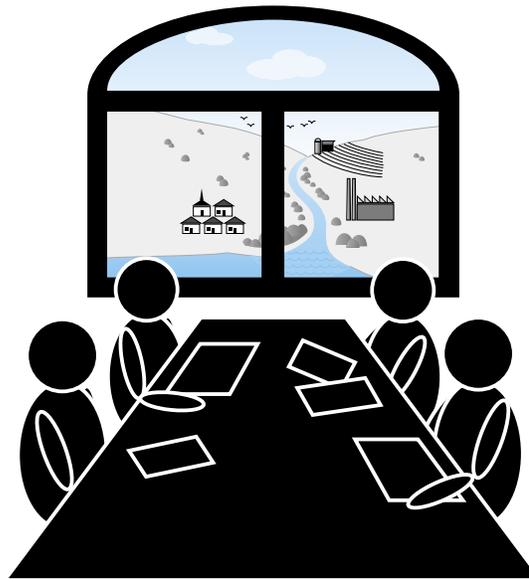

Working in Groups

FOR COMMUNITY IMPROVEMENT



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FOR
COMMUNITY IMPROVEMENT

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When a diverse group of people join together for a common purpose invariably challenges arise. This booklet will help groups anticipate and overcome these challenges and be more productive in planning and working together for the desired outcome. The principles presented apply in a wide range of settings and for a variety of purposes.

Some examples:

Community team to restore the riparian corridor of a creek.

Fund-raising committee for a religious or nonprofit organization.

Task force for youth development.

This publication was developed for applied leadership project teams by the Kansas Environmental Leadership Program (KELP). The Kansas PRIDE Program also contributed to its development.

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Making a Difference

You are determined to make a difference. Although it only takes one passionate person to begin change, the time arrives when allies and resources are needed to carry the mission forward. This booklet is all about helping you design, plan and develop an organization intended to create positive changes at the local level. Leadership skills that deal with partnerships, participation, organizing meetings and conflict are reviewed, emphasized and discussed. Other helpful information about communications, leader-follower relationships, influence, power resources, public relations and conflict resolution can be found in the *LEADS Curriculum Notebook*, the *Kansas Environmental Leadership Program (KELP)* manual and the Kansas PRIDE program materials.

What is the first step toward change? Complete a written plan that describes the group's vision, mission, strategies, objectives, and plan of action. In the appendix are worksheets with sample formats and guidelines to help draft a plan. A group of dedicated people who are focused on a clearly defined vision and who are willing to invest time in planning — can indeed make a difference. Most people are reluctant to spend the time needed to develop a good plan — they would rather jump right into their project. An hour spent planning and writing the plan of action before the first phone call is made saves time and frustration later on. Planning means good communication; everyone knows what is going on and who does what. Military generals know that thorough planning is a better predictor of success than is passion and luck. The same is true for your group and project. So let's get started.

Community Partnerships



A partnership is a public agreement among people, groups or organizations to work together for a common interest. A partnership implies a willingness to collaborate with others to pursue common goals — without

giving up your own identity or interests. It means finding a way to cooperate with people you might not choose as friends, but agree to work with in pursuit of a common interest. It is an acknowledgment that cooperation may be the best strategy for getting things done.

Members agree to set and follow guidelines in order to successfully work together. All groups, especially diverse ones, experience a certain level of frustration. Partnerships involve people who share a common interest and goodwill. They spend more time tackling problems than fighting each other.

Characteristics of Successful Partnerships

Adapted from the *Watershed Stewardship — A Learning Guide, 2002*

Broad membership — Voluntary groups are made of people who choose to roll up their sleeves and work on projects that benefit everyone. A common guideline for partnerships is to involve everyone, or at least represent all stakeholders (those who may be affected by the proposed change). Involving a wide variety of people multiplies the group's creativity. More viewpoints generate a wider variety of options and solutions. The idea is to involve divergent or conflicting views. When two people fully agree, a solution is not needed.

Local knowledge — Partnerships draw on the expertise of a wide range of individuals and groups who know the local resources and economy. No single individual, agency or organization can effectively do the job alone.

Effective communication — Partnerships must rely on communication to address problems and reach agreement toward a solution. Effective communication improves understanding of the issues, clarifies all needs and concerns and facilitates the reduction of conflict.

Common vision — By carefully developing a shared vision, partnerships build long-term support that can improve project implementation and substantially enhance the outcome.

Ownership — If people are involved in selecting a project and making decisions, they are more likely to have ownership in the outcome and help to implement it. Furthermore, broad local involvement (i.e. all stakeholders), increases the likelihood that projects will be accepted and supported during the term of the project.

Collaborative decision making — Decisions usually are made by consensus, which ensures that everyone's needs and concerns are addressed and an acceptable compromise is reached.

Pooled resources — The chance of success is improved by pooling resources of diverse organizations, agencies and individuals. Pooling resources provides multiple benefits; for example, volunteer involvement may increase and the base of financial support may be expanded.

Learning from Unsuccessful Partnerships

You also can learn from unsuccessful partnerships. Below is a list of characteristics found in unsuccessful partnerships. Seeing characteristics of your group on this list does not mean it is doomed for failure. It does mean that these issues need to be brought before the group and addressed openly and honestly to reach resolution. If you think about it, several of these concerns are addressed by good planning at the beginning of a project.

