. A planned programme is essential if you wish to:

- Involve the young people in decision-making and sharing of responsibilities.
- Plan ongoing or major events.
- Generate enthusiasm about and within the group.
- Ensure that the group remains in existence and continues to develop.
- Ensure that activities and events are run in a safe and effective manner.
- Monitor and evaluate the outcomes for young people as a result of participating in the group.

²⁴ National Youth Health Programme (1999). Health Promotion in Youth Work Settings – A Practice Manual

²⁵ National Youth Health Programme (2006). Health Promotion in Youth Work Settings

²⁶ Adapted from National Association of Travellers Centres Youth Work Training Pack

FACTSHEET:**TYPES OF PLANNING AND DEFINITIONS²⁷****Strategic Planning**

Is a long term plan for action which considers current circumstances and future activities.

Tactical Planning

Involves planning the steps necessary to implement a strategic plan.

Recurrent Planning

Is the planning of regular programmes or cycles of work.

Project Planning

Is the planning of a specific piece of work.

Operational Planning

Is the planning of specific pieces of work with a specific time frame.

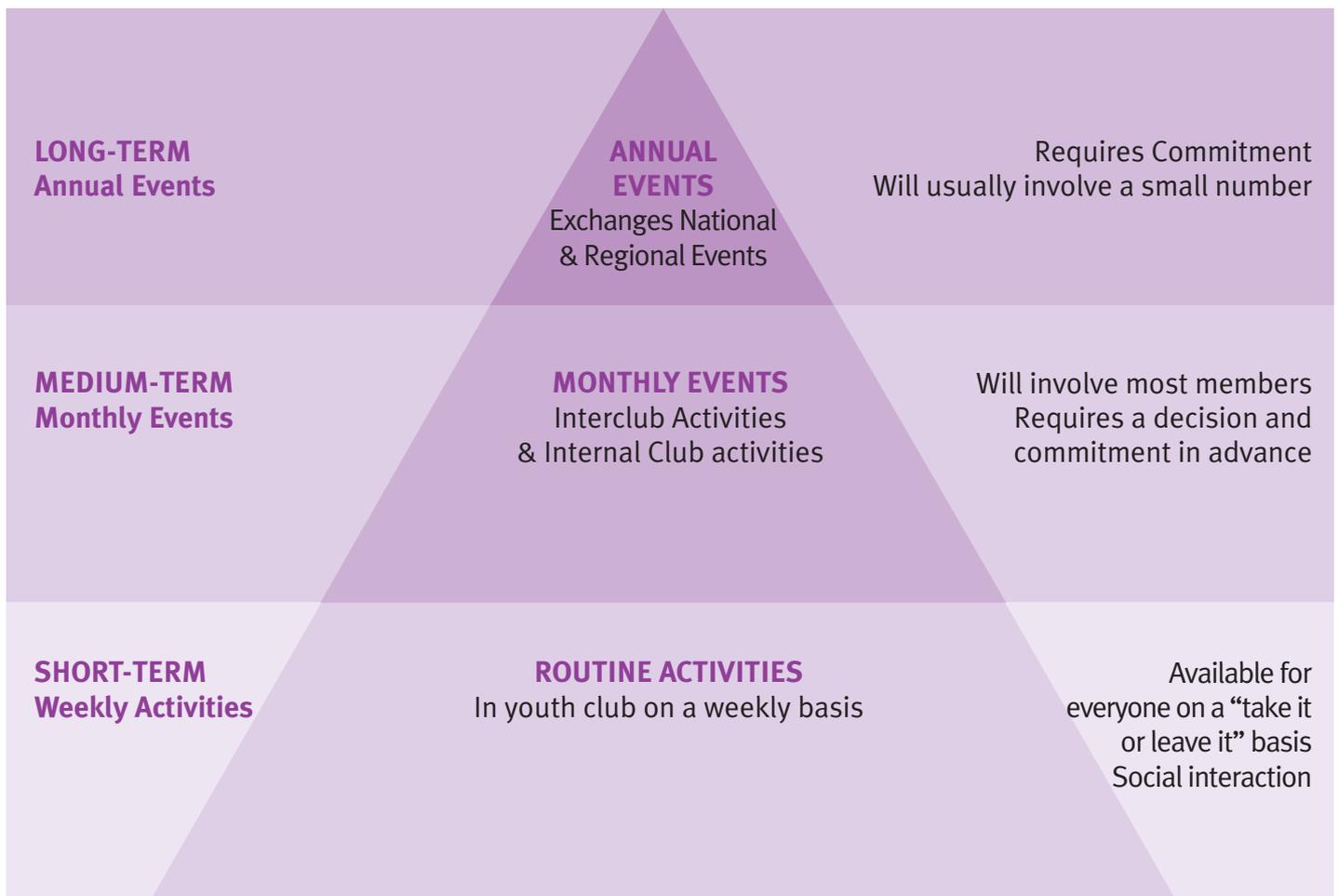
Day-to-Day Planning

Involves planning work on a daily basis and evolves from other more long term plans.

Contingency Planning

Involves planning for when things go wrong.

