

James City County  
Citizen Corps Council  
Organizational Basics Workshop  
Schedule

May 2010

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*Solutions and Services*

<http://stanrockwell.com/jccems.html>



Morning

**Meeting Basics**

<b>Introductions, Overview, and Establish Goals for Today</b> – Write on newsprint [Turn off cell phones – no calls, texting, or Facebooking]	8:00 AM
<b>Group Exercise</b> – Creativity – What is this? Hold up an object or a piece of paper	8:15
<b>Why Do We Have Meetings and why do we have your particular meeting</b> – Put on newsprint – Definition on page 4 of workbook.	8:20
<b>The Best Meetings</b> – Think of the best meetings you have attended. What did they have in common? What role did you play? Put on newsprint. – Pages 5 & 6 of workbook.	8:40
<b>Group/Team Functioning in a Meeting</b> <ul style="list-style-type: none"> <li>• <b>Dynamics of a group/team</b> <ul style="list-style-type: none"> <li>✓ Shared thematic goal (a rallying cry – a single qualitative focus that is shared by the entire group and that applies for only a specified period. Used to organize when things get out of sync – groups are dynamic)</li> <li>✓ A set of defining objectives</li> <li>✓ A set of ongoing standard operating procedures</li> <li>✓ Outcomes metrics</li> <li>✓ Collective sense of identity – we-ness rather than I-ness</li> <li>✓ Distinctive Roles – all members know their role</li> <li>✓ Structured Lines of Communication</li> <li>✓ Norms – guidelines of what to do and not do</li> <li>✓ Linear model – forming/storming/norming/performing (there are also cyclical (born/grow/die) and pendular models (five stages – orientation/differentiation and conflict/resolution and cohesion/differentiation and conflict/termination))</li> </ul> </li> <li>• <b>Characteristics of a poorly functioning team</b> (from Patrick Lencioni – work book 7 – 9) <ul style="list-style-type: none"> <li>✓ Inattention to results</li> <li>✓ Avoidance of accountability</li> <li>✓ Lack of commitment</li> <li>✓ Fear of conflict</li> <li>✓ Absence of trust</li> </ul> </li> <li>• <b>Characteristics of a well-functioning team</b> <ul style="list-style-type: none"> <li>✓ Trust one another</li> <li>✓ Engage in unfiltered conflict around ideas</li> <li>✓ They commit to decisions and plans of action</li> <li>✓ They hold one another accountable for delivery of those plans</li> <li>✓ They focus on achievement of collective results</li> </ul> </li> <li>• <b>Outcomes (9s or better) and Dashboard</b> pages 10-12</li> </ul>	8:50
<b>What Is Expected in Citizen Corps Council Meetings</b> - Kate	9:40

<p>Add <b><u>Group Genius: The Creative Power of Collaboration</u></b> by Keith Sawyer to suggested readings. Page 13</p> <p>The myth of the lone genius.</p> <p>Beware of “motivated reasoning” or looking only for what will prove what you already believe.</p> <p>Three styles of leadership:</p> <ol style="list-style-type: none"> <li>1) Teacher/democratic - respect – Like John Wooden</li> <li>2) Dictator/autocratic – fear – Like Bobby Knight</li> <li>3) Total lassie faire – nondirective and not very interactive</li> </ol> <p>Having some structure is important. Leadership and change tend to revolve around rituals.</p> <p>No meetings outside the meetings. Stick to consensus.</p> <p>Trust is the key in leadership, meeting outcomes, and in strategic planning.</p>	
<p><b><i>Break</i></b></p>	<p>10:00</p>

**Strategic Planning**

<p><b>Negotiation</b> – Pick a partner. Face your partner. Picture a line between you and your partner. To win, must get him/her to your side of the line. You have one minute. Oranges story.</p>	<p>10:15</p>
<p><b>What Is Strategic Planning? Why Do It?</b> Ask and put on newsprint. Remember it is dynamic and is not a business plan. You need to know where you are going. <i>Remember the characteristics of well-functioning teams.</i></p>	<p>10:20</p>
<p><b>Start With An Inventory</b></p> <ul style="list-style-type: none"> <li>• Who are your stakeholders</li> <li>• Do you meet their needs</li> <li>• How could relations with them be improved</li> <li>• What exactly is it that you do, what is your purpose</li> <li>• What can you do differently in the coming year to improve relations</li> <li>• What is your financial status</li> <li>• What are the operational and logistical processes of your group</li> <li>• How is your group unique</li> <li>• What has impacts on your group</li> <li>• Miracle question for scenario planning – where do you want your group to be in a year</li> <li>• This may be a point to do a Strengths-Weaknesses-Opportunities-Threats analysis</li> </ul>	<p>10:30</p>
<p><b>How Organizations (and People) Change</b></p> <ul style="list-style-type: none"> <li>• Transtheoretical model of change – Prochaska et al</li> <li>• Precontemplation</li> <li>• Contemplation</li> <li>• Preparation</li> <li>• Action</li> <li>• Maintenance</li> <li>• Not a straight line of progress</li> </ul> <p><b>Getting There</b></p> <ul style="list-style-type: none"> <li>• Asking the “miracle question” and scaling. Match interventions to the stage of change the group is at.</li> </ul>	
<p><b>Values, Vision, and Mission</b></p> <ul style="list-style-type: none"> <li>• What is your mission? This defines what you are doing. What is your personal mission? Do your mission and vision statements align with the team’s statements? This should not be static but create a “capacity to engage in principle-centered strategic thinking for years to come.” (Cagna and Notter)</li> <li>• What are your values? These shape your actions, and vice versa.</li> <li>• What are your strategies? “Strategies are the broadly defined four</li> </ul>	<p>10:40</p>

