

## **Introduction -- Barbell**

A barbell is a piece of exercise equipment used in power lifting and weight training.

This barbell (note: ONE I HOLD IN MY HAND...THE PRESENTER SHOULD ADAPT THIS TO FIT HER SITUATION) weighs 2.5 lbs. That's not heavy and everybody here can lift it. But what if everybody lifted a 2.5 lb. weight and combined their strength? Then we would have something VERY powerful.

Weight training is a common type of strength training that develops the strength and size of skeletal muscles.

The basic principle of weight training is repetitions.

To apply that principle to our chapters means KEEP PLANNING and KEEP DOING.

In addition to the basic principles of strength training, a further consideration is the equipment used. In your chapter do you provide orientation and reorientation? Pride in the Big Picture. Do YOU know about DKG? Do you use the web? Read the newsletter? Mentor a new member?

Weight training requires the use of "good form," performing the movements with the appropriate muscle group, and not transferring the weight to different body parts in order to move greater weight (called "cheating"). Failure to use good form during a training set can result in injury or a failure to meet training goals; since the desired muscle group is not challenged sufficiently, the threshold of overload is never reached and the muscle does not gain in strength.

How does this apply to a DKG chapter?

To build good health, a person needs to know what body part needs attention. So, today we'll be running some diagnostic tests for your chapter and introducing the 212 principle to apply.

## 5 Why's Analysis

Define the Problem:

Our data shows many of our members have other responsibilities and cannot participate.

Why is it happening?

1. We have young members with children and they can't get to the meetings.

→ Why is that?

2. Their children have sports activities on Saturday morning and they can't come to the meeting.

→ Why is that?

3. Saturday is the most convenient time for parents to get their children to these activities.

→ Why is that?

4 They need to attend the activities with their children and they can't attend the meeting.

→ Why is that?

5. Young members need their Saturday mornings for family. The chapter should consider a more convenient time to meet.

# Membership Basics from A to Z

To build and maintain a strong membership base and a strong chapter consider these A to Z basics.

**A: adult education, always, atmosphere, attitude.** Look at your community's adult education programs for excellent teachers who would be strong members. Always be looking for potential new members. Foster an atmosphere in your chapter and state that welcomes guests and new members. Keep a positive attitude about the possibility of growth.

**B: benefits, brag, brochures.** Think of the benefits of membership and be ready to tell others about them. Have a ready supply of DKG brochures on hand and share them whenever you can. Brag about the wonderful things happening within DKG at your chapter, in your state, and internationally.

**C: celebrate, colleges, community education, conventions and conferences.** Celebrate the potential in young educators and the gifts of veteran members! Look at the colleges, universities, and community education settings in your community for potential members. Bring potential members with you when you attend DKG conventions and conferences.

**D: diversity.** Build chapter membership that represents all areas of education. A diverse membership base is a strong membership base.

**E: elevator, English language educators.** Can you describe the purpose and projects of your chapter and DKG in a few sentences? Develop a short speech that you could give to someone on an elevator (or wherever the opportunity arises) to market DKG. Invite English language educators to join your chapter.

**F: fun, future.** Seeking new candidates for membership should be fun, not hard work. Look for the fun in the challenge. Look to the future- where will your chapter or state be in five years? Ten years? Look to the future to keep your chapter and state membership vibrant.

**G: grandchildren, guests.** Consider the teachers of your children or grandchildren as candidates for membership. Invite guests to your chapter meetings and your state conferences. There's no better way to demonstrate who we are and what we do.

**H: heart, honor, host.** Members are the heart of our organization. Host a community wide event or presentation. Honor the members you have. Host a meeting for several chapters and invite young educators to attend.

**I: information, initiate, international.** Have information at your fingertips about the projects and accomplishments for DKG at all levels. Have DKG brochures available and share them with your contacts. Initiate new members often and on a regular basis. International with any questions you have. Our international connects make us unique as an organization.

**J: joint, just.** Hold joint meetings with nearby chapters and community groups. Just ask educators to join. As the Nike ads say, "Just Do It."

**K: kindergarten, knock.** Consider kindergarten teachers for membership. Don't be afraid to knock on doors or call educators of excellence in your community.

**L: legislators, libraries.** Women legislators in your area are potential presenters and honorary members for you chapter. Librarians are community leaders and can add new dimensions to your chapter.

**M: mayor, mentor, museum, music.** If you have a female mayor, invite her to your meetings. Develop a plan to support and mentor young educators in your community. Get to know who works at your local museums. She may be a potential member. Invite music teachers to become members.

**N: network, nurse educators and trainers.** None of us can do everything, but together we can do anything. A network enriches your life and strengthens everyone. Nurses educators and trainers will make excellent members.

**O: offer, open, opportunity, orientation.** Offer the honor of membership to educators of excellence. Be open to new candidates. Opportunities for recruiting members abound. Hold orientation meetings for potential members so that they can learn about DKG before joining.

**P: piano, preschool, presenters, principals, projects.** Piano teachers and other musicians who give lessons are potential members. Look to your community preschools for potential members. Bring in a panel of presenters from some area of education. The presenters will learn about DKG and you'll meet potential new members. Women principals would likely be honored to be invited to join. Your chapter and state projects promote awareness of our organization.

**Q: quality, question.** Watch for quality educators wherever you are. Ask educators to join. Often no one has asked a potential member. Don't assume disinterest and unavailability. Ask the question.

**R: refer, reinstatement, reorientation.** Refer acquaintances living outside your immediate area to other DKG chapters and states. Do you know of someone living in another state or area that would be a potential member? Contact that state's president and share the information. Invite former members to return and be reinstated. Have a reorientation meeting to renew current members' commitment to the purposes and goals of the Society.

**S: scholarships, students, support.** Grants and scholarships are benefits of membership. Share the information about all that DKG gives and supports. Graduate students would benefit from a scholarship or grant from DKG and would be contributing members.

**T: take time, tell, tutors.** Take time to share your enthusiasm for your chapter and the organization. Tell others about your meetings and DKG travels. Identify the women in your community who are doing tutoring. Tutors qualify for membership.

