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ABSTRACT

This guide is designed to upgrade and/or develop the assessment and negotiation skills of management personnel who are involved in developing and coordinating resources among community agencies to provide comprehensive services for individuals with alcohol problems. This training program addresses the following topics: (1) community assessment; (2) target problem identification and analysis; (3) planning and conducting interagency negotiation; and (4) group problem-solving techniques. Resource materials, assessment forms, and evaluation instruments are provided in the appendices. (Author/HLM)

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Trainer Manual

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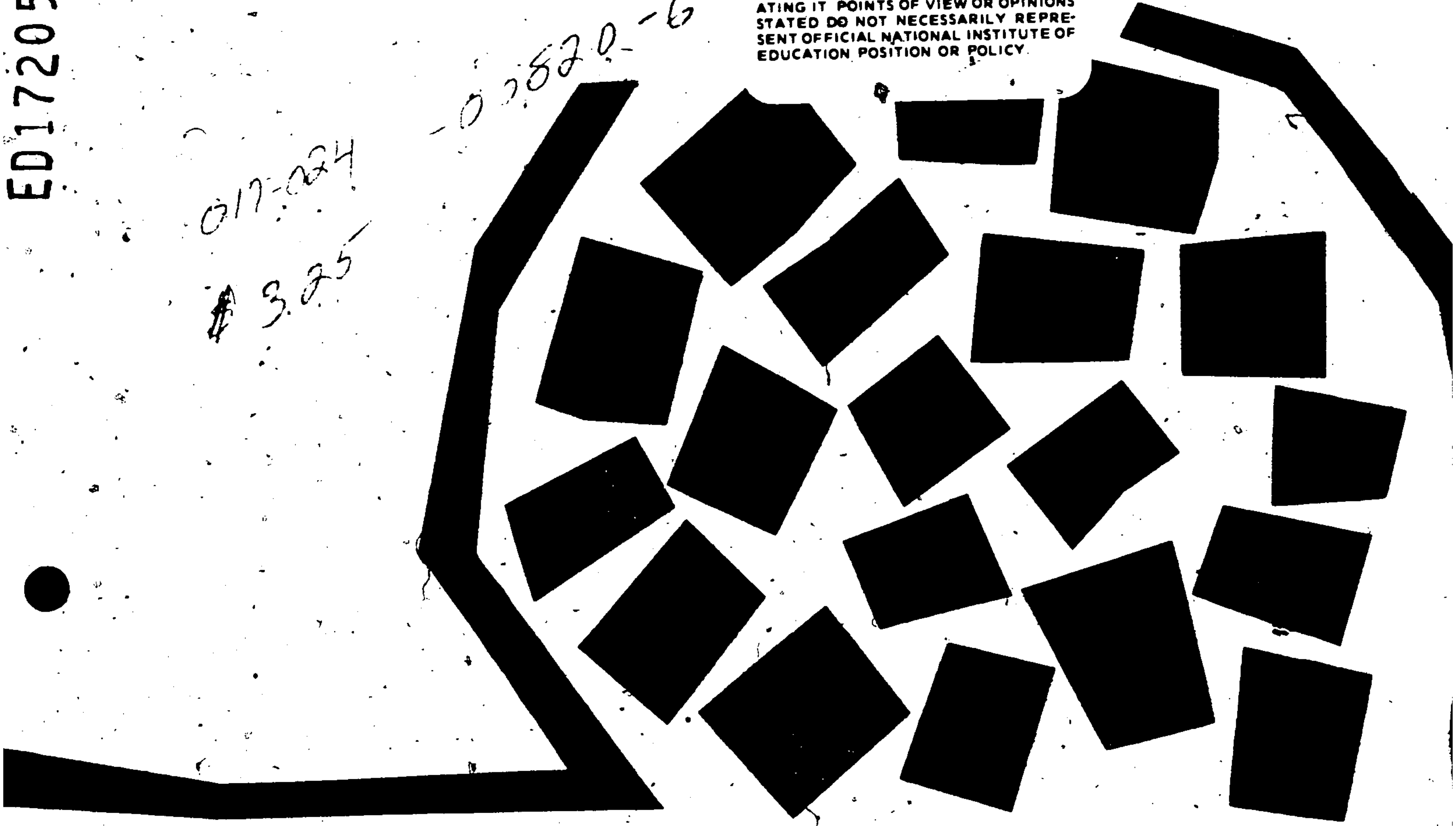

programming community resources

U. S. Department of Health, Educatio [illegible] Welfare • Public Health Service • Alcohol, Drug Abuse, and Mental Health Administration

program overview

PURPOSE: [illegible] Programming Community Resources package is intended to upgrade and/or develop [illegible] assessment and negotiation skills of management personnel who are involved in developing and coordinating resources among community agencies to provide comprehensive [illegible] for people with alcohol problems.

AUDIENCE: The target audience for this training program should be personnel from service delivery [illegible] that:

- with the authority to represent their programs within the community.
- administrative authority that will allow them to commit agency resources and [illegible]

TRAINER REQUIREMENTS: [illegible] years of training experience preferable. Trainer should have experience in small group techniques (as opposed to lecture classroom approach). The trainer should also have some background in programming community resources. An additional trainer is [illegible] when running training for more than 2 days.

COURSE MATERIALS: Training package materials include a trainer manual and participant workbooks. Several additional resources and reference books should be ordered. (See page 124.)

CONTENT: The training course covers the following topics:

- Community assessment
- Target problem identification and analysis
- Planning and conducting interagency negotiation
- Group problem-solving techniques

(continued on ba[illegible]ge cover)

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Trainer Manual

programming community resources

A Training Program For Alcohol Program Administrators

developed by
National Center for Alcohol Education

U.S. Department of Health, Education, and Welfare
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Alcohol, Drug Abuse, and Mental Health Administration

National Institute on Alcohol Abuse and Alcoholism
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Contents

What Programming Community Resources Is All About

Overview of the Programming Community Resources (PCR) Package

The job roles of personnel who play some part in the community assessment and resource mobilization activities of alcoholism programs vary from agency to agency. NCAE's Programing Community Resources model is a package designed for people who are responsible for planning alcoholism agency programs to fit local needs and for enlisting local organizational assistance to successfully address them. The package is designed to help alcohol program directors (or delegated staff) improve their skills in negotiating resources and services and in planning and administering their agency's ongoing assessment activities. Trainers in other fields, such as drug abuse, will also find the materials useful. The entire course is 26 hours long and consists of 10 sessions that last from 1 to 2 hours each. The program takes 4 full training days to complete. However, some trainees will already have the skills addressed in particular parts of this training program. Consequently, individual sessions or various combinations may be selected to suit the needs, interests, or time requirements of the participants. The model has three components: a *Trainer Manual*, a *Participant Workbook*, and *Resource Materials*.

1. **Trainer Manual**

   This book contains complete instructions and resource references for delivering the PCR program. It provides the following information.

   Section I gives details about course content and methodology, the target audience, assumptions about training and trainers, and suggestions for ways of preparing to conduct the sessions.

   Section II describes how the materials can be shortened and adapted to meet particular needs.

   Section III contains instructions and suggestions for conducting individual sessions and for using the materials. This section is intended to be used as a study guide before delivery.

   Section IV, the appendixes, contains sample forms that can be used assessing participant needs and in preparing, conducting, and evaluating the program.

2. **Participant Workbook**

   The workbook contains references and handouts used in the preparation and delivery of the training sessions. Each participant should have a copy of the workbook or a copy of the appropriate handout.

3. **Resource Materials**

   Several books are directly related to the content of this course and are recommended for use by the trainer. A listing of sessions for which these books provide background, and information about purchasing them, are included in the appendixes.

The National Center for Alcohol Education (NCAE) developed this training package to provide those responsible for training alcohol program managers with an opportunity to deepen their understanding of systematic approaches to the ongoing task of assessing community alcohol-related needs and mobilizing community support to meet them. This course was pilot-tested twice at NCAE with representative participants from across the country. Following these trials, a revised version was field-tested nationally. The present edition of PCR reflects what NCAE learned about the program in both series of tests. We feel confident that the model now can meet the needs of participants for whom the materials were prepared. Flexibility has been built into the model to accommodate the time constraints and other special circumstances we observed in the field. When only adapted portions of the course are conducted, the segments selected should correspond to the felt needs expressed most strongly by participants on the assessment forms in section IV.

Whether conducted either in its entirety or in segments, the package can benefit people who:

- are authorized to represent a program in negotiating or trading off agency resources and services;
- conduct assessments of a community's alcohol-related problems;
- are responsible for the program's planning functions.

The recommended number of participants is 16 to 20. One trainer can manage a group this size for a day or two. We recommend using at least one additional trainer for training that runs for more than 2 days. The recommended training group size divides into four small groups of four or five participants each for practice sessions. A single large room is adequate for the training if it is large enough for four or five groups to talk in conversational tones without distracting each other, but two or three additional breakoff rooms are desirable.

The course was designed for use by trainers who:

- train employees delivering direct alcohol-related services;
- train as part of the overall job responsibilities;
- train frequently, but not necessarily full time;
- train managers at least occasionally.

The target audience for the program is managers (or at least those with delegated managerial responsibilities), so it is desirable, although not absolutely necessary, that trainers have management experience.

B. The PCR Curriculum

The PCR curriculum is divided into two major units. Unit I presents the basics of assessing a community's alcohol-related problems. Unit II provides instruction and practice in the skills needed to meet these needs through coordinated efforts with other community resources.

Phase I: Community Assessment

Session 1: *Overview of Community Assessment* (1 hour)

The basic assumptions of the course are presented, and small group discussion time is provided to allow participants ample opportunity to share their viewpoints with each other. This session identifies assumptions about "community," the present state of alcoholism services, and the science of public administration.

Session 2. *Data Profile I: Clients in Treatment* (1½ hours)

Using data brought with them from their agencies on clients in treatment, participants begin to reexamine assumptions about the characteristics of the people they are serving and the needs of the community at large. An instrument is provided to guide the participants in piecing together a new picture of the clients being treated by their programs.

Session 3. *Data Profile II: Community Characteristics* (2 hours)

Participants assemble data about the community they serve by drawing on factual evide[illegible]btained from demographic surveys, historical data, interviews, and observations. An instrument is provided to assist participants in constructing a comprehensive community profile.

Session 4. *Target Problem Identification* (2½ hours)

After a comparison of the profile of the newly reexamined community (session 3) with the newly reexamined client population (session 2) each participant selects a problem in his/her community not previously addressed by existing services. The problem determination should include a newly identified client group and a resource group not previously enlisted for service.

Session 5. *(Community) Group Assessment Model* (1¾ hours)

Participants are introduced to a sociological model for analyzing community groups by applying 12 community characteristics to patterns of community life. They apply the model by analyzing the participant group.

Session 6. *(Community) Group Assessment Application* ([illegible] hours)

Participants analyze their new problem group (session [illegible]) by writing a description of it according to the model presented in the previous session.

Phase II: Negotiation Skills

Although the following 10 sessions are intended to be used as a sequential unit, a number of sessions can be grouped and used independently as indicated in section II.

Session 1. *Overview of Negotiation* (2 hours)

Negotiation is identified as an essential element in community planning and interagency collaboration. It is a learnable skill, subject to systematic planning and stage-by-stage implementation. The negotiation process is defined in terms of diagnosis, initial contact, and group problem solving.

Session 2. *The Diagnosis Stage: A Technique* (1¼ hours)

The theory of force field analysis is presented as a diagnostic technique for problem identification. Experience in the use of the technique is acquired through exercises and group discussion.

Session 3. *The Initial Contact Stage: A Preparation Technique* (1¼ hours)

Participants discuss the principles of goal analysis as preparation for the contact stage of negotiation. They apply these principles to a practical work problem.

Session 4. *The Initial Contact Stage: A Strategy Guide* (1½ hours)

After an initial contact role play, participants analyze their experience, using a strategy guide that contains crucial points for conducting an initial confrontation.

Session 5. *The Group Problem-Solving Stage: The Experience* (1¼ hours)

Participants take part in a simulated group problem-solving situation, in order to experience what is involved when a group attempts to reach a decision and to examine factors in the negotiation process.

Session 6. *The Group Problem-Solving Stage: The Process* (1¾ hours)

Participants apply a model to analyze events that occurred during the previous simulated problem-solving experience. Consensus on implementation, accountability, and evaluation is identified as the critical aim of group problem solving through negotiation.

Session 7. *The Group Problem-Solving Stage: A Technique* (1 hour)

Participants identify two-way communication as a necessary component of successful negotiation by participating in demonstrations of one-way and two-way communication.

Session 8. *The Group Problem-Solving Stage: A Strategy* (1½ hours)

Participants participate in a competitive-collaborative simulation exercise and cite incidents that exemplify different kinds of negotiation strategies.

Session 9. *Application Task: A Negotiation Model* (1½ hours)

Participants build a model of the step-by-step process of negotiation, to be retained as a strategy guide in preparation for dealing with agencies and organizations with which they must collaborate.

Session 10. *Application Task: Target Group Strategy* (2 hours)

Participants apply the model developed in the previous session to the new problem identified in the Community Assessment Unit, session 4.

C. Evaluation Instruments

Copies of most of the evaluation instruments administered to participants during course development are contained in section IV. To make additional copies of the evaluation instruments, detach the appropriate pages in section IV and duplicate them, or retype them from the Manual and then duplicate. Each instrument is discussed briefly here.

1. *Pre- and Postcognitive Test*

   This instrument is designed to measure the cognitive gains that occurred over the entire course. It is to be administered to all participants before the training course and again as the last activity of the course. In order for this to be as accurate a gage of growth as possible, it is imperative that trainers cover, during instruction, all the major points listed in the session outlines.

2. *Postsession Rating Form*

   This form invites comment from participants on the utility, effectiveness, and clarity of the material of a particular session. It asks them to rate the relevance of the material to their needs and to make suggestions for improvement. One item relates to the effectiveness of the facilitator.* It is suggested that this form be used *only* for sessions of particular interest to the facilitator. The rating form may be alternated with debriefing sessions to give the facilitator oral feedback on the participants' reactions to the course. A few minutes at the end of the selected session should be allowed for completion of the form.

3. *Debriefing Guidelines*

   The questions on this form guide the facilitator in conducting a short, informal meeting with selected participants about the progress of the course.

4. *Final Evaluative Review*

   This instrument provides for an assessment of the participants' perceptions of the relevance and utility of the entire training course or a part of it and their overall reaction to it. It is administered at the end of the entire course.

D. Design Assumptions About Training and Trainers

NCAE developed these materials based on a number of assumptions about "good training" and "good trainers."

1. Good training accommodates adults who are:
   - independent
   - experienced
   - problem-centered
   - "now"-oriented.
2. Good training, therefore, is:
   - self-directed (the learner is involved in conducting the learning experience)
   - experience-based (learning activities are planned around the participant's experiences)
   - problem-centered (learning centers on learner needs/problems, not on "covering" subjects)
   - immediate in application (learning can be put into action directly).
3. *A good trainer plans the event by:*
   - laying out overall training goal(s)
   - deciding who will attend (recruitment and selection procedures)
   - assessing funding sources and costs to participants and assigning responsibility for finances
   - setting the timespan for training in light of costs, participants' needs and availability, and trainer capability
   - determining those strongly felt needs of participants that can realistically be met within time limitations
   - adapting the materials to focus on these particular participant needs (Suggestions about adapting the materials are given later in section II.)
   - attending to the logistical needs of participants (food, lodging, travel, and so on)
   - arranging for adequate training facilities
   - acquiring and testing required instructional equipment
   - engaging the group facilitators and content specialists needed to conduct the training
   - coordinating the management and delivery activities of everyone involved in planning and running the training program.
4. *A good trainer prepares.*
5. *A good trainer facilitates learning by:*
   - helping people feel comfortable
   - creating a healthy learning atmosphere
   - being supportive, respectful, not judgmental
   - being aware of his/her own biases
   - giving participants some rein
   - focusing on participant's problems
   - drawing on participant's experience
   - providing practice in applying learning
   - keeping a finger on the pulse of the group and individuals within it
   - dealing effectively with participants who display behaviors that can impede group work or obstruct learning
   - surfacing and addressing the underlying problems of the entire group or of subgroups when they adversely affect program progress
   - being a good training team member.

