

# FACILITATOR'S MANUAL



MEXICAN AMERICAN CULTURAL CENTER  
P.O. BOX 28185 - SAN ANTONIO - TEXAS 78284

*Leadership Development Workshop*

IN COOPERATION WITH P.A.D.R.E.S.  
AND LAS HERMANAS



LEADERSHIP DEVELOPMENT WORKSHOP  
FACILITATOR'S MANUAL

Based on Paulo Freire's  
PEDAGOGY OF THE OPPRESSED

*The community is seen as it really is -- with cultural oppression, distorted value systems, discrimination, injustice, unequal education, etc.; however, through dialogue and a spirit of cooperation, a new awareness of self-esteem and a new sense of dignity is provoked.*



## THINGS NEEDED

## Physical Facilities

- the meeting room should be large enough to accommodate the participants, broken up into small groups of six without too much interference of one group with the other; if the room is not large enough, several other rooms should be available
- the chairs should be arranged in the classroom style

## Materials

- twenty large sheets of paper (20" X 30" or larger) or a role of butcher paper
- pencils and paper for all the participants
- several small pads of paper (3" X 5")
- masking tape (it's better than scotch tape) for name tags and charts
- photo camera, film, and flash bulbs
- tape recorder, if desired
- guitar and songbooks
- puzzles, charts, and analysis forms for participants
- evaluation forms for participants

## Time Allotment for the Workshop

- from 12 to 18 hours are required
- it can be on a weekend or spread out over four or five nights

## Name Tags

- gummed tags or small pieces of paper attached with masking tape are necessary
- the name tags should be filled out by the facilitators as the people enter
- write only first names; don't use any titles
- if people are slow in coming, begin singing some songs



# PART I: INTRODUCTION AND ORIENTATION

## INTRODUCTION

- begin with a very brief introduction of the team members
- give a description of the workshop as a process
  - each one will have the opportunity to participate
  - the team presentations will be brief
  - group dynamics and role playing will be used
  - much of the work will be done in small groups
  - there will also be large group discussions
- the main parts of the workshop

Part I Introduction

-a description of the various parts of the workshop and the method used

Part II Communication

-trust formation

Part III Values

-the motors for all action or in-action

Part IV Issue Analysis

-sharpening discernment skills

Part V Goal Setting: What?

-priorities

Planning: How?

-tactics, procedure

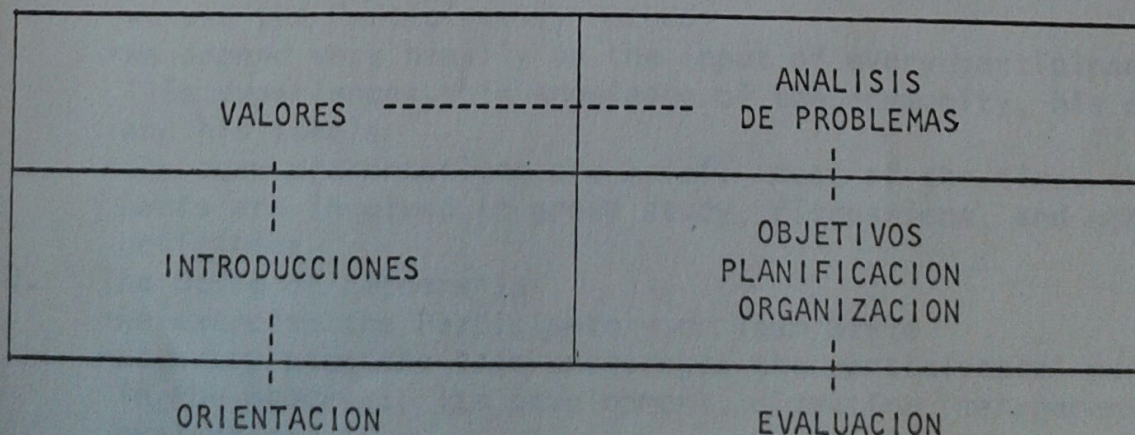
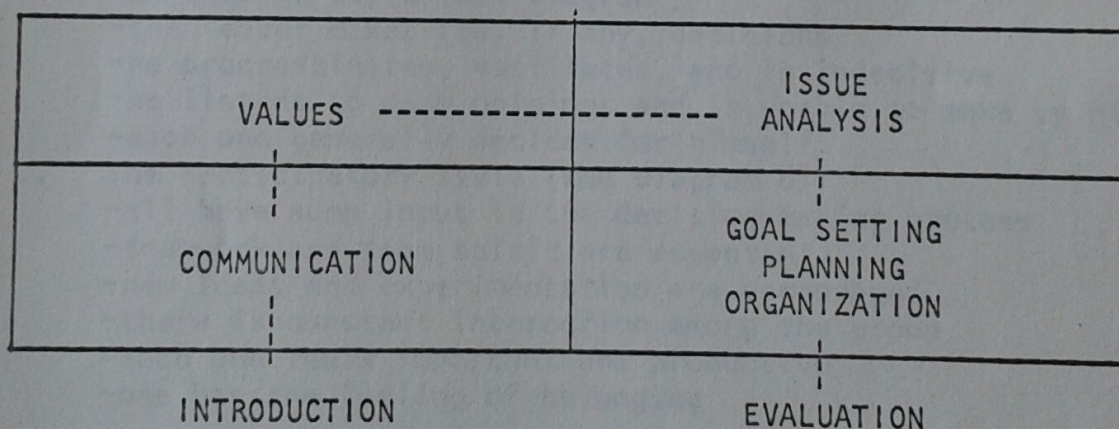
Organization: Who?

-structure

Part VI Evaluation

-participants' reactions

DIAGRAM 1





## ORIENTATION: Styles of Teaching and Leadership of the Workshop

## 1. Styles of Teaching

## A. The Banking Method (see Diagram 2)

- the teacher is full of knowledge -- the student feels empty or ignorant
- the teacher feels superior -- the student feels inferior
- the teacher exercises an active role -- the student is passive
- the teacher gives -- the student receives
- the student develops a dependency on the teacher for his thinking

## B. The Participatory Method (see Diagram 3)

- the relationship of teacher and student is one of mutual respect
- the teacher and students have a lot to learn from each other's experiences
- the teacher establishes an atmosphere of openness, inquiry, intuitiveness, imaginativeness, and participation
- everyone is given the opportunity to participate on a very frequent basis

## 2. Styles of Leadership

## A. The Autocratic Style (see Diagram 4)

- one person makes all the decisions
- there is little or no consultation
- meetings, if any, are infrequent and informative in nature
- persons are expected to follow orders without asking any questions
- conformity, submissiveness, and fidelity in carrying out orders are considered important qualities
- persons don't feel important or appreciated

## B. The Passive Style (see Diagram 5)

- the leader makes few, if any, decisions
- he procrastinates, vacillates, and is indecisive
- he listens to many opinions and is unable to make up his mind
- each one generally decides for himself

## C. The Participatory Style (see Diagram 6)

- all have some input in the decision-making process
- teamwork and team spirit are essential
- new ideas and experimentation are encouraged
- there is constant interaction among the group
- each one feels important and productive
- one has the feeling of belonging

## 3. Reflection

## A. The Style of Teaching

- we use the Participatory Method
- we depend very heavily on the input of every participant; his life experiences, his knowledge of the community, his concerns, and his ideals
- the team presentations are brief; most of the time, the participants are involved in group study, discussions, and other group activities