**U: UN, university.** Tell others about the DKG- UN Schools for Africa Project. Universities have many potential members and presenters. Get to know the women at your local university and encourage them to join.

**V: value, voice.** Think about what you value most about your membership. Let others know about the benefits and value of membership. Your voice speaking to others about DKG is our best marketing strategy.

**W: web site, welcome.** Visit the DKG web site to learn more about the organization and refer others to the site. Welcome guests and new members to meetings. Keep the welcoming atmosphere for all members.

**X: excellence, extra, extraordinary.** Delta Kappa Gamma represents and supports excellence in education worldwide. Be willing to go the extra mile to nominate and support new members. When you meet or hear about extraordinary women educators, invite them to attend a meeting and consider membership.

**Y: young.** Look to the young educators of your community. How can your chapter support and mentor these women?

**Z: zeal, zoo, zzz.** Your zeal and enthusiasm about the opportunities and benefits of membership will encourage others to want to join. Look to the educators at your community's zoo. What unique members they would make. Zzzz- don't be caught sleeping when it comes to inviting potential members to join.

# Additional Quadrant Activities

## Quadrant 1—Developing Reciprocal Relationships

1. In your group, introduce yourself with only these 4 pieces of information:

Your name

What you do/did teach

Where you are from

Your position in DKG

2. Speed Dating

The entire group is split into two rows, facing each other. Everyone should have a partner. Then the team leader announces a topic (e.g., family, school, dreams, motto for life, what annoys you, etc.). All the participants in one row discuss this topic for one minute with the person standing opposite. Each time they must also say their names. After one minute the team leader gives a signal, and the other row (which was listening) discusses the same topic (also for one minute). After this minute, the team leader should whistle, and then the rows should shift to the right, so that one person is left out; and for the next round participants are standing opposite the next person in the row. The participant left on the ends should just change sides. The team leaders should give a new topic and the next round starts. It is important during this game that the person who is listening just listens attentively and doesn't ask any questions.

3. I've Never Done That Before

One person at the table tells the group about one thing she has never done before. Any players at the table who also didn't do what the player in the said, must stand up. Each player exchanges places with another standing player. The player who does not get a new place then tells something she has never done.

## Quadrant 2-Creating a Shared Purpose

1. What do you want to take home with you? \_\_\_\_\_ In your group...discuss what you want to take home with you today.

Have your group report ONE common thing you want to take home today. TRY to not repeat what another group has said.

### **Quadrant 3—Moving to Collaboration**

1. What if game...

The team leaders says a sentence..."If our chapter received a \$500 undesignated bequest, I would want us to...!" Everyone then writes her answer on a piece of paper. The papers are then collected, mixed-up, and passed out again. Every players reads she answer on the paper she just got. The group then assesses the ideas.

Let's call our familiar life the "world of measurement" because of the central position in our lives of assessments, scales, standards, and comparisons. This is the world in which we are always measuring ourselves—and we are always encountering obstacles such as scarcity of time, money, love, etc. etc.

Let us suppose, however, that a universe of possibility stretches beyond the world of measurement.

Essentially, Stepping into a Universe of Possibility means that we are open to possibility. It is a kind of ABUNDANCE thinking rather than a kind of SCARCITY thinking.

2. Each table has assigned letters of the alphabet. Among the members at your table, find ONE item for each letter (something that begins with that letter [or if you're desperate something that has that letter in its spelling). 90 seconds

Now with all your teammates participating, develop a 2 minute skit/presentation using all the items (or as many as you can) about DKG. (4 minutes)

Present the skits

3. Steps in Sharing Management Wisdom: A Team Building Activity

Divide the meeting participants into groups of four people. For this team building activity, you will want to assign groups based on years of educational experience. (This could be adapted to years of Society experience) This will allow you to have team members with various years of experience participating in each group. So, start by asking your participants to raise their hands if they have more than 30 years of experience.

Assign each of these participants to their own table. Place the participant with the least experience at the table with the one who has the most. Then, ask how many participants have five or more years of membership and assign them to the tables of the more experienced members.

Finally, ask how many have fewer than five years of experience and assign them to the groups with the more experienced. This method of assigning participants to groups so that you create various levels of experience within each group is integral to the success of this team building activity.

Do not use a numbering off method or a self-selection method to organize these groups; your results will suffer from the lack of diversity. Indeed, if you know the attendees, as you assign by levels of experience, avoid putting school coworkers in the same group.

Tell the newly formed groups that their assignment is to look back over their DKG careers and **determine the ten most important pieces of wisdom they have learned about the Society.** Provide an example from your own accumulated knowledge such as: Don't ever expect any individual to whole heartedly support and "own" any way of doing things that he or she had no part in creating or developing. At best, you will only obtain "buy in." Use this example or pull an example from your own accumulated wisdom, but do share an example.

Provide the time needed by the participants to think about and jot down ideas before you ask them to share their wisdom with their small group. Coming up with ten pieces of knowledge, that group members want to share, generally takes twenty to thirty minutes. You will know when most participants are ready for the next step when the level of noise in the room increases.

Once participants have had a chance to think about their accumulated wisdom, ask them to share them with their small group—perhaps with each person sharing one at a time. They share theirs first; then, each person shares their second, and then, their third. Tell the small group members to look for common themes and similarities in the pieces of wisdom shared.

Tell the groups that each person will be asked to share several of their words of wisdom with the whole group upon completion of the small group exercise, if they are comfortable doing so.

Debrief the team building activity by asking the group how they reacted to the words of wisdom, both telling their own and hearing those of coworkers.

Continue to debrief the activity by asking the large group if participants noticed themes in the wisdom shared. When the discussion is finished, ask the participants if they have anything they'd like to add to the discussion before moving on with the rest of the session.

## **Quadrant 4—Sustainability**

1. Team Building Icebreaker Steps
  - A. Work with the people at your table.
  - B. Find ten things you have in common, with every other person in the group, that have nothing to do with work. (I tell people no body parts. We all have legs; we all have arms. And no clothing (we all wear shoes, we all wear pants). This helps the group explore shared interests more broadly.
  - C. Tell the groups that one person must take notes and be ready to read their list to the whole group upon completion of the assignment.
  - D. Ask for a volunteer to read their whole list of things in common first. Then, ask each group to share their whole list with the whole group. Because people are your best source for



laughter and fun, the reading of the lists always generates a lot of laughter and discussion. You can also catch the drift of the conversation in the small groups based on the transitions made from item to item.

