

# RESIDENT LEADERSHIP DEVELOPMENT

## COACHES' DETAILED AGENDA

January 2009

### Day One

**7:00 Coaches arrive at the workshop location to:**

- Re-set the room, if needed, based on the number of expected participants and needs for small group work space.
- Prepare their boards/easel sheets.
- Distribute materials – workbooks, blank name tags and name tents, note pads, pens, or pencils.
- Board the Agenda for the day.

**8:00 Breakfast**

- Coaches greet participants as they arrive and begin to establish relationships.

### **Resident Leadership Skills and Knowledge – Part I**

**9:00 Setting the Stage**

**Lead \_\_\_\_\_ Co \_\_\_\_\_**

- Welcome
- Self-introductions by coaches and participants, using “The 30-Second Rap.”
  - The introductions are in response to pre-boarded questions:
    - Name? Organization?
    - What you like about your neighborhood?
    - Expectations for this workshop?
  - The coach models doing this in 30 seconds. Co-lead boards responses to the question on Expectations.
- Lead coach reviews Results, Agenda, and overview of the curriculum, and the Workbook
- Lead then reviews Guidelines for Working Together
  - Release the need to be right
  - Listen for understanding
  - Respect different levels of awareness
  - Three and then me
  - Ask participants for other guidelines they would like the group to use during this workshop
- Coach segues to the next section by saying that:
  - There have been all types of articles and books about leadership written over hundreds of years. Rather than using a textbook definition of leadership, we will spend the next 45 minutes developing individual definitions of leadership. To lead us through this next section, [fill in

name] will be the coach. Explain that we bring on coaches by using Ed McMahon's way of introducing Johnny Carson, and lead the group in bringing on [fill in name].

**Result: The framework for the workshop has been established.**

**9:45-10:30 Defining Leadership** Lead \_\_\_\_\_ Co \_\_\_\_\_

- Coach introduces the section by saying that, as [fill in name] (previous coach) said, we are going to develop individual leadership profiles and definitions of leadership. They will probably have some similarities, but they will not be all alike. They will be what you have seen and believe are the qualities of a leader.
- Coach asks each person to write on a sheet of paper the name of a person, past or living, that they feel is a leader. Next to the person's name, write 3-5 qualities/behaviors that stand out for you about this person. The instructions for this bullet and the next two bullets should be pre-boarded. **5 minutes**
- Each person then writes on an easel sheet their person's name and their qualities. They post these in a section of the room that the coach has pre-prepared called the Wall of Leadership.
- Coach forms participants into groups of three. Each shares their person's name, what they have written about them, and how that person has impacted their life. The other two members of the group ask questions to get additional information.
- When groups have concluded their conversations, ask them to do a Gallery Walk to review the other easel sheets.
- Coach reconvenes the group and leads a dialogue on:
  - Are there leaders' names on the sheets that you don't know... if so, which ones? Select a few of these and ask the person who selected that leader to tell a little more about him/her.
  - What leadership qualities are mentioned most frequently?
  - What similar leadership qualities do you see in your community? Co-lead boards responses to the last two questions.
- Coach then asks that each person, individually, develop one or two sentences that state their definition of leadership. When they have completed this, ask them to:
  - Put their name and their definition on an easel sheet
  - Draw a symbol on this same sheet that represents their definition
  - Post their easel sheet on the Wall of Leadership
- Coaches should do this activity also. **10 minutes**
- Ask the group to sit in a semi-circle facing the Wall of Leadership. Do a debrief on the work, including asking the group:
  - What common themes do you notice among the definitions and symbols?
  - What kind of behaviors do you expect of yourself, as a leader, based on your definition? **10 minutes**

**Note:** The section on leadership in the Workbook has additional background thoughts on leadership that they may find helpful to read at some time in the future.

- Close with some summary thoughts:

- Leaders can be developed...it is not necessarily something they are born with.
- Sometimes leaders need to be followers.
- Part of a leader's role is to develop and groom other leaders in their community.
- Leadership development is an on-going process and journey.

**Result: Each person has a working definition of leadership that they will hold themselves accountable for during this workshop and in the future.**

**Note:** Board ahead, and post after it is stated to the group. Do this with each subsequent set of Results and post them together.