²⁷ National Youth Health Programme (1999). Health Promotion in Youth Work Settings – A Practice Manual

FACTSHEET:**THE PLANNING PYRAMID:****LONG-TERM, MEDIUM-TERM AND SHORT-TERM PLANNING²⁸**²⁸ National Association of Traveller Centres Youth Work Training Pack

FACTSHEET:**A CHECKLIST FOR HOW TO PLAN A PROGRAMME****WHEN PLANNING A PROGRAMME OR ACTIVITY FOR YOUNG PEOPLE, CONSIDER THE FOLLOWING:²⁹**

- What kind of programme/activity are we planning?
- What are our aims? What are we hoping to achieve?
- How can we consult our members?
- What are their interests or wishes?
- Time & plan your activities. Encourage the young people to get involved in the planning.
- Follow the plan, while at the same time allowing for flexibility to respond to group needs – have a plan B just in case!
- When the plan goes awry – keep everyone safe!
- Evaluate. What worked well? What would we do differently next time? Why?
- When it all goes pear shaped, which it will from time to time, remember no one gets it right all the time.

²⁹Adapted from Ógra Chorcaí Volunteer Training Materials

FACTSHEET:**WHAT MAKES A GOOD PROGRAMME?³⁰****Variety;**

- Offers something to all the young people. Brings life to club/project.
- Keeps young people interested & enthusiastic.

New Experiences;

- Offers the young people a chance to do something new that they might otherwise not experience. Ask the young people to identify what they would like to do.

Participation;

- Involve members in the planning and running of the club/project. This builds ownership & trust among members.

Challenge;

- Work to a deadline e.g. put on a show, organise a fundraising activity etc.
- Provide competitions (either at home or through central events).
- Try a new and challenging project. Develop new skills through exposure to new people and experiences.

FUN

- Young people will vote with their feet and keep coming if they are having fun!
- If the club programme doesn't allow for having a laugh, young people will not come back!

³⁰Adapted from Ógra Chorcaí Volunteer Training Materials

FACTSHEET:**STEPS IN PROGRAMME PLANNING³¹****1. Context:**

Who are we catering for?
What are their needs/interests?
What age group?
Mixed/single sex

2. Objectives:

What do we want to achieve?
What do we hope the young people will achieve?

3. Resources:

Who?
Where?
How?
When?
What?
How much?

4. Activities:

What activities are the most appropriate and valuable?

5. Running the programme:

What resources do we need?
Who will do what?
Do we need a budget?

6. Evaluation:

Are we achieving what we set out to achieve?
Do we need to make any changes?

³¹ Adapted from Ógra Chorcaí Volunteer Training Materials

WORKSHEET:**PROGRAMME PLANNING**

Using one of the planning templates provided in this section, plan a club/project session taking account of the following:

- Who is the target group?
- What are their interests/needs? (How do we find this out?)
- What are our resources?
- What time have we available?
- What activity(s) are we going to run?
- What do we want to achieve?
- Who will do what?
- How will we know it worked?

FACTSHEET:**STEP 2: HOW DO WE ORGANISE THE ACTIVITIES?
(ACTION PLANNING)**

Two planning templates are provided to assist with organising youth club/project activities as follows:

Note: Either of these planning templates can be used for short, medium or long-term planning for club or project activities. These templates can be adapted and used accordingly.

1. Planning a Club/Project Session (option 1)

Time	Activity	What are we trying to achieve?
<hr/>	<hr/>	<hr/>

Resources

Who is responsible for what?

How will we know the activity worked?

2. Planning Template (option 2)

What?	Where?	When?	How?
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
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Who?

What are we trying to achieve?

How will we know it worked?



3. IMPLEMENTATION

FACTSHEET:**STEP 3: IMPLEMENTATION****WHAT DOES THE TERM IMPLEMENTATION MEAN?**

Implementation is about action, it is about the programmes, activities and interventions put in place to meet the needs of your target groups.³²

Implementation is the carrying out, execution or practice of a plan. It is the action that follows the planning stage in order for something to actually happen.

Steps to implementing a programme/activity with young people:

1. Ensure that you have identified young peoples' needs and wants (Step 1).
2. Make sure you have your plan written up (Step 2).
3. Prepare the space where you will work with young people.
4. Agree a basic contract with the young people (see component 5: Contracting with young people).
5. Take action – implement your programme/activity with young people using a varied set of methodologies to maintain interest and motivation in the group.

See Appendix 1 for a listing of useful materials and websites that will provide lots of ideas for programme ideas, activities and creative ways of working with young people which can be used to implement successful programmes.

Any programme/activity may be broken down into sessions that are manageable to deliver in your club/project. You should encourage young people to be involved in every stage of implementing the programme/activity, including reflection and discussion on how the programme is working in practice. Occasionally, the process may need to take account of unforeseen issues and move in a direction that is not part of the original plan. Changes should be negotiated and agreed with the young people.³³

³² National Youth Health Programme (1999). Health Promotion in Youth Work Settings – A Practice Manual

³³ Youthwork Northern Ireland, Curriculum Development Unit. Curriculum Development: A Model for Effective Practice. http://www.deni.gov.uk/youth_work_-_a_model_for_effective_practice-5.pdf



4. EVALUATION

FACTSHEET:**STEP 4: WHAT IS EVALUATION?**

Evaluation is the systematic and structured process of reviewing an experience. Evaluation is the process of appraising and assessing work programmes/activities.³⁴

WHAT ARE THE STAGES OF EVALUATION?³⁵**1. Designing your Evaluation**

Deciding what to evaluate and how to collect, record and use evidence.

2. Carrying out your evaluation

Putting decisions into action and collecting evidence.

3. Analysing your results

Drawing conclusions.

4. Presenting your results

Telling others about your work.