E. How To Prepare To Run PCR

To prepare for the course as a whole or in various session combinations, the facilitator should:

- review package contents

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*The terms trainer and facilitator are used interchangeably in this manual.

11

- read section I carefully
- apply suggestions on assessment/adaptation and select training focus.

To prepare for each individual training session in section III, it is suggested that the facilitator:

- Review the summary page and determine the relationship of the objectives of the session to the previous session and to the overall course.
- Review the sequence of activities, the discussion points, and the materials several times before the session to become thoroughly familiar with the session and its content.
- *Make cue cards for use in the sessions.* The materials in section III were designed for preparation, not for delivery. Trainers are strongly encouraged to put presentation materials into their own words and determine the amount of detailed instruction they personally need. The trainer should use the *Trainer Manual* for quick reference during group work and breaks. (See sample cue card in the Appendixes.)
- Make sure that all the materials, equipment, and furniture listed on the summary page are prepared or obtained.
- Use flipcharts, which may easily be made by writing or drawing with markers on large-size paper. If a tripod is not available, flipcharts can be taped or tacked on the wall. A chalkboard and chalk may be used instead.
- Make sure any audiovisual equipment will be available and operational when needed. If the facilitator is to operate the equipment, he/she **must know how** beforehand.
- Rehearse the presentation ahead of time as if the group were present. Once the facilitator is sufficiently familiar with the workshop contents and background material and has prepared his/her notes and key questions, a final preparation step is to enlist a coworker, friend, or family member to act as participant-audience and run through all the sessions as in an actual workshop. An audience of one or two is not the same as a roomful of participants, but this exercise will give the facilitator a feel for the flow of the activities, the pace and structure of the session, and the use of the session cue cards. If no one is available to serve as audience, the facilitator should go through the sessions step-by-step by himself/herself.
- Review cue cards (or make them up) the evening before delivering the session.
- Check the operation and placement of equipment, arrange materials and furniture as necessary, and review cue cards one more time before the arrival of the participants.

How To Adapt PCR To Meet Particular Requirements

The sessions in this course were constructed to be used in sequence over a 4-day period. However, they can also be conducted at spaced intervals. Units I and II each are self-contained and can be conducted separately without great difficulty. In addition, a number of sessions can be put together and used as independent units or minicourses that run for 1 or 2 days. And, as we will see further on, certain sessions within either unit can stand alone.

A. Combining Sessions into Minicourses

In circumstances where it is not feasible to present the entire PCR model or to conduct either unit I or unit II in its entirety, the facilitator can present minicourses that consist of sessions assembled in various combinations to address these broad training issues:

- How do we select high priority target groups for program focus? Whom should we be serving?—*Minicourse A: Selecting a Program Focus*
- How do we analyze the problems of a selected target group?—*Minicourse B: Analyzing Target Group Alcohol Problems*
- How do we systematically plan to collaborate with other community groups in addressing the problems of a specific target group?—*Minicourse C: Planning To Work With Other Agencies*
- How do we approach and work with other agencies and groups to foster effective collaborative approaches to selected problems?—*Minicourse D: Working With Other Agencies*
- How do we build a model and a strategy for dealing with these agencies and groups?—*Minicourse E: Collaborative Models and Strategies*

The sessions that make up each minicourse have been combined to permit the facilitator to lead the participants to a resolution of these issues in a reliable and methodical way. Included in the description of each minicourse are suggestions for adapting the materials specifically for this kind of use by making alterations in the manner of presentation of the individual sessions in the course. These adaptation recommendations refer to the actual session outlines contained in section III of the *Trainer Manual.* The recommendations are given here as part of the treatment on adapting PCR to meet particular requirements. A clear understanding of them will require that the facilitator first study section III, Session Outlines.

1. *Minicourse A: Selecting a Program Focus*

   Minicourse A is composed of:

   Session 1—Overview of Community Assessment
   Session 2—Data Profile I: Clients in Treatment
   Session 3—Data Profile II: Community Characteristics
   Session 4—Target Problem Identification.

It is a 1-day course that should be ideal for alcohol program managers who are just initiating a program or are reexamining agency goals and priorities. Modifications are not required. Note the data participants need for the course.

2. *Minicourse B: Analyzing Target Group Alcohol Problems*

   Minicourse B is composed of:

   Session 5—(Community) Group Assessment Model
   Session 6—(Community) Group Assessment Application.

This is a half-day program that can help alcohol program managers who are satisfied they have identified their program priorities but feel the need to examine the alcohol problems of selected groups more closely. If the participants have not completed session 4, they should be instructed before coming to have in mind a target group they wish to analyze more thoroughly.

3. *Minicourse C: Planning To Work With Other Agencies*

   Minicourse C is composed of three sessions from unit II on Negotiation:

   Session 1—Overview of Negotiation
   Session 2—The Diagnosis Stage: A Technique
   Session 3—The Initial Contact Stage: A Preparation Technique

This course can be conducted in a half-day and is designed for program managers who have decided that their agency's goals can best be achieved with the assistance and cooperation of other agencies. It emphasizes the need for planning collaborative efforts and explains how to do so constructively. The sessions require no modification for use in the minicourse.

4. *Minicourse D: Working With Other Agencies*

   Minicourse D is composed of five sessions from unit II.

   Session 4—The Initial Contact Stage: A Strategy
   Session 5—The Group Problem-Solving Stage: The Experience
   Session 6—The Group Problem-Solving Stage: The Process
   Session 7—The Group Problem-Solving Stage: A Technique
   Session 8—The Group Problem-Solving Stage: A Strategy

This course can be conducted in 1 day. It is designed for program managers who contemplate joint activities with other agencies to achieve program objectives. It presupposes that the agency has clearly identified its purposes and expectations, resource requirements, available and unavailable resources, and alternative suppliers of the resources not on hand. This course presumes that participants have gone through Minicourse C or already have the skills taught in that course.

5. *Minicourse E: Collaborative Models and Strategies*

   Minicourse E is composed of the last two sessions of the Negotiation unit.

   Session 9—Application Task: A Negotiation Model
   Session 10—Application Task: Target Group Strategy

This course can be conducted in half a day. It is designed to help participants apply the negotiation theory and skills presented in the previous sessions of unit II. Participants are presumed to have attended these sessions or to have the necessary theory and skills. Participants should also have identified a community agency which they intend to approach and work with to meet a specific target group need.

B. Using Individual Sessions

Some individual sessions can stand alone. These are listed in the table that follows, which gives the number and name of each session, what participants will gain from it, brief adaptation recommendations, and the time needed to conduct each session.

Session	Expected Outcome	Recommendations for Adaptation	Time
Community Assessment 2: Data Profile I, Clients in Treatment	Know how to develop a programmatically useful profile of people being served from existing agency data.	Modify A, Opening Remarks	1½ hours
Community Assessment 3: Data Profile II, Community Characteristics	Know how to construct a comprehensive community profile.	When either session 2 or session 3 is run without the other, a brief explanation of the relationships between the two profiles should be made.	2 hours
Community Assessment 5: Group Assessment Model	Know how to analyze the characteristics of a community as a context for interpreting data about alcohol problems through application of Connor's Social Compass.	Though ideally run with session 6, this session does equip one to conduct the process. Participants should be encouraged to apply it on their own.	1¾ hours
Community Assessment 6: Group Assessment Application	Practice applying the Social Compass to a specific problem in a community.	If this session is not used in conjunction with session 5, it should be preceded by a minilecture on Connor's Social Compass.	1½ hours
Negotiation Skills 2: The Diagnosis Stage: A Technique	Participants learn to dissect a selected problem to expose avenues of possible collaboration when they cannot solve it alone.	Stands alone quite well.	1¼ hours
Negotiation Skills 3: The Initial Contact Stage: A Preparation Technique	Know how to clearly articulate one's own agency's program goals and collaborative expectations when beginning work with other agencies.	Use as is.	1¼ hours

Session	*Expected Outcome*	*Recommendations for Adaptation*	*Time*
Negotiation Skills 4: The Initial Contact Stage: A Strategy Guide	Know how to approach potential collaborating agency representatives.	Use as is.	1½ hours
Negotiation Skills 7: The Group Problem-Solving Stage: A Technique	Know how to foster two-way communication with representatives of other community groups.	Use as is.	1 hour
Negotiation Skills 8: The Group Problem-Solving Stage: A Strategy	Know how to negotiate differences that emerge during collaborative endeavors.	Use as is.	1½ hours

The assessment instruments and tabulation forms in section IV can be used by the trainer to find out which minicourse or session(s) his/her prospective trainees would like to cover.

The content and methodology of other sessions can be used alone or in combination by the resourceful facilitator in creative ways that serve his/her own training situation.

16

Session Outlines

Phase I—Community Assessment (CA)
Phase II—Negotiation Skills (N)

Program Goals

Participants will understand and apply the basic skills needed to

- systematically *assess* a community's alcohol-related needs
- *negotiate* the collaborative involvement of community groups to solve alcohol-related problems.

They will demonstrate their assessment competencies by reexamining agency priorities and collaborative arrangements and by doing a comparative analysis of information on clients in treatment, the community at large, and national prevalence data.

They will demonstrate their negotiation capabilities by developing and practicing planning and implementation strategies that foster collaborative activities among community groups.

REMINDER: Section III is intended for the trainer's use in preparing to deliver a session. Trainers should make their own presentation cue cards as they prepare to deliver. (See example in section IV.) Participants need to bring their current grant application or agency planning document and supporting data for participation in sessions 2, 3, and 4.

Session CA1 Overview of Community Assessment

GOALS/OBJECTIVES:	Participants will understand the value of examining the makeup of their communities using a systematic community assessment procedure. Participants will name the four basic assumptions upon which the community assessment series of exercises is based and explain briefly why they are important.
TIME REQUIRED:	1 hour
EQUIPMENT:	Easel, newsprint, felt pens
MATERIALS: (All handouts and references are found in *Participant Workbook*.)	Handout 1, Basic Assumptions
PRIMARY METHODS:	Small group discussion, audience reaction panel
MEETING ARRANGEMENTS:	Drawing 5—Theater setup (use for panel exercise) Drawing 4—Workshop setup (See "Illustrations of Various Meeting Arrangements" in section IV, page 135, of this manual.)

18

Session CA1

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks State purpose of this session.	
10 min.	B. Outline the basic assumptions 1. Referring to prepared flipcharts, highlight the four assumptions using the information in handout 1 as lecture content. 2. See opposite for the recommended manner of presenting material.	B1. Flipcharts—Basic Assumptions (prepare from handout 1)
25 min.	C. Small group discussion 1. Distribute handout 1, Basic Assumptions. 2. Divide participants into four groups and have each group select one of the four areas for their discussion. 3. State that individuals are to share with each other an experience or a concrete example of the assumption for their group. 4. Have each group select a spokesman to represent them in a panel discussion with the facilitator, to follow the small group discussions.	C1. Handout 1, Basic Assumptions
15 min.	D. Panel discussion	

Overview of Community Assessment

Points for Discussion

A. Opening remarks

The purpose of this session is to identify those basic assumptions on which the series of sessions on community assessment is based.

B. Outline the basic assumptions

2. Present the assumptions in a straightforward manner to avoid prolonged debate. Avoid sounding accusatory of the participants. Do not offer the assumptions for approval or disapproval. Point out that the source of these assumptions is a field survey, conducted by the authors, and together the assumptions form the rationale for the program. Our purpose is to provide the trainees with an opportunity to be aware of the assumptions and to discuss them.

C. Small group discussion

The choice of a comfortable discussion topic for each group is important, but try to cove four areas.

It is important that this session have a brisk pace and purposeful set to establish acceptance of the foundations of the course.

D. Panel discussion

Allow for free discussion. Encourage debate and disagreement. Some stimulus questions ma used:

- What experiences were described?
- Did anyone disagree with an assumption?
- Did anyone feel, "It's about time someone addressed this issue!"?

Time	Sequence of Activities	Materials
	D. (Continued)	
	1. Five members composed of the facilitator and the spokesman from each of the four groups discuss the question, "What did you hear in your group?"	
	2. The rest of the participants, the audience, listen and ask questions as appropriate.	
10 min.	E. Sequence of activities for community assessment sessions	
	1. Review the major content points to be covered listed opposite.	
	2. Review the sequence of topics.	

D. (Continued)

E. Sequence of activities for community assessment sessions

1. Content

   a. An analytical reexamination of the population of one's own community and the treatment programs which serve it

   b. A comparison of these to identify possible new needs

   c. An analysis of a newly identified target group and resources to serve

2. Schedule

   a. Overview (this session)

   b. Data Profile 1: Clients in Treatment

   c. Data Profile 2: Community Characteristics

   d. Comparison of both profiles to identify groups needing treatment but presently not being served

   e. Selection of target group

   f. Analysis of target group

Session CA2 Data Profile 1: Clients in Treatment

GOALS/OBJECTIVES:	Using only the data they can provide about their clients in treatment, participants will draw programmatically relevant conclusions about one population they are serving.
TIME REQUIRED:	1 hour, 35 minutes
EQUIPMENT:	
MATERIALS: **(All handouts and references are found in *Participant Workbook*. Agency data are to be brought by participant.)**	Handout 1, Data Profile 1: Clients in Treatment Handout 2, Analysis of Treatment Population Characteristics Participant agency data (grant application or current agency plan)
PRIMARY METHODS:	Individual task assignments, large group feedback
MEETING ARRANGEMENTS:	Drawing 2, Classroom setup (See "Illustrations of Various Meeting Arrangements" in Section IV.)

Session CA2

Time	*Sequence of Activities*	*Materials*
5 min.	A. Opening remarks Purpose of the session	
30 min.	B. Clients in treatment data profile	
	1. Distribute handout 1 and review introduction.	B1. Handout 1, Data Profile 1: Clients in Treatment
	2. Make certain everyone understands the exercise and answer questions.	
	3. State that 20 minutes will be allowed for individuals to complete the profiles.	
35 min.	C. Analysis of treatment population characteristics	
	1. Distribute handout 2 and review introduction.	C1. Handout 2, Analysis of Treatment Population Characteristics
	2. Go over the examples for cultural and economic population, and so on.	
	3. Allow 20 minutes for the participants to fill in the conclusion section of handout 2.	
	4. Allow 5 minutes for a composite of the treatment population to be written.	
25 min.	D. Summary	
	1. Ask two or three participants to review their conclusions and composites.	
	2. Facilitate group consideration and discussion.	

Points for Discussion

A. Opening remarks

This session is designed as the first step in guiding the participants in examining the makeup of the communities their programs serve, by getting a picture of the clients included in their programs. From this picture one can begin to draw tentative conclusions about the community-at-large. The questions to be answered in subsequent sessions on Community Assessment deal with identifying areas of the community that require new or additional alcohol program services. But for the purposes of this session, information is needed only about clients presently in treatment.

B. Clients in treatment data profile

See introduction on handout 1.

C. Analysis of treatment population characteristics

From the answers on Data Profile 1, the participants are to attempt to draw conclusions about the people they are serving. Mention that while participants may not be able to draw totally accurate conclusions every time from the information on the data profile, the objective is to begin to have a clearer picture of the people they are serving.

Later sessions will help to identify possible neglected areas of alcohol abuse.

D. Summary

Have participants discuss usefulness and accuracy of the analysis procedure.

Session CA3

Data Profile 2: Community Characteristics

GOALS/OBJECTIVES: Participants will be able to:

1. describe their communities in terms of existing community assessment data (e.g., demographic, historic, and so forth.)
2. identify possible areas needing treatment services, by analyzing community characteristics.

TIME REQUIRED: 2 hours, 5 minutes

EQUIPMENT:

MATERIALS: (All handouts and references are found in the *Participant Workbook*. Agency data are to be brought by participants.)

Handout 1, Data Profile 2: Community Characteristics

Handout 2, Target Problem Inventory

Participant agency data (grant application or current agency plan) and community demographic and other data

PRIMARY METHODS: Individual task assignments within groups

MEETING ARRANGEMENTS: Drawing 4, Workshop setup

(See "Illustrations of Various Meeting Arrangements" in section IV.)