**10:30-10:45 Break**

**10:45-12:05 Leadership Preferences/Styles**                      **Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Board, in advance, a circular chart, with:  
                          Buffalo              Bear              Eagle              Deer  
                          with lines underneath each one where people can write their name. (See example, page 19, of this document.)
- Lead introduces the Medicine Wheel, pages 15-18 in the Workbook. It comes from the American Indian Lakota tribe of South Dakota. We will use it to think about how our leadership preferences can influence how we successfully engage with others and how others engage with us.
- Lead reads pages 15, 16 with the participants following in their books. (It is important to read with energy and vigor.) **5 minutes**
- Ask each person to think about the characteristics of each animal and which one describes some/most of their behavioral preferences.
- When ready, each person comes up to the posted Medicine Wheel chart and writes their name under the animal they believe most accurately describes their behavioral preferences. If people are having trouble deciding, suggest that most of us have characteristics from several, if not all, of the animals. They should choose the one that they go to behaviorally when they are stressed, or that they are most comfortable with.
- Workshop leaders put their names up last. **10 minutes**
- When everyone has finished, the coach asks that everyone turn to page 18 "Medicine Wheel Questions" in the Workbook. Ask each person to complete the four questions on that page. **5 minutes**
- Ask if there are any questions before we move on.
- Next, ask participants to form into groups with at least one of each animal, if possible, in their group.
- Ask each group to start with Question 1 and have each person share their response to that question. After everyone has shared, they should have a brief dialogue in which they share insights, ask clarifying questions, and share real life examples. (Board these instructions.) The goal is for them to hear and share varying

- perceptions about themselves and others and thereby move toward better understanding of various styles and preferences.
- After 5 minutes on Question 1, tell them to move to question 2, then 3, and then 4. If a group is missing an animal, ask them to think about how a person with the characteristics of that animal might respond to the question. (Board instructions ahead.) **20 minutes**
  - Coach brings the group back together and leads a discussion focused on:
    - What were your thoughts as you shared preferences and heard from each other?
    - What, if any, are the connections between your definition of leadership and your leadership preference?
    - How can you benefit yourself and your community, as a leader, by working with people with behavioral preferences different from your own? **20 minutes**
  - Ask people to journal, thinking about the learnings/a-ha's they had and the implications for their work in the community. The lead first suggests some reasons for journaling and shares a template, on page 60 in the Workbook, for doing it. The suggestions can include:
    - to capture learnings
    - to create opportunity for deeper reflection
    - to create a personal diary of events and thinking

**15 minutes**

**Results: (1) Participants have a better understanding about their leadership preferences; (2) Participants have examined the relationship between their leadership definition and their behavioral preferences; (3) Participants have identified the value of involving people with leadership preferences different from their own to support their work in the community.**

**12:05-12:35 Lunch**

**12:35-1:30 Values and Beliefs**

**Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Lead shares the following: As we have seen in defining leadership and examining our leadership preferences, they have been developed and come from our past and current experiences. Let's look at the following definitions and how they may have influenced our world view.
- Lead reviews the following definitions (boarded ahead) with the group:
  - Beliefs...thoughts...something I call fact or "truth," – e.g. "I believe that everyone has the potential to be a leader"
  - Values...personally held beliefs based upon a principle, standard, or quality considered worthwhile or desirable – e.g., respect
  - Culture...learned aspects of society...involves symbols, language, values, items, norms, and behaviors that the members of the social grouping share – e.g., weddings, rites of passage to womanhood/manhood

**5 minutes**



- Lead introduces this section by saying that each of the neighborhoods/communities represented in this room has untold stories of achieving success in the development of the community. As leaders, there's much to be learned from examining what made these experiences successful.
- It's important to stop before moving on to another event, activity, or issue, to review successful experiences, take notes, and build on successful strategies to develop and evaluate future strategies. **3 minutes**
- Lead says that we will use this next period of time to look at some successes that you are familiar with in your neighborhood or community. To do this, we will begin by each person developing on a sheet of paper the following information about at least one community success story that they are familiar with: (pre-board instructions)
  - The title or heading of the successful activity/program/issue
  - The key stakeholders (list no more than six) (Coaches' Note: Page 49 in the Workbook has an explanation about the concept of "stakeholder" if participants seem to need help with this.)
  - 3 to 5 challenges faced as these stakeholders worked together
  - Methods used to deal with the challenges and achieve success
  - Results achieved
  - Learnings/future applications
- Lead asks people to put what they have written on an easel sheet and post their easel sheet on the wall. **20 minutes**
- After the sheets have all been posted, ask the group to do a Gallery Walk, taking paper and pen with them, and take notes on any questions they may have about what they read. **5-7 minutes**
- Ask participants to form into groups of three, and to briefly share their story and respond to thoughts and questions others in their group may have about their story. **10 minutes**
- Reconvene as a full group and debrief, using the following questions
  - What were your thoughts or feelings as you reflected on your success story?
  - What was it like to hear other success stories?
  - What are the implications, if any, for your leadership work in the community? **20 minutes**