WHAT DO YOU EVALUATE?³⁶

Everything including:

Knowledge

Skills

Attitudes

Behaviour

Reactions to the Programme itself

FACTSHEET:**STEP 4: BASIC EVALUATION METHODS****SIMPLE WAYS TO EVALUATE A PROGRAMME/ACTIVITY WITH YOUNG PEOPLE**

Ask
young people

- What worked well and why?
- What did not work well and why?
- What would you like to change about the programme/activity



Use a simple
evaluation form

- See sample evaluation forms provided in this section



Field of faces

- Use a simple 'fiend of faces' handout whereby young people can circle how they are feeling after the session i.e. happy, sad, curious, interested etc...
- Provide young people with a card/paper and pen.



Secret
comment

- Ask them to write a few sentences about how they experienced the activity or programme and provide them with a 'post box' (box of any kind) where they can post their 'secret comment'.



Vote with
your feet

- Put up large flipchart pages around the room with key 'evaluative' words on them (one word on each flipchart e.g. Poor, Good, Very Good, Enjoyable, Informative, Boring etc...)
- Ask young people to 'vote with their feet' i.e. to go to the flipchart with the work that best describes how they experienced the programme/activity and to state 'why'?

WORKSHEET:

TEAM WORK

BUILDING A MODEL – A TEAM WORK ACTIVITY³⁸

Materials required

Prepared model made of Lego®
Enough Lego® to make an exact replica of this (per team)
A separate space to keep the model out of sight from group

Facilitator's Preparation

Before the group starts, build something using the Lego®!
Yes, this is work! Make it as weird and wonderful as you can!

Instructions

- Divide the group into teams of five or so.
- Tell the group that they must build an exact replica of a model made of Lego® that you have already built and which has been placed outside in the hall/other room.
- Each team has 10 minutes to replicate the model using only the materials given.
- The team must nominate one person who can go out to look at the model.
- Depending on the number of teams you have there may be four or five people huddled around the model trying to memorise the details of it.
- S/he may not write or take notes. S/he returns to the group to explain how the model is built. S/he will only be able to recall a few details!
- After s/he returns the team then send the next person out to view the model and return with information.
- This goes on until all the team have had a chance.

³⁸Adapted from Ógra Chorcaí Volunteer Training Materials

Alternatively you can play this by leaving the original person nominated. Do it both ways and see which works best!

Finally bring the replica into the room. Invite feedback and discussion on the task using the following questions:

- What were the groups' experiences of the activity?
- What was the experience like for the nominated person?
- What was the experience of the rest of the team?
- What helped the team?
- What hindered the team?
- What is the learning from this activity in relation to team work?
- How can this learning be applied to volunteers working together as a successful team in a club/project?

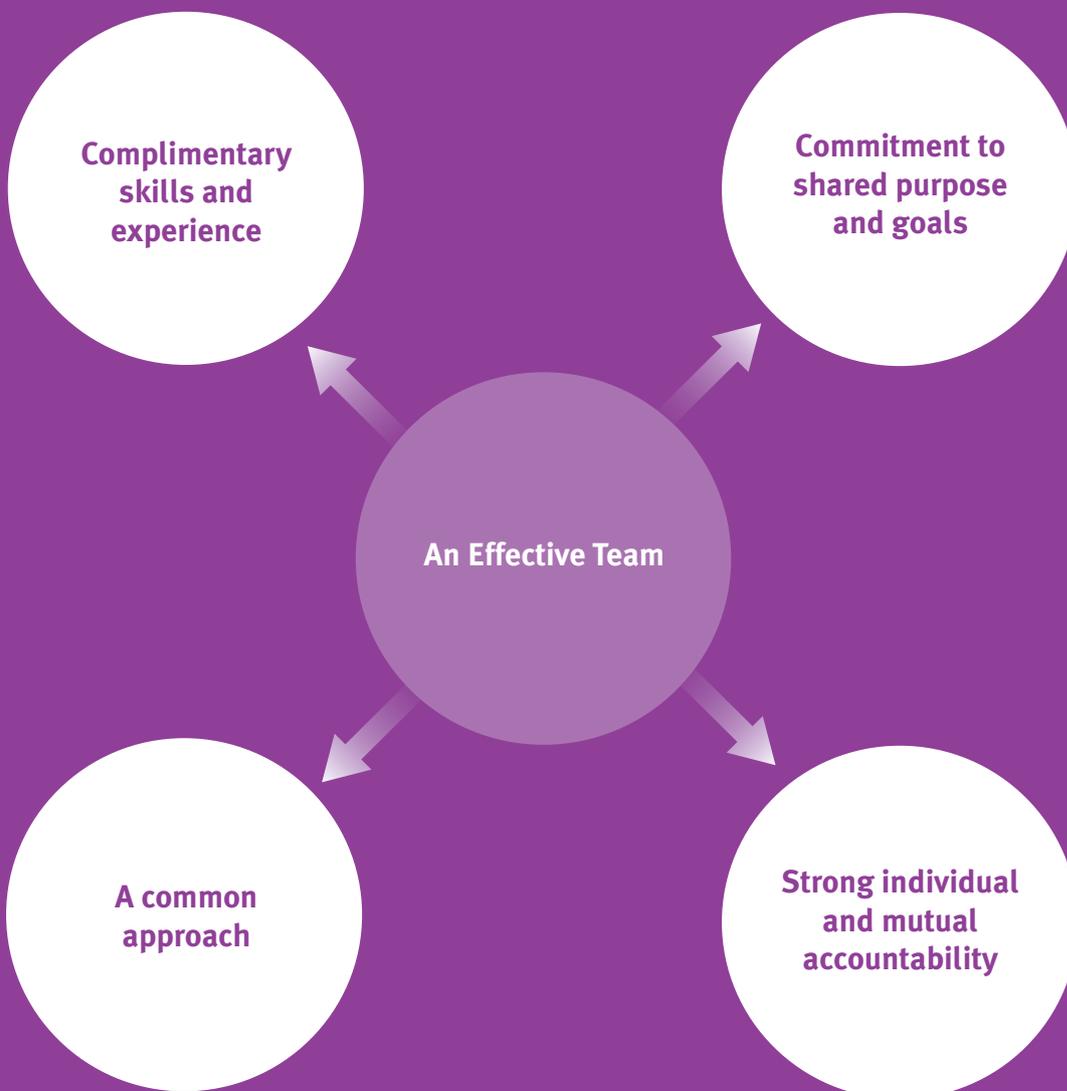
WORKSHEET:

TEAM WORK

WHAT IS A TEAM?