Session CA3

Time	*Sequence of Activities*	*Materials*
10 min.	A. Opening remarks 1. State the purpose of this session. 2. Define community profile. 3. Link with previous session and following session.	
50 min.	B. Community characteristics data profile	
	1. Distribute handout 1 and give participants time to read it over first without filling in the answers.	B1. Handout 1, Data Profile 2: Community Characteristics
	2. Cover points opposite.	
	3. Answer questions about form.	
	4. Break group into small work clusters (3 or 4 each) so that those who do not have backup data can sample the kind of data available.	
	5. Have participants fill out Data Profile 2.	
10 min.	Break	
30 min.	C. Group discussion	

Data Profile 2: Community Characteristics

Points for Discussion

A. Opening remarks

1. The purpose of this session is to assist participants in drawing a better description of the total community.
2. Such a community profile is one based on factual evidence obtained from demographic surveys, historic data, interviews, and observation.

   A profile is accurate to the degree it is based on reliable data, free of bias and misconceptions.
3. This session guides participants in developing a profile of a community at large and in isolating neglected problem areas.
4. Following this session, both profiles will be compared to evaluate how well present treatment programs serve the total community's alcohol program needs.

B. Community characteristics data profile

Tell the participants to use the community profile data which they brought with them as backup data for their answers. They may guess if they do not have data, but should indicate what the hunch is based on. Members of each small group may use each other as data resources if desired. Participants should complete a profile for their own communities. Stress the importance of the reliability of resource data: For each question, both the answer and the data source are major factors.

Group discussion

Answer questions and conduct group discussion as appropriate and desired by the group.

Session CA3

Time	Sequence of Activities	Materials
20 min.	D. Target problem inventory 1. Distribute handout 2 and review introduction. 2. State the purpose of this activity. 3. Have participants fill out Target Problem Inventory.	D1. Handout 2, Target Problem Inventory
5 min.	E. Concluding remarks	

Points for Discussion

D. Target problem inventory

3. This handout can be completed only after the broad community profile (handout 1) has been finished. The second handout builds on the first. In the previous exercise, the total community was surveyed. In this exercise, the goal is to identify problem areas and areas of need.

E. Concluding remarks

Review what has been produced thus far:

- Profile of treatment community
- Profile of larger community
- List of problem areas or groups

Tell participants to keep the two profiles and the inventory and bring them for use in the next session.

Session CA4 Target Problem Identification

GOALS/OBJECTIVES: Each participant will

1. select for study a target problem group not previously addressed by existing services
2. identify a resource group not previously enlisted for service.

TIME REQUIRED: 2 hours, 35 minutes

EQUIPMENT:

MATERIALS:
(All handouts and references are found in *Participant Workbook*, except handout 3, (See section IV, *Trainer Manual*)

Handout 1, Target Problem Inventory (blank forms)
Handout 2, Target Problem Selection Form
Reference 1, Completed Data Profile 1 (filled out in session 2)
Reference 2, Completed Data Profile 2 (filled out in session 3)
Reference 3, Completed Target Problem Inventory (filled out in session 3)
Handout 3, Collaboration Checklists
Participant Agency Data—current grant application or basic agency plan

PRIMARY METHODS: Individual tasks, small and large group discussion

MEETING ARRANGEMENTS:
Room 1, Drawing 4, Workshop setup (tables for two persons)
Room 2, Drawing 6, Informal Discussion setup
(See "Illustrations of Various Meeting Arrangements" in section IV.)

Session CA4

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks	
	1. State purpose of session.	
	2. Describe sequence of activities.	
	B. Target problem identification	
	1. Distribute blank copies of handout 1, Target Problem Inventory, to each person.	B1. Handout 1, Target Problem Inventory
5 min.	2. Divide all participants into pairs. In an uneven numbered group, e.g., 15, 17, 19, one three-person group will be necessary.	
20 min.	3. Each person exchanges his/her completed Data Profiles 1 and 2 with his partner, who uses them to complete a Target Problem Inventory, based on the information provided on the two Profiles.	B3. Reference 1, Data Profiles (completed in session 2) Reference 2, Data Profiles (completed in session 3) Reference 3, Target Problem Inventories (completed in session 3)
10 min.	4. After each person completes a new inventory, he returns the profiles and exchanges the new inventories. Each person carefully compares his own inventory with his partner's version.	
30 min.	5. Partners discuss any discrepancies in the two versions of the inventories and give reasons for the discrepancies.	
15 min.	Break	

Points for Discussion

A. Opening remarks

1. The purpose of this session is (1) to reexamine the many assumptions inadvertently made about treatment services, and (2) to identify a target group to be the focus of the final session on community assessment and the following sessions on negotiation.

   Of special value will be the selection of a target problem not previously considered by your organization. Perhaps this target problem will be uncovered by your own analysis, to be shared with you by your partner in this exercise.

2. The exercise will proceed as follows. Participants will:

   a. Analyze a selected colleague's two data profiles;

   b. Complete a Target Problem Inventory for that colleague's community using only the data supplied by the colleague's two data profiles;

   c. Discuss and compare with the partner the two versions of the Target Problem Inventory (the colleague's version and the person's own, as completed in session 3).

B. Target problem identification

4. This comparison is a major learning phase of the exercise. Participants need time to read their partners' versions of their problem areas and to compare them with their own versions before discussing any discrepancies.

5. The purpose of the discussion is to identify possible target problem areas previously unrecognized or neglected. Trainers should circulate to encourage discussion.

Session CA4

Time	Sequence of Activities	Materials
30 min.	C. Large group discussion	
	1. Have participants sit in a large circle.	
	2. Go around the circle and give each person 2 minutes to answer the question, "What target problems did your analysis and your partner's uncover?"	
10 min.	3. Encourage comments on any individual's target problems.	
15 min.	D. Conclusion	
	1. Distribute Target Problem Selection Forms and explain them.	D1. Handout 2, Target Problem Selection Form
	2. Allow time for completion.	
15 min.	3. Have each participant announce his choice and discuss as appropriate.	
	4. Ask participants to take these checklists with them, to review them later, and to augment and modify them to suit the circumstances in their communities.	D4. Handout 3, Collaboration Checklists

Points for Discussion

C. Large group discussion

Trainer keeps this moving so it can be completed in about one-half hour. This activity is important, for it provides an opportunity for broader consideration of each person's conclusions.

D. Conclusion

1. Each participant is to select a target group to analyze further and to list a possible resource group to help solve the target group problem. Preferably the target group and the resource group should be those not worked with previously.

   The target problem will be used in the next exercises on community group assessment and in the later negotiation exercises.

Session CA5 Group Assessment Model

GOALS/OBJECTIVES:	Participants will analyze and describe themselves as a group, using the 12 elements of the Connor assessment procedure.
TIME REQUIRED:	1 hour, 45 minutes
EQUIPMENT:	Flipchart 1, Social Compass (prepare ahead of time—use reference 1) Flipchart 2, 12 Elements of the Social Compass (prepare ahead of time—use reference 2)
MATERIALS: (All handouts and references are found in *Participant Workbook*.)	Handout 1, Group Assessment Trial Worksheet Resource Material, Understanding Your Community Reference 1, Social Compass Reference 2, 12 Elements of the Social Compass Reference 3, Definitions of Elements
PRIMARY METHODS:	Lecture, small group work
MEETING ARRANGEMENTS:	1 Room, Open horseshoe setup 1 Room, Drawing 4, Workshop setup 1 Room, Drawing 5, Theater setup (See "Illustrations of Various Meeting Arrangements" in section IV.)

Session CA5

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks Explain the purpose and method of the session:	
	1. To present a method of assessing or analyzing the community for the collection of relevant information.	
	2. To practice the application of the model by assessing the present participant group.	
30 min.	B. Twelve elements or characteristics of the community	
	1. Briefly describe the social compass, using flipchart 1.	B1. Flipchart 1, Social Compass (See reference 1 to prepare.)
	2. Review the 12 elements and their definitions, using flipchart 2. (Reference 3 may be used to assist in the presentation.)	B2. Flipchart 2, Twelve elements of the community matrix (See reference 2 to prepare.) Reference 3, Definitions of elements
	3. Encourage group participation.	
1 hour	C. Exercise for group self-assessment	
	1. Explain the purpose of the exercise.	
	2. Describe task. (See opposite page.)	
	3. Distribute handout 1, Group Assessment Trial Worksheet	C3. Handout 1, Group Assessment Trial Worksheet

Points for Discussion

A. Opening remarks

Now that participants have identified a problem target group, they will analyze it in a manner similar to the program and community analysis.

The purpose of this session is to become familiar with a specific group analysis model, one selected from several that may be used. This particular model was developed by Desmond Connor and looks at a group or community from a broad sociological perspective.

Connor's approach is to examine various social patterns of a community (education, government) from 12 different views. This makes it possible to develop a useful profile matrix, applicable to any size group.

B. Twelve elements or characteristics of the community

1. On the chart are listed the 12 elements used for community assessment. The circle emphasizes they are interrelated: One element affects the others. For example, the history of a community could be linked to its knowledge and beliefs, and these in turn affect values and sentiments. Some or all of these elements or characteristics may be used to analyze different patterns of community life.
2. Define the elements of the social compass. Use examples for each element drawn from a local community. For instance, to illustrate recorded and informal history, the trainer might say, "Recorded history tells us our population has tripled in the last 50 years. However, when I talk informally to an elderly resident who tells me his house in town was a country farm when it was built 50 years ago and had no water, lights, sewer, or road, the facts have new meaning and implications."

C. Exercise for group self assessment

1. The group practices applying the Connor model to see what they can learn about their own training group.
2. On the prepared Group Assessment Guide, each small group is to complete a profile description of the training group, trainers included. Later groups will reconvene to compare assessment profiles.

   Each group is to select a leader to elicit participation from each member. Each group is to select a recorder to take notes and later report to the large group.
3. The elements listed in the Group Assessment Guide correspond to the 12 elements on the flipchart, which have just been defined.

Time	Sequence of Activities	Materials
	C. (Continued)	
	4. Divide participants into groups of three.	
	5. Give groups 30 minutes to complete guides.	
	6. Reconvene groups and give each recorder 10 minutes to report findings to the total group.	
4 min.	D. Summary	
	Review purpose and highlights of session.	

Points for Discussion

C. (Continued)

6. Small groups' reports should be compared. Note similarities and differences.

D. Summary

The process the group has just gone through is largely one of looking at a familiar object or situation again and again, from a variety of approaches, with the objective of finding new data upon which to base new perspectives and insights.

In the next session, this process will be applied to the target group each participant has selected for analysis.

Session CA6 Group Assessment Application

GOALS/OBJECTIVES: Participants will analyze a selected problem target group by writing a description of it based on the Connor model of community assessment. The description must include:

1. a statement of the special nature of the alcohol abuse problem of the described group;
2. a notation of any information gaps encountered in assessing the group; and
3. a listing of resources (organizations, etc.) within the community which can assist in treating the alcohol abuse problem.

TIME REQUIRED: 1 hour, 30 minutes

EQUIPMENT: Easel, flipchart

MATERIALS: (All handouts and references are found in *Participant Workbook*.)
Handout 1, Group Assessment Guide
Reference 1, Target Problem Inventory (filled out in session 3 and brought to this session)

PRIMARY METHODS: Lecture, individual tasks

MEETING ARRANGEMENTS:
Room 1, Open horseshoe setup
Room 2, Drawing 4; Workshop setup
(See "Illustrations of Various Meeting Arrangements" in section IV.)

Session CA6

Time	Sequence of Activities	Materials
10 min.	A. Opening remarks Review the purpose and sequence of the session. 1. The purpose is to closely examine the characteristics, needs, and resources of one group of people within a community. 2. The sequence of activities will be first a review of the assessment procedure and then for each participant to use the procedure to assess his selected target problem group.	
10 min.	B. Review of group assessment guide 1. Distribute Handout 1, Group Assessment Guide. 2. Allow participants to read through the guide quickly. 3. Answer any questions group members may have about the guide and its application.	B1. Handout 1, Group Assessment Guide
4		
1 hour	C. Work on task assignment Each participant spends 1 hour filling in the assessment guide, page by page. (Target problem inventories filled out in session 3 may be helpful.)	C. Reference 1, Target Problem Inventory
10 min.	D. Summary 1. Ask for comments and lead discussion about difficulties and value of the task. 2. Ask for volunteers to share their descriptions and photocopy them for distribution to the group. 3. Explain that each person will use his/her target group assessments later in the program.	

Points for Discussion

A. Opening remarks

1. Now that participants have reexamined their communities and the alcohol program response to community needs and characteristics and have identified a target problem group in that community, they are ready to look closely at the selected target group. An important outcome of this process is the identification of previously unrecognized resources to assist in providing services to that group.

B. Review of group assessment guide

This guide presents a structured format for applying Connor's 12 elements of community assessment to the problem group selected.

C. Work on task assignment

Participants may work individually or in groups. The more detail that is included the better.

D. Summary

The assessments will be used during the Negotiation sessions of the course. If any participants were unable to complete the package in the time allotted, they may wish to do so on their own time.

43

Time	Sequence of Activities	Materials
	E. Community assessment wrap-up Review the major purpose and outcome of each community assessment session as it fits into the framework of this part of the course. Elicit information opposite from participants and write it on a blank flipchart.	

44

Points for Discussion

E. Community assessment wrap-up

1. **Data Profile 1: Clients in treatment**

   Purpose: To get a picture of present treatment programs and clients being served.

2. **Data Profile 2: Community characteristics**

   Purpose: To get a better picture of total community needs.

3. **Comparison of profiles 1 and 2**

   Purpose: To uncover possible gaps in treatment services.

4. **Selection of target group**

   Purpose: To isolate a significant problem group for further assessment.

5. **Analysis of target group**

   Purpose: To apply a systematic procedure to the analysis of the needs and resources relevant to a specific target group in the community.

Session N1 — Overview of Negotiation

GOALS/OBJECTIVES: Participants will demonstrate their awareness that a negotiation has a greater chance of bringing about collaboration and resolving conflict if prepared for systematically.

Participants will be able to

1. describe a three-stage process of negotiation: diagnosis, initial contact, and group problem-solving.
2. compare negotiation and the use of power as alternative strategies for a confrontation type of conflict resolution.

TIME REQUIRED: 1 hour, 45 minutes

EQUIPMENT: Easels, newsprint, and felt pens for trainer and for four groups

MATERIA[illegible]S: (All han[illegible] and reference[illegible]re found in *Participant Workbook*.)

Flipchart 1, The Negotiation Process (Prepare in advance; see D, under Points for Discussion.)

Reference 1, Conflict Resolution Strategies

PRIMARY METHODS: Lecture with flowchart, large group discussion, small group tasks and discussion

MEETING ARRANGEMENTS: Drawing 6, Informal Discussion setup

Drawing 4, Workshop setup

(See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N1

Time	Sequence of Activities	Materials
10 min.	A. Opening remarks	
	1. State purpose and goals of the series of sessions on negotiation.	
	2. Review sequence of exercises for negotiation sessions, as follows: a. Overview of Negotiation (this session) b. The Diagnosis Stage: A Technique c. The Initial Contact Stage: A Preparation Technique d. The Initial Contact Stage: A Strategy Guide e. The Group Problem-Solving Stage: The Experience f. The Group Problem-Solving Stage: The Process g. The Group Problem-Solving Stage: A Technique h. The Group Problem-Solving Stage: A Strategy i. Application Task: A Negotiation Model j. Application Task: Target Group Strategy.	
5 min.	B. Goals of the overview exercise	

Points for Discussion

A. Opening remarks

1. The purpose of the second half of the training program is to study how collaborating groups relate to each other. For example, how does "Group A" start a working relationship with "Group B." Central to this process is the skill of *negotiation*. We will examine negotiation from the point of view of the program manager who finds that he must often collaborate and coordinate with a variety of individuals and groups on behalf of his program.

   The goal is to demonstrate that negotiation is a learnable skill, and that thorough preparation for it is the best guarantee of achieving desired objectives.

2. Over the next 2 days, several management planning tools useful in preparing a negotiation strategy will be identified. Participants will practice their use and develop some personal step-by-step guidelines to use when they return to their jobs.