**Result: Participants realize the importance of sharing success stories as a method of reflecting on learnings and building on them for future successes in their community.**

**2:40-2:50 Break**

**2:50-4:20 The Power of Systems – The Social Power Model**

**Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Lead notes that this morning we spent time examining leadership, how our values and beliefs get formed, and how they influence our leadership style and

preferences. Another concept to understand as leaders is how individuals function within systems, and how individuals and systems influence each other.

- Share the definition of a System, page 19 in the Workbook “What Is a System?” (board ahead)
- Lead asks the group for examples of systems that they are familiar with. Co-lead boards responses.
- Refer to page 22, “Social Power Model” (board ahead).

### The Social Power Model

#### SOCIAL POWER

Knowledge leads to the →	Ability to organize and use available resources, which leads to the →	Ability to plan and produce social, economic, and political change and development
--------------------------	---	--

- Coach opens this piece with a lecturette:
  - Systems have individual and collective power.
  - As community leaders, it is important to understand how to analyze and interpret information about these systems.
  - The Social Power Model suggests that power is not something that someone gives you or shares with you.
  - Power is based on an individual’s or group’s ability to organize and intelligently use whatever knowledge they have as a first step toward strengthening their position. “Using what you know to get what you need.” Knowledge is the basis of a group’s capacity to intelligently mobilize its resources this way. **15 minutes**
- This Social Power Model graphically shows that the first step in engaging with a system is gaining knowledge. Let’s start practicing how this works by seeing what your knowledge is about a few key systems in your community. We will use the systems of education, housing, health, and politics. (board ahead)
- Assign a corner of the room to each of these areas. There should be an easel, markers, and tape for each group. Ask participants to divide themselves as equally as possible into these four “Issue Groups”. Before they move, go over the pre-boarded instructions with them:
  - Each group develops responses to the following questions, and puts their responses on an easel sheet that has been prepared in advance for the group with the name of the system at the top. The easel sheet should contain the following headings.

Individual/Org   Self-interest   Where get/receive support?   Who Do I Know?

- Coach refers to page 23, “Systems Knowledge,” and asks each group to respond to the following questions. The coach reviews them:



- There are many definitions of leadership – the most important one for you is the one you define for yourself.
- It’s important to know your current leadership preference/style. It largely determines how you lead, and how you work with others. It also indicates some growth areas for you.
- Your values and beliefs can create your filters, affect your listening, and impact your ability to be a neutral facilitator.
- It is important to recognize and celebrate your successes so that you can build on them.
- We tackled the concept of “systems” and began to see how we can impact them.
- Participants are asked to spend 5 minutes before we meet again tomorrow writing in their Journal about their thoughts on what they learned today.
- Refer to the Power article and the questions that accompany it, pages 24-29 in the Workbook, and ask participants to read it and write their responses to the questions as preparation for tomorrow.
- Lead acknowledges their hard work and contributions to today’s learnings.

**4:45 Adjourn**

**Note:** Coaches meet to debrief and complete their planning for the next day of the workshop.

**Day Two**

**7:00** Coaches arrive to:

- Prepare their boards/easel sheets
- Do a quick PIT
- Organize the handouts needed for this day
- Board the Agenda for the day

**8:00 Breakfast**

- Coaches chat with recipients. This is a good time to do an informal check-in with anyone who seemed to be having trouble yesterday, or to ask people individually how they are doing, and where they think they might use some of what they have learned.

**8:45-9:15 Check-in** **Lead** \_\_\_\_\_ **Co** \_\_\_\_\_

- Lead asks for any overnight reflections on yesterday’s work.
- Lead asks (1) what they learned from the Power article; (2) what implications they saw in it for their leadership definition and their values and beliefs; (3) what, if any, is the relationship of power to systems.
- Lead refers to any of their expectations that were met, or partially met, by yesterday’s work.
- Lead reviews the Agenda for the day.