This team building icebreaker takes 10 – 15 minutes, depending on the number of groups. To keep the activity to ten minutes, after 5 minutes of brainstorming together, I usually tell the groups that the lists they have created are perfect, no matter how many items they have, and debrief.

What did you discover—not what you learned about each other—from this exercise?’

1. Let’s brainstorm about what you want in a Delta Kappa Gamma chapter.  
What do you believe is important about being a Delta Kappa Gamma member?

- a. Let’s create a vision of an ideal chapter by completing these sentence stems. (You should give a brief answer and you may pass if you don’t have an answer or if your answer has been given.)

*STEMS: have attendees finish these sentences aloud*

In an ideal chapter, members really care most about....

If I were a member of the ideal chapter, I would want....

Think of an issue associated with Delta Kappa Gamma that is very important to you. (NOTE: ask why each answer is important 5 times. Ask 2 or 3 people)

- b. Create a personal vision. Write your answers on your own paper.
  - 1) When I leave this chapter, I would like to be remembered for...
  - 2) I want my chapter to be a place where....
  - 3) The kind of chapter to which I would like to belong would...
  - 4) The kind of chapter I would like to be responsible for would ...
  - 5) In order to accomplish this, we (I) need to ...
- c. Now move into a small group (reporter and recorder) and ask yourselves these questions:
  - 1) What about the current situation in (chapter name)? Do we want to change it or keep it?
  - 2) What do we want to keep and make better?
- d. Reports from small groups and discuss

(What do we hope for in our wildest dreams for (chapter)? What would (chapter) be like if we all work together, collaboratively, to make our dreams come true?)

2. The assignment is to review the SAP section assigned to your group applying the Six Thinking Hats within your group.

Each hat is marked with a different color and represents the following type of thinking:

- a. **White Hat** represents facts, information, and statistical data, as well as identifying missing information and from which sources it may be collected.
- b. **Red Hat** symbolizes emotions and feelings. While wearing this hat, people are "allowed" to express their feelings about the subject or to share their general mood, which might be affecting their participation or lack of it. This hat does not require logical reasoning or justification, as feelings are almost always subjective rather than rational.
- c. **Yellow Hat** signifies positive rationality, and is used to look at the positive aspects of a situation or idea, on the potential benefits of the suggested course of action, and on the parties who are expected to profit from it. It is emphasized that support for the idea should be logically justified and not simply stated without explanation.
- d. **Black Hat** is in a way the opposite of the Yellow Hat. It is used for discussing the negative repercussions of the plan, the potential dangers, and any criticism on the logic of arguments made in its support. As in the case of the positive hat, logical justification is expected when presenting the reservations rather than opposition for the mere sake of opposition.
- e. **Green Hat** stands for creativity and unconventional thinking. When wearing this hat, people are encouraged to think creatively (although in this case De Bono does not specify how). Brainstorming, creative thinking tools, lateral thinking and other such methods are to be used in order to search for unexpected developments of the idea or the discussion.
- f. **Blue Hat** - this hat is used for directing the discussion, for switching hats when necessary, for summarizing the major points of the discussion, as well as for making decisions.

20 minutes to work and then each group will make a report using the questions posted on the screen (choose your speaker, recorder, etc.) to tell about your portion of the SAP.

CP: ask each group about the impact of the "hats" on their discussion and findings

3. What do we have going for us and what do we have going against us as we try to make this dream for our future come true? (What are our strengths and what are our challenges? What are our opportunities and barriers?)  
 Can we do it?  
 What other individuals or agencies might have a stake in our decision and are willing to help us?  
 How can we bring them in?  
 Which of our options make the most sense?  
 Which are we most excited about?  
 What do you want to do next?

## Engaging Members in Activities, Benefits, Development, and Service Opportunities -- Quadrants 3 & 4

The viability and strength of the Society is in the membership of the chapters. A chapter, therefore, should be a lively, vibrant organization with many enthusiastic and creative members. Since active participation usually is directly linked to interest, energies, and involvement, appropriate and well-conceived activities are of crucial significance to a successfully active chapter. Relevant and exciting programs can help to ensure active participation by members and a full turnout at events and meetings.

Because each chapter is a distinct unit of the Society, there cannot be and should not be one single prescription for a productive, instructive, and exciting set of chapter activities. However, it is possible for chapters to use general guidelines as they fashion their own unique and interesting activities. These guidelines can help chapter officers plan pertinent activities that will challenge members and potential members in pursuing the ideals of the Society and meeting their interests and concerns.

If interest and involvement are keys to a chapter's success, then the prime goal must be activities that produce attendance and participation. One of the best ways of securing membership involvement in chapter activities is by starting a unique chapter event. This event should create visibility for DKG on in the community and provide new members with a great way to get involved and current members to stay involved each year.

The extent of a chapter's activities at any given time is dependent on the commitment of its active members. Using the International projects, *Schools for Africa* or *Support for Early Career Educators* are naturals around which to plan an event. Perhaps your chapter will include service projects that benefit your community or professional development events that benefit your members. Your chapter might even become known for several signature events each year!

Programs should be carefully planned so that they offer a good balance in terms of topics, formats, and participants. A topic should cover diverse experiential, educational, and interest levels. Presentation format can vary from an individual speaker, to a panel, to workshops, to hands-on experiences, etc.

Your audience should be considered when planning the topic. Is the audience mostly elementary or secondary teachers, retired or active professionals? Programs that have appeal for non-members also should be developed and promoted outside of the chapter membership because it is an excellent way to increase membership. A good way to ensure that chapter programs and activities meet the expectations and needs of members is to ask each member to complete the Member Interest Survey

Including fellowship and social aspects often enhances chapter activities. Trying

something for the first time is a great step! Each year, you can tweak the planning to get more members involved, a better turnout, more instructive learning to take place, or whatever else you set for goals.