<p>or five key approaches the organization will use to accomplish its mission and drive toward the vision. Goals and action plans usually flow from each strategy.” An example might be, “Broaden the base of people in the county who volunteer in emergency management.” (Susan M. Heathfield)</p> <ul style="list-style-type: none"> <li>• Keep it simple and flexible!</li> <li>• A mission is not a list of what you do, not even resumes do that any more</li> </ul>	
<p>Measurable Goals and Objectives and Measurable Outcomes</p> <ul style="list-style-type: none"> <li>• Qualitative Goals – goals which are not measurable with numbers but may be measurable by the presence of something</li> <li>• Quantitative Goals – goals which are measurable with numbers</li> <li>• Output versus Outcome Measures – see page 30</li> <li>• Performance Measures – success measured against benchmarks</li> <li>• Impact Measures – measures that show how you have made a difference</li> <li>• Inputs versus outputs – see page 36 and 37</li> </ul> <p>Bottom line – Define your goals and objectives so that they can be measured. You need to know if and show that you are succeeding.</p> <p>If you are on a grant, it will ask for specific outcomes. They want to know how their money was spent and if it was worthwhile. Be sure you track these in the way that is specified. Grants are typically very specific – sometimes even specifying the color of the paper that the grant can be submitted on.</p>	<p>10:50</p>
<p>Develop a Strategic Plan for the JCC Citizen Corps Council</p> <ul style="list-style-type: none"> <li>• Define Mission</li> <li>• What are we doing now that we have to stop doing as a team to build team unity and to function at a higher level?</li> <li>• What are we not doing now that we have to start doing as a team to build team unity and to function at a higher level?</li> <li>• What are we doing now that we have to continue doing as a team to build team unity and to function at a higher level?</li> </ul> <p>From <b><u>The Way of the Champion</u></b>, by Jerry Lynch with Chungliang Al Huang</p>	<p>11:00</p>
<p>Morning Wrap-up – Heaven story – chop sticks. Or Samurai story.</p>	<p>11:55</p>

**Lunch** – Noon to 1:10 PM

Afternoon

**Volunteers**

<p>Why Do We Need Volunteers? Who volunteers?</p> <ul style="list-style-type: none"> <li>• Volunteers bring added value by enhancing the quality and variety of services provided, giving their time, enthusiasm, additional skills, independence of outlook and a fresh perspective to service design and delivery.</li> <li>• Expand the scope of what we are able to do</li> <li>• About 63.4 million people, or 26.8 percent of the population, volunteered through or for an organization at least once between September 2008 and September 2009. In 2008, the volunteer rate was 26.4 percent.</li> <li>• By age, 35- to 44-year olds and 45- to 54-year olds were the most likely to volunteer. Their volunteer rates were 31.5 percent and 30.8 percent, respectively, in 2009. Volunteer rates were lowest among persons in their early twenties (18.8 percent) and those age 65 and over (23.9 percent).</li> <li>• More data at <a href="http://www.bls.gov/news.release/volun.nr0.htm">http://www.bls.gov/news.release/volun.nr0.htm</a></li> </ul>	<p>1:15 PM</p>
<p>Ground Work Before You Recruit</p> <ul style="list-style-type: none"> <li>• Define your mission</li> <li>• Assess your organization and how you will use volunteers</li> <li>• What will they do, is it skill specific or general</li> <li>• Who will manage/work with volunteers</li> <li>• Develop you volunteer program just like you would for an employee program</li> </ul>	<p>1:20</p>
<p>Where To Look for Volunteers</p> <ul style="list-style-type: none"> <li>• First know what you want the person to do – Define the Position</li> <li>• Recruit</li> <li>• Networking</li> <li>• Media</li> <li>• Asking</li> <li>• Points of Light Foundation - <a href="http://www.pointsoflight.org/">http://www.pointsoflight.org/</a></li> <li>• Volunteer Match - <a href="http://www.volunteermatch.org/">http://www.volunteermatch.org/</a></li> <li>• Guide to Williamsburg Volunteer Opportunities - <a href="http://www.guidetowilliamsburg.com/news/volunteer.cfm">http://www.guidetowilliamsburg.com/news/volunteer.cfm</a></li> <li>• Greater Williamsburg United Way Volunteer - <a href="http://www.uwgw.org/index.php?option=com_content&amp;task=view&amp;id=22&amp;Itemid=44">http://www.uwgw.org/index.php?option=com_content&amp;task=view&amp;id=22&amp;Itemid=44</a></li> <li>• James City County Volunteer listing - <a href="http://www.jccegov.com/hr/volunteer.html">http://www.jccegov.com/hr/volunteer.html</a></li> </ul>	<p>1:40</p>
<p>The Hiring Process</p> <ul style="list-style-type: none"> <li>• Go through the same process as you would an employee</li> <li>• Application</li> <li>• References</li> <li>• Screening</li> <li>• Risk management</li> </ul>	<p>1:50</p>