**Result: Participants are aware that how they perceive and use or don't use power can influence their work as leaders in the community.**

**9:15-10:00 Force Field Analysis**

**Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Lead welcomes people back to a continuing dialogue about how to impact systems.
- Lead starts by saying that yesterday we began to use the Social Power Model to identify information known about a “system” and where there are gaps in information. The next step is to do a more thorough analysis of how that system functions and where there are possibilities for change.
- Refer to “Force Field Analysis,” pages 30-31, in the Workbook. Distribute 3-4 copies of the Force Field Worksheet to each person.
- Explain that this Force Field Analysis is a tool that enables us to have a visual representation of the forces that keep individuals or systems in a certain situation.
- Point out that by shifting, moving, strengthening, or deleting certain forces, we can take action(s) that gradually move us toward our ideal state/situation (what we are trying to accomplish). The goal is to not “bottom out” (your worst state). Explain what is meant by “Restraining Forces” and “Driving Forces.”
- Use the example at the bottom of page 30 in the Workbook on how to begin to become stable financially as an illustration of how to do the first step of Force Field Analysis. (pre-board the Force Field Analysis chart) **15 minutes**
- Lead asks participants to practice using the Force Field Worksheet on a situation they personally want to change.
- Debrief by asking “Are there any questions on how to use the Worksheet?”
- Tell people that they are going to re-form into their Issue Groups (the systems of education, housing, health, and politics), taking their Force Field Analysis materials with them.
  - In their groups they will: (board instructions)
    - Brainstorm ideas on how to influence that system **2 minutes**
    - Review the list of brainstormed ideas, and select one to work on, using the following criteria:
      - Sense of urgency
      - Resources currently available
      - Level of community support
      - Will this lead to a visible change in the community?
      - Can it be accomplished in 90 days? **10 minutes**
    - Develop a Force Field Analysis for the one issue that they selected.
    - Develop a present, ideal, and worst-case situation, using the selected idea. Coach may share a hypothetical example from the education system, such as:
      - Ideal state: All youth achieving at grade level or above
      - Present state: Quality of education is substandard
      - Worst state: The youth dropout rate increases

- Identify the Restraining Forces and the Driving Forces in the situation that they have identified and note them on their Force Field chart.
  - Using the “Change Occurs in Three Ways” ideas from the Force Field Analysis page (page 30) in the Workbook, propose solutions that involve manipulating the forces to move toward the ideal.
 

**20 minutes**
- Ask groups to post their Force Field Analyses, and do a Gallery Walk.
- Debrief by asking the group “How might you begin to use Force Field Analysis in your role as a leader in analyzing systems?” Co-lead boards the responses.
 

**10 minutes**

**Result: Participants understand the use of Force Field Analysis as a tool to analyze systems.**

### **Resident Leadership Skills and Knowledge – Part III**

#### **10:00-10:45 Strategies to Recruit and Retain Residents in Community Work**

Lead \_\_\_\_\_ Co \_\_\_\_\_

- Lead introduces this session by saying that we’re going to make a shift, moving away from the conversation about “larger systems” to a smaller system. We’ll talk about strategies to recruit new people into community work, and how to retain their interest once they become involved.
 

**3 minutes**
- Lead initiates a dialogue in which participants begin by brainstorming issues/concerns with community participation. This dialogue should include attention to engaging other stakeholders, in addition to residents, who can support or be part of community endeavors. Co-lead boards responses.
 

**5 minutes**
- Lead asks participants to think individually for **2 minutes** and then to share with a partner some personal experiences about how they became involved in a specific activity in the community.
 

**3 minutes**
- Lead asks people to share some of these experiences with the full group. Co-lead boards responses.
 

**5 minutes**
- Lead makes a transition by saying that now that we’ve heard some personal experiences on community participation, let’s look at a strategy in our Workbook, entitled “Guidelines for What One-On-One Meetings ARE” (pages 37-42).
- Review this document briefly, with special attention to the top of page 37 and the bottom of page 42.
 

**5 minutes**
- Form people into three small groups. Before they move, give the following instructions:
  - Select a recorder who will board the group’s ideas.
  - Share specific strategies that have worked in situations that you are familiar with to get people involved in a community activity.
  - Post your group’s ideas.
  - Do a Gallery Walk.
 