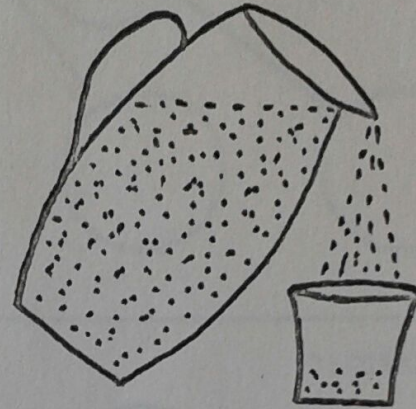
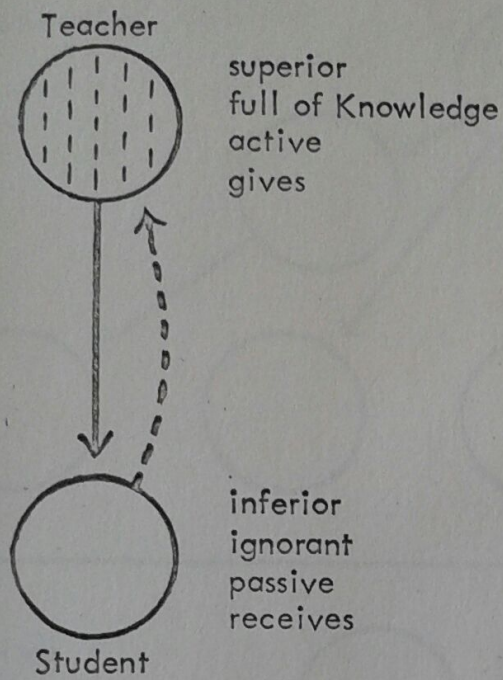
## B. The Style of Leadership

- we exercise the Participatory or Team Style
- at every step the team encourages the participants' participation in the process: its development, direction, management, and evaluation



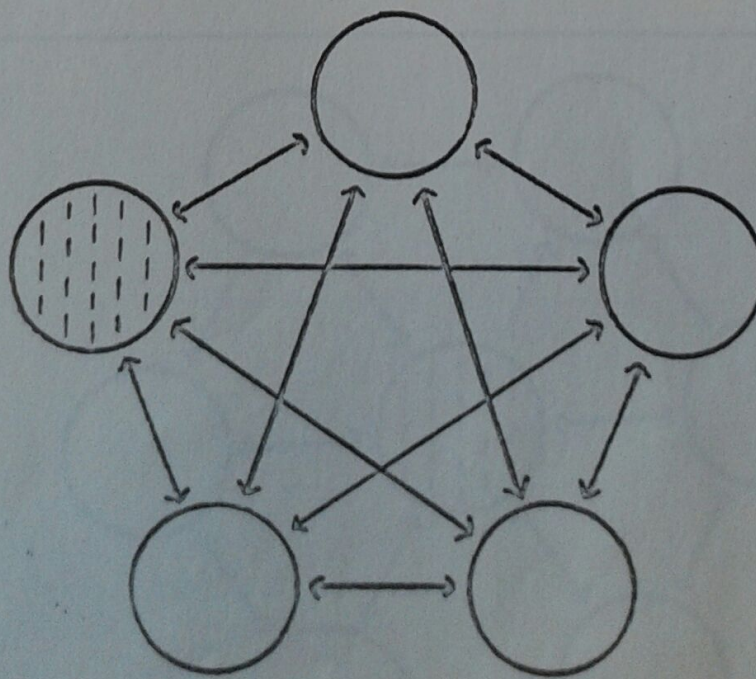
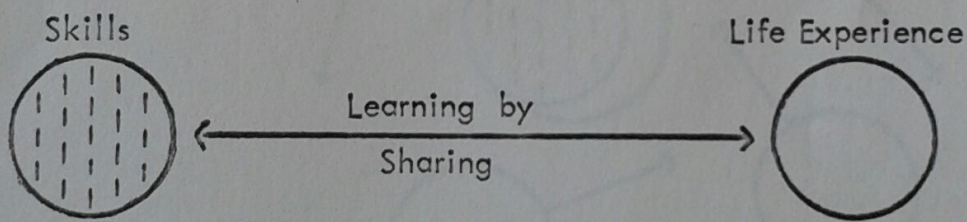
## Banking Type