- Conflict among key interests remains unresolved.
- The group has no clear purpose (lack of clarifying vision).
- Goals or deadlines are unrealistic.
- Key interests or decision makers either are not included or refuse to participate.
- Not all participants may benefit from the partnership.
- Some members may benefit more than others.
- Some members have more power than others.
- The partnership is not needed because one entity could achieve the goals alone.
- Financial and time commitments outweigh potential benefits.
- Members are uncomfortable with, or reluctant to accept the commitments required.
- Constitutional issues or legal precedents constrain the partnership.

Identifying Partners



There's an old saying: "go slow to go fast." It is important to involve as many future participants as possible from the beginning. If you are just starting a group you will need to identify potential participants.

Include not only those who are supportive of your project, but also those who will be affected either positively or negatively.

The following list (from the *Watershed Stewardship — A Learning Guide*) identifies types of groups and individuals typically represented in local partnership groups:

- Landowners and homeowners
- Community organizations, citizen groups and informed community leaders

- Local elected officials, chambers of commerce and appointed civic representatives
- Local agencies such as municipal and county agencies, conservation districts, watershed districts, county extension councils, planning commissions and other districts or boards
- Representatives from state and federal environmental, natural resource and land management agencies or organizations
- Native American tribes and communities
- Environmental and conservation groups (both local and national)
- Financial institutions, managers, and advisers
- Commercial agriculture and industry
- Professional organizations
- Individual citizens
- Youth organizations and young citizens

Remember, stakeholders (those with a vested interest in the issue) excluded from participation sometimes undermine the collective effort.

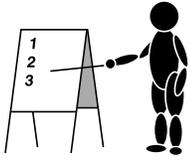
When criticism of a project comes from outside of the group, realize that stakeholders were probably not represented.

Encouraging Participation

Getting all potentially affected groups and individuals to participate requires more than simply announcing meetings. You will need to employ every form of communication and education available. Some tips (from the *Watershed Stewardship — A Leader's Guide*) include:

- Use person-to-person networking. Have members call or visit neighbors, colleagues and others who may have an interest or be affected by your group's activities.
- Use field or site visits to make the issues tangible and build enthusiasm.
- Work with the media to announce ongoing events and to publicize special activities.
- Use newsletters and brochures to advertise and attract others to your partnership.
- Work through local schools to educate the public about goals and activities.
- Consider innovative outreach methods (such as photography, music, art, dance, theater and contests) to help publicize the partnership.
- Appeal to people's sense of stewardship, citizenship or service (i.e., need for expertise or skill).

Organizing Your Group



Much of a volunteer group's organizational structure develops when everyone participates in the planning process. Recruit people who are willing to assume duties and be accountable for tasks. Sometimes a task goes

unclaimed and the executive committee is faced with making an assignment. Whenever possible, match personality traits, personal interests and individual skills and abilities with tasks. For instance, organizing a phone tree is an efficient way to quickly contact people, but someone has to be in charge. The one in charge of the phone tree should have time available, be comfortable making phone calls and have a phone readily available.

Although the group may decide to operate with a formal organization of elected officers and appointed committees, any arrangement that is agreeable to all, with clear task assignment and accountability will serve the purpose. When accountability is an issue, it becomes necessary for the group to elect a leader as a point of contact. Sometimes an executive committee consisting of representatives from each committee takes the leadership role for the group. Smaller committee meetings or brainstorming groups may operate under an informal structure; but their purpose, however, should be clear and any conclusions should be written down and reported back to the larger group meeting.

Every member of the group should have a designated role and a responsibility. A person who has no purpose in the group should not be a member. Without a clearly defined role, a person feels no responsibility for the success of the group. You do not want members who are unwilling to follow the rules or ones who may sabotage group decisions.

Effective Meetings

Planning for a meeting must take into account several things that can help or hinder participation. Consider these factors:

- **Timing** – Find a time of day and date that is available for the greatest number of people, which may mean meeting for breakfast or over the noon hour. Help people remember by choosing an unusual time like 5:05 pm.
- **Location** – Look for a central location, accessible parking, a room with enough space and seating, moderate temperature and no interruptions. If possible always meet in the same place; reserve the space well in advance.
- **The meeting place** must be accessible to all people.

- **Publicity** – Get the word out. Announcements in civic group newsletters and the media will inform many, but also consider word of mouth, flyers, e-mail or telephone. A personal invitation still carries the most weight. Communicate through at least two methods in the effort to reach more people.
- **Meeting reminders** should be given 7 to 10 days before the next meeting. If mailing reminders, include the minutes from the last meeting along with the agenda for the next meeting.