**10 minutes**
- Reconvene the total group.



- o what factors they would add, if any; and (4) share examples from the last year where they have seen or been part of a collaboration that worked.
  - o Each group should have a recorder who will record responses to each question, and a timekeeper.
  - o Tell them they will have **5 minutes on each question, for a total of 20 minutes.**
- Form the participants into four small groups and tell them to begin their work.
- Call time when 20 minutes is up. Ask each group to post its easel sheet.
- Ask everyone to do a Gallery Walk.
- Coach reconvenes the group and
  - o leads a dialogue about implications for collaboration in this community
  - o asks if they know of local collaborations that have worked. If they know examples, ask them to identify specifics about what made it work. Co-lead boards responses. **10 minutes**
- Review pages 45-48 in the Workbook. **10 minutes**
- Lead forms people into groups of 3, and gives the following instructions:
  - o In your group, people share a situation they are working with that involves different stakeholders collaborating to accomplish a goal. After sharing, they then take **5 minutes** to write their individual thoughts on the following pre-boarded questions:
    - What factors are contributing to successful collaboration?
    - What factors need to be considered to improve collaboration?
  - o If someone is not currently involved in a collaborative group, they should think about a situation in their neighborhood that they would like to see improved, and what stakeholders should be involved in addressing that situation.
  - o At the end of **5 minutes**, the coach calls time, and asks people to share what they have written with others in their small group. Members ask questions and propose additional ideas. **20 minutes**
- Coach reconvenes the full group and leads a debrief by asking:
  - o How do you see some of these collaboration techniques working in your community?
  - o What, specifically, will you do next to strengthen a collaborative effort that you are involved in? **10 minutes**
- Summarize by saying that
  - o This section was designed to bring together all the other areas we have talked about.
  - o We did this under the heading of collaboration because leadership is not an individual thing, but must be developed with the support and collaboration of others willing to support the designated leadership.
  - o Leadership is very frail.
  - o No one person has all the good resources and skills, but leaders with tools working in effective collaboration can leverage power and impact system change.

**Results: (1) Participants understand the need for collaboration in their communities; (2) Participants know some strategies on how to form collaborations with others internal and external to their community.**

**12:30-1:00 Lunch**

**1:00-1:50 Understanding Group Dynamics Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Coach refers to page 34, “Stages of Group Development,” in the Workbook and gives a lecturette describing the various stages of group development.
  - Coach goes through each stage of group development and reviews the dynamics taking place during that stage. In doing so, the coach describes how, at each stage, there are difficult dynamics taking place in each of these areas:
    - Needs
    - Task issue
    - Relationship issue
    - Team development
- Coach summarizes by saying that groups may move around the stages and sometimes revert to an earlier stage; some get stuck in “storm” and never move past it; others, when introduced to the stages of group development, work to achieve behaviors that get to results. **20 minutes**
- Coach asks participants to pair up, but reviews the instructions (pre-boarded) before they move:
  - Discuss with your partner an upcoming meeting that you have, using the Stages of Group Development to identify:
    - The stage that the group is in presently
    - What individual behaviors are supportive and which are non-supportive? (Don’t identify names, but patterns or ways of behavior.)
    - What facilitation tools have been used in this group and what has been their impact on group development?
    - Based on this conversation, what strategies might be used in the future to continue your group’s development? **20 minutes**
- Coach brings the full group back together and leads a debrief, using the question “How might you use the Stages of Group Development as a leader? Co-lead boards responses. **15 minutes**

**Results: (1) Participants are aware of the need to focus on the interaction of the group in order to be more effective group participants, with focus on helping the group move along; (2) Participants can identify the current stage of development of a group they are facilitating or are a member of and what tools and strategies might be used in each stage to aid in achieving results; (3) Participants are aware, as leaders, that all groups are in some stage of group development.**