DIAGRAM 2



## Participatory Type

DIAGRAM 3

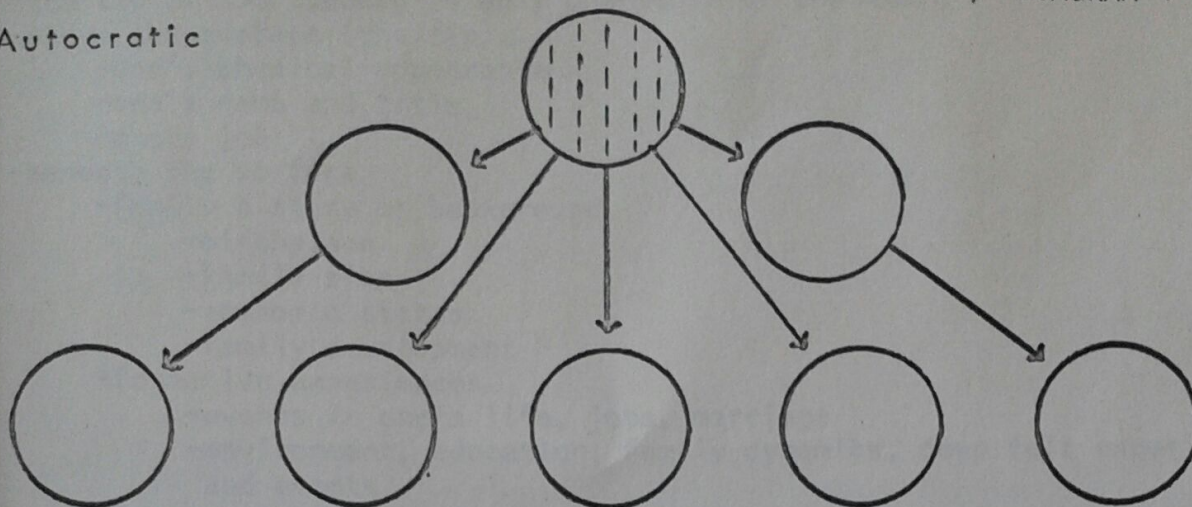


Dialogue



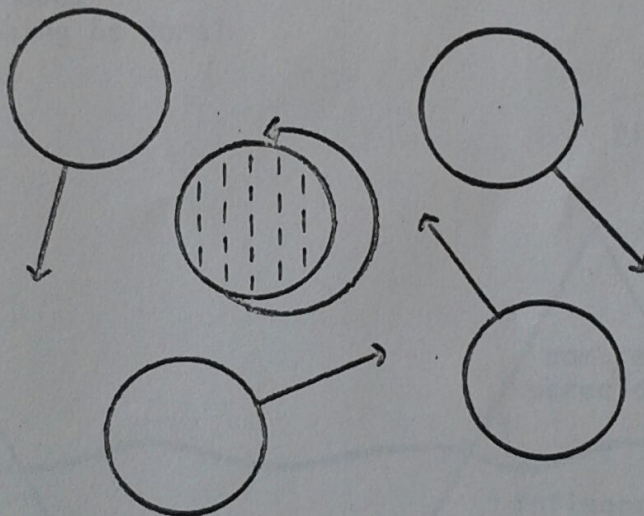
Autocratic

DIAGRAM 4



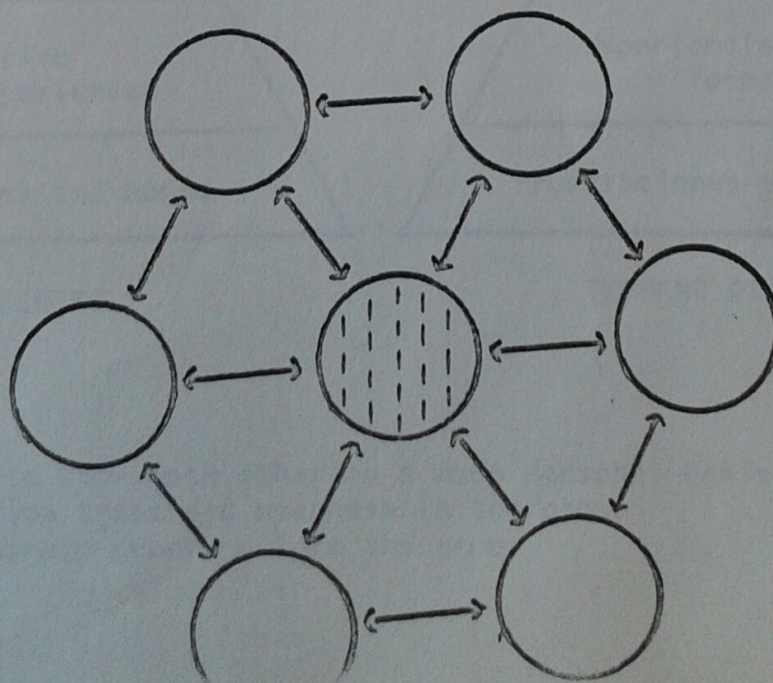
Passive

DIAGRAM 5



Team

DIAGRAM 6



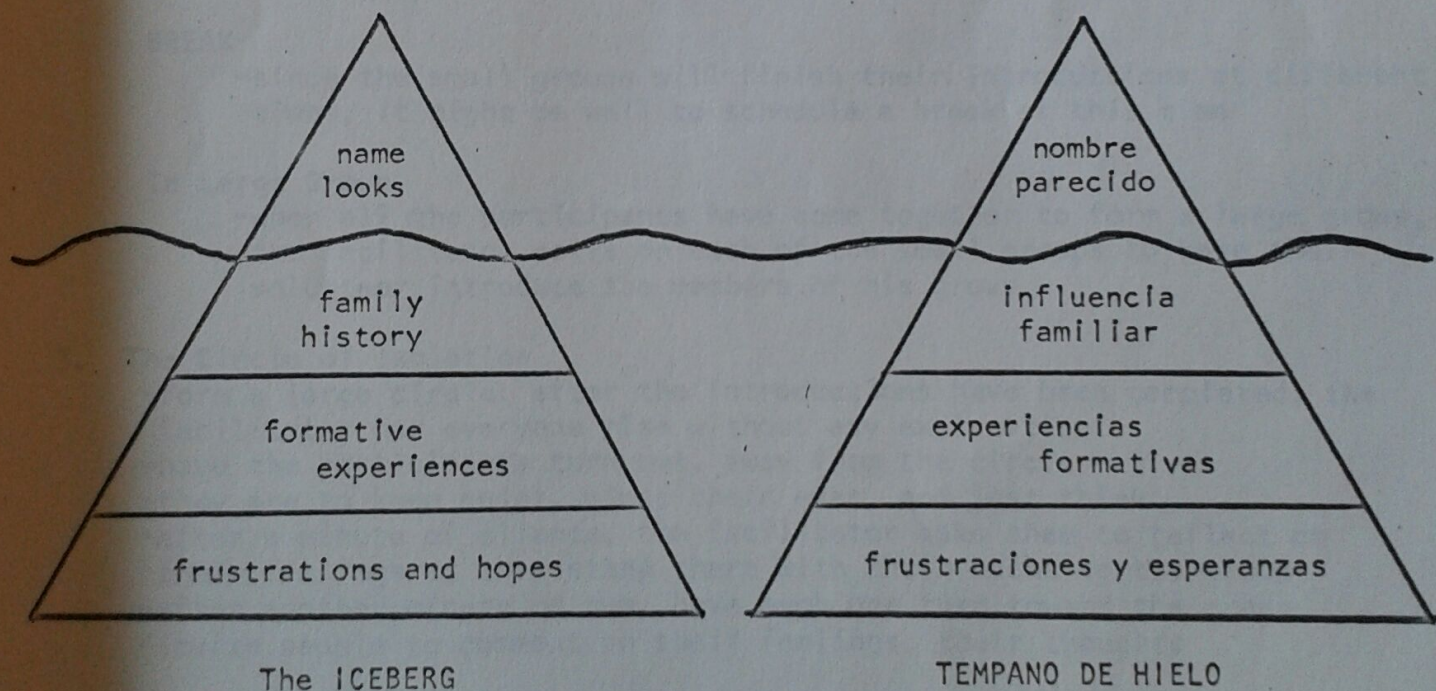


## PART II: COMMUNICATION

### 1. Presentation: the Iceberg (see Diagram 7)

- the tip of the iceberg is only one-tenth of the whole
- above the surface (the tip)
  - one's physical appearance
  - one's name and title
  - one's job
- beneath the surface
  - family history or background
    - birthplace
    - family size
    - economic status
    - family development
  - formative experiences
    - events in one's life, jobs, marriage
    - environment, education, family dynamics, deep felt experiences and events
  - frustrations and hopes
    - why did you come to the workshop?
    - are there problems in your community?
    - is there hope?
    - can something be done?

DIAGRAM 7



### 2. The Dynamic

#### A. Purpose

- to get to know each other on a more personal basis
- to develop trust and openness in the group
- to integrate everyone into the group



## B. Mechanics

- count the number of participants; divide the number by two
  - Example: 30 divided by 2 is 15
- assign a number to each participant by counting from one to half the number of participants
  - Example: if 30 participants, count to 15
- everyone pairs up according to their number: the "one's" get together, the "two's", etc.
- each pair has 10 minutes to meet each other (5 minutes apiece in dialogue style)
- they should seek to explore below the surface; ask questions, if needed

## In Small Groups

- depending on the number of participants, the facilitator directs three or four pairs to form a group
  - Example: the "one's", "two's", and "three's" form one group; the "four's", "five's", and "six's" form another; etc.
- the facilitator will point to a person or read his name tag; that person will give his/her full name; the partner of that person then has about two minutes to introduce the person to the group
- to keep everyone alert, the facilitator can call the persons at random
- the facilitator asks for a volunteer to introduce the members of the small group to the large group composed of all the participants; the introductions should include the name of the person as well as a couple of facts about him/her

## BREAK

- since the small groups will finish their introductions at different times, it might be well to schedule a break at this time

## In Large Group

- when all the participants have come together to form a large group, the facilitator calls on each of the small groups to have their volunteer introduce the members of his group

## 3. The Circle of Isolation

- form a large circle; after the introductions have been completed, the facilitator has everyone rise without any explanation
- have the participants turn out, away from the circle
- they are to keep quiet, close their eyes, and just think
- after a minute of silence, the facilitator asks them to reflect on their feelings as they stand there with their backs to the group
- after another minute or two, have each one turn toward the group
- invite people to comment on their feelings, their thoughts

\* After the Circle of Isolation, the facilitator may choose to continue with the Inner-Outer Circle and the Circle of Affirmation or the Piano Dynamic

## 4. The Inner-Outer Circle

- without any explanation, the facilitator goes into the middle of the circle
- he points or asks four or five persons to join him; he should try to pick the quiet type, the more reserved and timid



- he gathers them into a basketball type of a huddle
- in a very low voice, the facilitator asks this small group: "What does a team do right before the game begins?"
- the facilitator stays talking with this small group for about four minutes; he tells them that when they go back to the outer group they are not to say anything of what happened in the inner group and that after the group reflection, they are to gather their own small group into a huddle and ask the same question: "What does a team do right before the game begins?"

5. The Circle of Affirmation - Multiplier Effect

- each member of the inner circle gathers five or six members of the outer group around him in a huddle
- he asks them the question and lets them respond for a couple of minutes
- then everyone returns to the larger circle
- a brief reflection follows
  - how do they feel now?
  - what has gone on?, etc.