Remember that there is a whole list of programming ideas in DKG's resources. Many of these ideas come with a basic outline or checklist of what to do. They do not contain the exact steps your chapter will need to take; those little (but oh-so-crucial) things are up to you and your chapter's leadership to handle.

## Communicating with members

E-mail is cheap, quick, and easy. Compile a list of e-mail addresses of all active and inactive members. A complete membership roster is available from International. Emails are a great way to get the message out to everyone at once; however, it is impersonal. Also, e-mail can be deleted easily or ignored. You may want to consider using other ways to communicate with members, such as a personal phone call or newsletters.

Web site. International can host your chapter's Web site. Contact Linda Eller at headquarters for full information. The most important aspect of a good chapter Web site is to make sure the information is accurate and updated! An updated Web site can promote events, meetings, provide contact information for officers, and deadlines for scholarships.

Paper (or electronic) newsletter. A newsletter or flyers are traditional ways of promoting events, but still very effective. Paper newsletters give members something they can keep and read. Mailing addresses for all members are available through International. Electronic newsletters are the least expensive method of sending the chapter newsletter to those who have email addresses.

Personal phone call. Though newsletters and e-mails are great, there is nothing like a personal call to provide that personal touch! Personally calling to invite members to an activity will increase your active membership. Divide the list of members to call among the officers. More than likely, at least one person that is called will come to the next meeting. Individual members want to feel valued and welcomed at chapter activities.

"I wish that I had realized that we, as members, can change things in our chapters. Simply because that's 'how it's always been done' doesn't mean you have to keep doing the same old thing. Change it up!"  
---past chapter officer

## Checklists for Programming

Is our chapter:

- exciting
- instructive
- lively
- productive
- strong
- viable
- vibrant
- full of active members

Programming ideas – available at [dkg.org](http://dkg.org)

- awards and recognition
- fund-raising
- leadership training
- professional development
- personal development
- Schools for Africa*
- Support for Early Career Educators*
- service projects
- social events

Does our chapter provide:

- exciting programs
- relevant programs
- opportunities for members to get involved
- professional development
- recognition for member achievements
- service(s) to the community
- a signature event
- fun!

## **FOUR STAGES OF TEAM DEVELOPMENT**

### Stage 1 - Orientation: **(FORMING)**

- ◆ Feeling moderately eager with high expectations.
- ◆ Feeling some anxiety. Where do I fit in? What is expected of me?
- ◆ Testing the situation and central figures.
- ◆ Depending on authority and hierarchy.
- ◆ Needing to find a place and establish one's self.

### Stage 2 - Dissatisfaction: **(STORMING)**

- ◆ Experiencing a discrepancy between hopes and reality.
- ◆ Feeling dissatisfied with dependence on authority.
- ◆ Feeling frustrated: anger around goals, tasks and action plans.
- ◆ Feeling incompetent and confused.
- ◆ Reacting negatively toward leaders and other members.
- ◆ Competing for power and attention.
- ◆ Experiencing polarities: dependence/counter-dependence.

### Stage 3 - Resolution: **(NORMING)**

- ◆ Decreasing dissatisfaction.
- ◆ Resolving discrepancies between expectations and reality.
- ◆ Resolving polarities and animosities.
- ◆ Developing harmony, trust, support and respect.
- ◆ Being more open and giving more feedback.
- ◆ Sharing responsibility and control.
- ◆ Using team language.

### Stage 4 - Production: **(PERFORMING)**

- ◆ Feeling excited about participating in team activities.
- ◆ Working collaboratively and interdependently with whole- and sub-groups.
- ◆ Feeling team strength.
- ◆ Showing high confidence in accomplishing tasks.
- ◆ Sharing leadership.
- ◆ Feeling positive about task successes.
- ◆ Performing at high levels.

*From: The One Minute Manager Builds High Performing Teams, by Kenneth Blanchard, Donald Carew, and Eunice Parisi-Carew.*

## Mandates for Chapters from the Delta Kappa Gamma Society International *Constitution*

1. Members are elected to membership based on particular qualifications (III.B.1). Members are granted reserve status for only two reasons (III.B.2).
2. Members complete financial responsibilities – pay dues and fees on time (IV).
3. Chapters must have at least 4 regular meetings per year (IX.A.3).
4. Chapters must have an Executive Board, with defined duties (VII.C.)
5. Chapters adhere to the Purposes and Mission Statement. They are responsible for Society work and may create committees to complete that work (VIII.A.2).
6. Chapters must have Rules that are consistent with the *Constitution* and its state organization bylaws (VI.D.3)
7. Chapter must elect and appoint particular officers who must be members. Chapter officers are elected in even-numbered years (VI.D.3).
8. Chapters submit annual and biennial reports (VIII.A.2)

# MOVING CHAPTERS FORWARD

## *Building Leadership Capacity in the Chapter*

1. Do you believe that all Delta Kappa Gamma members can lead? How? What would this look like in a chapter if this were true?
2. Examine the attached **Chapter Leadership Capacity Matrix**. Circle items that describe your own chapter. In your small group, discuss your choices and identify possible areas for intervention.
3. Examine the attached **Building Chapter Leadership Capacity Strategies**. Add your own ideas at the blank deltas. Discuss Lambert's recommended strategies for intervention and your own.