**1:50-2:00 Journaling Lead\_\_\_\_\_ Co\_\_\_\_\_**

**Note:** Participants should use the same Template as they did earlier.

**2:00-2:15 Break**

**2:15-2:45 Building Alliances – Interest-based Negotiation**

**Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Lead introduces the session by saying that:
  - Understanding group development/dynamics is important as we move into this section on building alliances and interest-based negotiation.
  - The earlier work on collaboration relates to this piece as well.
  - Your view of power, from the article you read on power last night, also has implications for strategies for building alliances.
  - Shifting systems and power dynamics require the ability to form alliances.
- Let's look at some of the words that are used in alliance-building and interest-based negotiation. (Pre-board the following definitions.) Distribute and review the handout "Building Alliances" (attached).
  - Alliance – a formal agreement between parties.
  - Interests – the subjective needs, goals, drivers, concerns, and fears of the parties. Interests are different from positions, which are the demands of a party or a fixation on one position.
  - Differing interests – parties may desire things that are not the same, but that are not at odds with each other.
  - Negotiation – discussion to reach agreement. This involves parties trying to persuade or influence each other. (Lead notes that using the RLF 101 skill Appreciative Listening is especially important during negotiation.)
  - Position – a specific demand focused on one option or package of options.
- Start the discussion by saying that it takes all we have learned and know about ourselves (our leadership styles/preferences, our values and beliefs, etc.) and then using this knowledge to form successful alliances. This is easier said than done. Emphasize that many alliances are temporary and are developed through trial and error. Negotiation is not a smooth, neat process. Refer to the handout entitled "Twelve Rules for Negotiation" (attached) as providing further guidance about negotiation strategies. **20 minutes**
- Stop at this point to respond to any questions people may have about alliances/interest-based negotiation.
- Ask the group for examples of successful alliances in their community where different interests were addressed. Co-lead boards responses. **10 minutes**
- Summarize by sharing the following thoughts on negotiation: (board ahead)
  - Addressing interests is the first key to unlocking yourself and your organization from the trap of positional bargaining.
  - Interests are the reasons underlying positions
  - There is only one way to satisfy a position; there are many ways to satisfy an interest. (Coach can draw on examples from what people said earlier to illustrate this.)
  - The more an agreement satisfies the parties' interests, the better the deal.

**5 minutes**

**Result: Participants have identified the major aspects of alliance-building, including clarifying individual or group self-interest.**

### **Resident Leadership Skills and Knowledge – Part IV**

**2:45-4:00 Issue Groups Form and Meet Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Lead asks people to think about which Issue Group (health, housing, education, politics) they would now like to join. Explain that the newly formed groups will use the tools about leadership, system analysis, force field analysis, recruiting, alliance-building, etc., to begin to plan what they would like to achieve over the next 60 days. **5 minutes**
- Coach gives the following instructions for the groups before people move:
  - Select a Convener who will accept a leadership role in keeping the group moving forward, and a recorder.
  - Use the Force Field Analysis work from this morning in identifying strategies to get to the Ideal State.
  - Select one or a combination of forces that will be used to plan your initiative by using the Project Preparation form on page 66 of the Workbook.
  - Use the Project Preparation form to begin to decide whether and how you will want to pursue this issue after the workshop. If the group decides to continue to work together on this issue, decide on your next steps, including the date and time for your next meeting.
- Coach sends the groups to their assigned spaces, asking them to get as far as they can in the next **15 minutes.**  
(**Coaches' Note** – this time may need to vary, depending upon the time remaining before the scheduled end of the workshop.)
- Coach reconvenes the group and leads a debrief by asking each group to report briefly on their plans. Their report should include the date and time for their next meeting. Co-lead boards responses. **5 minutes**

**Result: Participants have identified systems in their communities where their leadership skills can be used to foster community engagement and development.**

**4:00-4:15 Closing Lead\_\_\_\_\_ Co\_\_\_\_\_**

- Lead asks participants to share their thoughts about their personal expectations for the workshop and the extent to which they have been met.
- Lead summarizes key points from the workshop and asks participants to take their Definition of Leadership easel sheet and their Success Story home with them.