   Finally, each person will have an opportunity to plan a strategy for confronting the problem group he analyzed in the first half of this program. Participants will evaluate each other's strategies.

B. Goals of the overview exercise

One purpose of this opening exercise is to place negotiation within the larger context of conflict-resolution strategies. From this perspective, negotiation emerges as one alternative method for dealing with conflict.

One of our operating assumptions is that conflict is a daily reality for program managers in the field of alcoholism. Resolution of conflict is the key to successful cooperation between any "Organization A" and "Organization B."

A second purpose of this opening exercise is to examine negotiation as a stage-by-stage process and to identify what those various stages are. Our assessment of the skills required to engage in a successful negotiation has led to a three-stage grouping of activities which will be examined later.

48

Session N1

Time	Sequence of Activities	Materials
45 min.	C. Conflict fantasy exercise 1. Explain that the conflict fantasy exercise is used to develop an understanding of some of the elements of negotiation. 2. Conduct exercise as described opposite.	

Points for Discussion

C. Conflict fantasy exercise

1. Goals

a. The main purpose of this exercise is to heighten awareness that there are several types of strategies for dealing with conflict situations.

b. A secondary purpose is to provide the trainer with some here-and-now examples of negotiation as an alternative strategy to the use of power.

If, and *only* if, the question is raised by trainees, two points which will be formally presented in session 8 can be made here. The course concentrates on a *Negotiation* rather than *Power* strategy for two reasons:

- When groups compete, one or more always loses; i.e., power produces a *price* as well as a payoff.
- Negotiation can result in both sides winning.

2. Step-by-step procedure for exercise

Step I

Arrange participants in a large circle. Distribute paper and pencil to each. Do *not* state the goal of this exercise.

Step II

Participants are told that they will join the trainer in playing out a fantasy designed to help them examine their individual conflict-resolution strategies. For about 10 minutes. the trainer guides the group through the following (or a similar) fantasy.

Step III

The trainer asks participants to get comfortable, close their eyes, get in touch with themselves at the present moment (the sounds around them, the feel of their bodies, etc.), and relax.

Step IV

The trainer says, "You are walking down a street (or a hallway or a trail) and begin to see a familiar person in the distance. Suddenly, you recognize that it is the person you are most in conflict with presently. You realize that you must decide quickly how to deal with this person. As he or she comes closer, a number of alternatives flash through your mind . . . Decide right now what you will do and then imagine what will happen."

The trainer pauses to let the fantasies develop.

"It's over now. The person is gone. How do you feel? What is your level of satisfaction with the way things went?"

Step V

The trainer asks participants to begin to return to the present, gradually to become aware of the pressures on their bodies, of the chair, of the floor, then to attend to the sounds in the room, and finally to open their eyes when they feel ready.

Time	Sequence of Activities	Materials
	C2. (continued)	
15 min.	D. Lecture on the negotiation process Distribute *Participant Workbook*. This lecture emphasizes the skills necessary for a successful negotiation. Additional material may be obtained from reference 1, located in *Participant Workbook*.	D. Flipchart 1, The Negotiation Process (Prepare in advance; see D, under Points for Discussion.) Reference 1, Conflict-Resolution Strategies

Points for Discussion

C2. (continued)

Step VI

After participants emerge from the fantasy, the facilitator asks them to spend 5 minutes writing down: (1) the alternative ways of acting they had considered; (2) the one they chose to act upon; and (3) the level of satisfaction they felt as to the fantasized outcome.

Step VII

Dyad discussion

Direct participants to turn to the person on the right and discuss what they have written during *step VI.*

Step VIII

Brainstorm with the group and list on a flipchart as many alternative strategies as possible, without stopping to evaluate practicality.

Step IX

a. List on flipchart three categories of responses to conflict situations.

(1) Avoidance
(2) Defusion
(3) Confrontation

b. Emphasize that all responses exist on a continuum.

Step X

Now go back and mark each brainstormed alternative as an example of avoidance, defusion, or confrontation.

D. Lecture on the negotiation process

Lecture should cover the following major points and should be illustrated on newsprint, either as the facilitator speaks or with charts prepared in advance:

Diagnosis

Analysis of the nature of a problem, including its complexity, its principal power sources, its "cast of characters," its possible solutions, the values involved, opponents' reactions, etc.

Initial Contact

Setting the stage for addressing the problem to encourage collaboration and cooperation.

Time	Sequence of Activities	Materials
	D. (continued)	
30 min.	E. Small group discussion	

1. Divide participants into groups of four; two of the groups will work on task 1, the other two will work on task 2.
2. Announce rules:
   a. five minutes, maximum, for each group to work on task.
   b. Group is to select a reporter.
3. Announce tasks
   a. On newsprint, the two designated groups are to diagram the relationship between Group Problem Solving, Negotiation, Conflict Resolution.
   b. Each group member is to recount to the small group a recent job experience where negotiation was chosen as a method of conflict resolution. Particularly relevant would be a situation in which one of the alternative strategies, such as power, might have failed.
4. Small groups report outcomes to whole group.

5 min. F. Conclusion

Points for Discussion

D. (continued)

Group Problem-Solving

A step-by-step procedure for arriving at a consensus decision.

1. Define the problem in terms of its impact on each of the negotiating parties.
2. Define the conflict in terms of the negotiating parties' organizational objectives being *different*, but not in opposition.
3. Generate possible solutions creatively, as if each negotiating party placed its highest priority on solving the problem.
4. Evaluate solutions on the basis of greatest impact on the problem.
5. Decide on a solution which includes consensus on methods of implementation, accountability, and evaluation.

E. Small group discussion

The purpose of this small group task is to reinforce the teaching points of the lecture. The facilitator should be prepared to emphasize that power and negotiation are two different strategies which require different skills. If challenged about the relevancy of negotiation to "the real world," he or she should point out that *this* training program is treating only negotiation skills. See C under Points for Discussion for explanation of *why* the training program chose to treat negotiation, rather than power.

F. Conclusion

Restate major points of the exercise. (See B under Points for Discussion.)

Session N2 The Diagnosis Stage: A Technique

GOALS/OBJECTIVES:	Participants will be able to 1. describe the main elements of force field analysis 2. diagram a past job-related problem, using force field analysis.
TIME REQUIRED:	1 hour, 15 minutes
EQUIPMENT:	Easel, newsprint, felt pens, masking tape, or tacks
MATERIALS: (All handouts and references are found in *Participant Workbook*.)	Resource Material: A Problem-Solving Program: Planning for Change Reference 1 for flipchart 1, Stage 1—Diagnosis—Investigation (Prepare ahead of time.) Reference 2 for flipchart 2, Driving and Restraining Forces (Prepare ahead of time.) Reference 3, Force Field Analysis
PRIMARY METHODS:	Lecture, self-instruction, small group discussion
MEETING ARRANGEMENTS:	Drawing 6, Informal Discussion setup Drawing 4, Workshop setup with flipcharts (See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N2

Time	Sequence of Activities	Materials
20 min.	A. Opening remarks Describe purpose of the session.	
	B. Lecture on diagnosis Deliver lecture, using flipchart 1.	B. Flipchart 1, Stage I—Diagnosis-Investigation (Prepare from reference 1.) The resource materials, A Problem Solving Program and Planning for Change, give background information for presenting this session.
10 min.	C. Lecture on the theory of force field analysis	
	1. Deliver lecture, referring to flipchart 2.	C1. Flipchart 2, Driving and Restraining Forces (Prepare from reference 2.)
	2. Use information in reference 3 for additional information.	C2. Reference 3, Force Field Analysis
	3. Encourage discussion following lecture.	
10 min.	D. Sample problem	
	1. Ask group to brainstorm a list of problems which are common to the group.	
	2. List sample problems on a flipchart as group members think of them.	D2. Newsprint, easel, felt pen

Points for Discussion

A. Opening remarks

The purpose of the session is to study one technique of diagnosing a problem, i.e., force field analysis. Diagnosis is the first step in any systematic preparation for negotiation.

B. Lecture on diagnosis

Diagnosis is defined as an investigation of the cause or nature of a condition, situation, or problem. Simply stated, the process of diagnosing any situation should include these checkpoints. (Refer to flipchart 1.)

1. *Know what you want*—be certain that your goals are clear.
2. *Know what is needed* to get what you want—determine what is required to achieve your goals,
3. *Know what you have*—review the sources you have already on hand.
4. *Know what you do not have*—decide what resources are lacking.
5. *Know where to get what you need*—identify who or what other group(s) can supply the resources you need.

C. Lecture on theory of force field analysis

2. Cover the points in reference 3, defining the following elements of force field analysis
   a. force fields
   b. driving forces
   c. restraining forces
   d. freezing
   e. unfreezing
   f. refreezing
   g. objective

D. Sample problem

This is a trainer-led analysis of a sample problem. Request problem statements common to this group, drawn from the group experience during the training course (e.g., requesting longer lunch hours).

Time	*Sequence of Activities*	*Materials*
	D. (continued)	
	3. Choose one of the problem statements for force field analysis.	
	4. With group participation, list driving and restraining forces affecting this problem.	
	5. Next, list several objectives which, if achieved, will help to solve the problem. Concentrate on ways of reducing the restraining forces.	
20 min.	E. Small group tasks and discussion	
	1. Divide group into small groups of three or four participants each.	
	2. Announce two tasks:	
	a. Choose a past job-related problem of one group member and diagram a force field analysis of the problem on a flipchart.	E2a. Newsprint, easel, felt pen
	b. List the steps of force field analysis on a flipchart.	
	3. Ask groups to choose which task they want to undertake. (Be sure each task is selected by at least one group.) Group will have 15 minutes to complete the task.	
	4. Tell group where they may work.	
	5. Reconvene group after 15 minutes.	
	6. Have each small group take 5 minutes to share its work with other participants.	
	7. Invite total group reactions to task results.	
10 min.	F. Conclusion	
	Review steps of the procedure of force field analysis.	

Points for Discussion

D. (continued)

3. This should be a light activity, so the trainer should choose a problem statement that is not charged with strong feelings for either participants or trainers. The focus of this exercise should be on the *process* rather than the *problem*.

E. Small group tasks and discussion

3. It is important that both tasks are done. The purpose of the first task is the immediate application of the new skill. The purpose of the second task is to review and summarize the process.

Conclusion

Tape the steps of force field analysis on the wall and suggest that participants copy it in their workbooks.

Session N3

The Initial Contact Stage: A Preparation Technique

GOALS/OBJECTIVES: Participants will demonstrate their understanding of the criteria for a clear goal statement and their ability to construct one by writing one goal expressing their intent in a future planned negotiation experience related to their work. Acceptance of the statement by their peers will be the indicator of acceptable performance.

TIME REQUIRED: 1 hour, 15 minutes

EQUIPMENT: Easel, newsprint, felt pens

MATERIALS: Handout 1, Clearly Stated Goals
(All handouts and references are found in *Participant Workbook*.) Resource Material, Goal Analysis

PRIMARY METHODS: Lecture, small and large group discussion, individual activities

MEETING ARRANGEMENTS: Drawing 2, Classroom setup
Drawing 4, Workshop setup
(See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N3

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks State the purpose of this session and linkages in the plan of instruction.	
30 min.	B. Principles of goal analysis	
	1. Preparation	B1. Handout 1, Clearly Stated Goals
	a. Review points listed opposite. b. Have participants break into three or four small groups. c. Distribute handout 1 and allow 15 minutes for groups to arrive at consensus in filling it out. d. Have each group discuss its individual responses. e. Reconvene total group and discuss group responses as well as reasons for these responses.	
	2. Review of goal analysis principles	B2. Flipchart
	a. Discuss the points opposite. b. Illustrate the discussion with examples written on a flipchart. c. Answer questions.	

Points for Discussion

A. Opening remarks

The purpose of this session is to focus on one of the important steps required in any systematic preparation for a negotiation.

This session and the next will cover the contact stage of the negotiation process. The contact stage encompasses the preparation for and first meeting with the "other side." This initial encounter, often troubled, often suspicious, often reluctant, can determine the outcome of the negotiation and needs to be thoroughly prepared for.

B. Principles of goal analysis

1. The negotiator who knows what he wants is the one who is best prepared for the initial contact. The well-prepared negotiator has a clear idea of what his goals are and what he wants the outcome of the new relationship to be.

   Goals are often stated in ambiguous terms. Two people may find it difficult to determine what are the desired outcomes. During this session the trainer will help participants acquire the skill called goal analysis.

   Participants will begin by examining a list of goal statements and distinguishing between those which clearly communicate specific intended outcomes and those which do not.

   As the group responds, the trainer asks questions to prepare the participants for the criteria which will be brought out in the following lecture.

2. The purpose of this short talk is to illustrate the essential elements of a clear goal. Such a goal is simple, direct, and uncomplicated. It is not necessary here to dwell on the distinctions between a goal and an objective. What is needed is the statement of goals in more specific detail than usual. The following points are relevant:

   - A goal is a statement of intended outcome, phrased in terms of action or behavior.
   - A clear goal statement includes some measure of achievement so one can know when the goal is accomplished.
   - A clear statement indicates when the goal is to be completed.
   - In sum, a clear goal statement must
     (a) state specifically the results to be accomplished,
     (b) state the result in measurable terms, and
     (c) indicate when the result will happen.

   Definition: A goal is a statement of specific, measurable outcome to be performed within a definite time period.

Session N3

Time	Sequence of Activities	Materials
	B. (continued)	
30 min.	3. Practice and discussion a. Tell participants they will practice writing goal statements. b. Allow 10 minutes for individual work. c. Form small groups and have participants critique each other's statements (10 minutes). d. Reassemble group, ask for a goal statement from each group, and write it on a flipchart. e. Review and critique the statements before the whole group.	B3. Newsprint, felt pens
10 min.	C. Summary 1. Using sample goal statements from the practice exercise, review the criteria for acceptable goal statements. 2. Recommend Goal Analysis by Robert F. Mager for further reading.	

Points for Discussion

B. (continued)

3. Ask the participants to write one clear goal statement expressing their practical intent in a future negotiation experience.

C. Summary

1. The three criteria for a goal statement are a specific outcome stated in behavioral terms, a measure of achievement, and the time allowed for accomplishment.

Session N4 The Initial Contact Stage: A Strategy Guide

GOALS/OBJECTIVES: Participants will identify at least five considerations that must be taken into account to prepare a complete negotiation strategy.

TIME REQUIRED: 1 hour, 30 minutes.

EQUIPMENT:

MATERIALS:
(All handouts and references are found in *Participant Workbook*, except 2 and 3. (See section IV *Trainer Manual*.)

Handout 1, The Policy Meeting (Problem statement)
Handout 2, The Policy Meeting (Role description)
Handout 3, The Policy Meeting (Role description)
Handout 4, Observer Form
Handout 5, Strategy Guide
Reference 1, Conflict-Resolution Strategies (See session N1)

PRIMARY METHODS: Lecture, brainstorming, role playing, group observation, discussion

MEETING ARRANGEMENTS:
Drawing 6, Informal Discussion setup
"Fishbowl" setup, two chairs in center of circle of chairs
(See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N4

Time	Sequence of Activities	Materials
10 min.	A. Opening remarks State the purpose of this session.	
15 min.	B. Role play: The policy meeting	
	1. Assign two roles to two players during the break before this session and give each handout 1 to read and a role description (handouts 2 and 3). This will be a covert role play: that is, players should not be familiar with each other's roles.	B1& 2. Handout 1, The Policy Meeting (problem statement) B1. Handout 2, The Policy Meeting (role description) B1. Handout 3, The Policy Meeting (role description)
	2. Distribute handout 1 and handout 4 to the audience, seated facing the two chairs where the play is to take place.	B2. Handout 4, Observer Form
	3. Answer questions about the problem.	
	4. Let the role play continue no longer than 10 minutes.	
15 min.	C. Total group discussion	
	1. Ask players what frustrated them most during the meeting.	
	2. Ask observers to comment on the role play, using questions on the Observer Form as a guide. A few sample comments will be sufficient.	
	3. Brainstorm a list of obstacles to agreement during the meeting and write on newsprint. Note: If agreement actually occurred, brainstorm a list of factors which contributed to it.	C3. Newsprint, felt pens

The Initial Contact Stage: A Strategy Guide

Points for Discussion

A. Opening remarks

Thus far, examination of the contact stage in the negotiation process has focused on the need of the negotiator to have clear goals and objectives before his or her first confrontation with "the other side." However, goal analysis is not, by itself, sufficient preparation for this important first contact. The purpose of the exercise is to identify some *additional* factors which are necessary for a thorough negotiation preparation.