“A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable.”³⁹

Any definitions of a ‘Team’ should contain the following elements:



³⁹Katzenbach, J.R. & Smith, D.K. (1993). *The Wisdom of Teams: Creating the High-performance Organization*. Boston: Harvard Business School

WORKSHEET:

TEAM WORK

CHARACTERISTICS OF A GOOD TEAM

- Everyone participates actively and positively in meetings and projects.
- Team goals are understood by everyone.
- Individual members have thought hard about creative solutions to problems.
- Members are carefully listened to and receive thoughtful feedback.
- Everyone takes initiative to get things done.
- Each member trusts the judgement of the others.
- The team is willing to take risks.
- Everyone is supportive of the project and of others.
- There is plenty of communication between team members.
- Team decisions are made using organised and logical methods.
- Full team acceptance is expected as decisions are made.
- Dissenting opinions are recorded, and may be revisited if future situations dictate.
- Team goals are given realistic time frames.
- Everyone is focused on the ultimate goal of the project, while also digging into the underlying details.

WORKSHEET:**TEAM WORK****CHARACTERISTICS OF A GOOD TEAM MEMBER**

- Works for consensus on decisions.
- Shares openly and authentically with others regarding personal feelings, opinions, thoughts, and perceptions about problems and conditions.
- Involves others in the decision-making process.
- Trusts, supports, and has genuine concern for other team members.
- “Owns” problems rather than blaming them on others.
- When listening, attempts to hear and interpret communication from other’s points of view.
- Influences others by involving them in the issue(s).
- Encourages the development of other team members.
- Respects and is tolerant of individual differences.
- Acknowledges and works through conflict openly.
- Considers and uses new ideas and suggestions from others.
- Encourages feedback on own behaviour.
- Understands and is committed to team objectives.
- Does not engage in win/lose activities with other team members.
- Has skills in understanding what’s going on in the group.

WORKSHEET:**COMMUNICATION AND LISTENING SKILLS****SCENE OF THE ACCIDENT – A COMMUNICATION ACTIVITY⁴⁰****Facilitator's Notes:**

Explain to the group that they are going to play a game about reporting an accident. Everyone is going to leave the room except for you & one volunteer.

You are then going to tell the first volunteer about the accident you have just seen. You tell "A" what you saw & ask him/her to pass on the information.

"A" then passes it on to "B" who passes it on to "C". Each time the information is passed on ask the people now in the room to silently note in their heads what gets left out.

The Accident:

"I just saw an accident and the Gardaí are coming but I just can't wait. I've got to open the youth club. Listen carefully, I saw it all. I was standing at the side of the road, the lights were changing colour and a car came straight through the lights at 40 miles an hour. Three girls were running across the bridge talking and laughing. They stepped straight out onto the road without looking. The car hit one of them and she fell hitting her head and cutting her leg. The other two fell over her. One hurt her ankle and the other her wrist. The ambulance has just taken one of them away and we are waiting for the Gardai. It's 15 minutes since it happened."

Facilitators Note:

See how near to the original story the last report is. Don't go back over where the mistakes were made, just highlight the fact that they happened.

⁴⁰Adapted from Ógra Chorcaí Volunteer Training Materials

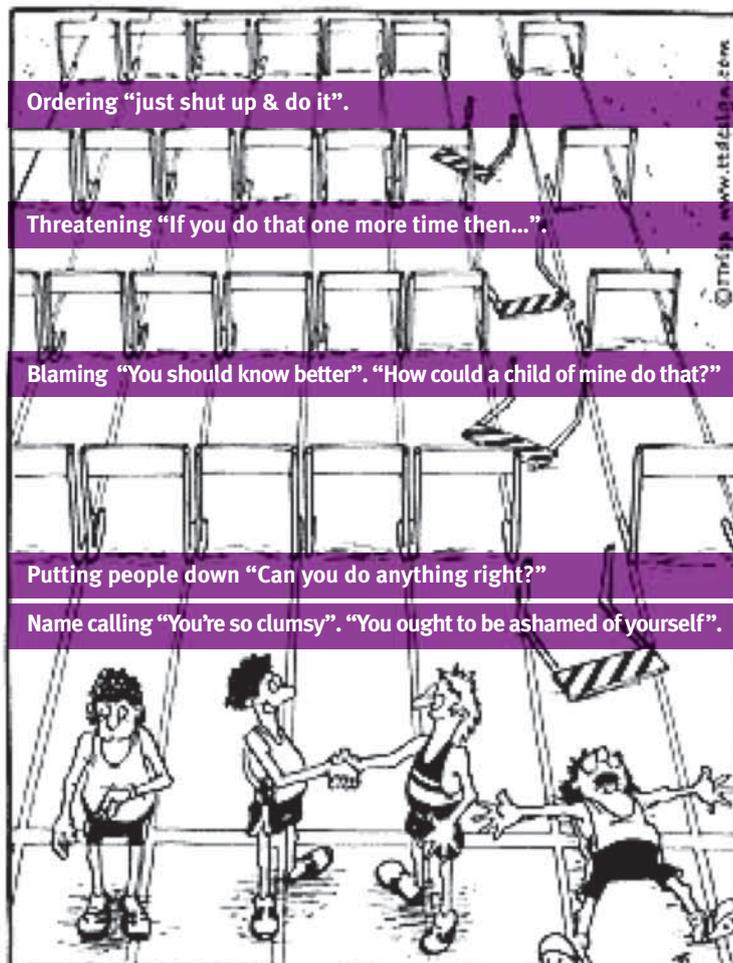
Feedback & Discussion:

- What was the group's experience of doing the activity?
- Did they find it easy or difficult to retain the information?
- What helped and hindered them in retaining the information?
- How did they feel when others made mistakes or provided inaccurate information?
- What can we learn from this activity about communication?
- How can we apply this learning to our work as volunteers?

FACTSHEET:

SOME BLOCKS TO GOOD COMMUNICATION⁴¹

The Novice



⁴¹ Ógra Chorcaí Volunteer Training Materials

FACTSHEET:**EFFECTIVE COMMUNICATION****WHAT HELPS EFFECTIVE COMMUNICATION?⁴²**

- Know exactly **what** you want to say.
- Decide **when** will be the right time to say it.
- Decide **where** to say it.
- Judge **how to say it**.
- **Prepare** what you want to say so that it is as clear as possible.
- Keep it **simple**.
- Speak **clearly**.
- Make **eye** contact.
- Get the person's undivided **attention**.
- Look out for **non-verbal** signs of person's response.
- Use appropriate **language**.
- Make sure that what you say and how you say it are consistent.
- **Summarise** your points from time to time.
- **Check** that the person has understood.

⁴² Adapted from Ógra Chorcaí Volunteer Training Materials

WORKSHEET:**LISTENING****EFFECTIVE AND NON-EFFECTIVE LISTENING ACTIVITY⁴³****Non Listening**

- Divide the group into partners. Label one A and one B.
- All the A's are given instructions on piece of card that they are to speak on the subject of e.g. "the best day of their life!"
- All the B's are given a piece of card telling them not to respond or give any indication that they are listening.
- The group are given two minutes to complete this task.

Babble Babble

- Give A's & B's a piece of card, in the same way as before.
- Both the A's & B's are given instructions which state they are to speak on a topic e.g. "their last holiday/favourite pastime".
- Give the group two minutes to complete this task.
- The group will probably be in disarray at this stage with people very confused or thinking you gave the wrong instruction!
- Finish these games quickly so that energy about them is strong!

⁴³Adapted from Ógra Chorcaí Volunteer Training Materials

Feedback and Discussion

On a flipchart write up sections, non-listening; babble babble; listening.

Leave space for feedback!

Discuss the following questions with the group:

- How was that experience for the group?
- Was it difficult or easy to talk when you knew you were not being listened to?
- What was it like to speak when the other person was speaking also?
- Do people ever speak at the same time?
- If it is not stated ask how often we are “speaking our minds” and preparing what we will say when someone is speaking to us.
- What can we learn from this activity in terms of our communication with each other?
- What can we learn from this experience in terms of our communication with young people?

Listening

Go through the factsheet on listening Do's & Don'ts and then ask the group to practice their listening skills in pairs again.

This time ask them to really listen to what the person is saying!

Note: You can vary the way you do this by doing a back to back pairs, a “face each other & shout” pairs, a “speaker & listener looks away” pairs and/or a “give advice” pairs!

FACTSHEET:**LISTENING DO'S AND DON'T'S****LISTENING⁴⁴****DO:**

- Be open-minded
- Accept the person
- Give encouraging non-verbal signals (body language)
- Listen to the person rather than yourself & your reactions
- Be aware of your feelings both about the speaker & the content
- Repeat in your own words what the person has said to check that you understand
- Summarise what person has said

**DON'T:**

- Jump to conclusions
- Judge what the person has said
- Change the subject or interrupt
- Plan what you are going to say when speaker is finished
- Forget something important
- Pretend to understand when you don't
- Be defensive

FACTSHEET:**LISTENING TO YOUR MEMBERS⁴⁵**

Whatever is true for adults is true for young people also.

Types of Listening

- Non Listening
- The “Me Too” Syndrome
- Unwarranted & Untimely Advice
- Effective Listening

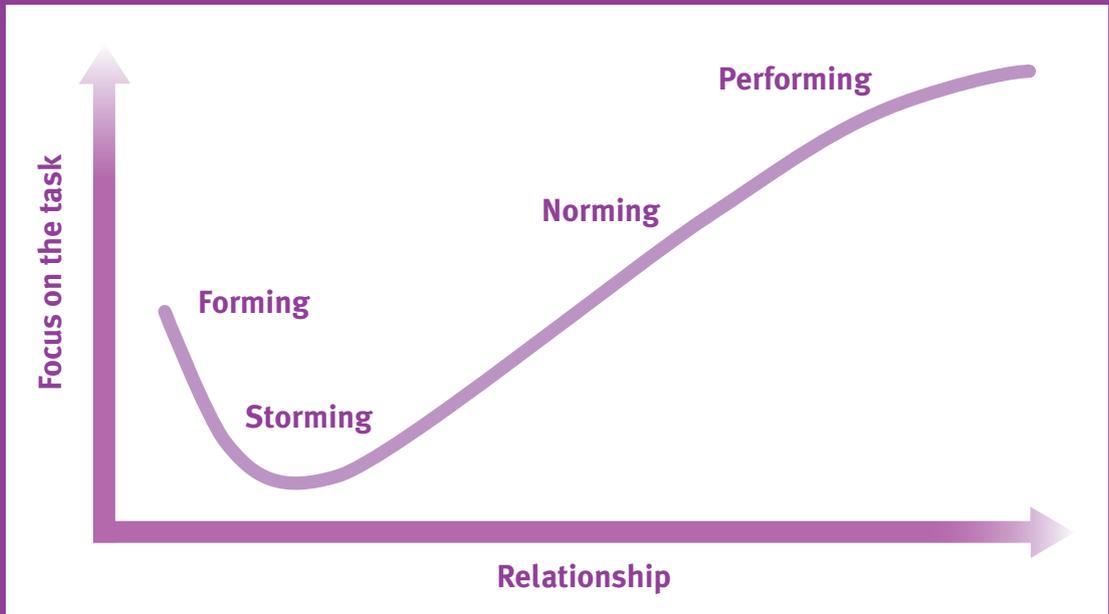
Guidelines for Effective Listening:

- Eye contact
- Listening without interrupting
- Drawing out
- Listen to what s/he says even if you don't agree (especially so)
- Look for clues to underlying feelings – Ask yourself
- What is she/he really trying to tell me?
- Non-Intrusive Open Questions may help him/her express what he/she wants to say.

Examples of Non-Intrusive Questions

- What do you think?
- How do you feel about that?
- Could we have done that differently?
- Is there anything else you would like to say/add?
- Could you tell us a bit more about that?

⁴⁵ Ógra Chorcaí Volunteer Training Materials

FACTSHEET:**WORKING WITH YOUNG PEOPLE IN GROUPS – STAGES OF GROUP DEVELOPMENT****Stages of group development:⁴⁶**

Bruce Tuckman (1965) developed a 4-stage model of group development. He labelled the stages, Dr Suess-style:

- 1. Forming:** The group comes together and gets to initially know one other and form as a group.
- 2. Storming:** A vying for leadership and disruption of group processes.
- 3. Norming:** Eventually agreement is reached on how the group operates.
- 4. Performing:** The group actively participates and becomes effective in meeting its objectives.

Tuckman added a 5th stage 10 years later:

- 5. Adjourning:** The process of “unforming” the group, that is, letting go of the group structure and moving on.

⁴⁶Tuckman, B. (1965) Developmental Sequence in Small Groups. *Psychological Bulletin*, 63, 384-399. Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. *Group and Organizational Studies*, 2, 419-427. <http://www.the-happy-manager.com/teamwork-theory.html>

EXERCISE:**WORKING WITH YOUNG PEOPLE IN GROUPS – STAGES OF GROUP DEVELOPMENT**

Volunteers can use this exercise to consider the stages of group development and their role during each stage of group development. This will enable volunteers to understand the various stages groups go through and be prepared to respond accordingly.

GROUP DEVELOPMENT STAGE	WHAT IS HAPPENING IN THE GROUP AT THIS STAGE?	WHAT IS MY ROLE AT THIS STAGE?	WHO CAN HELP/ SUPPORT ME?
<hr/> Forming <hr/>	<hr/> <p>The group comes together and gets to initially know one another and form as a group.</p> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> Storming <hr/>	<hr/> <p>A vying for leadership and disruption of group processes.</p> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> Norming <hr/>	<hr/> <p>Eventually agreement is reached on how the group operates.</p> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> Performing <hr/>	<hr/> <p>The group actively participates and becomes effective in meeting its objectives.</p> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> Adjourning <hr/>	<hr/> <p>The process of “unforming” the group, that is, letting go of the group structure and moving on.</p> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

WORKSHEET:**CONTRACTING WITH YOUNG PEOPLE****NEGOTIATING A GROUP CONTRACT:****Group Exercise: The Island's Constitution⁴⁷**

In small groups provide the following instructions to participants:

- Your group has landed on a small island, an island that could prove to be self-sufficient.
- Your task is to draw up a sample constitution for your island with the relevant rules that need to be established to live in safety on the island.
- Discuss and negotiate the roles within the group and list these on the sheet of paper provided.

When each group has agreed their Island Constitution, invite each group to present their list of rules in the large group.

Large group discussion questions:

- What were participants' experiences of doing the exercise?
- What process did each small group go through to come to an agreement on the rules?
- Which were the non-negotiable rules and which rules were negotiable?

Learning from this exercise:

- What have participants learned from this exercise in terms of negotiating a group contract with young people?
- Which rules do participants feel are non-negotiable in a group contract with young people?
- Which rules might be negotiable?
- What youth work principles are important to keep in mind when negotiating a group contract with young people? (refer back to principles of Youth Work).

⁴⁷ Adapted from Kerry Diocesan Youth Service Youth Workers Training Foundation Course

WORKING WITH YOUNG PEOPLE IN GROUPS

FACTSHEET:

CODE OF CONDUCT FOR YOUNG PEOPLE

Codes of Behaviour for Children and Young People

There is also a need for guidelines for children and young people in relation to boundaries and appropriate behaviour. Children and young people feel more secure when they know the limits of and boundaries appropriate to their own behaviour and that of others. In recognition of this, and in order to create an environment in which children and young people feel valued, encouraged and affirmed, it is important to develop an appropriate code of behaviour for children and young people. Effective codes of behaviour emphasise the use of rewards alongside the identification of consequences. Age-appropriate language should be used as it is essential that children and young people can understand what is and what is not acceptable with regard to their behaviour and that of others.

