

Station 1: Finding your community members



Instructions

1. At this station, there are puzzle pieces. You will put together a puzzle using these pieces until you have created a whole puzzle. Put the pieces together color side up. Once completed, flip the puzzle over and discuss the organizations that have come together to create a Community of Practice.
2. Brainstorm a project this Community might focus their efforts on.
3. Answer the following questions for your Community:
 - a. What is the goal of the project?
 - b. How can each member of the team contribute to the goal of the project?
 - c. What obstacles might this group face as they plan the project?
 - d. Are there key stakeholders missing from the group?
4. If there is time, take your puzzle a part and make a new one. Repeat steps 1-3.

(Puzzle piece example organizations: museum; library; local business owner; bank; parent/caregiver; STEM professional; informal educator; formal educator; elected official.)

When establishing norms, consider:

Time

When do we meet?

Will we set a beginning and ending time?

Will we start and end on time?

Possible conflict(s): _____

Proposed norms: _____

Listening

How will we encourage listening?

How will we discourage interrupting?

Possible conflict(s): _____

Proposed norms: _____

Confidentiality

Will the meetings be open?

Will what we say in the meeting be held in confidence?

What can be said after the meeting?

Possible conflict(s): _____

Proposed norms: _____

Decision Making

How will we make decisions?

Are we an advisory or a decision-making body?

Will we reach decisions by consensus?

How will we deal with conflicts?

Possible conflict(s): _____

Proposed norms: _____

Participation

How will we encourage everyone's participation?

Will we have an attendance policy?

Possible conflict(s): _____

Proposed norms: _____

Expectations

What do we expect from members?

Are there requirements for participation?

Possible conflict(s): _____

Proposed norms: _____

Topic:

Q1:

Q2:

Q3:

Possible conflict(s): _____

Proposed norms: _____

Topic:

Q1:

Q2:

Q3:

Possible conflict(s): _____

Proposed norms: _____

Topic:

Q1:

Q2:

Q3:

Possible conflict(s): _____

Proposed norms: _____

Station 2: Linking values and creating norms



Instructions

1. Read the following text aloud.

Stages of Group Development

Bruce Tuckman lays out the 4 Stages of Group Development very clearly in his article¹ published in 1965 in the Psychological Bulletin. He states that each group or team that is developed goes through a Forming, Storming, Norming, and Performing stage. Each stage is necessary and inevitable and knowing more about the stages can help a group process through any sort of conflict that might occur along the way. For the purposes of this activity, we will focus on Storming and Norming.

Storming: Storming often starts where there is a conflict between team members' natural working styles. People may work in different ways for all sorts of reasons but, if differing working styles cause unforeseen problems, they may become frustrated.

Norming: Norming often follows Storming as the group gets to know individual strengths and working style preferences. Each group member begins to settle into a more natural role in the project and conflict can be resolved through focusing on these roles, responsibilities and strengths.

2. Take one sheet from the stack at the table. Listed are six (6) topics to consider when creating norms for your group. The questions listed under the topic are brainstorming ideas that will lead you to a list of possible conflicts around the topic and a proposed norm for that topic.
3. Use the back of the sheet to make suggestions for additional topics, questions, possible conflicts, and proposed norms.

Station 3: Identifying common needs



Instructions

1. Assign a time keeper.
2. Split into pairs.
3. In your pair, take 3 minutes to share the following:
 - a. Name, Organization, Location
 - b. Two needs you have at your organization.
 - c. Two resources you have at your organization
4. At the end of 3 minutes, shake hands with your partner and exchange business cards.
5. If there is time to do so, switch partners and repeat steps 3 and 4

Station 4: Uncovering shareable resources



Instructions

1. Assign a time-keeper.
2. For **2 minutes**, each group member independently brainstorms the resources available at their organization.

TIP: Try to think outside the box!
3. Spend the remainder of the time discussing what resources members wrote down.
 - a. Are there resources that keep occurring?
 - b. Did any resources surprise you?
 - c. Can you think of any resources now that you have discussed that were not said?

YOUR WORKING STYLES SCENARIO

Have you ever found a co-worker to be a nice guy, but someone who just drove you crazy? You never could put your finger on it but the two of you were just like oil and water. Every time you had to work with that person it always ended up controversy.

What you probably had was a conflict of *styles*. Everyone has a style, sometimes they conflict. From the moment we awake in the morning to the time we go to bed in the evening, we filter information and make decisions. It's not always obvious, but each individual is filtering information and making decisions in distinctly different ways. Even though individuals receive the same information they may react to it differently. We get into trouble when we make the mistake of thinking that everyone else thinks the same way we do. When others don't see things the way we do or reach the same conclusions, the opportunity for misunderstanding and conflict is ripe. If that person is your boss, or someone that you must depend upon at work, the consequences could be significant.