Planning and Conducting Meetings

Common sense ways to plan and conduct a good meeting:

1. Have an agenda and use it. (See example in appendix.) After the initial planning meeting, future agendas should be an assigned responsibility, usually assumed by the person who keeps minutes. The agenda is usually directed by the group's leadership. Review and approve changes to the agenda at the beginning of the meeting.
2. Keep minutes (see example in appendix). Make them accessible at a public location (perhaps the library or a Web site). Minutes should not be long, but must record the decisions made by the group for future reference. Include any tasks assigned and the person responsible. Note unfinished business and include it on the next agenda.
3. Announce the purpose of the meeting and ask people to introduce themselves. Pass an attendance sheet that will be attached to the minutes. Unusual ways of self-introductions are a fun, informal way to get acquainted and set people at ease. (My most fun vacation, my least favorite food, etc.)
4. The group should agree on some basic rules for meetings and the meeting leadership should assure that the group follows the rules. The fewer rules the better, so, broad rules are effective.
5. Encourage silent members to contribute. Have a method for accepting written input and present it to the group.
6. Avoid allowing a few people to monopolize a discussion. Recognize people who have already spoken only after everyone else has spoken once.
7. Start on time and finish on time. A meeting that is efficiently run and stops when time is up; encourages future attendance. Here are some specific ideas for using meeting time efficiently:

- Those speaking should speak loud enough to be heard by all present.
- In large groups, ask people speaking to stand up and face the group.
- Those not speaking should remain quiet and listen. Ask them to take notes on points they wish to discuss rather than whisper among themselves.
- Request that those wishing to say essentially the same things that have already been voiced, simply say "I agree with ____'s statement" and sit down.
- When many wish to speak at once, the leader should designate an order for accepting comments. For example, "Everyone will have the opportunity to speak. Joe had his hand up first, then Mary, then Jill, followed by Pete, John and Hanna. Did I miss anyone?"
- Keep the discussion on target; wall notes (chalk boards, flip charts, butcher paper) are useful for group discussions and brain storming, and provide visual references of the task at hand.
- Have a large clock visible; verbally remind the group periodically of the desired ending time.
- At the end of the meeting provide a short summary of decisions made and ask for agenda items for the next meeting. Review the date, time and location of the next meeting. Plan the dates and times for at least the next three meetings.

The best reason for holding meetings is to explore different ideas and means, then reach a decision for the whole group. Although authoritarian decision-making works well in emergency situations, the goal for voluntary groups should be reaching consensus. This method is time consuming, but consensus garners support from the entire group. Decisions are the easiest to implement when those affected agree not to block the decision because everyone can support and live with it.

These common sense tips for holding a good meeting help the group work through an issue, even though employing them takes good-humored discipline. Be aware that once fast-paced interaction and conflict begin, there is a tendency to abandon the structured sequence.

Here are some common meeting pitfalls and tips for avoiding them:

- Failing to completely evaluate the problem before moving immediately to a discussion of solutions. **Tip:** Spend more time exploring and defining all aspects of the problem. Role-playing an opposite approach can help people think of

all the implications associated with alternative solutions.

- Ignoring systematic analysis of the problem and paying attention only to the most current, dramatic and controversial aspects of the problem. **Tip:** Insist on critical thinking that explores all causes and clearly defines the problem. It is better to cure an illness by eliminating the cause, rather than by treating a symptom.
- Ignoring the need to establish criteria for evaluating solutions. **Tip:** Establish a definition of a successful solution before discussing solutions. For example, teachers tell students how grades will be determined before an exam, not afterward.
- Concentrating only on the quality of the decision while ignoring the need to gain group acceptance of the decision. **Tip:** Spend the time to understand information and hear dissenting views, then work toward compromise to reach consensus or select the option most acceptable to the group.

Maintaining the Momentum

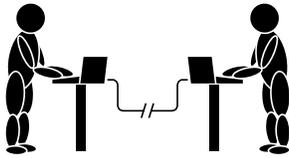


Burnout is a common problem in partnerships that continue for extended periods (months and years). The following tips (from the *Watershed Stewardship — A Leader's Guide*) may help

motivate participants and maintain enthusiasm:

- Start with small, manageable tasks that are likely to be successful and can be completed soon.
- Document and celebrate success.
- Use locally visible projects to give participants a sense that they are making a difference.
- Continually revisit successes and use positive feedback, recognition and rewards as incentives for continued participation.
- Maintain a stable structure to reassure members that the partnership is accountable to them, and that something will get done.
- Offer opportunities to be involved at different levels (regularly, occasionally, professionally, etc.).
- Build on sources of community pride.
- Identify the benefits associated with participation.
- Demonstrate that the benefits will offset any loss of autonomy.
- Make it fun; for example, provide refreshments at meetings or plan social events.

Communication Skills



Your group is made of people who share a common interest and commitment, but who may see things from a variety of perspectives and positions. Good communication

is the only way this diverse group of people will be able to understand each other and work toward effective solutions. Sometimes compromise is an agreeable solution. When difficult issues are on the table, listening is more important than speaking. Many of the good meeting tips previously listed are about communication.

A speaker's skills contribute to others listening and understanding. Some things to remember about good communication are:

- Use a common language. This may mean bilingual materials. It also means avoiding technical jargon and acronyms. Simple words are best because more people will understand them.
- Acknowledge emotions and do not dismiss them. Recognizing someone's feelings lets them know you are listening.
- Say it in different words. In emotional discussions, restate in your own words what you heard and ask for confirmation or clarification.
- Ask open-ended questions. These ask for clarification and usually begin with "how," "what," or "describe." Avoid the "why" or "don't you think" confrontational questions.

Pitfalls to avoid. These convey to the speaker that they are not valued in some way:

- Trying to "one-up" a speaker. ("That's nothing, here's what happened to me.")
- Judging, preaching and moralizing
- Giving unsolicited advice
- Arguing
- Interrupting – at the very least is rude
- Ignoring intense feelings – this conveys lack of caring or disinterest in someone as a person

Body language is an important part of effective communication. Books have been written about body language and the unconscious use of this unspoken language. A good way to become aware of your own body language is to notice it in others. The next time you are involved in a group conversation or watching one on television, take a moment to watch the body language and compare it to what is said. The words spoken may not reflect the attitude or belief of the speaker as communicated by body language.