A Code of Behaviour for children and young people is effective if the elements are:

- Few in number
- Reasonable and fair
- Drawn up in collaboration with the children/young people
- Related to issues that are important to the children and young people in the organisations
- Widely promoted
- Explained and discussed with children and their parents/guardians when they first join the organisation

A copy of the Code should be given to all children and young people participating in activities, and to their parents or guardians. The Code should be clearly explained to each child or young person and should be signed by them (where appropriate).

FACTSHEET:**ORGANISATIONAL POLICIES AND PROCEDURES****NOTE TO TRAINERS/FACILITATORS**

Volunteers should be familiar with the list of organisational policies and procedures and should be clearly able to identify who to refer to in the organisation in the event of an issue arising. Trainers/facilitators should provide volunteers with the relevant information pertaining to organisational policies and procedures as part of induction training.

These policies and procedures may include, but is not limited to the following:

- Health and safety policy.
- Child protection policy.
- Anti-bullying policy.
- Equality policy.
- Insurance policy.
- Volunteer management policy/procedures (i.e. reporting procedures for volunteers, conflict management, support etc).
- Drug and alcohol policy.
- Others as relevant to each organisation.

FACTSHEET:**COMMITTEE ROLES⁴⁸****Chairperson**

- Calls meetings
- Decides on the agenda
- Chairs (manages/facilitates) the meeting
- Keeps order throughout the meeting
- Makes sure that everyone gets their say
- Makes sure that speakers are not interrupted
- Ask people to vote in order to reach a decision if necessary
- Makes sure that all topics on the agenda are covered within the time
- Organises action to follow decisions
- Closes the meeting

Secretary

- Draws up the agenda together with the Chairperson
- Notifies the members of the next meeting
- Keeps a record of the members present
- Reads out any apologies from those absent
- Reads out the minutes from the last meeting
- Reads out any correspondence received
- Keeps a written record of the main points of the meeting (minutes)
- Deals with all correspondence

Treasurer

- Keeps the accounts (income and expenditure)
- Makes sure receipts are obtained for all monies spent
- Makes sure that two signatories (treasurer and one other as agreed) are on every cheque and the accounts
- Pays the bills when they are passed by the group
- Presents the accounts to the group

Public Relations Officer (PRO)

- Organises publicity and public relation for the group events
- Writes press releases for the media (newspaper, radio, TV, newsletters etc)
- Arranges photographs for publicity
- Keeps a record of publicity (media file)
- Informs and meets guest speakers at events
- After an activity advises group to thank those who have helped
- Presents PRO's report to group

Individual Group Members

- Attend meetings
- Give their opinions
- Listen to others
- Act on decisions taken

Formal meetings

The Chairperson and secretary decide on the agenda together. They then give members notice of the meeting in writing, at least 10 days beforehand, saying when and where the meeting will be and enclosing a copy of the draft agenda (this means that at the meeting others can add topics to discuss before the group agree on the final agenda).

⁴⁸ National Youth Council of Ireland. Why Don't We?—Youth Participation resource Pack. http://www.youth.ie/youth_work/resources_for_youth_workers/why_don_t_we_youth_participation_resource_pack

FACTSHEET:**RUNNING EFFECTIVE MEETINGS (1)⁴⁹****1. Overview: Meetings are necessary for:**

- Decision making.
- Reporting.
- Review.
- Problem solving.
- Discussion.

In reality running purposeful and participative meetings can be challenging. Common experiences include:

- Long discussions with no conclusion.
- Decision making on the basis of inadequate information.
- Low attendance.
- Uneven participation.
- An unwillingness to ask questions.

These issues are not easily addressed, but meetings can become more effective if they are well planned with a clear purpose, effectively chaired and focused on decision-making.

2. Planning meetings

Committee meetings are more productive if they are planned beforehand. Responsibility for planning the meeting generally lies with the Chairperson and the Secretary. However all Committee members will need to ensure they have read any papers prior to the meeting and have added relevant items to the agenda.

⁴⁹Adapted from: DIY Committee Guide by the Volunteer Development Agency,
<http://www.diycommitteeguide.org/article/running-effective-meetings>

Plan your meetings effectively by...

- Setting dates well in advance to maximise the number of members available to attend (and sending a reminder notice).
- Clarifying the purpose or focus of each meeting.
- Ensuring that reports are concise and comprehensible.
- Ensuring that minutes and agreed actions from the previous meetings are circulated.
- Ensuring that all papers are circulated well in advance.
- Identifying which agenda items require a decision and which are for information or discussion. A well planned agenda should clearly communicate the purpose and objectives of the meeting.

FACTSHEET:

RUNNING EFFECTIVE MEETINGS (2)⁵⁰

3. Effective chairing

Chairing is a key factor in the effectiveness of meetings. The role of the Chair is to direct discussion of the Committee, ensuring that the objectives of the meeting can be met, and that the Committee effectively fulfils its responsibility in consideration of the items on the agenda. This involves ensuring that you are well briefed about each agenda item and that:

- Decisions are taken, recorded and carried out.
- The Committee's policies, procedures and/or terms of reference are applied.
- There is full participation.
- The agenda is followed.
- There are time limits for the meeting as a whole and for agenda items.

Productive meetings require the contribution of all members of the Committee, working as a team and taking joint responsibility for ensuring that issues are given due consideration and decisions taken.