B. Role play: The policy meeting

The purpose of this role play is to demonstrate the frustrations which result during first-contact negotiation sessions for which the parties are not prepared. The identification of frustrations is considered more important than their resolution here. The Observer Form will assist participants to identify those frustrations.

C. Total group discussion

The purpose of this brainstorm is to generate a list of frustrations or obstacles to agreement which occurred during the role play. Our intention is to demonstrate that a prepared strategy would have warded off many of these frustrations and agreement would have been more likely.

Session N4

Time	Sequence of Activities	Materials
10 min.	D. Lecture on the initial contact Cover the points listed opposite, using the Strategy Guide for more information and reference 1 from session 1 as needed.	D. Handout 5, Strategy Guide
20 min.	E. Preparing for negotiation	
	1. Divide trainees into two large groups.	
	2. Distribute Strategy Guide for review and group discussion, as preparation for a negotiating session.	E2. Handout 5, Strategy Guide
	3. Assign each group one of the roles played at the beginning of the session.	
	4. Have each group select a member to play a role.	
	5. Distribute handouts 1, 2, 3, and 4 appropriately to the players and audience.	E5. Handouts 1–4 (See B.)
	6. Have role play carried out in a fishbowl setup, allowing coaching from other members of the group teams.	

Points for Discussion

D. Lecture on the initial contact

In studying the diagnosis stage of the negotiation process, the focus was on learning to determine the nature of the conflict and stating priorities. In the contact stage of the negotiation process, the purpose is to concentrate on learning to effectively initiate confrontations. The following points are crucial in developing a strategy for the initial contact.

1. Rank goals in order of personal importance.
2. Determine goals and priorities of the other side.
3. Recall the other side's usual response to such a request.
4. Be candid about the reason for calling the meeting.
5. Don't demean the other side.
6. State the effect the problem has on you and give the other side a chance to do the same.
7. Listen and reflect on what the other side says.
8. Remain calm and rational.
9. Don't ask the impossible.
10. Don't break off negotiations without agreement on at least one item.

E. Preparing for negotiation

The purpose of this role play is to highlight differences between being ready and not being ready for a negotiation session. Coaching by other team members and changing players will allow additional strategy items to emerge. It is important to focus on strategy factors, not drama.

Session N4

Time	*Sequence of Activities*	*Materials*
15 min.	F. Total group discussion 1. Reconvene total group. 2. Have group discuss the differences between the two role plays. 3. Point out the advantages of being ready for a negotiation. 4. Ask for comments on effectiveness of and satisfaction with this session.	
5 min.	G. Concluding remarks	

Points for Discussion

F. Total group discussion

There are no discussion points for this section.

G. Concluding remarks

Restate major points of the session, as summarized in the Strategy Guide.

71

Session N5

The Group Problem-Solving Stage: The Experience

GOALS/OBJECTIVES: Participants will be able to identify some of the difficulties involved in group problem solving once a collaborative effort has begun.

TIME REQUIRED: 1 hour, 15 minutes

EQUIPMENT:

MATERIALS: Handout 1, Kidney Machine Exercise
(All handouts and references are found in *Participant Workbook*.)

PRIMARY METHODS: Individual task work, small group discussion

MEETING ARRANGEMENTS: Drawing 6, Informal Discussion setup
Two large circles of chairs
Two tables, facing each other, with chairs placed on outside so people are facing
(See "Illustrations of Various Meeting Arrangements" in section IV.)

72

Session N5

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks	

1. State the purpose of the problem-solving sessions. (Participants should be seated in an informal circle for the first part of this session.)

2. Illustrate sequence and relationship of activities as shown opposite.

73

The Group Problem-Solving Stage: The Experience

Points for Discussion

A. Opening remarks

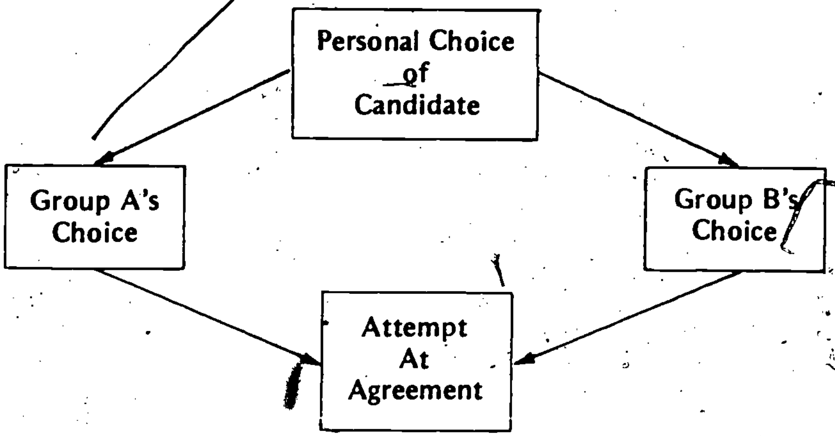
1. The final skill necessary to bring about a successful negotiation is the use of the problem-solving process to negotiate a consensus decision. The purpose of the negotiation is consensus.

    Consensus is defined here as: Group solidarity in sentiment and belief. Consensus brings about unanimity or agreement of all to cooperate. Majority rule is not consensus.

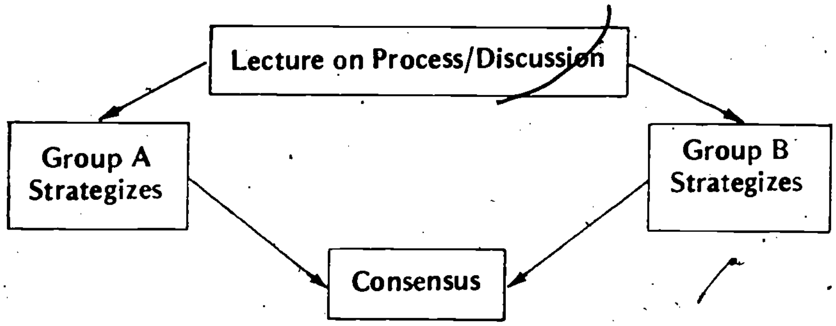
    The purpose of the problem-solving sessions is (1) to provide experience in what is involved when a group attempts to reach a consensus decision; (2) to examine that process and identify its parts so that facility can be gained in practicing it; and (3) to emphasize two of the factors which are key to a successful problem-solving experience.

2. The intended sequence of activities in sessions 5 and 6 is as follows:

Session 5



Session 6



Sessions 7 and 8 illustrate specific techniques and strategies for problem solving.

Session N5

Time	Sequence of Activities	Materials
40 min.	B. Kidney machine exercise	
	1. Distribute handout 1.	B1. Handout 1, Kidney Machine Exercise
	2. Allow time for each individual to read the material and to make his own choice of candidate for the machine.	
	3. Divide participants into two groups. a. hospital administrative staff b. concerned citizens' group	
	4. Explain that each group must select a candidate for the kidney machine within 30 minutes. (The negotiation between the two groups will take place after the break.)	
	5. Have groups review materials and select candidates.	
15 min.	Break	
15 min.	C. Attempt-at-agreement simulation	
	1. Each group is seated behind a table facing the other group. One is group A, the other group B.	
	2. Tell the participants the task for the two groups is to select one mutually acceptable candidate for the kidney machine.	
5 min.	D. Concluding remarks	

The Group Problem-Solving Stage: The Experience

Points for Discussion

B. Kidney machine exercise

Explain that the kidney machine exercise is used to illustrate some of the problems involved in attempts to reach group consensus.

C. Attempt-at-agreement simulation

Trainer should not expect agreement within the allotted time. Do not allow the discussion to go beyond 15 minutes. Remember that it will be continued in the next session.

Do not instruct the groups to select a leader. The simulation will be more realistic if leadership is allowed to emerge.

D. Concluding remarks[8]

In this session the group has had an opportunity to experience what is involved when a group attempts to reach a consensus decision. In the next session the negotiation will continue and the process will be analyzed.

Session N6

The Group Problem-Solving Stage: The Process

GOALS/OBJECTIVES:

1. Participants will apply a five-element group problem-solving model as a measure for examining the activities, discussions, and agreements which took place during the simulation exercise (session 5).
2. Participants will identify consensus on methods of implementation, accountability, and evaluation as the critical aim of the group problem-solving process.

TIME REQUIRED: 1 hour, 45 minutes

EQUIPMENT:

MATERIALS: (All handouts and references are found in *Participant Workbook*.)

Handout 1, Discussion Guide

Handout 2, Kidney Machine Exercise (Have materials used in session 5 available for those who need them.)

PRIMARY METHODS: Lecture, group discussion, and presentation to the total group

MEETING ARRANGEMENTS:

Same settings as previous session (session 5)

Drawing 6, Informal Discussion setup

Two large circles of chairs

Two tables facing each other, with chairs placed so people face each other

(See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N6

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks. State purpose of this session.	
15 min.	B. Lecture on basic elements of a group problem-solving process 1. Brainstorm with the group to elicit alternative methods of problem solving. 2. Explain that the aim of problem solving is consensus. 3. Review the five-step model but emphasize the consensus step as making the principal difference between individual problem solving and group problem solving.	
30 min.	C. Small group discussion and reports	

The Group Problem-Solving Stage: The Process

Points for Discussion

A. Opening remarks

This session is designed to provide an opportunity for participants to reexamine activities and discussions of the previous simulation session in order to identify a process which can be used to cope effectively with future group consensus problems.

The same two groups formed in session 5 for the kidney machine exercise will continue to work together.

B. Lecture on basic elements of a group problem-solving process

1. Most of the trainees have adapted some form of a problem-solving technique for their own administrative use. Have them identify some of these.

   Point out that many forms of problem-solving techniques exist, ranging from a three-step model, to a six-step model, to longer models.

   Present the five-step model, which will be used as a guide for examining the complex personal and group processes involved in the kidney machine simulation.

2. Consensus is defined as group solidarity in sentiment and agreement to action. Consensus is one form of decisionmaking. It is distinguishable and different from majority rule, authority rule, and rule by silence.

   Consensus must be obtained in three areas:

   Implementation — How the agreement will be carried out;
   Accountability — Who is responsible for carrying it out;
   Evaluation — How both sides will know when it is carried out.

3. The five-step process is to

   a. *Define the problem* in terms of its impact on each of the negotiating parties.
   b. *Define the conflict* in terms of the organizational objectives of the two negotiating parties being *different*, but not in opposition.
   c. *Generate possible solutions* creatively, as if each negotiating party placed its highest priority on solving the problem.
   d. *Evaluate solutions* on the basis of optimal impact on the problem.
   e. *Decide on a solution* which includes consensus on methods of implementation, accountability, and evaluation.

C. Small group discussion and reports

Facilitator should circulate and help the discussion along.

The purpose of the comparison is to involve the learner in a process of interaction in group problem solving. Learning comes from this interaction and not from acceptance of the five-step process presented. Trainers should not be alarmed if the five-step process is criticized and modified by the trainees.

Session N6

Time *Sequence of Activities* *Materials*

C. (continued)

1. Distribute handout 1. — C1. Handout 1, Discussion Guide

2. Have participants form the same two working groups as in last session.

3. Assign tasks:
   a. Tell each group to compare its process of the last session with the model process outlined in the Discussion Guide.
   b. Tell each group to select a spokesman who can report to the total group on the last session's process and how it compares with the model process.
   c. Total group reconvenes and each small group reports.

15 min. Break

20 min. D. Strategy for reaching consensus

1. State purpose of next activity.

2. Have each group meet separately to prepare a strategy for the pending joint negotiation session.

3. Explain that each group is to analyze its position in terms of the first four steps in the group problem-solving process model.

4. Have each group select a negotiator for the joint meeting of both groups.

20 min. E. Joint meeting for consensus

1. Have each group sit facing each other.

2. Explain the task, i.e., the two groups are to reach consensus on a candidate for the kidney machine.

3. The negotiators selected by each group are to guide the discussion.

F. Concluding remarks

Points for Discussion

C. (continued)

D. Strategy for reaching consensus

1. Explain that the negotiation to reach consensus about the kidney machine candidate will again be undertaken. The joint meeting of the two groups will be preceded by strategy sessions by each individual group.
2. In the strategy sessions, each group should use the first four steps of the problem-solving model to analyze its position and prepare for the joint consensus meeting.

E. Joint meeting for consensus

2. The group is to implement step 5 of the model, i.e., reach consensus on implementation, accountability, and evaluation.

F. Concluding remarks

Reemphasize that gaining consensus about implementation, accountability, and evaluation is the critical aim of group problem solving through negotiation.

Session N7

The Group Problem-Solving Stage: A Technique

GOALS/OBJECTIVES:

1. By participating in two different communication exercises, participants will be able to state the reasons for the discrepancies in the outcomes of the two exercises.
2. Participants will identify two indispensable activities involved in two-way communication that make it a more productive and satisfying form of communication than one-way communication.
   - question-asking and explanation
   - listening

TIME REQUIRED: 1 hour

EQUIPMENT:

MATERIALS:
(All handouts and references are found in *Participant Workbook*, except references 1 and 2. (See section IV *Trainer Manual*.)

Reference 1, One-Way Communication
Reference 2, Two-Way Communication
Flipchart 1, Record of Responses (Prepare form ahead of time from sample, reference 3.)
Flipchart 2, Record of Responses (Prepare form ahead of time from sample, reference 3.)

PRIMARY METHODS: Individual work, group discussion

MEETING ARRANGEMENTS: Drawing 2, Classroom setup, with as much isolation per participant as possible (See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N7

Time	*Sequence of Activities*	*Materials*
2 min.	A. Opening remarks	
25 min.	B. The communication exercise 1. Phase	
	a. Select a demonstrator from the participants, giving that person time to review reference 1.	B1a. Reference 1, One-Way Communication
	b. Explain to the group that the demonstrator will give them directions for drawing a series of squares, and (1.) they are allowed to ask no questions about the directions and to give no audible answers; (2.) they are to draw the squares exactly as the demonstrator tells them and as quickly as possible.	
	c. At the completion of the drawing, have all participants estimate the number of squares they think they have drawn correctly and tabulate participants' estimates on flipchart 1.	B1c. Flipchart 1, Record of Responses (Prepare diagram ahead of time.)
	2. Phase 2	
	a. Follow directions opposite and have group do phase 2 of the exercise.	
	b. Be sure at the end of the exercise to point out and emphasize the differences between the averages on the two flipcharts.	B2b. Flipchart 2, Record of Responses (Prepare diagram ahead of time.)
	c. Use these differences to highlight the discussion to follow about the advantages of two-way communication.	B2c. Reference 2, Two-Way Communication

The Group Problem-Solving Stage: A Technique

Points for Discussion

A. Opening remarks

For this session, it is important *to omit* any discussion of the purpose of this exercise until the close of the session.

Tell the participants you have a simple exercise for them related to problem solving, the benefits of which will be discussed later in the session.

B. The communication exercise

1. Phase 1

The demonstrator stands at the front of the room with his or her *back to the group*. The demonstrator is to answer no questions, but to follow the instructions on the reference. The demonstrator describes the drawings as he or she sees them.

2. Phase 2

a. The first phase of the exercise is repeated with the following modifications: The demonstrator uses reference 2, he or she faces the group, and is allowed to respond to questions from the group.

b. After the drawing, the facilitator has each of the participants estimate the number of squares each thinks he or she has drawn correctly in the second phase of the exercise and tabulates the *estimates* on flipchart 2. The facilitator then uses charts 1 and 2 to calculate the average *estimated* accuracy for reference 1 and reference 2 and inserts the figures on charts 1 and 2.

c. Next, the group is shown (for the first time) the actual diagrams for two sets of squares (reference 1 and reference 2). Each participant counts the number of squares he or she actually did draw correctly for each diagram.

d. In the last columns of charts 1 and 2, the facilitator tabulates the number of squares the participants have, in fact, drawn *correctly* for each diagram. From these columns, the facilitator determines the averages for references 1 and 2 and records the figures.