# CHAPTER LEADERSHIP CAPACITY MATRIX

## LOW SKILLFULNESS

- ▶ Autocratic officers
- ▶ Limited (primarily one-way) flow of information
- ▶ Codependent, maternal relationships
- ▶ Rigidly defined roles
- ▶ Norms of compliance
- ▶ Lack of innovation in chapter practices
- ▶ Membership growth poor or showing short-term improvement

1

- ▶ Laissez-faire officers
- ▶ Fragmentation and lack of coherence of information and programs
- ▶ Norms of individualism
- ▶ Undefined roles and responsibilities
- ▶ Both excellent and poor programs
- ▶ “Spotty” innovation
- ▶ Membership growth static overall

2

## LOW PARTICIPATION

3

- ▶ Trained leadership or leadership team
- ▶ Limited uses of membership data, information flow within designated leadership groups
- ▶ Polarized membership, pockets of resistance
- ▶ Designated leaders acting efficiently; others serving in traditional roles
- ▶ Pockets of innovation and excellent practices
- ▶ Membership growth static or showing slight improvement

## HIGH PARTICIPATION

4

- ▶ Broad-based, skillful participation in the work of leadership
- ▶ Inquiry-based use of information to inform decisions and practices
- ▶ Roles and responsibilities that reflect broad involvement and collaboration
- ▶ Reflective practice/innovation as the norm
- ▶ High

memberships  
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## HIGH SKILLFULNESS

Derived from Connecting Capacity Building with Leadership, Linda Lambert, ASCD

## BUILDING CHAPTER LEADERSHIP CAPACITY STRATEGIES

### QUADRANT 1: DEVELOPING RECIPROCAL RELATIONSHIPS

#### Possible strategies include:

- ▶ Establishing collaborative norms
- ▶ Solving problems
- ▶ Using evidence in discussions
- ▶ Mentoring new members
- ▶

### QUADRANT 2: CREATING A SHARED PURPOSE

#### Possible strategies include:

- ▶ Finding shared values
- ▶ Engaging in chapter-wide collaborative research
- ▶ Running effective chapter meetings
- ▶

### QUADRANT 3: MOVING TO COLLABORATION

#### Possible strategies include:

- ▶ Involving everyone in chapter-wide conversations
- ▶ Using dialogue, not monologue, consistently
- ▶ Using conflict-resolution skills
- ▶

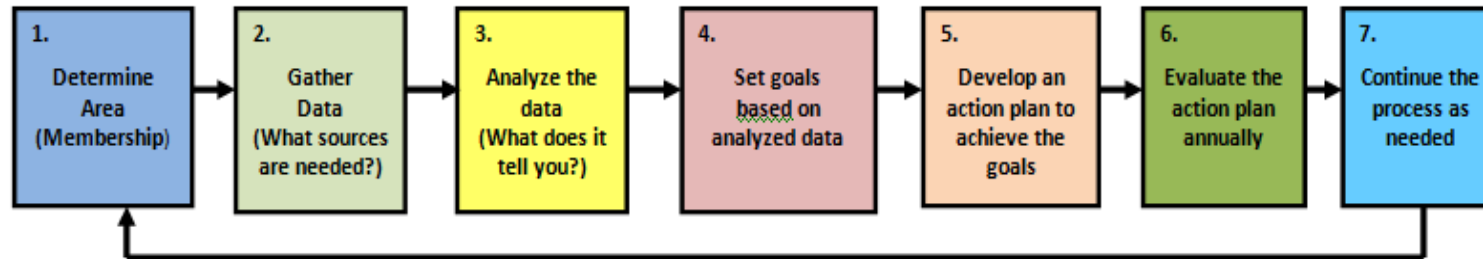
### QUADRANT 4: SUSTAINABILITY

#### Possible strategies include:

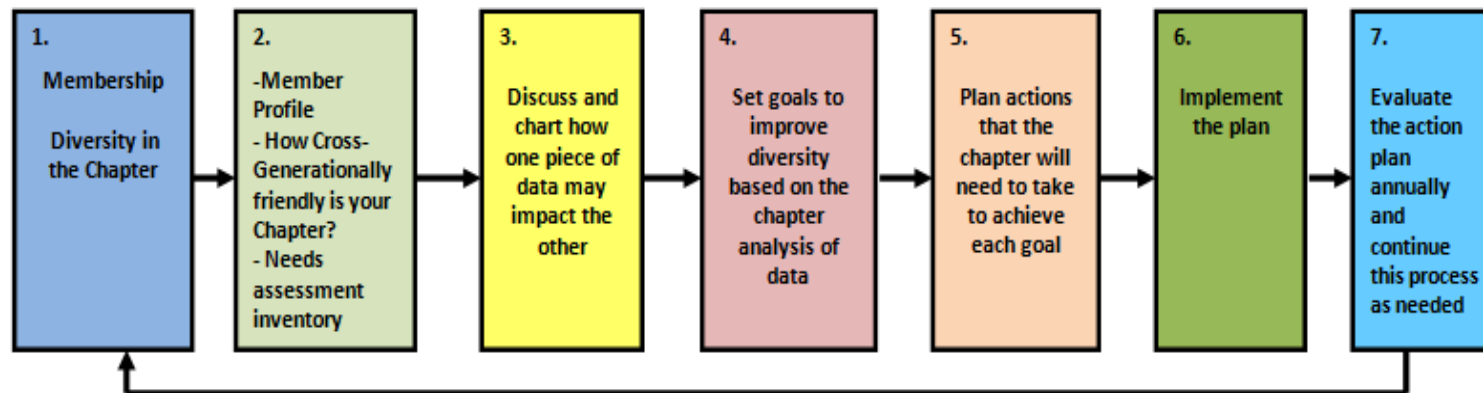
- ▶ Revisiting the shared vision of the chapter regularly
- ▶ Creating multiple means of participation
- ▶ Attending to succession planning
- ▶

Derived from Connecting Capacity Building with Leadership, Linda Lambert, ASCD

## Planning Process for Sustaining Strong Chapters



### Example: Planning for Diversity



## Planning Placemat

Surveys can be found on the Society website under Forms or Membership.  
[www.dkg.org](http://www.dkg.org)

## Planning & Training -- Quadrant 2

### Setting Up Officer Structure and Yearly Calendar of Events Helps Create an Effective Structure and Road Map

In order to be successful, a chapter needs to have an internal structure which keeps things running smoothly. This structure revolves around having the right leaders in the right officer positions who have a clear understanding of their roles and responsibilities. It also revolves around a yearly plan of events which help members effectively schedule their involvement and interaction with the chapter. Both are important to keep things in a chapter operating effectively.

Developing a calendar and setting dates make it easier for people to plan to attend an event, and will limit having to cancel or change a program or scramble to get people to come. Setting a calendar with topics and programs gives structure to the year. You always can change the focus or format of the meeting as the date draws nearer. With a definite perspective as to what the chapter proposes to do during the year, members can more readily plan the activities into their schedules. It is essential that the calendar be set well in advance.