⁵⁰Adapted from: DIY Committee Guide by the Volunteer Development Agency, <http://www.diycommitteeguide.org/article/running-effective-meetings>

4. Tips for Effective Chairing:

Before the Meeting:

- Plan the agenda with the chief officer and officers. Include items brought to you by other members. Decide the order and timing of the agenda, and who will introduce each one.
- Identify which agenda items are for information, discussion or a decision.
- Be well briefed about each item, and actions taken since the last meeting.
- Ensure all necessary background papers (including the last meeting's minutes) are sent out with the agenda beforehand.
- Check with staff that all relevant practical arrangements have been made, e.g. room layout, visual aids, etc.
- Arrive in good time before the meeting is due to start.

⁵¹ Adapted from: DIY Committee Guide by the Volunteer Development Agency, <http://www.diycommitteeguide.org/article/running-effective-meetings>

FACTSHEET:**RUNNING EFFECTIVE MEETINGS (3)⁵¹****During the Meeting:**

Communicate	<ul style="list-style-type: none"> • Start the meeting. Welcome any new members. Make any necessary introductions. • Receive apologies for absences. • Ensure that additions or amendments to minutes are recorded. • Set the scene. State the objectives of the meeting and each item. • Try to be brief when making a point.
Control	<ul style="list-style-type: none"> • Maintain control. Set out any time limits. • Allow flexibility and freedom of expression. • Keep to the agenda. • Ensure quorum is present. • Ensure time is used effectively. • Ensure that proper minutes are taken.
Coax	<ul style="list-style-type: none"> • Ensure full participation. • Draw out quieter members and discourage those who are monopolising the meeting. • Be prepared to highlight issues that no-one else will, and to be the one who always has to ask the awkward questions.
Compare	<ul style="list-style-type: none"> • Weigh up contributions impartially. • All points in favour of a point should be summarised against all points not in favour.
Clarify	<ul style="list-style-type: none"> • Ensure everyone understands what is being discussed. • Summarise. • Ensure that if jargon and abbreviations are used, all present understand them. • Ensure that decisions are recorded, together with who is going to implement them. It can be useful to record decisions on a flip chart as they are made.
Decision Making	<ul style="list-style-type: none"> • Ensure that decisions are taken in the context of the organisations strategy and that they are recorded, together with who is going to implement them.
Guide	<ul style="list-style-type: none"> • Remember that above all you are there to guide the meeting. • Steer members to work harmoniously and purposefully as a team. • Keep an eye on time.

At the End of the Meeting:

- Summarise decisions taken and action points to be followed up e.g. who's responsible, by when.
- Agree a date for the next meeting - it is usually best to set dates for the year's meetings well in advance.
- Agree what special items will be put on the agenda of the next meeting and what work needs to be done, by whom etc.
- Ensure that the minutes are written up, checked by the Co-Chairs and sent out in good time.

SAMPLE TEMPLATE FOR AN AGENDA⁵²

AGENDA

1. Title of meeting
2. Date, time, venue
3. Apologies for absence
4. Minutes of previous meeting
5. Actions relating to previous meeting
6. Items to be discussed and decided
7. Reports from sub-groups
8. Any other business
9. Date, time and venue of next meeting

SAMPLE TEMPLATE FOR MINUTES⁵³

MINUTES

1. Title of meeting
2. Date, time, venue
3. People present
4. Apologies for absence
5. Corrections to Minutes of previous meeting
6. Actions relating to previous meeting
7. Items on the agenda
8. Items to be discussed and decided
9. Date, time and venue of next meeting

⁵² Source: <http://www.diycommitteeguide.org/resource/drafting-agendas-meetings>

⁵³ Source: <http://www.diycommitteeguide.org/resource/recording-minutes-committee-meetings>

WORKSHEET:

TRANSFERRING LEARNING INTO PRACTICE

PRACTICAL SCENARIOS

The following are a set of possible scenarios a volunteer/group may encounter in youth work practice. Where appropriate a trainer may wish to use a scenario to illustrate a particular aspect of learning. A series of situations are listed below and trainers should draw on their own experience to create realistic case studies from these situations.

Volunteers can be facilitated to discuss these scenarios either in small groups or on a one-to-one basis, depending on the induction approach being used. Following exploration of the scenarios, feedback and discussion should be facilitated by the trainer. The trainer should address any misinformation/poor practice and signpost relevant organisational policy and supports as well as additional training where relevant.

Possible Scenarios:

- A breach of the Code of Conduct by a number of young people in the club/project.
- A breach of the Code of Conduct by a volunteer(s).
- A young person comes in to the club/project under the influence of alcohol.
- A volunteer comes in to the club/project under the influence of alcohol.
- A theft takes place in the club/project.
- An insufficient number of volunteers are available to supervise a particular activity.
- A parent turns up to complain about something that has happened to their child in the club/project.
- A child/young person with special needs wishes to join the club/project.

- An incident of racism is alleged to have taken place within the club/project.
- An incident of bullying has been reported within the club/project.
- An incident of homophobic bullying has been reported within the club/project.
- An accident/injury takes place within the club/project.
- An argument has taken place between volunteers at a committee meeting.
- The numbers of young people attending the group are dropping.
- The numbers of volunteers are dropping and the club/project is in danger of closing.

Each scenario should be accompanied by a set of questions which may include the following:

- What is your initial reaction to this situation?
- What information do you need to respond to this situation?
- Who should be involved in responding to this situation?
- What specific steps should be taken to address this situation?
- Are there any organisational policies/procedures that can guide the response to this situation?⁵⁴
- Who do you need to go to for support and direction in dealing with this situation?

⁵⁴In relation to the learning outcome for organisational policy and procedures it is sufficient that volunteers can list the policies; they are not required to know the detailed content of policies and procedures. However, they should know who to contact if a particular situation arises.