<ul style="list-style-type: none"> <li>• Check your liability insurance</li> <li>• Contracts that are totally transparent</li> </ul>	
<b>Retaining and Mentoring Volunteers</b> <ul style="list-style-type: none"> <li>• Orientation process</li> <li>• Training</li> <li>• Mentoring</li> <li>• Handbook</li> <li>• Assign a supervisor</li> <li>• Recognize their efforts</li> <li>• What is your organizational culture? If it is not a good work environment, it may not be a good volunteer environment.</li> <li>• You can test your organization by calling or having someone call seeking to volunteer and see how the process goes.</li> </ul>	2:15
<b>Outcomes</b> <ul style="list-style-type: none"> <li>• How have volunteers impacted your program</li> <li>• How have you impacted volunteers</li> <li>• Demonstrate effectiveness – why you need to do this</li> <li>• When a volunteer leaves, also have a structured exit interview</li> </ul>	2:30
<b>Dealing With Problem Volunteers</b> <ul style="list-style-type: none"> <li>• Volunteers who cannot do what they volunteered for but got through the hiring process</li> <li>• Volunteers who just show up wanting to help but are not prepared</li> <li>• Volunteers who will not follow protocol</li> <li>• Documentation</li> </ul>	2:45
<b>Break</b>	3:00



**Disaster Behavioral Health**

Warm-up and Grounding	3:15
<p>Before the Disaster</p> <ul style="list-style-type: none"> <li>• Take care of you <ul style="list-style-type: none"> <li>✓ What are your health habits</li> <li>✓ What is your disaster plan</li> </ul> </li> <li>• Practice including visualization</li> <li>• The “buddy system” before, during and after</li> <li>• What could happen in your neighborhood – put on newsprint</li> </ul>	3:25
<p>During the Disaster</p> <ul style="list-style-type: none"> <li>• What to look for – stress reactions: <ul style="list-style-type: none"> <li>✓ Fight, Flight, Freeze/Faint, Tend and Befriend</li> </ul> </li> <li>• What to do <ul style="list-style-type: none"> <li>✓ Normal reactions to abnormal situations</li> <li>✓ Avoid ”mental health” terms and labels</li> <li>✓ Practical assistance has a powerful psychological impact</li> <li>✓ Assume competence and resilience</li> <li>✓ Focus on strengths resources and potential</li> <li>✓ Encourage use of support network</li> <li>✓ Active, community fit</li> <li>✓ Innovative helping</li> </ul> </li> <li>• Active listening skills <ul style="list-style-type: none"> <li>✓ People need to tell their story and they need you to listen while they do</li> <li>✓ Pace your breathing with speaker and then begin to slow them down</li> <li>✓ Body language and eye contact are a must for interaction</li> <li>✓ Do not interrupt/intrude on another worker unless they are in trouble or ask for your help</li> <li>✓ Allow one to vent without trying to defend or bash</li> <li>✓ Resistant to self-disclosure... ask about spouse, children (coping with?)</li> <li>✓ Reflection</li> <li>✓ Open ended questions</li> </ul> </li> <li>• Giving choices if they will not listen</li> <li>• Being directive if they will not listen</li> <li>• Giving tasks</li> </ul>	3:45
<p>After the Disaster</p> <ul style="list-style-type: none"> <li>• What to look for <ul style="list-style-type: none"> <li>✓ Concentration problems</li> <li>✓ Anxiety</li> </ul> </li> </ul>	4:15