Communication within the group is important. Here are a few ideas that will help assure that it occurs smoothly.

- Set up a phone tree and have one person in charge of it. Decide how the phone tree is activated.
- E-mail can be useful if many members have an e-mail address and check it often.
- Put together a membership list with phone numbers and addresses (e-mail too). Give every member a copy.
- Keep a list of committees and their members — give every member a copy.
- If meeting notice postcards are used, have each member self-address several for future use.

Communication outside the group may be part of the action plan. In this case, an individual or small committee should be responsible for handling public relations. Part of this effort is identifying the target population. Knowing who is to receive the message helps in planning for effective distribution.

Public notices can be made by:

- Press releases to newspapers, cable channels and radio or TV stations
- Announcements in meetings of other organizations with similar interests
- Word of mouth
- Direct mail, such as letters, postcards or e-mail
- Flyers and posters distributed to areas known to be frequented by many people
 - Distribute at other meetings members attend.
 - Coordinate with businesses or agencies and include with their bills or newsletters.

When Things Go Wrong



Volunteers are more likely to remain committed to successful projects, therefore, it is important to identify and remedy problems. Conflicts usually involve people problems or organizational difficulties.

When it becomes apparent that forward progress is stalled and people are losing interest, it is time to regroup.

As a group, go back to the basics and re-examine (and revise as necessary) the vision, mission and values that brought the group together. Confirm or change the goals, objectives and action plans.

Make adjustments to written statements, taking into account the unforeseen difficulties affecting progress. Reconsider task assignments and schedules.

If the group is going in circles and not accomplishing short-term goals, a facilitator may be the way to get the group back on track. The facilitator should be a person uninvolved with the group — someone with no preconceived ideas or personal agendas. Someone from outside the community will more easily be accepted as an expert. Many clergy are trained in facilitation and might consent to working with the group. Your county K-State Research and Extension office can assist in locating facilitator resources.

Dealing with Conflict



It is a fact. Two or more people will come into conflict at some time. As more people become involved, the opportunity for conflict increases. Expect conflict and plan to deal with it. You probably know that good communication and planning helps reduce potential conflicts, but eventually there will be friction.

Although reaching consensus (agreement by all in the group) is the desirable goal, sometimes that involves concessions. In that case, search for mutual gains. Focus on the positive; emphasize past agreements and successes. Compromise occurs when there is balanced give and take to accommodate everyone and is an ideal solution to conflict. Most of us see situations differently because of our experience, interests and values. Our different views are often the basis for disagreement. When we can understand others' views and reach an agreement — everyone benefits.

Understanding some negotiating concepts will help temper the conflict. Use non-judgmental statements like, "What's most important here is ..." or "The group's concerns are ..." Ask people to restate the problem in different words. To assure understanding, repeat in your own words what you heard. Sometimes conflict comes from simple misunderstanding.

If the conflict is primarily between two people, an interested but neutral third person can help resolve differences. Bring food into the equation. We all like to eat, so take advantage of that positive association to relieve tension. A talk over lunch or coffee and donuts can foster agreement.

In all situations, remain calm and speak in a normal tone of voice. This helps keep anger under control. Friendly humor can relieve tension and make people more likely to talk to one another rather than take a stand and concentrate on their defense. Conflict is frustrating, BUT resolution has the potential

to bring improvement and renewed energy to the group.

K-State Research and Extension publications that can help deal with conflict are:

- *Managing Conflict: Making Time for Your Community* — EP108
- *Resolving Multiparty Disputes* — MF-2496

Here are some thoughts to keep in mind:

- Refresh the vision or concept on which the group was founded and which it still supports. Accentuate the common goals.
- Recognize that sometimes both sides in a disagreement are at least partially well founded with valid points.
- Encourage clear and direct statements of differences without personal reference.
- When dearly held values or morals come into the conflict, resolution becomes more difficult. Emphasize the common values and interests and agree to disagree on the rest.

References and Resources

An Organizational Assessment Tool (OAT) for Environmental Organizations (A Self Assessment Handbook). University of Wisconsin, Stevens Point. 715-346-4784.

Watershed Stewardship — A Learning Guide, Section 1. Working Together to Create Successful Groups. EM8714. Oregon State University Extension Service, January 2002.

Web site: {<http://eesc.orst.edu/agcomwebfile/edmat>}
Other Oregon State University publications include:

Choosing an Organizational Structure, Mission and Goals, EC1507

Dealing with Stumbling Blocks, EC 1511

Effective Meetings Management, EC 1508

Successful Partnerships, EC 1506

Vision, Mission, Strategies, Objectives and Actions (VMSOA), Kansas Health Foundation. (316) 262-7676. Web site: {<http://www.kansashealth.org>}

APPENDIX

Vision to Action Plan Worksheets

Below you will find a step-by-step outline covering who, what, when, how and why. With your group, follow the steps, fill in the blanks to describe your specific project and get ready to make a difference. This plan is adapted from *Vision, Mission, Strategies, Objectives and Actions (VMSOA)* materials presented by master facilitators, who are trained by the Kansas Health Foundation. For more information about the VMSOA process, contact the Kansas Health Foundation at (316) 262-7676, or through their Web site <http://www.kansashealth.org>

Vision — This is what your group thinks the future ought to be. It is lofty, admirable and doesn't get involved with details. An example is "*Have clean water in Beaver Creek watershed.*" These few words are simple and understandable.