6. The Piano Dynamic

- right after the reflection on the Circle of Isolation, the facilitator stands in the middle of the group
- he describes to the group a large grand piano that is supposedly standing in the middle of the group
- the piano has to be moved to the other side of the room
- it must be picked up so as not to ruin the floor
- the facilitator pretends he is trying to pick up the piano
- he remarks: "If I only had someone to help me."
- he waits for someone from the group to pretend to lend a hand
- he remarks again: "This piano is very heavy. If we had more help, the job would be far easier." (hopefully, most of the participants will join in)
- conclude with a group reflection or even a group prayer while everyone is still huddled

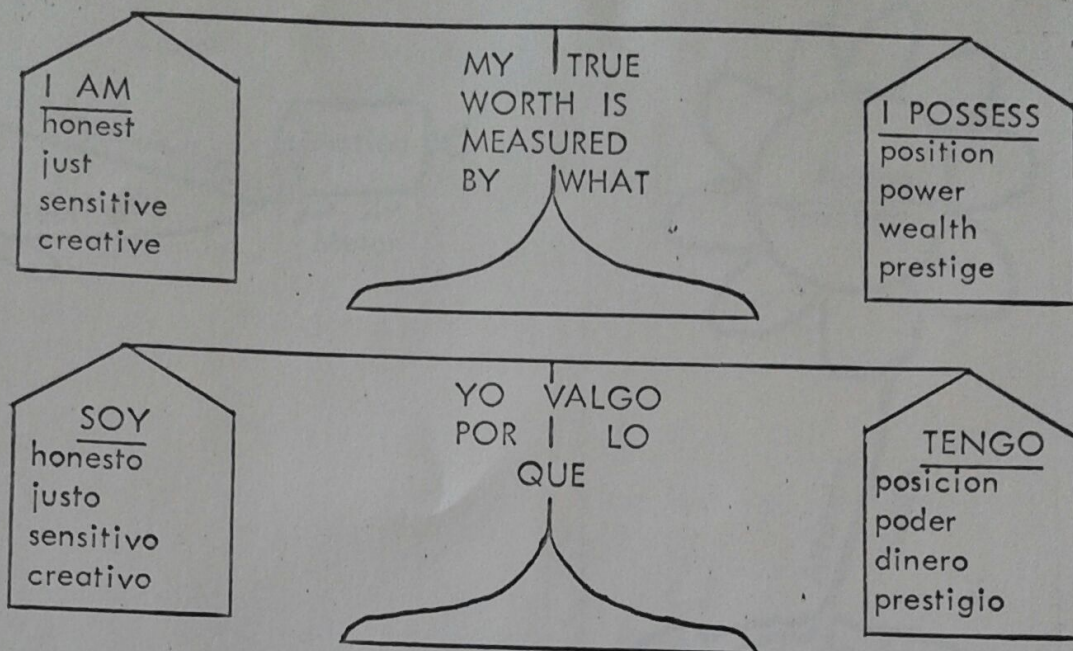


## PART III: VALUES

1. Values Statements: respect for another person's views
  - A. The Statements
    - the values statements should be somewhat controversial in order to divide the group
    - the statements should be accepted on their value without any explanation or discussion
    - the purpose is to produce differences of opinions
    - some sample statements are:
      - A person has the right to luxuries even though some persons lack the basic necessities.
      - Watergate is a glaring example of a faulty democratic system.
      - From the Christian viewpoint, capitalism is as bad as communism.
      - The obligation of going to mass on Sunday should be abolished.
      - Catholic priests should have the option to marry.
      - Catholic schools in the United States should be closed.
      - The Women's Liberation Movement has its roots in the Christian tradition.
  - B. Procedure
    - each participant should have a small sheet of paper and a pen or pencil
    - the facilitator reads three of the statements slowly
    - each participant writes an "A" after the number of the statement if he agrees with it or a "D" if he disagrees
    - after reading the statements, the facilitator asks the participants to find the person(s) with the same responses as his
    - the facilitator counts the number of different groups that have formed
    - while the participants are still in groups, the facilitator reads a fourth statement
    - each participant writes "A" or "D" for his response
    - again, groups are formed according to the responses
    - again, the facilitator counts the number of different groups
  - C. Reflection
    - as can be seen by the number of groups that were formed, the participants have a great variety of opinions
    - respect for another person's opinions is essential for any type of team action
    - to respect a person who agrees with us is very easy; to respect a person with views different from our own is difficult
    - a great variety of viewpoints in a group enriches the group
2. The Values Presentation: values are the "motors" for all actions or interactions
  - A. What are Values?
    - 1) Definition of Values
      - is a value that which makes me feel important or that which is important to me?
      - ask the participants for their meaning of values
      - ask them for some examples; write them on the chalkboard
      - what makes something valuable? what gives it worth?
    - 2) Definition of Human Worth
      - what gives true worth to a person: what he possesses or what he is?



DIAGRAM 8



I am more of a person, I have more of a community sense, when what I am is more important than what I possess.

My true worth is measured not by what I possess, but by what I am.

I am less of a person, I have less of a community sense, when what I possess is more important than what I am.

-both values, what I am and what I possess, are necessary for the proper development (*desarrollo*) of a person; there must be a proper balance between the two.

### 3) Reflection

- when a person is being oppressed -- denied participation in the socio-economic structure -- and not offered the tools and skills to be able to participate in areas that affect his life, then he is less a person and cannot work in "community" or help in the formation of "community".
- when societal values place more emphasis on a person being important and having dignity solely on what he has (materialistically), then the man in that society is pressured to work toward that end. In most cases, it is at the expense of others: he steps on and uses others. He permits himself to be oppressed by the materialistic value system and is thus less of a person.

### B. Values as the motors of all action or inaction (see Diagrams 9 & 10)

- human values can be compared to the roots of a plant
- the stem of the plant to a person's habits and attitudes
- the flower to a person's action or inaction
- the roots nourish the entire plant and are very much responsible for the health of the plant
- a person's or a society's system of values can be judged by how they act or what they produce: "by their fruits you will know them".