**4:15-4:20 Evaluation (page 69 in Workbook) Lead\_\_\_\_\_**

**4:20-4:30 Graduation Lead\_\_\_\_\_**

## Coaches' Assignments

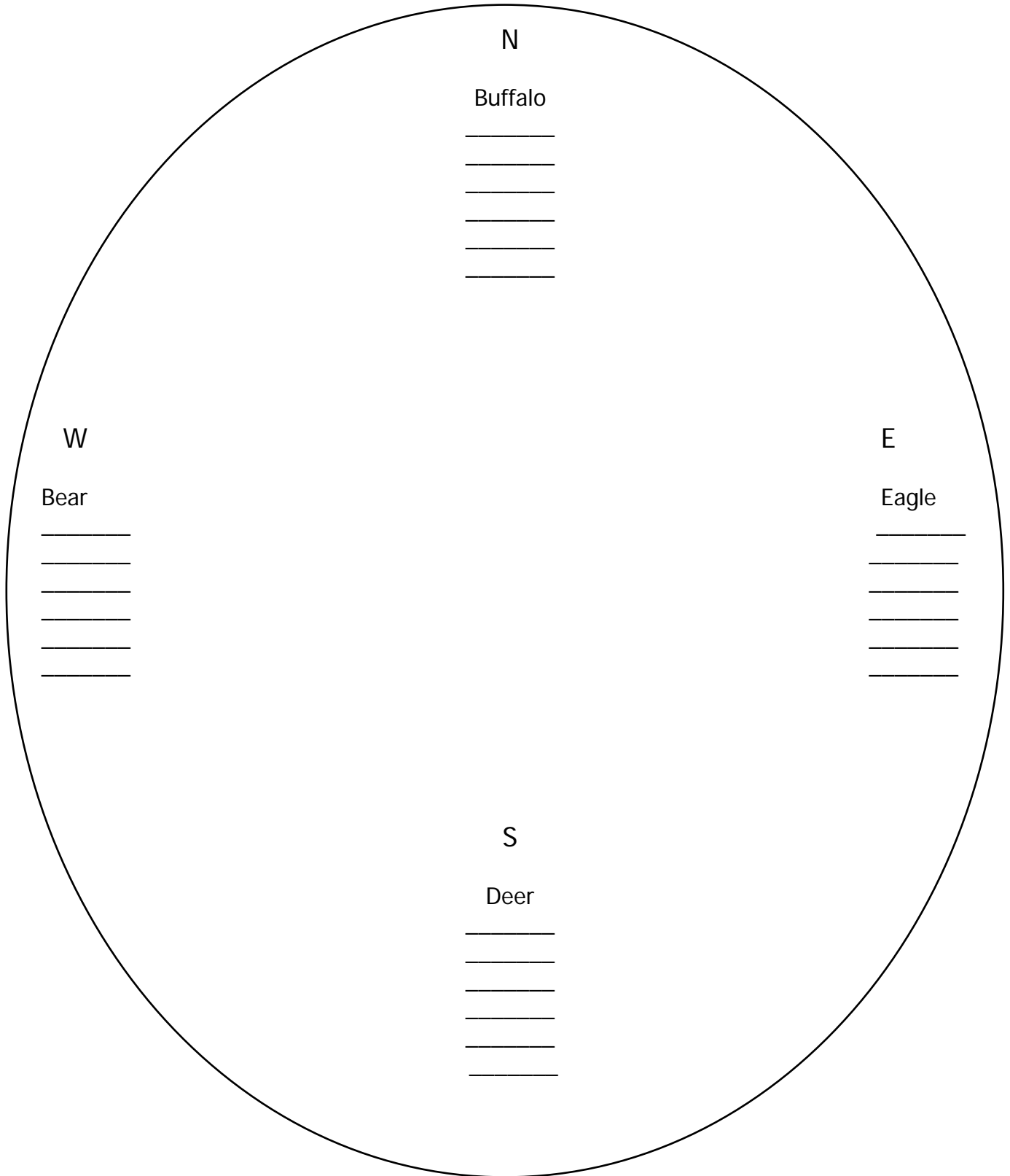
### DAY ONE

<b>9:00-9:45</b>	<b>Setting the Stage</b>	<b>Lead</b>	<b>Co</b>
<b>9:45-10:30</b>	<b>Defining Leadership</b>	<b>Lead</b>	<b>Co</b>
<b>10:30</b>	<b>Break</b>		
<b>10:45-12:05</b>	<b>Leadership Preferences/Styles</b>	<b>Lead</b>	<b>Co</b>
<b>12:05-12:35</b>	<b>Lunch</b>		
<b>12:35-1:30</b>	<b>Values and Beliefs</b>	<b>Lead</b>	<b>Co</b>
<b>1:30-1:40</b>	<b>Journaling</b>	<b>Lead</b>	<b>Co</b>
<b>1:40-2:40</b>	<b>Community Success Stories</b>	<b>Lead</b>	<b>Co</b>
<b>2:40-2:50</b>	<b>Break</b>		
<b>2:50-4:20</b>	<b>The Power of Systems</b>	<b>Lead</b>	<b>Co</b>
<b>4:20-4:45</b>	<b>Debrief and Summary</b>	<b>Lead</b>	<b>Co</b>
<b>4:45</b>	<b>Adjourn</b>		