This workshop will give you an insight into the way you and others work and think. By learning to identify the strengths and limitations of different working styles you can begin to appreciate that differences can optimize your ability to perform. Through understanding how different people are motivated, you can become more effective and improve interpersonal relationships.

YOUR WORKING STYLES QUIZ

The purpose of this quiz is to get some idea of your dominant working style. There are no wrong answers in the quiz, and several of the choices may appeal to you because your style is a combination of styles. For the purposes of this quiz please read each statement and order your responses "1", "2", "3", "4", with "1" being the response that best describes you and "4" being the response that least describes you.

1. When performing a job, it is most important to me to:
 - a. _____ do it correctly, regardless of the time involved.
 - b. _____ set deadlines and get it done.
 - c. _____ work in a team, cooperatively with others.
 - d. _____ demonstrate my talents and enthusiasm.

2. The most enjoyable part of working on a job is:
 - a. _____ the information you need to do it.
 - b. _____ the results you achieve when it's done.
 - c. _____ the people you meet or work with.
 - d. _____ seeing how the job contributes to future progress.

3. When I have several ways to get a job done, I usually:
 - a. _____ review the pros and cons of each way and choose.
 - b. _____ choose a way that I can begin to work on immediately.
 - c. _____ discuss ways with others and choose the one most favored.
 - d. _____ review the ways and follow my "gut" sense about what will work best.

4. In working on a long term job, its most important to me to:
 - a. _____ understand and complete each step before going to the next step.
 - b. _____ seek a fast, efficient way of completing it.
 - c. _____ work with others in a team on it.
 - d. _____ keep the job stimulating and exciting.

5. I am willing to take a risky action if:
 - a. _____ there are facts to support my action.
 - b. _____ it gets the job done.
 - c. _____ it will not hurt others feelings
 - d. _____ it feels right for the situation.

YOUR WORKING STYLES SCORE SHEET

Enter the numbers for each letter and add up the columns.

1.	a. _____	b. _____	c. _____	d. _____
2.	a. _____	b. _____	c. _____	d. _____
3.	a. _____	b. _____	c. _____	d. _____
4.	a. _____	b. _____	c. _____	d. _____
5.	a. _____	b. _____	c. _____	d. _____
Total.	a. _____	b. _____	c. _____	d. _____

Your lowest score is your dominant style.

- a. Analytic
- b. Driver
- c. Amiable
- d. Expressive

YOUR WORKING STYLES: CHARACTERISTICS

High Responsiveness

Amiable Style
Slow at taking action and making decisions
Likes close personal relationships
Dislikes interpersonal conflict
Supports and “actively” listens to others
Weak at goal setting and self direction
Has excellent ability to gain support from others
Works slowly and cohesively with others
Seeks security and a sense of belonging
Good counseling skills

Low Assertiveness

Analytical Style
Cautious actions and decisions
Likes organization and structure
Dislikes involvement with others
Asks many questions about specific details
Prefers objective, task oriented work environment
Wants to be right and therefore relies too much on data collection
Works slowly and precisely, alone
Seeks security and self-actualization
Good problem solving skills

Low Responsiveness

Expressive Style
Spontaneous actions and decisions
Likes involvement
Dislikes being alone
Exaggerates and generalizes
Tends to dream and get others caught up in dream
Jumps from one activity to another
Works quickly and excitingly with others
Seeks esteem and a sense of belonging
Good persuasive skills

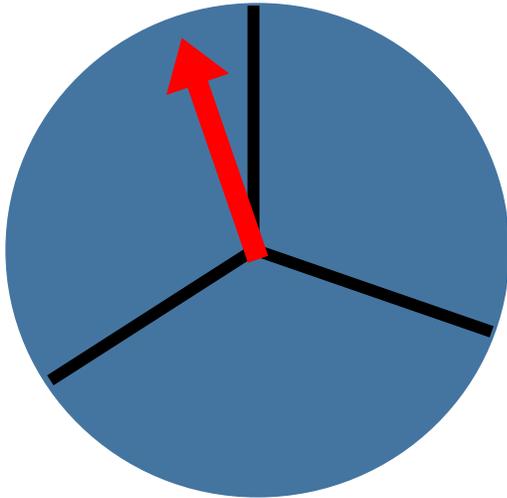
High Assertiveness

Driver Style
Firm actions and decisions
Likes control
Dislikes inaction
Prefers maximum freedom to manage self and others
Cool and independent, competitive with others
Low tolerance for feelings, attitudes, and advice from others
Works quickly and impressively by self
Seeks esteem and self-actualization
Good administrative skills