DIAGRAM 9

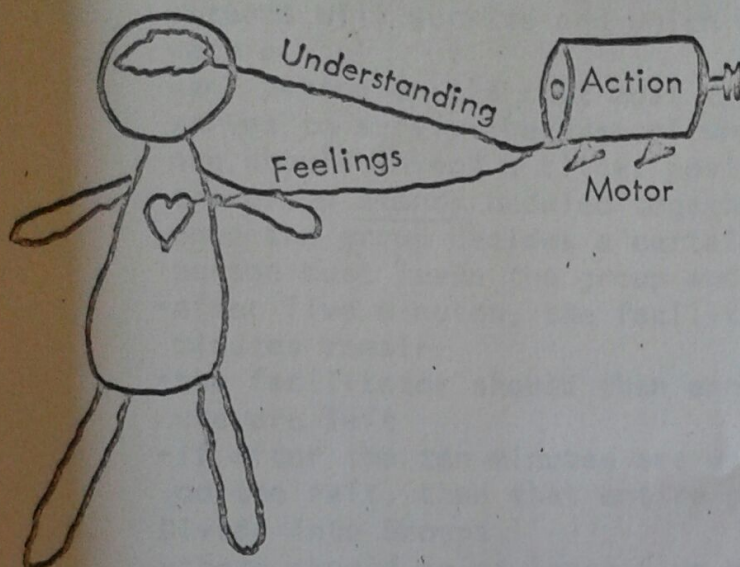
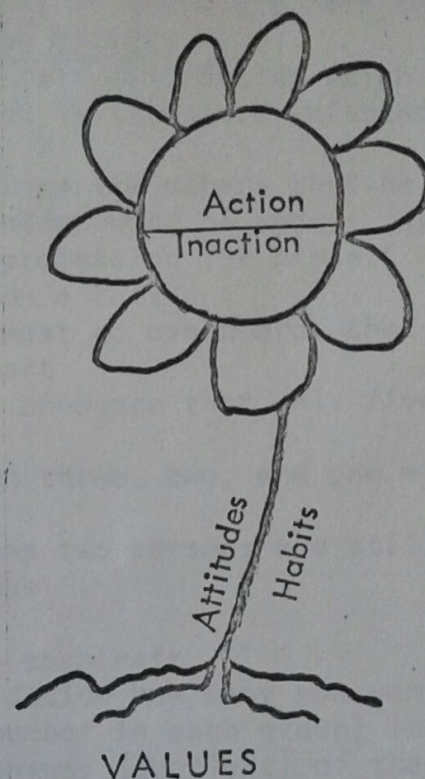
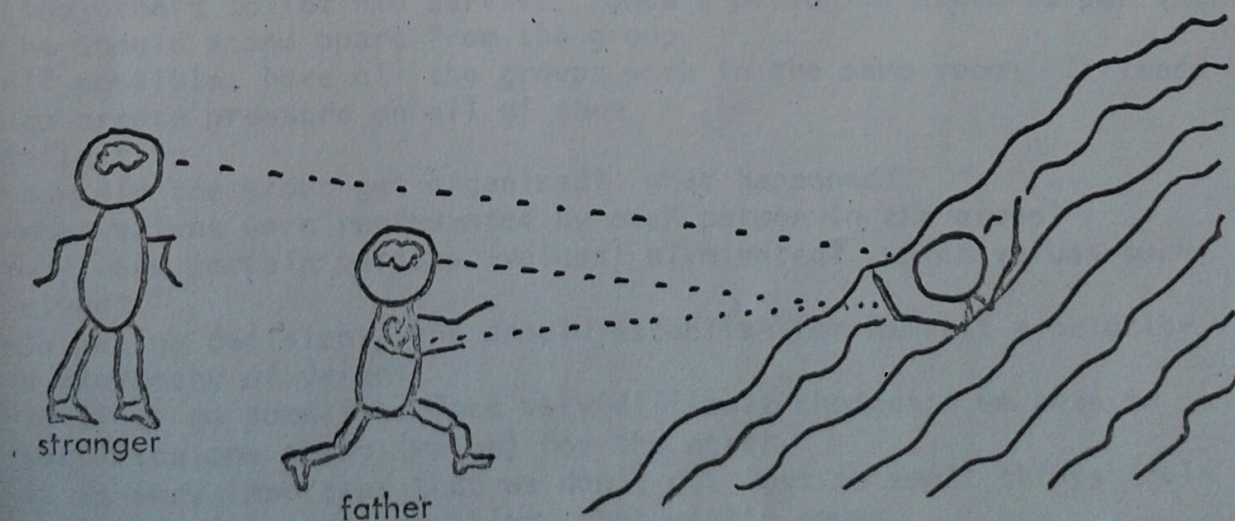


DIAGRAM 10



- C. Values involve the whole man: intellectual and emotional  
 -men are not pure intellects, like angels, but are composed of an integrated spirit and body  
 -the more a decision touches a person's life, the more it is charged and influenced by a person's emotional make-up (see Diagram 11)

DIAGRAM 11



### 3. The Raft Dynamic: establishing a priority of values

#### A. Set up the Situation

- all of us are on a plane over the middle of the Pacific Ocean
- the plane has to make an emergency landing (be ditched) on the water
- each one takes to rubber rafts; there are five to six persons to



each raft

- each raft is made to hold only two persons; if there are more than two persons on a raft, it will sink in ten minutes
- in ten minutes time, the persons on each raft must decide which two persons will survive and which will perish in the shark-infested waters
- each person on the raft must try to convince the others that he deserves to survive because of who he is and/or what he knows: each one should invent a title, position, or profession for himself
- the group stands huddled together as if on a raft
- once the group decides a certain person must go overboard, that person must leave the group and stand apart
- after five minutes, the facilitator will announce that only five minutes remain
- the facilitator should then announce when three, two, and one minute are left
- if after the ten minutes are up, more than two persons are still on the raft, then that entire group drowns

B. Divide into Groups

- there should be at least five persons on each raft
- to divide the participants into groups, decide how many you want in each group; divide that number (the number in each group) into the total number of participants; the answer (quotient) of that division is the number to which you have the participants count
  - e.g.: If you want groups of 6 and there are 30 persons, divide 6 into 30 and that gives you the number to which you have the participants count; in this case, the number is 5: five groups are formed
- the persons with the same numbers get together: the "one's" get together, etc.

C. Begin the Dynamic

- remind the groups that: only two can survive on each raft; they have only ten minutes to decide; each one should try to convince the others to let him survive; once a person is asked to perish, he should stand apart from the group
- if possible, have all the groups work in the same room; it tends to create pressure on all of them

D. Reflection

- how did the group get organized? what happened?
- what values were represented by each person in the group?
- why were certain persons (values) eliminated? which values survived?
- in making decisions, one should establish for himself a priority, a hierarchy of values
- in life, we sometimes face very difficult choices; we have to sacrifice one thing (value) for the other
- it is very important that we don't get lost in small things (values) and neglect those things that really count

4. Values Problemat: professed and practical values

A. The Problem: which are the professed (theoretical) and the practiced (operative) values of our American Society?

- which are the ideals, the values, which America stands for? (Bill of Rights or the Constitution)
- in actual practice, which values does America operate on? which



- values actually run our country, politically and economically?
- B. The Mechanics for the Group Work (see Appendix II)
- divide the participants into small groups
  - each group should choose a coordinator and secretary
  - before starting the discussion, each group should spend around five minutes in silence to allow each member of the group time to think
  - each person writes the two professed and the two practiced values on which he thinks America is based
    - if some of the participants can't write, tell the groups to think of the two values and to write them down if they want to
    - it would also be well to have them work on one set of values at a time, first the professed and then the practiced
  - once everyone in the group has had enough time to think, the coordinator asks each one for the two values he has identified
  - there is to be no discussion or comments until everyone has read or given his two values and the secretary has written them down
  - then, again without any discussion, clarifications can be made
  - a discussion follows with a group consensus of the two most important professed and practiced values of America
- C. The Large Group Discussion (plenario)
- the facilitator asks for a report from each group
  - he writes on a chalkboard or large sheet of paper the key ideas; if possible, avoid writing lengthy sentences
  - if some of the ideas repeat themselves in the reports, check them off on the chalkboard instead of rewriting them
- D. Reflection
- "By their fruits you will know them"
  - why is there a difference between the professed and practiced values?
  - could our country be becoming less democratic?
  - is our country becoming ever more materialistic and losing its spiritual and moral fiber?



## PART IV: ISSUE ANALYSIS

## 1. Puzzles Dynamic

## A. Organization

- a puzzle is made up of three pieces, four or five puzzles to a set (see Diagram 12)
- ask for volunteers according to the number of sets you will use
- form them into groups or teams
- each group sits at a table
- for every person in the group, provide a three-piece puzzle
- before giving the puzzles to a group, mix the pieces of the puzzles in the set
- pass out the pieces of the set at random to a team
- each team or table will compete against the other
- to win, each member of the team must have completed his puzzle

## B. Rules of the Game

- no talking
- you can only give; taking from another is not permitted
- one must never have less than one piece; you can not give all of your pieces away
- you must give to a definite person