The most important element of any partnership with diverse membership is its shared vision — the basic reason why the group has formed. It serves as a positive affirmation of the group's hopes. Everyone involved with your project must agree with the vision. They must be able to verbalize the vision clearly and succinctly to others. It is easy to forget the common vision during moments of controversy. During conflict, members often identify with the organization they represent rather than with the partnership. The vision can remind people of their common values and bring the conversation back to a more productive tone.

Our vision is _____

Once you have a vision statement, it is time to get organized and establish what and why. Define the *MISSION*.

Mission – This describes your group's part in achieving the vision. The mission logically follows the vision statement and sets some limits or parameters. Adding to the previous example, "*Our mission is to have clean water in Beaver Creek watershed in order to have a safe drinking water supply for our community.*"

Now everyone knows **what** you want to do (have clean water in our county) and **why** (have a safe drinking water supply for our community).

Keep in mind that a mission should be practical. It is easy to take on more than can be reasonably handled. There will be many missions that support the vision; choose one that has a good chance of success. Our example mission statement targeted our community's water supply instead of all water supplies, improving chances for success. Remember MiniLube's statement: "Other companies want to change the world. All we want to do is change your oil."

Our mission is _____

Now it is time for the details. These details are called *strategies*.

Strategies— These set out **how** the mission will be achieved. There may be one strategy or several. It is a good idea to brainstorm and list everyone's ideas. Avoid combining strategies in your list and do not discount any ideas. When the group has a list (incidentally created by people who are now enthusiastic), it is time to prioritize. Start with the strategy that the group thinks will have the best chance for success, then add the one that will make the biggest impact and continue listing the rest by support among the group. You want your efforts to be successful, have impact and be supported by the entire group.

Using our previous example, one strategy is "*Assess streams in the watershed for contaminants.*" Other strategies might involve creating a wellhead protection plan, developing appropriate education materials, finding sources of funds, organizing volunteers and publicizing the effort.

There will likely be several strategies for your project, but you may choose to work on only one or two at time. Use a sheet of paper for each strategy and write the strategy across the top. Next your group develops *objectives* for each strategy.

Objectives – These are like goals and identify the activities that will achieve strategies. **What** and **when** will be answered. Objectives involve measuring success, so should be achievable. It is important to establish deadlines for completion of each activity. Most of us need a nudge to complete a task and deadlines serve that purpose. Objectives also provide a tool to track and measure progress.

An example of an objective for the strategy to assess streams in the watershed for contaminants would be: *“By June 15, 2003, compile a list (names and addresses) of landowners whose property adjoins streams and request permission to access streams.”*

List at least one objective for each strategy. If there are several objectives, leave at least three inches of space between each objective to allow listing multiple actions. Under each objective list *action steps*.

Action Steps – Action steps break the objective down into specific things to be done in sequential order, then assign the task and a schedule to a person. Arrange these in a table under headings that tell **what** action, **when** due and **who** is responsible. Tasks should be accomplished in a few weeks of part-time work, no more than 30-50 hours. Success is measured by completion on time. For our example objective, the Action Step Table might look like Figure 1.

Writing out action steps is important when two or more people are involved in the task. John and Mary each need to know what to expect from the other and when it should happen. For a project that will extend over several months, a project calendar can be developed from the objectives and action steps and shared with all committee members. Include a list of committee members with mailing addresses, phone numbers and e-mail addresses for good communication.

Now What?

With your plan written out, you’ve got a great start. Get organized. Be open to new members with new ideas. Your plan is not cast in concrete — it can be altered. Keep the vision before the group and go for it!

Figure 1. Example showing strategy, objectives and action steps

Strategy: Assess streams in the watershed for contaminants.		
Objective: <i>“By June 15, 2003, compile a list (names and addresses) of landowners whose property adjoins streams and request permission to access streams.”</i>		
Action Step	Date Due	Person Responsible
Contact county offices for map and list of landowners	May 15, 2003	John Doe
Create database of sites, owners and addresses; relay to Mary Black	May 31, 2003	John Doe
Develop letter of request to be merged with addresses and mailed to land owners.	June 5, 2003	Mary Black

Meeting Agenda

Meeting Agenda for _____ (Group name) _____

Date: _____ Time: _____ Location: _____

An agenda's purpose is to inform attendees of matters to be discussed and to organize a meeting. It can stimulate interest and encourage attendance. If they number less than 20, listing members can be helpful.

Opening, Call to Order and Introductions:

Approval of Minutes:

Officers' reports: *List officers who report their topic.*

Committee reports: *List the committees reporting and the person making the report.*

Old business: *List issues held over from previous meetings; if the last discussion was more than two meetings ago, a brief background may be helpful.*

New business: *List any known issues to be brought for first-time discussion.*

Set calendar for next meeting: *Review next meeting time, place and tentative agenda.*

Adjourn

Organization Meeting Minutes

Name of group:

Date, Time, Place, Presiding officer and any routine opening ceremonies.