Session N7

Time	*Sequence of Activities*	*Materials*
20 min.	C. Discussion of the exercise	
	1. The discussion should bring out the following points. a. Two-way communication is necessary for accuracy and understanding. b. Listening is an essential part of communication. c. It is important to clarify what is said by question asking and explanation. 2. Attempt to elicit the above points from the participants.	
3 min.	D. Summary and purpose See points opposite.	

Points for Discussion

C. Discussion of the exercise

Communication between human beings is hindered not only by the physical, emotional, intellectual, and cultural makeup of the communicators, but also by the conditions under which the communication takes place. The circumstances hampering communication can be environmental, emotional, or verbal-skill oriented, resulting from a host of factors present within the individuals who are attempting to relate, e.g., preoccupations, emotional blocks, hostility, charisma, past experiences, hidden agendas, inarticulateness, stereotyping, physical environment, mind-wandering, defensiveness.

Listening is the first step for effective two-way communication, and then to be sure the message has been heard correctly, further clarification may be sought. The more important the communication, the greater the need to seek clarifying information about what has been said.

). Summary and purpose

The purpose of this exercise has been to focus on one of the skills needed to achieve a consensus, i.e., two-way communication aided by the skill of listening.

We have previously illustrated that two or more persons or groups must trade off personal or corporate objectives in order to reach consensus in decisionmaking. Mutual understanding is critical to such a process, and each party must make a special effort to listen to what others say and be willing to provide additional information as needed to reach this understanding.

The purpose of the demonstrations in this session has been to show the advantage of two-way over one-way communication in achieving mutual understanding.

Session N8

The Group Problem-Solving Stage: A Strategy

GOALS/OBJECTIVES:	Participants will identify successful and destructive strategies used in a conflict situation and select the problem-solving strategy which has the best chance of success.
TIME REQUIRED:	1 hour, 30 minutes
EQUIPMENT:	
MATERIALS: (All handouts and references are found in *Participant Workbook*, except reference 1. (See section IV, *Trainer Manual*.)	Reference 1, Explanation of the Game Handout 1, Prisoners' Dilemma Tally Sheet Flipchart 1, Prisoners' Dilemma Tally Sheet (Prepare ahead of time from handout 1.)
PRIMARY METHODS:	Simulation exercise, large group discussion
MEETING ARRANGEMENTS:	Drawing 6, Informal Discussion setup (one circle for each team in far corners of room, two chairs in center of room.) Drawing 1, Round Table setup (See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N8

Time	Sequence of Activities	Materials
	A. Preparation Be sure to read reference 1 before starting the session.	A. Reference 1, Explanation of the Game
5 min.	B. Opening remarks The facilitator should say no more than is suggested under Points for Discussion. This is necessary for the game to be successful.	B. Flipchart 1, Tally Sheet (Prepare from handout 1.)
10 min.	C. Instructions for the game	
	1. Divide the group into teams, red team and blue team.	
	2. Pass out handout 1 and allow time for examination.	C2. Handout 1, Prisoners' Dilemma Tally Sheet
	3. Separate the two teams, so that they are seated apart from one another. There is to be no communication with the other team in any way, verbally or nonverbally, except as directed by the facilitator.	
	4. Have each team select a representative to carry the group's decision to the facilitator.	
50 min.	D. Playing the game	
	1. Start round 1. Tell the teams that they will have 3 minutes to make a team decision, to be recorded on handout 1. Instruct them not to write their decisions until you signal that time is up, so that they will not make hasty decisions.	
	2. The representative of each team brings the team's written choice to the facilitator. The facilitator announces the choices and marks each team's choice on flipchart 1.	
	3. Rounds 2 and 3 are conducted in the same way as round 1.	

The Group Problem-Solving Stage: A Strategy

Points for Discussion

A. **Preparation**

There are no discussion points for this section.

B. **Opening remarks**

The facilitator is to tell the group very little about the game and nothing about its goal. It is suggested that the facilitator read to the participants the first paragraph of reference 1 and explain the Payoff Schedule appearing on flipchart 1.

(It is suggested the facilitator try out the game with a few individuals before the session.)

C. **Instructions for the game**

A large room is best, with the two teams in far corners, and the facilitator with flipchart 1 in the center. Two chairs should also be placed near the center of the room.

D. **Playing the game**

1. Each person may keep a record of the [illegible] decisions on handout 1.

Session N8

Time | *Sequence of Activities* | *Materials*

D. (continued)

4. Round 4 is announced as a special round, for which the payoff points are doubled. Each team is instructed to send one representative to the chairs in the center of the room to confer. After representatives have conferred for 3 minutes, they return to their teams. Teams then have 3 minutes, as before, in which to make their decisions, which are then recorded. Remind the teams that points indicated by the Payoff Schedule are doubled for this round only.
5. Rounds 5 through 8 are conducted in the same manner as the first three rounds.
6. Round 9 is announced as a special round in which the payoff points are squared: +3 = +9; -3 = -9. (Note that the minus sign is retained.) Team representatives meet for 3 minutes; then the teams meet for 5 minutes to make choices which are then recorded.
7. Round 10, the final round, is handled exactly as round 9 was. Payoff points are squared.

25 min. E. Discussion

1. Bring the teams together for a large group discussion.
2. Review the course of the game.
3. Discuss with the participants the various strategies they used and the beneficial effect of the win-win strategy.

F. Conclusions

Points for Discussion

D. (continued)

4. There is no need to prompt the teams as to what should be discussed by the team representatives. As indicated in reference 1, it is likely the teams will want to discuss strategy with the other team, either from a sincere motive of helping each other or from a desire to profit themselves alone.

6. Feelings should be high now. Depending on the teams' tallies to this point and on their strategies and trust, they will feel that they have a chance now to win "big," or salvage some respect.

E. Discussion

Have participants discuss their win-lose feelings and the greater satisfaction of a win-win posture. Point out the need for mutual trust. Discuss the consequences for future negotiating relationships when a team seeks only the highest possible score for itself on a single occasion.

Conclusions

The game is intended to illustrate the merits of a collaborative posture in intragroup and intergroup negotiating relations. In this framework the win-lose attitude usually fails. The exercise identifies a successful collaboration strategy, the win-win strategy. With this type of strategy planned and plotted, the negotiation process has a much greater chance of success.

Session N9 Application Task: A Negotiation Model

GOALS/OBJECTIVES:	Participants will construct sample negotiation models which will take the form of checklists of reminder questions to be used as an aid in planning a negotiation strategy for use with the problem target group identified earlier.
TIME REQUIRED:	1 hour, 30 minutes
EQUIPMENT:	Easel, newsprint, felt pens
MATERIALS: (All handouts and references are found in *Participant Workbook*.)	Flipchart 1, Objectives of Negotiation Sessions (Prepare ahead of time from the objectives listed on the first page of sessions N1-N8.) Handout 1, Model of Negotiation Process (a) Handout 2, Model of Negotiation Process (b)
PRIMARY METHODS:	Large group and small group work
MEETING ARRANGEMENTS:	Drawing 6, Informal Discussion setup Drawing 4, Workshop setup (three tables spaced for privacy) (See "Illustrations of Various Meeting Arrangements" in section IV.)

Session N9

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks	
	1. State the purpose of this session.	
	2. Review the series of exercises on Negotiation, using flipchart 1.	A2. Flipchart 1, Objectives of Negotiation Sessions
	B. Constructing a negotiation model	
5 min.	1. Divide group into three specialty teams.	
	a. Refer to step 5 of the group problem-solving process, and recall the importance of reaching consensus on methods of implementation, accountability, and evaluation. Redefine each of the three areas.	
	b. Assign each group one of the three consensus areas as its specialty for critiquing other's plans in the next session.	
5 min.	2. Explain the task of constructing a negotiation model.	
	a. Work groups for this session will be the same as the specialty groups. Each group will develop a model for negotiation.	
	b. Review guidelines and options. (See opposite.)	
	c. Have each group select a recorder and a reporter. Each group will have 5 minutes to present its model after the work period.	
	d. Answer questions.	
	e. Distribute handouts 1 and 2 as examples of an acceptable negotiation model.	B2e. Handout 1, Model of Negotiation Process (a) B2e. Handout 2, Model of Negotiation Process (b)

Application Task: A Negotiation Model

Points for Discussion

A. Opening remarks

1. The purpose of this exercise is to build a model of the process of negotiation.

   The model is intended to be a guide in preparing negotiation strategies for use with those individuals, groups, organizations, and agencies participants must collaborate with in their work.

   In the next session, each participant will use his or her own version of the model in an exercise dealing with the resource group for the problem target group which the participant identified in the Community Assessment sessions.

B. Constructing a negotiation model

1. Even though the specialty teams will not function in this capacity until the following session, there is an advantage to identifying them early to give each member a chance to be comfortable with this upcoming specialist's role. Participants are to be ready to act as specialists in their assigned roles in the next session.

2. Guidelines for model construction

   - Cover the three major elements of diagnosis, initial contact, and group problem solving.
   - Include a checklist of "things to do" to implement the negotiation, which can be kept for later referral.
   - Make model comprehensive and detailed.

   Options for format

   The model may:

   - be a visual representation or picture of the process,
   - include any step-by-step guides already formulated during this seminar (i.e., it may simply be a "cut-and-paste" version of what we have already done),
   - be handwritten, or typed and photocopied,
   - be sketched on newsprint,
   - be dramatically presented, such as in a play, a song, or a dance. (This method should also include a written checklist as a component.)

Session N9

Time	Sequence of Activities	Materials
45 min.	C. Small groups work on task Circulate and answer questions.	
30 min.	D. Presentation of models	

1. Reconvene the group and have each work group present its model.
2. Conduct discussion on the completeness and adequacy of each model.

E. Conclusion

Points for Discussion

C. Small groups work on task

There are no discussion points for this section.

D. Presentation of models

Focus on good points and how models can be improved. Keep models on display throughout the remainder of the program.

E. Conclusion

In constructing their models, the teams have reviewed the negotiation process. Next, the models will be applied to a practical situation.

96

Session N10 Application Task: Target Group Strategy

GOALS/OBJECTIVES:	Individually, participants will use a sample negotiation model to write a negotiation strategy for approaching and dealing with a specific resource group previously identified in the Community Assessment exercises.
TIME REQUIRED:	2 hours
EQUIPMENT:	Pads and pencils for each participant, flipchart, felt pens
MATERIALS:	Team negotiation models from previous exercise, and each participant's completed Community Assessment materials from first part of course. Handout 1, Lapel tags labeled: *Accountability, Implementation, Evaluation* (Prepare enough for members of the three teams.) *A fifth day can consist of the final evaluation, debriefing, and closing activities (optional).
PRIMARY METHODS:	Individual task assignments, large group discussion
MEETING ARRANGEMENTS:	Drawing 6, Informal Discussion setup Drawing 4, Workshop setup (See "Illustrations of Various Meeting Arrangements" in section IV.)

97

Session N10

Time	Sequence of Activities	Materials
5 min.	A. Opening remarks State purpose of this session.	
45 min.	B. Individual task work 1. Explain the three parts of the individual task. a. Writing goals b. Outlining a strategy c. Stating activities for reaching goals.	
	2. These three steps may be written on a flipchart as they are explained.	B2. Flipchart, felt pen
	3. Give group 45 minutes to complete individual work.	B3. Pads, pencils
	4. Distribute lapel tags to members of specialty teams.	B4. Handout 1, lapel tags
30 min.	C. Specialty area signoff 1. After completion of individual task work, participants are to have their work reviewed and initialed by a member from specialty teams of which they are not members. 2. Individual refreshment breaks may be taken during this period.	

Points for Discussion

A. Opening remarks

The purpose of this session is for participants to practice the application of one of the models of negotiation which they have just developed to the resources within the target problem group which they have already identified.

The group members have studied the negotiation process as a means of encouraging community resource groups to take action on an alcohol problem. Now they will have a chance to do the type of thinking and paper and pencil work necessary to prepare for such an action when they return home.

B. Individual task

1. Based upon the negotiation model each has completed and the Community Assessment materials describing his or her target group, each participant is to *write a negotiation goal(s)* explicitly stating the action an identified community resource group is to take for attacking the [illegible] target group problem.

Each participant is to outline a negotiation strategy for achieving his or her goal(s). The strategy outline must cover Diagnosis, Initial Contact, and Problem Solving, and include details for assuring each of the three consensus areas: accountability, implementation and evaluation.

Each participant [illegible] specify those activities which he or she must accomplish within the next 30 days [illegible] to be achieved.

C. Specialty area signoff

The purpose of this activity is to encourage discussion and to provide feedback on each participant's stated strategy. The trainer's job is to encourage discussion about the plan, focusing on how each strategist will know that the goal of the plan has been reached.

Each participant must take his or her plan to a member of each of the other two specialty areas and request the specialist to read his or her plan and "O.K" it for accountability, implementation, or evaluation.

Session N10

Time	Sequence of Activities	Materials
30 min.	D. Large group analysis	
	1. Participants are seated in a large circle.	
	2. In turn, each person announces a. The goal for his/her target group problem. b. The 30-day activities for achieving the goal.	
	3. The rest of the group comments on each person's plan.	
	4. Strong points should be noted and suggestions made for improvement.	
10 min.	E. Concluding remarks	

Application Task: Target Group Strategy

Points for Discussion

D. **Large group analysis**

The purpose of this activity is to further encourage discussion and feedback.

E. **Concluding remarks**

The task just completed has involved the use of the content of both the Community Assessment and Negotiation sections of this week's work. During the Community Assessment phase, we identified community groups needing alcohol program services. We then explored both the unique problems and resources of those groups. During the Negotiation phase, we planned a strategy for reaching problem groups and utilizing identified resources. Now what remains to be done is to return home and attempt to apply these strategies. The materials developed here by each participant have been planned to assist in on-the-job tasks.

Handouts and Reference Materials

The following handouts and reference materials are to be prepared by the trainer and distributed at the time of the pertinent session. They are not included in the *Participant Handbook* because to see the materials in advance would dilute the effectiveness of the exercises involved.

102

Handout 3—Collaboration Checklists

The following checklists can help participants generate a community resource directory for use in an alcoholism agency. Existing sources of information (such as city or county directories of health and social services agencies) should be a starting point in developing this agency tool.

Kinds of Groups To Work With

A. Persons committed to improving the community alcoholism programs
B. Persons providing alcohol treatment services
C. Persons operating industrial programs for troubled employees
Persons providing outreach and referral services
Recovering alcoholics, including persons who have successfully used different treatment modes
Relatives and friends of alcoholics
Representatives of health treatment agencies
Representatives from education and prevention agencies
Representatives from professional associations
Representatives from different target groups
K. Representation of all segments of the community
L. Public
M. Representatives of major human services agencies, public and private
N. Representatives of planning agencies
O. Persons with technical skills—such as in population studies, needs analysis, fundraising and program evaluation
P. Representatives of the religious community

Debriefing Guidelines

These questions can be used to get verbal reactions from participants after the training program is concluded. The resulting information will complement the data collected on session rating forms (if used) and the final reaction form.

What specific topics or sessions did you like? dislike? For what reasons?