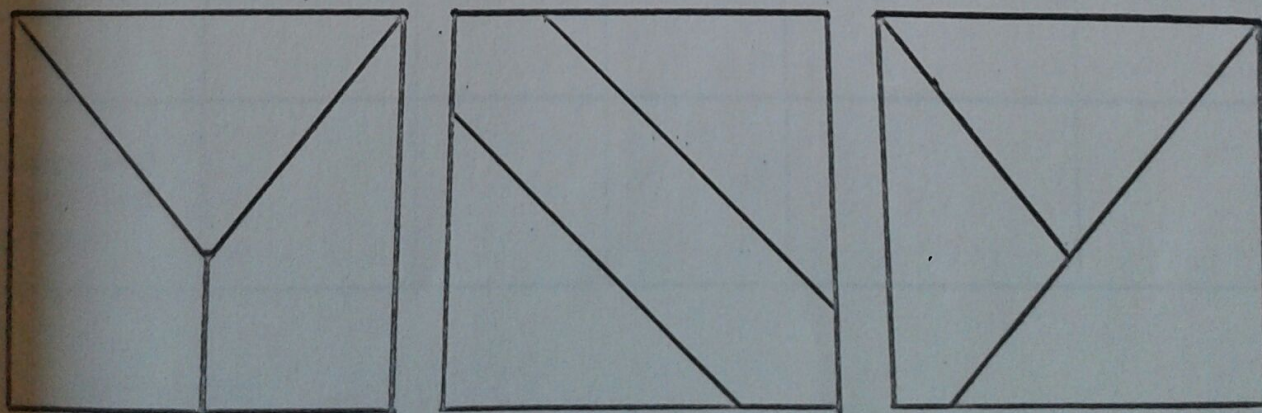
## C. Observers

- they should take note of how the group works
- they must not speak or give advice
- they should note any violations of the rules

## D. Reflection

- one can't solve his problem (puzzle) by himself, in isolation
- to solve one's problem, one has to look up and engage in give and take
- in helping the others to complete their puzzles, one makes it easier to complete his own
- no one has the solution to his own problem; most often, in the community one can only solve his own problem by helping others to solve their own

DIAGRAM 12



## 2. Income Analysis

## A. Procedure

- divide the participants into small groups



- depending on the number of groups, assign one or two socio-economic levels to each group (see Diagram 13)
- each person should then write down the characteristics of the socio-economic level assigned to his group
- once each one has individually written down the characteristics, the group should come to a general consensus of those characteristics
- when all the groups have arrived at their group consensus, a general session is called
- in the general session, each group reads its consensus, and the facilitator writes it on the chalkboard

DIAGRAM 13

Characteristics	S O C I O - E C O N O M I C   L E V E L S				
	Very Low Income	Working Lower	Middle Income	Upper Middle Income	High Income
Income Level (year)					
Types of Jobs					
Level of Education					
Kinds of Housing					
Kinds of Problems					
Attitudes and Relationships with Others					

#### B. Reflection

- we do have distinct socio-economic groups in our society
- what are the attitudes of each group towards the others
- why are some people poor while others are rich
- the interdependent relationships between the various socio-economic levels: the rich need cheap labor; the poor depend on the rich for jobs

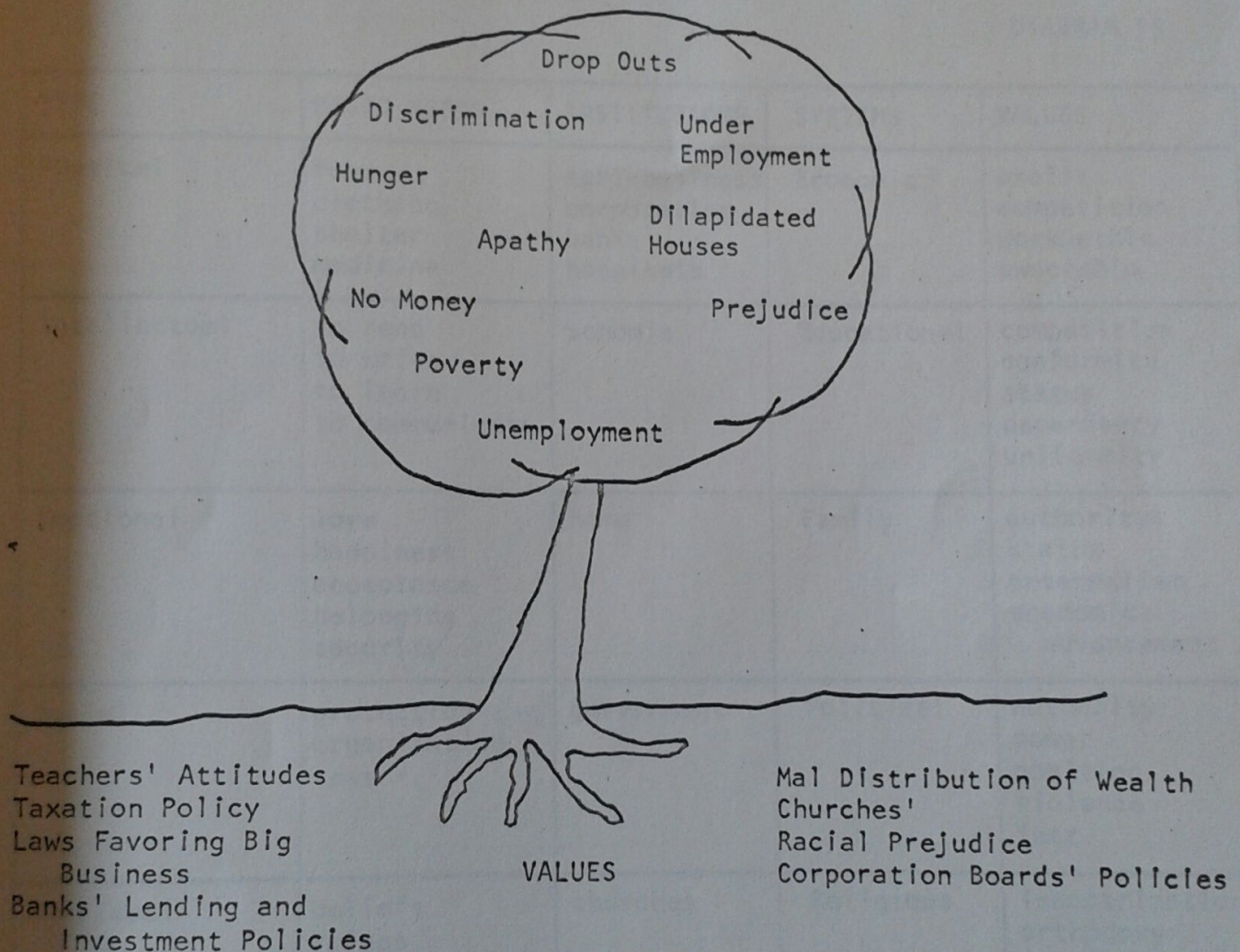


### 3. Symptoms and Root Causes

#### A. Presentation

- a somewhat difficult but very necessary task before planning for action is the discovery of the root causes of the problem one wishes to solve (see Diagram 14)
- problems cannot be solved simply by attacking their symptoms; It would be like pruning the dead branches of a tree, when the sickness of the tree is not in the branches but in the roots

Diagram 14



### 4. Analysis of Man's Basic Needs and the Institutions Organized to Provide for Them

#### A. Procedure

- use a large sheet of paper (about 3' X 5')
- begin with the first two columns: Type and Basic Needs
- explain to the participants that together you will be doing an analysis of man's basic needs and the institutions organized to provide for them
- ask them to identify some of man's basic needs
- as they mention them, ask them what kind or type of needs they are



- in the first column, write the type; In the second, the various needs
- after completing this work, have them identify the Institutions
- then have them identify the systems
- at this point, it would be well to remind the participants that all social organizations or institutions have one fundamental objective: better service to man's needs
- now ask the participants to identify those values which really move the various systems -- not what they profess but, in actual practice, what they value most

DIAGRAM 15

TYPE	BASIC NEEDS	INSTITUTIONS	SYSTEMS	VALUES
Physical	food clothing shelter medicine	agri-business corporation banks hospitals	Economic	profit competition work ethic ownership
Intellectual	to read to write to learn to communicate	schools	Educational	competition conformity status dependency uniformity
Emotional	love happiness acceptance belonging security	home	Family	authority status paternalism economic advancement
Social	protection organization laws	government	Political	authority power position violence fear
Spiritual	beliefs values morals cults	churches	Religious	indoctrination orthodoxy legalism clericalism traditionalism
Self-Expression	music art dance group & self affirmation	agencies studios corporations	Media	liberty license hedonism comfort