Members present and those absent: *Pass around a list of membership and have those in attendance initial by their name.*

Officer's reports:

- Minutes from previous meeting (if previously circulated, they do not need to be read), corrected and approved minutes should be filed for future reference.
- Correspondence (attach to minutes for filing)
- Financial update (provide a copy for attachment to minutes)
- Other officers (chaplain, bailiff, quartermaster, etc.)

Committee reports: *Name of committee and reporter, summarize main points and any discussion.*

Motions: *Must be recorded exactly with decisions and votes. If committees bring motions, ask them to write out the motion in their committee to be submitted for the minutes.*

Old business: *List items tabled from previous meeting or otherwise not completed.*

New business: *May be presented by the presiding officer, by a committee or from the group.*

Summarize: *List actions taken, tasks with date due and person responsible; list agenda items for next meeting; review dates, times and places of next three meetings.*

Reporter: *Name of person recording minutes.*

Estimated ending time:

Television or Radio Spot

List specific target audiences: *The type of broadcasting (music, talk, etc.) usually attracts a specific audience.*

List tactics that reach the target audience: *Examples: bilingual message, specific sounds and words.*

What is desired action from the audience: *Examples: to attend a meeting, change a behavior, join a cause, etc.*

Main message:

Secondary message as needed:

Format such as jingle, single voice, dialogue, etc.:

Specific media to receive spot: *Match to audiences targeted by the station.*

How to deliver spot to media: *May be written, prerecorded, or need production assistance.*

Costs for production and air time: *Public Service Announcements – PSAs — are without charge, but may be aired at undesirable times; air time and production costs should be discussed with the radio station.*

Length (discuss with program director of radio station(s) to receive spot):

Points to be made:

- 1.
 - 2.
 - 3.
- etc.

Schedule for production and air times:

Example:

KKSU AM Radio	Tuesday, March 10	9:00 a.m.
KTWU Television	Thursday, March 12	2:15 p.m.

Note:

1. Some local access cable TV stations run a text-based community bulletin board. Contact the cable company to submit an announcement.

2. The Department of Communications at Kansas State University may be able to produce and distribute a radio or television PSA for your group. Call (785) 532-5804 for more information.

News Release and Press Kit

Definitions: A news release is a statement sent to the news media that reports specific information and is used to persuade the press that the story or event is worthy of publication. A press kit is a packet of relevant background information that summarizes key information about the group's activities and purpose, accomplishments and plans provided to reporters. A press kit is a good accompaniment to a news release and could include fact sheets, a list of contacts, frequently asked questions (FAQs) and other pertinent topics. It should be concise (one to two pages) so it can be easily read.

Contact media to receive the release:

- Determine preferred form. Most print media use computers and will request that material be submitted on disc or via e-mail.
- Determine deadline for submission and identify recipient.
- Ask for any other preferences and then OBSERVE them in preparing your materials.

Follow these rules when submitting a press release:

Type and double space written copy — first paragraph must summarize content in three sentences or less, and the lead/first sentence is the most important in attracting the reader's attention. Subsequent paragraphs will further explain. One, but no more than two pages, double-spaced, is a good length. Expect to see changes in the copy when published.

- Proposed Headline: May be offered, but do not be offended if it is not used.
- Include the "Ws" — who, where, when, what (and sometimes why).
- Check spelling — be sure names and places are accurately spelled.

Use a cover letter or page or otherwise include:

- **Attention to:** will direct the material within the media's office staff.
- **Submitted by:** name, title, address, phone, e-mail of submitter
- **Date when submitted** and list of media receiving the material
- **Ending:** A release should end with this indicator: **-30-**

\h \r 1Mailed:

Baldwin City Man Completes
Water Quality Course

MANHATTAN, Kan. — Roger Boyd of Baldwin City has completed a class aimed at addressing water quality issues in the state of Kansas.

Boyd, a professor of biology at Baker University and a member of the Kansas Water Authority, was one of 19 Kansans who attended a pilot class of the Kansas Environmental Leadership Program. Class members represented agricultural, educational, and environmental organizations and agencies from across Kansas. The class met for five, three-day sessions between January and September.

According to program coordinator Judy Willingham, who works with K-State Research and Extension, the goal of the program is to examine water resources of Kansas and hone individual leadership skills.

Boyd and the other KELP graduates received an award and certificate, as well as "toolbox" of environmental leadership skills, Willingham said.

Applications are now being accepted for future classes of the Kansas Environmental Leadership Program. Applications and class information can be acquired on the Internet at <http://www.oznet.ksu.edu/kelp>, or phone Willingham at 785-532-5813.

K-State Research and Extension is a short name for the Kansas State University Agricultural Experiment Station and Cooperative Extension Service, a program designed to generate and distribute useful knowledge for the well-being of Kansans. Supported by county, state, federal and private funds, the program has county Extension offices, experiment fields, area Extension offices and regional research centers statewide. Its headquarters is on the K-State campus in Manhattan.

-30-

Mary Lou Peter
News Coordinator
K-State Research and Extension

Ag and Bio Engineering
KELP Coordinator
Judy Willingham is at 785-532-2936

Direct Mailing

Mailing list — Mailing is expensive, so the list should consist of people likely to be interested, including members of the group and others they suggest. When the target audience has been identified, the group should brainstorm for sources of existing lists upon which to build. Include city/county officials and any media in the area. Provide a short cover letter covering the time of mailing, a description of the receiving audience and what will be accomplished.