**DAY TWO**

<b>8:45-9:15</b>	<b>Check-in</b>	<b>Lead</b>	<b>Co</b>
<b>9:15-10:00</b>	<b>Force Field Analysis</b>	<b>Lead</b>	<b>Co</b>
<b>10:00-10:45</b>	<b>Strategies to Recruit and Retain Residents In Community Work</b>	<b>Lead</b>	<b>Co</b>
<b>10:45-11:00</b>	<b>Break</b>		
<b>11:00-12:30</b>	<b>Collaboration</b>	<b>Lead</b>	<b>Co</b>
<b>12:30-1:00</b>	<b>Lunch</b>		
<b>1:00-1:50</b>	<b>Understanding Group Development</b>	<b>Lead</b>	<b>Co</b>
<b>1:50-2:00</b>	<b>Journaling</b>	<b>Lead</b>	<b>Co</b>
<b>2:00-2:15</b>	<b>Break</b>		
<b>2:15-2:45</b>	<b>Building Alliances – Interest-based Negotiation</b>	<b>Lead</b>	<b>Co</b>
<b>2:45-4:00</b>	<b>Issue Groups Form and Meet</b>	<b>Lead</b>	<b>Co</b>
<b>4:00-4:15</b>	<b>Closing</b>	<b>Lead</b>	<b>Co</b>
<b>4:15-4:20</b>	<b>Evaluation</b>	<b>Lead</b>	<b>Co</b>
<b>4:20-4:30</b>	<b>Graduation</b>	<b>Lead</b>	<b>Co</b>

# MEDICINE WHEEL



## Building Alliances – Interest-based Negotiations

### Key Terms

- Alliance – a formal agreement among parties.
- Interests – the subjective needs, goals, drivers, concerns, and fears of parties. Interests are different from positions, which are the demands of a party or a fixation on one position.
- Differing interests – parties may desire things that are not the same, but that are not at odds with each other.
- Negotiation – discussion to reach agreement. This involves parties trying to persuade or influence each other.
- Position – a specific demand focused on one option or package of options.

## Twelve Rules for Negotiation

- 1) Know what you want; know what you can live with.
  - Explore different scenarios in which the other side fundamentally adopts new positions
  - Go beyond generalizations
  - Determine a range of acceptable outcomes
- 2) Know everything there is to know about the decision-maker(s) on the other side.
  - Probe, listen, test
  - Who has influence on the other side? What pressures will harden, not soften, their position? What is the other side afraid of and what do they value?
  - Listen to what is said and then ask questions based on what you have heard
  - Test – determine what a decision-maker is willing to do
- 3) Build a relationship of trust with the key decision-maker.
  - Establish your credibility
  - Be open and revealing
  - Protect confidences and never expose your counterpart
  - Deliver something of value to a counterpart that they know is difficult to produce
  - Trust alone will not produce a revelation about your bottom lines before the timing is right
- 4) Keep in mind the other side's need for an explanation.
  - Each side must be able to explain to itself or others why the agreement was in its interests
- 5) To gain the hardest concessions, prove you understand what is important to the other side.
  - The “empathy rule” demonstrates that you know why what you are asking is so difficult
  - Speak not in slogans but in specifics
  - The “empathy rule” does not involve self-sacrifice because it is employed to gain something in return
- 6) Tough Love is also required.
  - Telling the other side what it has to do, what the consequences would be if it does not
  - Empathy and Tough Love rules go hand in hand
- 7) Employ the good cop-bad cop approach carefully.
  - The negotiator must be seen as influential and able to deliver on what is offered
  - Suspicion is also a part of nearly every negotiation
  - Understand the constraints on each other and be prepared to respect certain limitations as a result
- 8) Understand the value and limitations of deadlines.
  - Deadlines are used to force each side to decide
  - Don't impose deadlines unless you are ready to live with the consequences
  - They can create the necessary pressure to overcome the reluctance to make hard decisions

- 9) Take only calculated risks.
  - Involves making a good assessment of where the process is and having the right sense of timing
  - Convey to the other side(s) that you can and will walk away if your interests are not served
  - The negotiator cannot run the risk if she/he cannot sustain the positions they have adopted
- 10) Never lie, never bluff.
  - Lies and bluffs will always be exposed, and once exposed, a negotiator may never recover their credibility
  - Always qualify what you say in a way that ensures that you have not lied and cannot be accused of lying
- 11) Don't paper over differences.
  - Negotiations are about overcoming differences and the differences cannot be washed away
  - Negotiations on hard issues will provoke harsh reactions; don't be provocative for its own sake
  - Don't disguise a difference that could break the agreement later on
- 12) Summarize agreements at the end of every meeting.
  - Summaries have a value in preventing misunderstandings and provide a clear status report
  - Summaries also provide a concrete basis on which to make agreements on particular issues

Twelve Rules taken from: Ross, Dennis, *Statecraft: And How to Restore America's Standing in the World*, Farrar, Straus and Giroux; 2007.

Bulleted examples created by Bob Hoffman.