2. How can specific topics or sessions be improved?

3. Which methods are most effective? Ineffective?

4. How can the instructor's role be improved?

5. In general, will the content covered be useful to you on your job? If not, why not?

6. Were the day's activities in keeping with the session goals and objectives? Were the objectives achieved?

7. What other general comments or recommendations do you have?

Typical Community Service Agencies

Adult and vocational education departments of State, cities, and counties
Al-Anon
Alateen
Alcohol Safety Action Projects
Alcoholics Anonymous
American Cancer Society chapters
American Foundation for the Blind
American National Red Cross
Army community services
Blind, Services for the
Boy Scouts of America
Boys Clubs
Churches
Community Action Agencies
Community clinics
Community counseling centers
Community mental health centers of local government jurisdictions
Community relations departments
Community services associations
Community treatment centers
Courts
Crises intervention centers
Diabetes associations
Drug abuse agencies
Family counseling centers
Family services, State department of offender rehabilitation
Girl Scouts of America
Girls Clubs
Goodwill Industries
Head Start Centers
Health departments
Hospitals
Humane Society
Legal Aid Groups
Medical centers

Neighborhood associations
Pensions and security departments
Public health departments
Salvation Army
Social Security Administration
Social service bureaus
Training and employment services
United Fund
Veterans services departments
Vocational rehabilitation services
Volunteer services
Welfare departments

Handout 2—The Policy Meeting (role description)

Lyons' Role

- Lyons thinks public facilities are not sufficiently professional and not adequate for his kind of clientele.
- Lyons believes in long-term treatment.
- He needs referrals, but he doesn't want to risk a public political fight.
- He feels a comprehensive system is of dubious value, but will comply if he could see some increase in the quantity and quality of the county's public service.
- His strategy is to preserve the status quo because he cannot benefit without long-term, massive public support.

Handout 3—The Policy Meeting (role description)

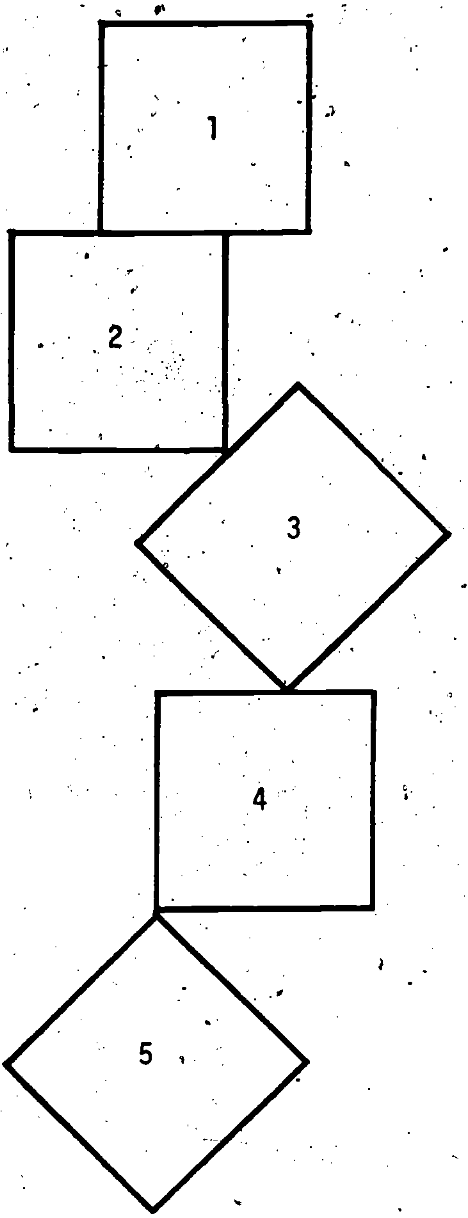
Peterson's Role

- Peterson knows that a more comprehensive system is inevitable and he agrees with this concept.
- However, in Sansagusta, he sees Lyons as an obstacle because Lyons' facilities are, he thinks, a "rip-off."
- He is required to try to get Lyons' cooperation because of the State's emphasis on comprehensive service.
- Because comprehensive service planning is still in the developing stage, he sees a way of making a name for himself in this small town.
- He must find a way to coerce Lyons, because Lyons holds the power.
- His agenda includes getting Lyons to do better evaluation and refer some of his patients to the county.
- His power is to withhold referrals and threaten a public exposure of Lyon's inadequate evaluation and intake criteria.

108

DO NOT COPY THIS PAGE

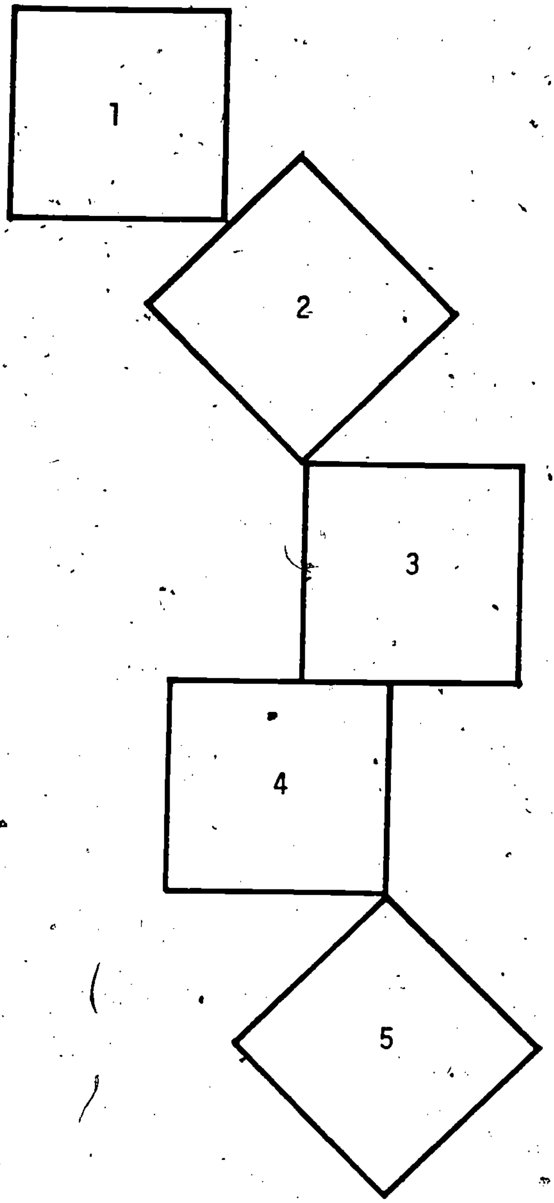
Reference 1
One-Way Communication



INSTRUCTIONS: Study the figures above. With your back to the group, you are to instruct the members of the group to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

Reprinted by permission from "One-Way, Two-Way: A Communications Experiment," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training*, Volume I (Rev.). La Jolla, Calif.: University Associates, 1974, pp. 13-18.

Reference 2
Two-Way Communication



NSTRUCTIONS: Study the figures above. Facing the group, you are to instruct the members how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.

Reprinted by permission from "One-Way, Two-Way: A Communications Experiment," J. William Pfeiffer and John E. Jones (eds.), A *Handbook of Structured Experiences for Human Relations Training*, Volume I (Rev.). La Jolla, Calif.: University Associates, 1974, pp. 13-18.

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Reference 1—Explanation of the Game

This exercise is a game which poses a dilemma for both teams. The analogy is taken from a "risk taking" situation similar to that experienced by guilty prisoners being interrogated by the police. Before interrogating prisoners suspecte of working together, the questioner separates them and tells each one that the other has confessed and that, if they both confess, they will be less severely penalized. The prisoners' dilemma or risk is that they may confess when they should not or they may fail to confess when they really should. (*The facilitator carefully avoids discussing goals.*)

The participants are divided into two teams, the Red Team and the Blue Team. For 10 successive rounds, the Red Tear will choose either an A or a B, and the Blue Team either an X or a Y. The dilemma facing each team is: Which letter should be chosen to bring a profitable result? The score each receives in a round is determined by the following pattern of choices:

	Red Team chooses	and	Blue Team chooses	Score
If	A		X	Both +3
If	A		Y	Red −6 Blue +6
If	B		X	Red +6 Blue −6
If	B		Y	Both −3

Since the players do not know the goal of the game, the teams will have little or no motivation in choosing any letter for the first round. However, they will have the Payoff Schedule in front of them. This shows that a plus score for themselves involves either a +3 for the other team or a −6 for the other team. Immediately they must begin to think in terms of a modest plus for themselves and for the other team, or a larger gain for themselves with a large minus for the other team. They will begin to realize there are risks for themselves since the other team's motivation and thinking is unknown at this point. After the first few rounds they should begin to see the advantage of negotiating a win strategy for both teams.

The motivation of each team becomes clear as the game proceeds. Are they out to help each other? Are they out to "win" at the expense of the other? Before round 4, a meeting of team representatives should be most welcome. If both teams have adopted a "win-win" strategy, then the AX combination will be decided on. However, the problem of trusting the other team then will arise. These feelings and motives should be brought out in the discussion following the game.

Reprinted by permission from "Prisoners' Dilemma: An Intergroup Competition," J. William Pfeiffer and John E. Jones (eds.), *A Handbook of Structured Experiences for Human Relations Training*, Volume III (Rev.). La Jolla, Calif.: University Associates, 1974, pp. 52-56.

Appendixes

112

PURCHASE INFORMATION FOR RESOURCE MATERIALS

The trainer will need a copy of the following books because they contain important content covered in various sessions of the training program. All handouts, including those reproduced with permission of the publishers of these works, are included in the *Participant Workbook*.

Understanding Your Community (Session CA5)

Development Press
Box 1016
Oakville, Ontario, Canada

$2.00 each; 20% discount when ordering 50 copies

A Problem Solving Program (Session N2)

Learning Resources Corporation
2817 Dorr Avenue
Fairfax, Va. 20030

$8.00 for a package of 20

Planning for Change (Session N2)

Leadership Resources, Inc.
1 First Virginia Plaza
6400 Arlington Boulevard
Falls Church, Va. 22044

$1.50 each for 1-9 copies; $1.25 each for 10-99 copies; $1.00 each for 100-349 copies. $.85 each for 350 or more copies

Goal Analysis (Session N3)

Lear Siegler, Inc./Fearon Publishers
6 Davis Drive
Belmont, Calif. 94002

$2.36 each when ordering 5 or more copies

ASSESSMENT FORMS AND TABULATION SHEETS

A Note to the Trainer Regarding Needs Assessment:

The target audience for whom this training program was designed is described on page 2 in section I of this manual. On the following pages are forms to help determine more precisely the needs and interests of the target audience as a basis for planning a minicourse or some other modification of the total course.

Two sets of forms are provided: one for selecting a minicourse and one for selecting individual sessions. Each set consists of two parts: an assessment form to send to prospective participants and worksheets for tabulating their responses.

The assessment form should be sent to prospective participants along with a cover letter announcing the course dates, location, and other descriptive information, as well as instructions for completing and returning the form.

The tabulation of responses can be accomplished by using the appropriate worksheets. Step-by-step instructions are included for determining the minicourse or session most participants are interested in.

The assessment forms and tabulation worksheets provided are:

Minicourse Assessment Form
Tabulation of Minicourse Assessment Forms
Session Assessment Form
Tabulation of Session Assessment Forms

Please note that these forms are provided only as models and may be adapted by the trainer to fit a particular situation.

113

Mini-Course Assessment Form

(for 1- to 2-days' training)

The training program you are invited to apply to attend will last: (to be checked by trainer)

½ day	/______/
1 day	/______/
2 days	/______/

****

In the space provided below, rank the following mini-course topics in the order that represents your strongest training needs. (1 = strongest; 5 = weakest).

(A) *Selecting a Program Focus*—how to select an organization's high priority target groups for a program focus. (1 day)*

(B) *Analyzing Target Group Alcohol Problems*—how to derive and analyze the alcohol problems of a selected target group. (½ day)*

(C) *Planning To Work With Other Agencies*—how to plan collaborative endeavors with other organizations. (½ day)

(D) *Working With Other Agencies*—how to approach and work with other community groups. (1 day)

(E) *Collaborative Models and Strategies*—how to build a model and strategy for dealing with other agencies and groups. (½ day)

	Letter	Full Title of the Minicourse
1.		
2.		
3.		
4.		
5.		

---

*Participants are reminded to bring their agency's current grant application, annual plan, or basic planning document because they will be needed in these minicourses.

Tabulation of Participant Assessment Forms

(for 1- to 2-day program)

1. Count up the number of 1 ratings received for each minicourse and multiply by five to get course score

Minicourse	# of 1 ratings		Score
A. Selecting a Program Focus		X 5	
B. Analyzing Target Group Alcohol Problems		X 5	
C. Planning To Work With Other Agencies		X 5	
D. Working With Other Agencies		X 5	
E. Collaborative Models and Strategies		X 5	

2. Count up the number of 2 ratings received for each minicourse and multiply by four to get score:

Minicourse	# of 2 ratings		Score
A. Selecting a Program Focus		X 4	
B. Analyzing Target Group Alcohol Problems		X 4	
C. Planning To Work With Other Agencies		X 4	
D. Working With Other Agencies		X 4	
E. Collaborative Models and Strategies		X 4	

3. Count up the number of 3 ratings received for each minicourse and multiply by 3 to get score:

Minicourse	# of 3 ratings		Score
A. Selecting a Program Focus		X 3	
B. Analyzing Target Group Alcohol Problems		X 3	
C. Planning To Work With Other Agencies		X 3	
D. Working With Other Agencies		X 3	
E. Collaborative Models and Strategies		X 3	

4. Count up the number of 4 ratings received for each minicourse an[illegible] to get score:

Minicourse	[illegible]tings	Score
A. Selecting a Program Focus	X 2	______
B. Analyzing Target Group Alcohol Problems	X 2	______
C. Planning To Work With Other Agencies	X 2	______
D. Working With Other Agencies	X 2	______
E. Collaborative Models and Strategies	X 2	______

5. Count up the number of 5 ratings received for each minicourse and make that number the score:

Minicourse	# of 5 ratings	Score
A. Selecting a Program Focus		______
B. Analyzing Target Group Alcohol Problems		______
C. Planning To Work With Other Agencies		______
D. Working With Other Agencies		______
E. Collaborative Models and Strategies		______

6. Add score of each minicourse under 1-5 to get cumulative scores:

Minicourse	Score from 1	Score from 2	Score from 3	Score from 4	Score from 5	Total
A. Selecting a Program Focus						
B. Analyzing Target Group Alcohol Problems						
C. Planning To Work With Other Agencies						
D. Working With Other Agencies						
E. Collaborative Models and Strategies						

7. Select as many of the minicourses with the highest scores as you need to fill the time available for training.

Session Assessment Form

In the space provided below, rank the five most important session topics in the order that represents your strongest training needs. (1 = strongest; 5 = weakest)

(A) "Data Profile I: Clients in Treatment"—how to develop a programmatically useful profile of clients. (1½ hrs.)*

(B) "Data Profile II: Community Characteristics"—how to construct a comprehensive community profile. (2 hrs.)*

(C) "Group Assessment Model"—analyzing community characteristics as a context of interpreting data about alcohol problems. (1¾ hrs.)

(D) "Group Assessment Application"—practice in applying a "social compass" to a specific community problem (1½ hrs.)

(E) "The Diagnosis Stage: A Technique"—selecting problems for collaborative solution; selecting groups to address problems requiring collaboration. (1¼ hrs.)

(F) "The Initial Contact Stage: A Strategy Guide"—how to approach representatives from groups that are potential collaborators. (1¼ hrs.)

(G) "The Group Problem-Solving Stage: The Experience"—understanding the problems that result when groups cannot concur on a common approach to a mutual problem. (1¼ hrs.)

(H) "The Group Problem-Solving Stage: The Process"—how to lead groups to a consensus. (1¾ hrs.)

(I) "The Group Problem-Solving Stage: A Technique"—how to foster two-way communication with representatives of other community groups. (1 hr.)

(J) "The Group Problem-Solving Stage: A Strategy"—how to negotiate differences that emerge while working with other groups. (1½ hrs.

Letter Full Title of the Session

1. ______________________________

2. ______________________________

3. ______________________________

____

____

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*Participants are reminded to bring their current grant application, annual plan, or basic planning document because it will be needed for these sessions.