CLASE	NECESIDADES BASICAS	INSTITUCIONES	SISTEMAS	VALORES
Física	comida vestido vivienda medicina	agricultura corporaciones bancos hospitales	Económico	ganancia competencia ética de trabajo propiedad
Intelectual	aprender comunicar leer escribir	escuelas	Educacional	competencia conformidad status social dependencia uniformidad
Emocional	amor seguridad felicidad aceptación pertenecer	hogar	Familiar	paternalismo seguridad material status social desarrollo económico
Social	protección organización leyes	gobiernos	Político	autoridad poder posición social violencia miedo
Espiritual	creencias valores moral culto	iglesias	Religioso	indoctrinación ortodoxia legalismo clericalismo tradicionalismo
Artística	música arte baile libertad de expresión	difusoras estudios agencias	Medios de Comunicación	libertad libertinaje hedonismo comodidad

#### B. Reflection

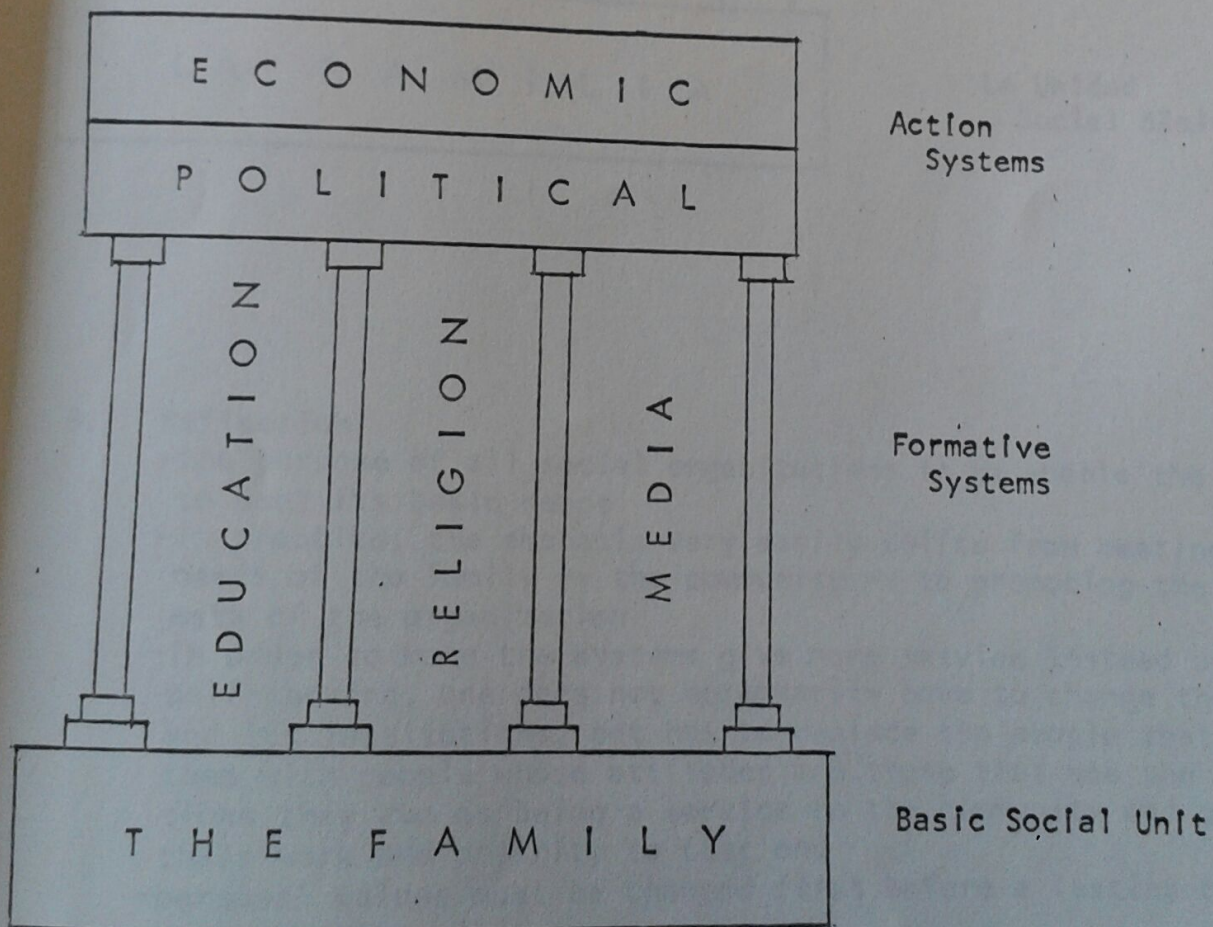
- the fundamental reason why man established all the institutions we have today was so that he could serve his basic needs in a better and more efficient way
- institutions exist because man has basic needs that he can no longer provide for by himself as he did in primitive times
- but what happens to most of our institutions?
  - very quickly and easily, they become self-serving and self-perpetuating instead of being primarily concerned with how well they provide for man's basic needs
  - the compelling dynamic force which drives most of our institutions is not based on values which are humanitarian or, for that matter, Christian



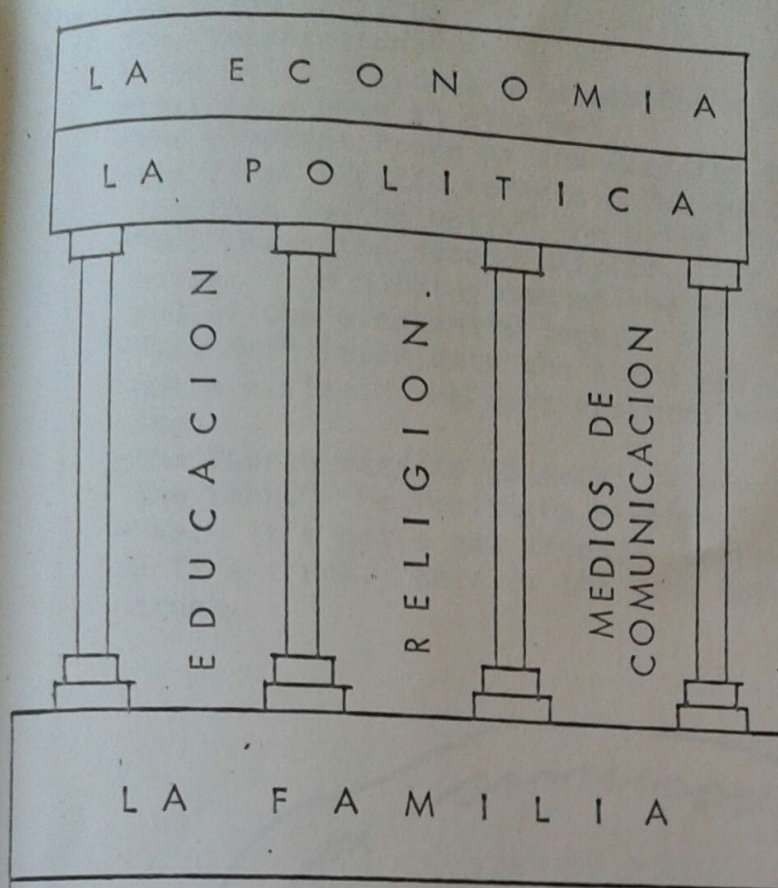
5. The Pillars of Society  
 -How the Social Systems Are Interrelated  
 A. Procedure

- begin by establishing the family as the basic unit of society
- to give service to the family in its religious, intellectual, and cultural development, we have the formative systems: education, religion, and the media
- to give service to man in his public or active role, we have the action systems: economic and political
- the foundation of this structure is the family
- the formative systems aid the family in the formation of man's mind and his system of values and goals
- the action systems are sustained ideologically through the values and goals inculcated by the formative systems