MAKING THE MOST OF YOUR WORKING STYLES

YOUR STYLE →				
OTHER STYLE ↓	ANALYTICAL	DRIVER	AMIABLE	EXPRESSIVE
ANALYTICAL	A deadly combination, run for your nearest driver! Establish priority of tasks to be done. Commit to firm time frames for your work and stick to them.	Take a deep breath, relax and slow down. With analyticals, you need to demonstrate that you have considered <u>all</u> (okay, <i>most</i>) options or outcomes before moving ahead.	Cut short the social hour, and get right down to the specifics. The more information you have to support your position the better.	Translate your vision into specific tasks or goals. Involve analytical in research and developing the details of the plan of action.
DRIVER	Organize your work around major themes, prepare “executive summaries” with headings or bullets that state the conclusions first and supporting data and analysis second.	Get a car with a good set of brakes, cause you will need them! Before revving up and driving over a cliff, remind each other of you similarities and your need to adopt qualities of the other styles.	Put on your thick skin, don’t take anything personally. Getting results is what counts with drivers, be decisive and dynamic. Emphasize the bottom line.	Take time to think about what your vision really is, translate it into action steps with objectives and timelines.
AMIABLE	Start off on a personal note, gravitate to project specifics and expectations emphasize the greater good of the project.	Spend time up front gaining trust and confidence, be charming and inclusive. Be sure to be specific about deadlines, even when it seems obvious.	Laugh with each other about how important being warm and fuzzy is. Then focus on what we really need to accomplish here, then <u>do it</u> .	Tell them how important the team concept is to making your vision a reality. Give the amiable the job of building the team to make the dream come true.
EXPRESSIVE	Jazz up your presentation, try to think of the BIG picture.. Involve the expressive in developing the “vision” or marketing of the plan.	Be patient and try to work with a flip chart to harness creative spirits. Emphasize time lines and due dates. Build in flexibility to allow the free reign of creativity.	Charm the expressive with your appreciation of their vision and creativity. Harness this energy to deal with the pesky, but important details that only they can address.	Now that you have discovered the solution to world hunger, find someone who can actually make it happen!

Station 6: Evaluating your impact



Instructions

1. Read aloud each of the following definitions:

Evaluation Instruments: Evaluation instruments are the tools used to collect data to determine how well a program is serving its mission or meeting its goals. Some examples of evaluation instruments are: Examples: observations, surveys, interviews, content assessments, performance assessments, focus groups, document review rubrics.

Evaluation Schedule: The timing of when you implement your evaluation instruments can have impact on your overall evaluation outcomes. An evaluation schedule is a timeline of both programming and evaluations, which helps evaluators to plan when and how these two activities will coincide.

Stakeholders: Stakeholders are any individuals or institutions which have vested interest in the outcomes of your evaluation instruments. For example, an afterschool program might have the following stakeholders: youth, parents/caregivers, program staff, school administrators, funders, local government, network affiliates.

2. At you station you have a dial with three sections on it, each of which is a theme of evaluations.
3. Flick the dial and depending on the theme, work through the discussion questions below:

Evaluation Instruments

- What evaluation instruments does your organization use?
- Who creates your evaluation instruments for your organization?
- Who implements your evaluation instruments for your organization?
- How do your evaluation instruments support your organizational mission and goals?

- What resources are you aware of that can be used to help develop evaluation instruments?

If a group member is already part of a Community of Practice:

- What evaluation instruments does your Community of Practice use?
- Who creates your evaluation instruments for your Community of Practice?
- Who implements your evaluation instruments for your Community of Practice?
- How do your evaluation instruments support your Community of Practice?

Evaluation Schedule: The timing of when you implement your evaluation instruments can have impact on your overall evaluation outcomes. An evaluation schedule is a timeline of both programming and evaluations, which helps evaluators to plan when and how these two activities will coincide.

- When and how often do you typically implement your evaluation instruments for your organization?
- Do you modify your evaluation instruments depending on the timing of your evaluation schedule? If so, how?
- How far in advance do you begin preparations for your evaluation?

If a group member is already part of a Community of Practice:

- When and how often do you typically implement your evaluation instruments for your Community of Practice?
- How is the timing coordinated between individual organizations and the Community of Practice evaluations?

Stakeholders:

- How do you package analysis of your evaluation results?
- With whom do you share analysis of your evaluation results?
- Do you modify how you share your evaluation results with different audiences? If so, how?
- How do you collect feedback from stakeholders on the evaluation results?

If a group member is already part of a Community of Practice:

- Who from the Community of Practice is responsible for identifying stakeholders?
- How does the Community of Practice disseminate evaluation results?
- How does the Community of Practice collect feedback from stakeholders on the evaluation results?

4. Should your group finish early, spin the dial again and work through another of the evaluation themes.