Consider These Factors When Deciding Type of Mailer

Content: Personalize the letter to recipient. Date and include return address. Limit to one page; long letters are less likely to be read. Be clear about the reason for the correspondence and what is desired of the recipient. If a response is requested, include a self-addressed stamped envelope/postcard (SASE/P). If verbal reply is requested, be sure to include a phone number that will be answered or indicate to leave a message.

Timing: Send all mailings at the same time. “Coffee shop” talk and word of mouth will stimulate interest among recipients.

Type of mailer	Advantages	Disadvantages	Tips for use
Postcard	Inexpensive Easy to open and read	Easily discarded, overlooked, or lost Less informative Perceived as “cheap” No enclosures possible	Good for reminders and included in a letter as a response Careful wording to be short, yet inclusive Colorful and attractive designs keep interest Perforated cards can be produced with computer and printer
Letter/envelope	Professional image Enclosures possible Provides more information	Most costly in time and money	Be sure address is legible Include return address Use good quality paper
Folded sheet	Most information for the money Legal size sheets are good for more information Easy to open and read	Perceived as “cheap” Easily torn in processing No enclosures possible	Can be posted as a flyer Use good quality, heavy paper — check weight limits Seal closed with attractive stickers
E-mail	Instantaneous unless there is a glitch Easily read	Easily deleted or overlooked	Be sure addresses are accurate Use font and text size and color to add interest

Newsletter

Think of it as a mini-newspaper. A newsletter is published periodically, sent to a specific list, has a continuing topic of interest and can serve several purposes. These University of Missouri Extension publications provide useful information and are available on the World Wide Web:

How to do a Newsletter That Gets Read, CM450, <http://muextension.missouri.edu/xplor/comm/cm0450.htm>

Designing your Newsletter, CM 440, <http://muextension.missouri.edu/xplor/comm/cm0440.htm>

Take these items into consideration to make a newsletter effective:

Purpose — Review the vision and mission statements the group generated. Your newsletter should serve to further the mission. It may remind, inform, generate excitement — or simply entertain.

Format — How many pages? Generally, keep them short. The benefit of a newsletter is that it presents information about a specific topic, can be quickly read and is condensed. Fumbling with loose pages makes reading a chore. An interesting appearance gets the reader involved. Colored paper or print catches the eye. You can choose to arrange text in columns or simple paragraphs. Pictures or clip art brighten the page. Headlines are a must.

Method of circulation — Sending by mail is the most common, although some newsletters are delivered or made available for pick-up at distribution points frequented by the targeted audience. Electronic newsletters are becoming more common and may serve your group if the targeted audience is connected by e-mail.

Subscribers — Unless the newsletter is picked up at distribution points, you *must* have a list.

Subscription rate — Producing a newsletter involves the cost for paper, stamps and printing. In addition, the time to put a newsletter together has value. It may be appropriate to require a fee for the newsletter, or designate a portion of membership dues to the newsletter budget.

Advertising — Some newsletters offset a portion of publishing costs by collecting advertising revenue.

Publication — Computer software programs offer many home publishing options. These programs are generally easy to use and are a great way to generate a newsletter. Check with the public library for the use of computers available to the public.

Staff — Someone with modest computer skills is a necessity. If no one in the group feels capable, consider a student; the computer teacher may have a recommendation. Even with “spell-check” on the computer, proof-reading for spelling and grammar is still important. You want the newsletter to generate respect, not derision for misspelled or incorrect words and grammar. Finally, someone has to actually write the stories. Even if one person takes on most of the writing, guest authors can address favorite topics. A summary from the presiding officer is often included.

KS STATE Research and Extension
Scenic County GABBER
Kansas State University Agricultural Experiment Station and Cooperative Extension Service • February 2003

4-H Doings

Citizenship Washington Focus
Citizenship Washington Focus Information was mailed to local offices November 25. Kansas dates are June 18-29, 2003. Information about this experience is also posted on the Kansas State 4-H Web site. Applications are due to the State 4-H Office January 15th.

Kansas Youth Leadership Forum
Evaluation of the 2002 Kansas Youth Leadership Forum have been very positive. Special thanks to the many area, county and state extension staff members and volunteers who gave their time to serve as instructors or chaperones for the Forum. Forum participants donated 115 pounds of food to the Manhattan Flint Hills Breadbasket. In addition, Acacia Friendship, whose members assisted with the Forum, donated \$25.00 to the Breadbasket.

2003 State 4-H Youth Leadership Council members were elected at the 2002 Kansas Youth Leadership Forum. Representatives are: Blake Gering, Fort Rock - Mitchell and Bernadette Trach, Riley County (Northeast Area); Melissa Hillebrand, Norton County and Katie Minkley, Norton County (Northwest Area); Lindsay Graber, Reno County and Jamie Smith, Dickinson County (South Central Area); Jessica Coen, Franklin County and Lydia Roberts, Franklin County (Southeast Area); Amanda Sullivan, Grant County and Julie Woods, Walnut Creek, Rush (Southwest Area). 2001 and 2002 National 4-H Conference delegates will also serve on the Council.