Make the calendar, including all updates and revisions, available to all chapter members in a variety of formats. Issue a yearlong calendar as close to the beginning of the year as possible. Provide updates regularly or when changes occur. Provide reminders 1–2 weeks before each event. Use a variety of media, such as:

- a handout at chapter meetings;
- announcements of upcoming events at each meeting;
- your chapter newsletter; and
- e-mails with a two-week window of events every other Monday.

Find a system that works best for you and your chapter. Just remember that if you haven't told them at least twice, they probably haven't heard you at all. Your calendar is bound to need changing and rescheduling. Cancellations will happen and conflicts will pop up for which you could not have planned. As a common courtesy, most planning experts say that you should NEVER give less than two weeks notice for any event.

The chapter's success is related directly to the time and effort in preparing and training the chapter's officers and leaders. Some of the major tasks that the chapter must accomplish before the biennium begins are goal setting, action planning, budgeting, and creating strategies for involving members through the chapter committee structure.

Most of the tasks described here ask you to do what can be very difficult, but is the mark of real leadership: letting others do the work, with you assuming a supporting role. Organize and implement an officer training meeting to occur within four weeks of officer elections.

Take this time to team build, learn about one another, evaluate the chapter's strengths and weaknesses, set goals for the upcoming biennium, and develop an action plan for meeting

those goals, including empowering members.

The Program Committee should meet in the spring (no later than mid-summer) to plan the programs for the ensuing year, including all necessary arrangements (room reservations, particularly).

In smaller chapters, the executive committee will be responsible for programs and membership, if there aren't enough members for separate committees.

Expectations for your chapter encompass three key elements for success: education about the Society, communication, and delegation. If your chapter dedicates itself to these three things in all facets of chapter operations, you will create a chapter that runs itself.

When you receive mail from the state organization or International Headquarters, you can be sure that it contains important information, such as new forms, Society updates, new resources to assist you, membership items, etc. Distribute this information to other officers in person, either at an executive board meeting or one-on-one. Don't just hand someone mail! Look through the information with them and make sure that you both understand what needs to be done with each item.

## Checklists for Planning & Training

- ☐ Set calendar dates in advance
  - recruitment activities and initiation of members
  - fund-raiser(s)
  - meetings and programs
  - service project(s)
  - social(s)
- ☐ Communicate the calendar to members
  - chapter meetings
  - newsletters
  - E-mail
  - Web site
- ☐ Leadership
  - Meet within four weeks of elections
  - Set goals for the biennium
  - Plan actions with deadlines to accomplish goals
  - Assign duties to complete actions
  - Establish a budget
  - Devise ways to involve all members

*Adapted from the Kappa Delta Pi Chapter Handbook*

PRESS RELEASE

FOR MORE INFORMATION CONTACT: **Insert your name and contact information**

FOR IMMEDIATE RELEASE: **Date**

**(YOUR LAST NAME)** ATTENDS TRAINING FOR ROLE AS LOCAL CHAPTER LEADERS OF INTERNATIONAL ORGANIZATION

**(YOUR FULL NAME)**, a member of the **(YOUR )** chapter of The Delta Kappa Gamma Society International (DKG), returned from leadership development training for chapter leaders of the DKG **(YOUR REGION)**. DKG is a professional honor society for women educators with approximately 90,000 members. Established in 18 member countries around the world, DKG defines its mission as promoting professional and personal growth of women educators and excellence in education.

The leadership development training was held **(YOUR DATE AND REGIONAL SITE)** for chapter members from throughout **(YOUR REGION)**. **(NAME OF PRESENTER AND STATE)** facilitated the training.

Chapter leaders met and discussed leadership strategies and exchanged ideas concerning building both the skills and participation of members in their individual chapters. The presider inspired participants to share a common vision that focuses on educational excellence and building leadership capacity of all members. Roles and responsibilities of members within the chapter were discussed, as well as specific ways to move their chapters forward.

Insert a quote from yourself using one of the following or one of your own: (YOUR FULL NAME) said, "This opportunity to meet with leaders from other areas of the (YOUR REGION) to set goals for the work of key women educators provided a new avenue for my professional development." (YOUR LAST NAME) said, "My involvement in DKG allows me to network with professional women educators around the world, enjoy global affiliations, make presentations, and serve as a mentor to other members."

The 2014 DKG International Convention will be held July 28 – August 1 in Indianapolis, IN at the JW Marriott.

The DKG honor organization of key women educators was formed in Austin, Texas on May 11, 1929 by Dr. Annie Webb Blanton from a nucleus of 12 founders representing all levels of education – kindergarten through university. Professor of rural education at the University of Texas, Dr. Blanton was elected president of the Texas State Teachers' Association in 1916, the first woman to hold that office. Blanton was also the first woman to serve Texas as State Superintendent of Public Instruction, having been elected in 1918.

## Problem Solving and Conflict Resolution -- Quadrants 1 & 3

- “Conflict is an outgrowth of the diversity that characterizes our thoughts, our attitudes, our beliefs, our perceptions, and our social systems and structure. It is a part of our existence.” Dudley Weeks, in The Eight Essential Steps to Conflict Resolution
- **Conflict resolution means settling or solving a disagreement between two or more people.** Effective conflict resolution addresses the root issues of the conflict.
- Constructive conflict resolution aims at solutions that will make the situation better in the future. A collaborative approach to conflict means that the interests of each of those involved need to be communicated, and valued. Center for Conflict Resolution, Salisbury State University, 1999.
- Conflict should not define the relationship. Dudley Weeks, The Eight Essential Steps to Conflict Resolution
- Good communication is the key to avoiding and resolving conflict.

### What causes conflict?

<b>Data Conflicts</b> Lack of information Misinformation Different views on what is relevant  Different interpretation of data Different assessment procedures	<b>Relationship Conflicts</b> Strong emotions Misperceptions or stereotypes Poor communication Miscommunication Repetitive negative behavior
<b>Interest Conflicts</b> Perceived or actual competitive Substantive (content) interests Procedural interests Psychological interests	<b>Value Conflicts</b>  Different criteria for evaluating ideas or behavior Exclusive intrinsically valuable goals Different ways of life, ideology, and religion
<b>Structural Conflicts</b>	<b>Other?</b>



Destructive patterns of behavior or interaction Unequal control, ownership, or distribution of resources Geographic, physical, or environmental factors that hinder cooperation. Time constraints	
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### **How do you respond to conflict?**

1. **Accommodating:** I give in
2. **Competing:** I am determined.
3. **Avoiding:** I do not address the problem at all.
4. **Compromising:** I will meet you half way.
5. **Collaborating:** I will work with you to meet both of our needs.