<ul style="list-style-type: none"> <li>✓ Identification with victims</li> <li>✓ Flashbacks</li> <li>✓ Difficulty sleeping</li> <li>✓ Changes in eating habits</li> <li>✓ Changes in working habits</li> <li>• Stress/distress reactions             <ul style="list-style-type: none"> <li>✓ Emotional                 <ul style="list-style-type: none"> <li>▪ Shock</li> <li>▪ Anger</li> <li>▪ Despair</li> <li>▪ Emotional numbing</li> <li>▪ Terror</li> <li>▪ Guilt</li> <li>▪ Grief or sadness</li> <li>▪ Irritability</li> <li>▪ Helplessness</li> <li>▪ Loss of derived pleasure from regular activities</li> <li>▪ Dissociation (e.g., perceptual experience seems “dreamlike,” “tunnel vision,” “spacey,” or on “automatic pilot”) * <b>Refer for help</b></li> </ul> </li> <li>✓ Cognitive                 <ul style="list-style-type: none"> <li>▪ Impaired concentration</li> <li>▪ Impaired decision-making ability</li> <li>▪ Memory impairment</li> <li>▪ Disbelief</li> <li>▪ Confusion</li> <li>▪ Distortion * <b>Refer for help</b></li> <li>▪ Decreased self-esteem</li> <li>▪ Decreased self-efficacy</li> <li>▪ Self-blame</li> <li>▪ Intrusive thoughts and memories</li> <li>▪ Worry</li> </ul> </li> <li>✓ Physical                 <ul style="list-style-type: none"> <li>▪ Fatigue</li> <li>▪ Insomnia</li> <li>▪ Sleep disturbance</li> <li>▪ Hyper-arousal</li> <li>▪ Somatic complaints</li> <li>▪ Impaired immune response</li> <li>▪ Headaches</li> <li>▪ Gastrointestinal problems</li> <li>▪ Decreased appetite</li> <li>▪ Startle response</li> </ul> </li> <li>✓ Interpersonal                 <ul style="list-style-type: none"> <li>▪ Alienation</li> <li>▪ Social withdrawal</li> </ul> </li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Increased conflict within relationships</li> <li>▪ Vocational impairment</li> <li>▪ School impairment</li> <li>▪ Desire for retaliation * <b>Refer for help</b></li> <li>▪ Scapegoating</li> </ul> </li> <li>• Remember these in term of the phases of a disaster <ul style="list-style-type: none"> <li>✓ Impact</li> <li>✓ Heroic</li> <li>✓ Honeymoon</li> <li>✓ Inventory</li> <li>✓ Disillusionment</li> <li>✓ Reconstruction</li> </ul> </li> <li>• Being respectful of how people cope</li> <li>• Process and context and changes – learning to cope over time.</li> <li>• Special populations <ul style="list-style-type: none"> <li>✓ Elderly</li> <li>✓ Persons with mental illness</li> <li>✓ Children</li> <li>✓ Physically Challenged</li> <li>✓ Workforce</li> <li>✓ Cultural and ethnic differences</li> </ul> </li> <li>• The <b>behavior pool</b> for dealing with distress – “Crazy Like Us” by Watters and University of Buffalo studies on resiliency.</li> <li>• Examples of Project Rebound and from response to Floyd in Suffolk.</li> <li>• Quick review of the reliability and validity of the DSM and what works in counseling and interventions.</li> <li>• What has been helpful to you in disaster or distressful situations</li> <li>• Psychological First Aid in Brief <ul style="list-style-type: none"> <li>✓ Protect <ul style="list-style-type: none"> <li>▪ Contact and engagement</li> <li>▪ Safety and comfort</li> <li>▪ Stabilization</li> </ul> </li> <li>✓ Direct <ul style="list-style-type: none"> <li>▪ Information gathering: current need and concerns</li> <li>▪ Practical assistance</li> </ul> </li> <li>✓ Connect <ul style="list-style-type: none"> <li>▪ Connection with Social Supports</li> <li>▪ Information on Coping</li> <li>▪ Linkage with Collaborative Services</li> </ul> </li> <li>✓ Listen, Understand, Validate</li> </ul> </li> <li>• Self-care <ul style="list-style-type: none"> <li>✓ Be Prepared! Have an emergency kit</li> <li>✓ Use the buddy system</li> <li>✓ Take breaks; Rotate shifts</li> </ul> </li> </ul>	
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✓ Monitor your own stress level and help your buddy monitor his/hers	
Wrap-up and Review of the Goals from the Start of the Day	4:45
End	5:00

Notes

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