Photo Contest Opportunity
Please tell your 4-H photographers about the opportunity to enter the Joan L. Ista Memorial Photo Contest. Joan was the editor of the 4-H Journal before coming a field editor at the Kansas Farmer. All photos of rural Kansas are eligible and must have been photographed within the Kansas borders. Entries are due to the Kansas Farmer, P.O. Box 134, Jewell, KS 66649, by January 15, 2002. No one photographer can enter more than 3 photos. For more information, see page 36 of the December, 2002, Kansas Farmer magazine, or email: bojeps@kffarmpress.com.

Horse Project Information

All of the information pertaining to the horse project can be found on the 4-H web page in the 4-H Project drop-down box. Scroll down and select "Horse Program Information" - click on your selection and a page will appear with all the information and forms.

State Horse Judging Contest: Will be held at K. State this year on June 24.

District Horse Shows: As soon as I am informed as to the dates of each district show I will get that information to all of you.

State Horse Camps: Will be held this summer; please keep checking the 4-H web page for details. We will be putting this information together after the first of the year.

4-H Calendar

September 5	State Fair Exhibits must be into Extension Office by 8:00 a.m.
September 6-15	Kansas State Fair, Hutchinson
September 9	4-H and Community Leader meetings, 7:30
September 19	Record books and KAA forms due in the Extension Office
September 19	Key Award Applications due in Extension Office
September 19	Special Recognition forms due (bronze, clover, emerald, etc)
September 20-23	Kansas Junior Livestock Show, Wichita
October 1	National 4-H Congress applications due in State Office
October 6	4-H Sunday
October 6-12	Kansas 4-H Week
October 19-20	Kansas 4-H Shooting Sports Certification Workshop
November 2-3	State 4-H Dog Conference & Quiz Bowl, Rock Springs

Sample newsletter

Leaflets and Brochures

Descriptions

A leaflet is short (no more than one sheet of paper) with limited information, can be easily read and is distributed to the public. They are often handed out and have an attractive but simple appearance. They should stimulate interest, remind, advertise, etc. Leaflets are casual for introductory contacts.

A brochure is comparatively longer and contains background information that may inform and reflect the mission, review accomplishments and lay out future plans. It is likely to have a more professional appearance. Brochures explain purpose, give tips, list contacts and generally answer questions of serious interest. They are the informational follow-up to the interest generated by the leaflet.

Components of both:

- Name of organization or group, contact information where questions may be answered or more information obtained
- Logo (if one is used)
- Overall purpose of material — in 10 words or less
- Relevant dates, times, places, etc.

The brochure will also include:

- More detailed explanation of the group's purpose/mission/accomplishments/plans, etc.
- What is desired from the reader and how the reader can respond
- Supporting information, graphs, lists, etc.

Poster

A poster is a visual explanation. Its size is usually large enough that text and graphics are visible at a distance. There is a temptation in designing a poster to turn it into a large brochure, but the effective poster keeps text to a minimum and concentrates on eye-catching colors, logos, graphics, photos and arrangement. Think of a poster as a mini-billboard and remember that its purpose is to attract attention, relay a brief message (a concept) and urge the viewer to get involved or ask questions.

Posters can be hand-lettered on sheets of poster board or produced with sophisticated computer programs that use multiple fonts (or type faces) and colorful art and photos. Regardless of the production, a poster should be:

- **Neatly lettered** with straight text lines, few words, large and legible letters.
- **Large enough for people to read** at a distance of 10 feet or more.
- **Protected from the elements if it will be used many times — especially if displayed outside.**
- **Design balanced so text and artwork are emphasized by space** making it more readable.
- **Has “curb appeal”** just like the impression given by a house as you drive by, a poster should be attractive (and legible) at the distance from which most people will see it.
- **Accompanied by supplemental information/brochure.**



Kansas Environmental Leadership Program

*The **KELP** Mission: to prepare individuals to practice leadership by working collaboratively in bringing about positive environmental change for the future of Kansas.*



By combining knowledge about water issues and improved leadership skills, KELP graduates are prepared to facilitate community decision-making. Facts, collaboration, diverse viewpoints, and team work are the basis of good decisions.

With public sentiment, nothing can fail; without it, nothing can succeed.
—Abraham Lincoln



KELP Sessions and Topics

January - Kansas Water Resources
What IS Leadership - How One's Perspective Affects Leadership

March - Urban Water Use & Infrastructure
Government Agencies & Water Components of Leadership
Initiate Applied Leadership Projects

May - Nonpoint Source Pollution
Water Monitoring
Working with the Media
Public Issues & Community Involvement

August - Groundwater Management
Water Quality Protection
Conflict Resolution and Negotiation

October - Watershed Management
Groundwater Recharge
Forming a Personal Action Plan
Applied Leadership Project Reports
Commencement/Graduation

Participants are selected in October for the following year's class. Lodging, meals, materials, and field trips for the five sessions are covered by a fee.

Sessions involve a mix of presentations, local field trips, and group activities.

We begin at noon on Wednesday and end by noon on Friday for an average of 18 contact hours each session. CEUs and academic credit are options.



Experiencing stream life diversity
—KELP field trip, Fairport, Kansas

For more information: (785) 532-5813
Website: <http://www.bae.ksu.edu/kelp/>



Kansas State University
Research and Extension

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Prepared by Kansas Environmental Leadership Program (KELP)

Judy Willingham G. Morgan Powell

Sample poster

Brand names appearing in this publication are for product identification purposes only.
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Publications from Kansas State University are available on the World Wide Web at: *www.oznet.ksu.edu*

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