### **Five Principles of Collaborative Negotiation**

1. We, not I versus you
2. Examine the conflict in the context of the relationship
3. The relationship should improve
4. Should result in mutual benefits
5. Relationship building and conflict resolution are connected.

### **Do you do the following to negotiate collaboratively?**

1. Make eye contact?
2. Watch the person's body language and facial expressions?
3. Empathize and try to understand the person's feelings, thoughts, and actions?

4. Keep from interrupting and let the person finish, even though you already know what the person means?
5. Ask questions to clarify information?
6. **Smile** and nod your head to show interest?
7. Listen, even if you do not like the person who is talking or what the person is saying?
8. Listen for and remember important points?
9. Do you ignore outside interruptions?
10. Keep from judging what was said?

(Peer mediation conflict resolution in schools Program Guide, p. 55)

## Sharing Our Vision -- Quadrant 2

1. First -- **our shared purpose**. What is it that binds us together as members?
2. Second – what exactly do we have to do to carry out those core tasks and meet our shared purpose? In other words, **what is our shared responsibility**?
3. The third point is a crucial requirement for meeting our shared purpose and our shared responsibilities – and that is **shared leadership**. How shall we encourage members to take leadership roles?
4. Sharing our vision -- It is who we are, what we expect from each other and the essence of our brand. What is our vision for:

Our Mission --

Our Members --

Excellence in Education --

Our Future --

Our Leadership --

Our Team Spirit –

What are our Priorities?

The current biennium –

The next biennium –

The next decade –

*Until one is committed, there is hesitancy, the chance to draw back. Concerning all acts of initiative and creation, there is one elementary truth, the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then Providence moves too.*

*All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents and meetings and material assistance, which no man could have dreamed would have come his way.*

*Whatever you can do, or dream you can do, begin it. Boldness has genius, power, and magic in it. Begin it now."*

-Johan Wolfgang Von Goethe (1749-1832)

# Successful Chapter Model

1. Holds 4-6 well-planned, relatively informal but still structured, quick-moving business meetings per year.
2. Meets at varied times, days, and places convenient for working members.
3. Meets for approximately 1.5 hours in length, excluding meals.
4. Has more refreshment-only meetings than meetings with meals.
5. Plans fellowship time as part of each meeting.
6. Focuses on meeting members' social needs (fellowship/camaraderie).
7. Has open meetings and activities that welcome non-members.
8. Has a wide variety of high-quality, interesting programs and speakers, including programs that highlight community initiatives and those that use members' talents/expertise.
9. Supports a variety on one-time and ongoing projects that actively engage members.
10. Supports projects in the areas of Mentoring/Collaborative Connections; fund-raising and volunteers efforts; scholarships and grants-in-aid; community initiatives, especially for women and children; literacy; the legislative process; and others, including international projects.
11. Communicates with members in multiple ways: newsletter (print, website, or email four or more times a year), phone, email, snailmail, website.
12. Publicizes the Society through projects and activities that receive newspaper coverage as well as school and community recognition.
13. Has specific strategies in place for attracting new members, retaining members, engaging retired and employed members, and developing /nurturing new chapter leaders.
14. Implements formal and traditional initiation and installation ceremonies.
15. Emphasizes the Society's mission, purposes, and history.
16. Offers benefits and services that members cannot get elsewhere, including chapter scholarships, grants, interaction among a diverse group of educators, friendship/camaraderie, and service to the community.

*2010 Special Society Research Project conducted by Board Members Dr. Jensi Souders and Dr. Helen Popovich*

## TEN STRATEGIES TO MASTER TEAMBUILDING – Quadrants 1, 2, and 3



### 1. **Follow these keys to teambuilding.**

- Clarify goals and objectives.
- Be open and willing to confront issues.
- Build support and trust.
- Study the ways to handle conflict.
- Develop working methods and decision-making procedures.

- Apply the appropriate leadership for each situation.
- Ensure that opportunities for individual development and advancement exist.

### 2. **Include all stakeholders in a “bottom up” approach in team building.**

- Members determine where change is needed.
- Members formulate outcomes to be achieved.
- Members agree what action is necessary to achieve success.

By following this process, the team becomes more united because they have worked together to solve a problem. By using active member participation and consultation to define problems and outline solutions, leaders are able to build successful teams.

### 3. **Discuss these four elements in planning meetings.**

- **Goal setting.** Individuals on a team must understand and accept the goals of the group and the Society.
- **Role setting.** Team members must know what others expect from them. Ambiguity in role expectations produces stress and hampers performance.
- **Procedures.** All team members must know how to get work done together (e.g., working methods, the work process, resources available, decision making, problem solving, conflict management, etc.)
- **Relationships.** Put simply, people who respect one another usually work together more effectively than people who do not. It is a bonus if they like each other.

### 4. **Recognize the barriers to team development.**

- No pride exists in persons and products.
- Interpersonal conflicts arise often.
- Unclear job descriptions are in place.
- No leadership development programs are offered.
- Poor [or no] orientation of new members is commonplace.
- Poor communication exists among all levels.



**5. Distinguish between information vs. consultation.**

- Be sure to distinguish between information and consultation. **Information** is telling members what you are doing or what will be done to them or by them.
- **Consultation** is much more; it is telling team members what you are doing, or plan to do, asking for responses and inviting constructive advice.
- Participation by those concerned with the problem and in the development of a solution will help bring everyone's ideas into line. As a result, any solution will be a joint one and will consequently be more likely to be accepted or implemented.
- The importance of involving all team members through participation and consultation cannot be overstressed. **Team members prefer to be consulted — not told.**

**6. Note the different ways in which leaders positively affect teambuilding.**

- Leaders care about the people with whom they work.
- Leaders recognize achievement; they don't worry about who gets credit.
- Leaders increase responsibility.
- Leaders strive to improve communication.
- Leaders respect individual differences.
- Leaders provide opportunities for interaction among team members.