Tabulation of Participant Assessment Forms

(for conducting individual sessions)

1. Count up the number of 1 ratings received for each session and multiply by five to get course score.

Session	# of 1 ratings		Score
A. Data Profile I: Clients in Treatment		X 5	______
B. Data Profile II: Community Characteristics		X 5	______
C. Group Assessment Model		X 5	______
D. Group Assessment Application		X 5	______
E. The Diagnosis Stage: A Technique		X 5	______
F. The Initial Contact Stage: A Strategy Guide		X 5	______
G. The Group Problem-Solving Stage: The Experience		X 5	______
H. The Group Problem-Solving Stage: The Process		X 5	______
I. The Group Problem-Solving Stage: A Technique		X 5	______
J. The Group Problem-Solving Stage: A Strategy		X 5	______

2. Count up the number of 2 ratings received for each session and multiply by four to get score.

Session	# of 2 ratings		Score
A. Data Profile I: Clients in Treatment		X 4	______
B. Data Profile II: Community Characteristics		X 4	______
C. Group Assessment Model		X 4	______
D. Group Assessment Application		X 4	______
E. The Diagnosis Stage: A Technique		X 4	______
F. The Initial Contact Stage: A Strategy Guide		X 4	______
G. The Group Problem-Solving Stage: The Experience		X 4	______
H. The Group Problem-Solving Stage: The Process		X 4	______
I. The Group Problem-Solving Stage: A Technique		X 4	______
J. The Group Problem-Solving Stage: A Strategy		X 4	______

120

3. Count up the number of 3 ratings received for each session and multiply by three to get score:

Session	# of 3 ratings	Score
A. Data Profile I: Clients in Treatment	X 3	
B. Data Profile II: Community Characteristics	X 3	
C. Group Assessment Model	X 3	
D. Group Assessment Application	X 3	
E. The Diagnosis Stage: A Technique	X 3	
F. The Initial Contact Stage: A Strategy Guide	X 3	
G. The Group Problem-Solving Stage: The Experience	X 3	
H. The Group Problem-Solving Stage: The Process	X 5	
I. The Group Problem-Solving Stage: A Technique	X 3	
J. The Group Problem-Solving Stage: A Strategy	X 3	

4. Count up the number of 4 ratings received for each session and multiply by two to get score:

Session	# of 4 ratings	Score
A. Data Profile I: Clients in Treatment	X 2	
B. Data Profile II: Community Characteristics	X 2	
C. Group Assessment Model	X 2	
D. Group Assessment Application	X 2	
E. The Diagnosis Stage: A Technique	X 2	
F. The Initial Contact Stage: A Strategy Guide	X 2	
G. The Group Problem-Solving Stage: The Experience	X 2	
H. The Group Problem-Solving Stage: The Process	X 2	
I. The Group Problem-Solving Stage: A Technique	X 2	
J. The Group Problem-Solving Stage: A Strategy	X 2	

5. Count up the number of 5 ratings received for each session and make that number the score.

Session	# of 5 ratings	Score
A. Data Profile I: Clients in Treatment		
B. Data Profile II: Community Characteristics		
C. Group Assessment Model		
D. Group Assessment Application		
E. The Diagnosis Stage: A Technique		
F. The Initial Contact Stage: A Strategy Guide		
G. The Group Problem-Solving Stage: The Experience		
H. The Group Problem-Solving Stage: The Process		
I. The Group Problem-Solving Stage: A Technique		
J. The Group Problem-Solving Stage: A Strategy		

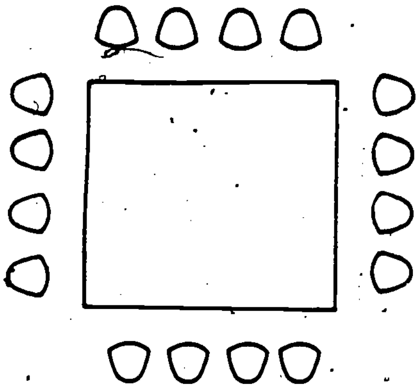
6. Add score of each session under 1-5 to get cumulative scores:

Session	Score from 1	Score from 2	Score from 3	Score from 4	Score from 5	Total
A. Data Profile I: Clients in Treatment						
B. Data Profile II: Community Characteristics						
C. Group Assessment Model						
D. Group Assessment Application						
E. The Diagnosis Stage: A Technique						
F. The Initial Contact Stage: A Strategy Guide						
G. The Group Problem-Solving Stage: The Experience						
H. The Group Problem-Solving Stage: The Process						
I. The Group Problem-Solving Stage: A Technique						
J. The Group Problem-Solving Stage: A Strategy						

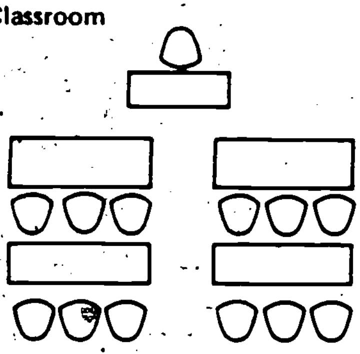
7. Select the session(s) with the highest score.

ILLUSTRATIONS OF VARIOUS MEETING ARRANGEMENTS

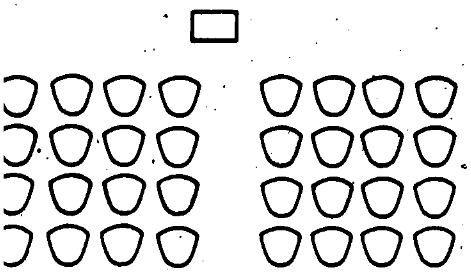
1. Round Table Discussion



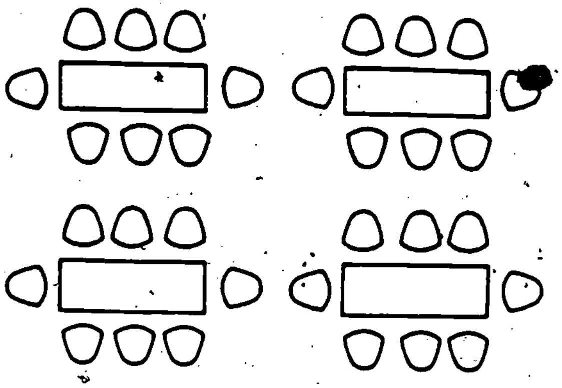
2. Classroom



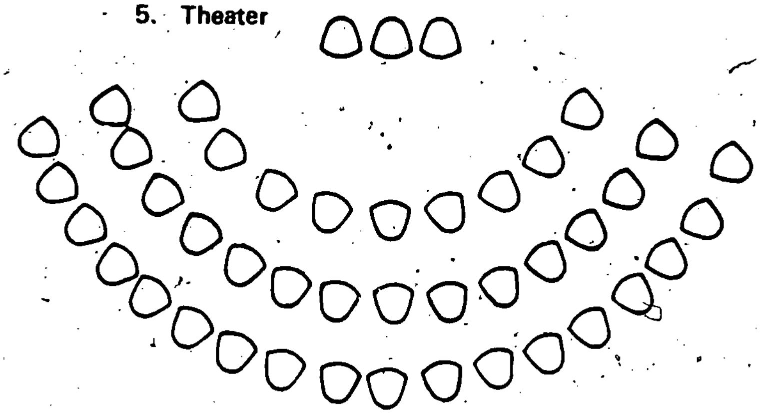
3. Auditorium



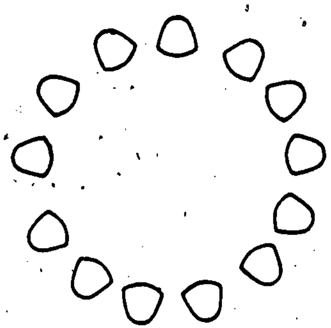
4. Workshop



5. Theater



6. Informal Discussion



SYMBOLS: ◯ Chair ▭ Desk or Table □ Podium

SAMPLE PRESENTATION CUE CARDS

(actual size 5 x 8)

media
materials
equipment

Session N4

Title: The Initial Contact Stage: A Strategy Guid

A. Opening remarks (10 minutes)

- Previous session focused on need for clear goals and objectives
- Purpose of this session—to identify some additional factors necessary for thorough negotiation preparatio

B. Role play: The policy meeting (15 minutes)—

Handouts 1-4

Assign players and give problem statement and [illegible]ective role descriptions prior to session

- Purpose: demonstrate frustrations resulting if no advance preparation
- Procedure: distribute handouts 1 and 4 to audience
  participants read problem statement
  ask for questions
  start role play; continue no longer than 10 minutes

C. Group discussion

- Ask players what frustrated them.
- Ask observers to comment.
- Brainstorm obstacles.

flipchart

---

media
materials
equipment

Session N4

Title: The Initial Contact Stage: A Strategy Guide

D. Lecture (10 minutes)—

- Diagnosis Stage: determine nature of conflict and state priorities
- Initial Contact: initiate an *effective* confrontation
- Elements of a strategy
  - rank goals in order of personal importance.
  - determine goals and priorities of the other side.
  - recall the other side's *usual* response.
  - be candid about the reason for calling the meeting.
  - don't demean the other side.
  - state the effect the problem has on you and give the other side a chance to do the same.
  - listen and reflect on what the other side says.
  - remain calm and rational.
  - don't ask the impossible.
  - don't break off negotiations without agreement on at least one item.

eparing for negotiation (20 minutes)—

- Divide trainees into two groups.
- Distribute strategy guide. — Handout 5
- Assign a role to each group; each group picks a member to play the role.
- Distribute handouts 1–4 to participants appropriately (one group gets handout 2; one group gets handout 3; all get 1 and 4. — Handouts 1–4

EVALUATION INSTRUMENTS

Participant Pre/Post Cognitive Test

(to be administered at the beginning and end of the course)

Participant's Name ____________ Date ____________

1. On the list below, check the information necessary to describe the makeup of a total community (community profile).

________ a. average age of population

________ b. marital status of population

________ c. juvenile court referrals

________ d. incidence/prevalence of alcoholism

________ e. arrest records

________ f. alcohol program budget

________ g. size of transient population

________ h. employment data

________ i. description of governmental structure

________ j. average income of population

________ k. educational level of population

________ l. political affiliation of population

________ m. data on causes of traffic accidents

________ n. community service agencies

2. On the list below, check the information necessary to accurately plan a community alcohol service program (description of community's alcohol problems and resources).

________ a. average age of population

________ b. marital status of population

________ c. juvenile court referrals

________ d. incidence/prevalence of alcoholism

________ e. arrest records

________ f. alcohol program budget

________ g. size of transient population

________ h. employment data

________ i. description of governmental structure

________ j. average income of population

________ k. educational level of population

________ l. political affiliation of population

________ m. data on causes of traffic accidents

________ n. community service agencies

3. Add at least three additional kinds of information which are critical to planning a community alcohol service program.

4. Specify at least three important categories of information *about your community* which are missing from your own community data which are necessary for a full description of the:

Total Community	Alcohol Problems and Resources

5. What is the purpose of negotiation?

6. Name three major steps in the negotiation process.

7. Name two essential ingredients in preparing for negotiation.

8. Name at least two factors which are basic to successful negotiation.

Answer Key
Participant Pre/Post Cognitive Test

Source of Content

1\.
a. ✓ i. ____
b. ✓ j. ✓
c. ____ k. ✓
d. ____ l. ____
e. ____ m. ____
f. ____ n. ____
g. ____
h. ✓

Session CA3, handout

A case should be made for including g, i, and n as well.

2\.
a. ✓ i. ____
b. ✓ j. ✓
c. ✓ k. ✓
d. ✓ l. ✓
e. ✓ m. ✓
f. ✓ n. ✓
g. ____
h. ✓

Session CA2, handout 1

In addition to the problem indicators, data on the client population should be collected using the same categories as for the general population, i.e., age, sex, etc.

3\. Sample items are listed below. Neither list is exhaustive.

Trainer background and participant contributions.

Nature of problem

a. size of special target populations
  Youth
  Women
  Minorities
  Elderly,

b. underserved groups or areas

	Source of Content
3. (continued) c. hospital records on alcohol-related illness d. statistics on alcohol-related crimes, including child abuse e. community standards regarding drunkenness and drinking Resources a. referral agencies b. funding sources c. funding procedures d. volunteers e. community social, health, religious, and educational services	
4. Subjective response (in reviewing the posttest, look for new or additional indicators not mentioned on the pretest).	
5. The aim of negotiation is to resolve conflict with a compromise or solution which is mutually satisfying to all parties involved.	*Participant Workbook*, Session N1
6. Negotiation involves three basic steps: a. diagnosis b. making initial contact c. problem solving with other groups involved	Session N1
7. Establish clear goals and objectives; and develop a strategy for the initial contact.	Session N4
8. Successful negotiation depends upon: a. ability to determine the nature of the conflict b. effective initiation of the confrontation c. ability to hear the other's point of view d. utilization of problem-solving processes to bring about consensus	*Participant Workbook*, Session N1

Session Title ______________________ **Date** ______________________

Participant Post Session Rating Form

(administered at end of each session)

Please circle the response which most accurately reflects your reaction to this session.

1. Relevance of session content to your needs:

Highly Relevant		Adequate		Very Irrelevant
1	2	3	4	5

2. Relevance of session methodology to your needs:

Highly Relevant		Adequate		Very Irrelevant
1	2	3	4	5

. Relevance and usefulness of handouts (if applicable):

Highly Relevant		Adequate		Very Irrelevant
1	2	3	4	5

. Degree to which you understood the objectives of the session:

Thoroughly Understood				Did not Understand Them at All
1	2	3	4	5

Degree to which objectives of the session were achieved:

Completely Achieved				Not Achieved at All
1	2	3	4	5

6. Degree of your interest in the session:

Excellent Poor

1 2 3 4 5

7. Applicability of session content to your job duties and responsibilities:

Highly Relevant Very Irrelevant

1 2 3 4 5

8. Effectiveness of facilitator presentation:

Extremely Effective Extremely Ineffective

1 2 3 4 5

9. Please offer any general comments on suggestions for improvement of the session.

Date ____________________

Participant Final Evaluative Review

(to be administered at end of last session)

1. Looking back over the entire course, please rate the following aspects of your overall reaction to it:

a. Relevance of seminar content to your needs:

Very Relevant		Fairly Relevant		Not Relevant
1	2	3	4	5

b. "Mix" of intellectual materials with examples or applications:

Very Good Mix		Fair Mix		Poor Mix
1	2	3	4	5

c. Trainer/team performance (i.e., clarity, unity, cooperation):

Very Good				Poor
1	2	3	4	5

d. Course environment (site, accessibility, materials, arrangements, etc.):

Very Appropriate		Appropriate		Not Appropriate
1	2	3	4	5

e. Opportunity to inform course staff and other participants of your changing needs, views, etc.:

Ample Opportunity To Be Heard		Some Opportunity		Little or No Opportunity To Express Myself
1	2	3	4	5

f. Delivery of new information:

All New Information		Some New Information		No New Information
1	2	3	4	5

g. Please rate the course as a whole:

Very Good		Fair		Poor
1	2	3	4	5

2. During the course, what presentation or activity was **most** rewarding to you?

____

Why? ______________________________

____

3. During the course, what presentation or activity was **least** rewarding to you?

____

Why? ______________________________

____

4. How valuable were the handout materials and readings?

Most Valuable		Fairly Valuable		Not Valuable
1	2	3	4	5

5. How would you rate the seminar as a whole in relation to:

a. Clarity with which goals and objectives were stated?

Very Clear		Clear		Not Clear
1	2	3	4	5

b. Achievement of stated goals and objectives?

High Achievement		Moderate Achievement		Low Achievement
1	2	3	4	5

6. List any unanticipated benefits you received from attending this program.

____

____

____

____

____

____

____

7. Please add any other comments or reactions below relating to any aspect of the training that had an impact on you and that we have not covered in the previous questions (hotel accommodations, meals, support staff, sequence of events, workload, library, etc.).

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METHODOLOGY:

The course is presented in a small-group format with 10 to 20 participants.

The course has very little lecture. It relies heavily on experiential activities, workshops, discussions, role plays, and so forth.

The participants will be called upon to draw from and share their past work experiences in order to solve problems with which they are confronted during training. In short, the course is designed to present new information and develop new skills in the context of participant's past experience.

FACILITIES, MATERIALS, & EQUIPMENT NEEDED:

- A meeting room to accommodate 16 to 20 participants (with space for small group work, either in same room or in breakout room)
- Flipchart
- Duplicating facilities for running off assessment and evaluation instruments

TIME:

Depending upon the needs, interests, and time of the group to be trained, single sessions or a combination of sessions may be used. The entire course is 26 hours long and consists of 16 sessions that last from 1 to 2 hours each.

An assessment process is described in section IV of the *Trainer Manual* to assist trainers in tailoring the training offered to the needs and time constraints of their own target groups.