Teambuilding and inclusion are dynamic processes that require work. When they proceed well, there are many opportunities for fun, growth, creativity and productivity.

**7. Establish team ground rules.**

When a team first gets together, neither new teammates nor seasoned veterans automatically know the best way to act toward each other. The smart thing to do is to develop a tailored set of team ground rules, which are statements of basic values that a team establishes to serve as behavioral guidelines so that individual team members know how to interact and support each other.

Use these ground rules to standardize procedure, time management, work assignments, logistics, preparation, discussion, creativity, reporting, respect, courtesy, and problem solving.

<b>GROUND RULE CATEGORY</b>	<b>TEAM GROUND RULES</b>
<b>Respect.</b> How team members should work together, treat each other; handle rank, equality, confidentiality, recognition, and courtesy	
<b>Responsibility.</b> How team members will delegate assignments and distribute action items	
<b>Procedures.</b> How the team will plan, record and report its work; set priorities, handle changes, and make decisions	
<b>Discussion.</b> How team members will participate, communicate, and give feedback	
<b>Differences.</b> How the team will handle disagreements and criticism	
<b>Schedule.</b> When the team meets and for how long; how it will regulate attendance, promptness, breaks, and interruptions	
<b>Meetings.</b> How the team will prepare agendas, judge a quorum, respond to absences and replacements, handle interruptions and tangents, document minutes	
<b>Work Management.</b> How the team will manage its project, monitor progress, stay on track, report success and problems, represent status to outsiders	
<b>Non-Team Behavior.</b> How the team will improve poor motivation or attitude, ignored action items, inappropriate behavior or language	



### 8. Evaluate the team.

The 25 attributes below reflect the critical attributes of highly effective teams. On your own, rate each item, then discuss your individual ratings with the group. Be prepared to explain why you rated each item as you did. For each item that any member rated lower than 3, discuss what needs to happen in order for all members to rate the item a 3 or more. This assessment could be done anonymously and shared.

As a Team, we....	Low			High	
1. Celebrate our different personal styles.	1	2	3	4	5
2. Value inclusion. We believe everybody belongs.	1	2	3	4	5
3. Have commitment to mutual goals.	1	2	3	4	5
4. Are energetic and enthusiastic about our responsibilities.	1	2	3	4	5
5. Have a process for planning and problem solving.	1	2	3	4	5
6. Have clear agreements regarding decision making.	1	2	3	4	5
7. Listen to and value each other.	1	2	3	4	5
8. Produce high quality results.	1	2	3	4	5
9. Demonstrate effective interpersonal skills.	1	2	3	4	5
10. Obviously care for and have a commitment to each other.	1	2	3	4	5
11. Take personal responsibility. We do not find fault; we find solutions.	1	2	3	4	5
12. Are accountable for our decisions and results.	1	2	3	4	5
13. Have clearly communicated our personal and professional beliefs.	1	2	3	4	5
14. Have clear, realistic goals for ourselves.	1	2	3	4	5
15. Have identified and value our individual talents.	1	2	3	4	5
16. Encourage and provide constructive feedback.	1	2	3	4	5
17. Operate in a safe emotional environment.	1	2	3	4	5
18. Respectfully disagree and agree with dignity.	1	2	3	4	5
19. Have fun together.	1	2	3	4	5
20. Take risks to say and do what needs to be said and done.	1	2	3	4	5
21. Trust each other.	1	2	3	4	5
22. Are proactive about getting our individual needs met.	1	2	3	4	5
23. Have efficient and effective communication tools.	1	2	3	4	5
24. See conflict as an opportunity for learning.	1	2	3	4	5
25. Have and use strategies for handling serious disagreements.	1	2	3	4	5

## The Power of Now.

The NOW which contemplates that the past, the present, and the future exist simultaneously, the power of NOW as it connects with eternity, your timeless self which finds its power in expression of self recreation, self actualization. "Come my friends," wrote the poet Tennyson, " 'tis not too later to seek a newer world."

The Society needs you. I know how important you are. The raw, kinetic, intellectual and spiritual power here from 18 countries can strengthen our society.

George Bernard Shaw wrote in *Back to Methuselah* "You see things and say 'Why'? I dream things that never were; and I say, 'Why not?'" He spoke to the capacity of vision, of possibility thinking, of the certainty that life is a profoundly creative experience, an expression of the workings of the mind, the heart and the soul.

What I have learned from experience is this -- when you see a condition you desire to see change, when you seek to make something happen and you are told it is not possible -- that may be exactly the place to put your energy, to change the outcome. When you do, people will say a miracle occurred. We live in a world where miracles are waiting to be welcomed.

Adapted from *The Power of Now*, Eckhart Tolle

Read the poem 4 times.

## To Be of Use

1. What is the poet saying?
2. Select a phrase or word that speaks to you.
3. How does the poem make you feel? What emotion does it create for you?
4. How does it apply to your chapter?

The people I love the best  
Jump into work headfirst  
Without dallying in the shallows  
And swim off with sure strokes almost out of sight.  
They seem to become natives of that element,  
The sleek black heads of seals  
Bouncing like half-submerged balls.

I love people who harness themselves, an ox to a heavy cart,  
Who pull like water buffalo, with massive patience,  
Who strain in the mud and the muck to move things forward,  
Who do what needs to be done, again and again.

I want to be with people who submerge  
in the task, who go into the fields to harvest  
and work in a row and pass the bags along.  
Who are not parlor generals and field deserters  
But move in a common rhythm  
When the food must come in or the fire be put out.

The work of the world is common as mud,  
Botched, it smears the hands, crumbles to dust.  
But the thing worth doing well done  
has a shape that satisfies, clean and evident.  
Greek amphorae for wine or oil,  
Hopi vases that held corn, are put in museums  
But you know they were made to be used.  
The pitcher cries for water to carry  
And a person for work that is real.

Marge Piercy