DIAGRAM 16







Sistemas de  
Acción

Sistemas  
Formativos

La Unidad  
Social Básica

#### B. Reflection

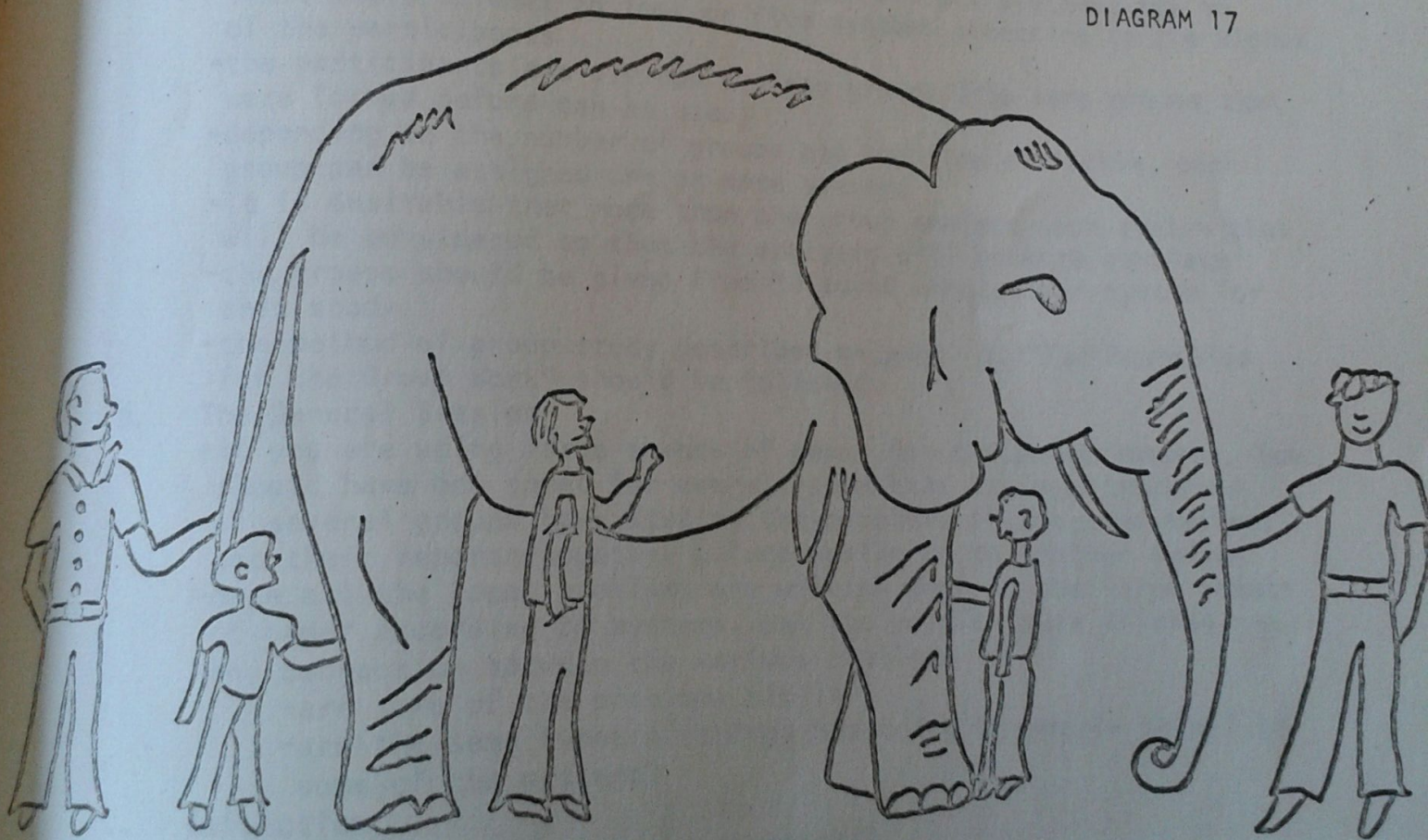
- the purpose of all social organizations is to enable the family to meet its basic needs
- in practice, the emphasis very easily shifts from meeting the needs of the family -- the community -- to promoting the interests of the organization
- in order to make the systems give more service instead of being self-serving, one does not necessarily have to change the system and its institutions, but has to replace the people that run them with people whose attitudes are those that see the institutions they run as being a service to the community and gear their work and priority to that end
- persons' values must be changed first before a lasting change can take place in a system
  - profound changes in the political and economic systems must be produced through the formative systems
  - to produce a lasting change in the action systems so that they become more just and service-minded, a change must be effected in the values, attitudes and goals of the persons who run them



1. The Five Blind *Viejitos*  
A. The Presentation

- five blind *viejitos* were out for a walk
- they came upon an elephant
- the elephant froze as the *viejitos* touched it
- the first *viejito* remarks: "We must be in the church. Here is the rope to the bell." He pulls the elephant's tail.
- "No!" says the second *viejito*. "We must be in front of the court-house. I'm holding one of the pillars." He puts his arms around one of the elephant's legs.
- "No! No!" interjects the third *viejito*. "This is a tree. It is not a pillar." He puts his arms around another of the elephant's legs.
- the fourth *viejito* objects: "This is a gas truck. I'm touching the tank." He feels the elephant's belly.
- "No! It's not a gas truck," corrects the fifth *viejito*. "It's a fire truck. Here is the fire hose." He pulls on the elephant's trunk.

DIAGRAM 17



B. Reflection

- who was right? each one "saw" -- touched -- only a portion of the total reality
- the elephant could represent our community
- the five *viejitos* would then be the various social representatives of the community
- the businessman sees the community from a business point of view:



- easy credit but people don't pay their bills; how to cut expenses, avoid union problems, and increase profits
- the clergyman complains about low attendance at masses and collections which are lower still; people are losing their faith; moral principles are doing down the drain
- the politician worries about his influential friends; will they support him the next election? he is concerned about redevelopment, the high crime rate, and welfare
- the educator mourns about parents' apathy, lack of funds, and student disinterest and unrest
- no one in the community possesses the full picture -- the whole truth. Each one sees the community through his own glasses
- to better understand our community's needs and problems, we must focus in on them from many different angles

### The Problems Problemat

2. - after analyzing the six basic systems into which all human activity is organized and the values which are the driving forces of these systems, we proceed to analyze the problems in these systems in the given community.
  - A. Procedure
    - it is generally better not to consider all six systems, but to limit the problemat to four or five systems according to the wishes of the participants
    - the participants are divided up into groups (the same groups that were formed before can be used)
    - depending on the number of groups and the time available, each group can be assigned one or more systems
    - it is desirable that more than one group analyze each system that will be considered so that the analysis will be more complete
    - the groups should be given from 30 to 60 minutes per system for this study
    - the method of group study described on page 7, "The Mechanics for the Group Work" should be followed
  - B. The General Session
    - if you are using large sheets of paper for the presentations, you should have one sheet for every system that has been analyzed
    - if several groups have studied the problems of the same system, get their reports together before moving on to another system
    - once all the local problems are written down on the large sheets of paper according to systems, ask the participants if they see any connection between the various problems
      - are some of the problems similar?
      - are the same types of things happening to people in all or some of the systems?
  - C. Reflection
    - (some thoughts that might be expressed)
    - people are not being allowed to participate in the various systems
    - some people take advantage of people with very little influence
    - people ought to organize to get their voices heard
    - institutions need someone to keep them honest

### 3. Role Playing

- role playing can be a very effective tool in helping people clarify and focus in on a problem



- procedure
- A. -for each situation, select participants at random to play the roles
- give them time (10 minutes) to plan what they will do and say
- have the participants act out the situation for the group
- Examples of Situations
- B. -role play until you reach a solution

1) Situation: Chicano's are moving into the neighborhood 15 min

1 Realtor: "You better sell before they all move in. I'll give you a good deal."

3 Anglo Residents: "We want to sell before our homes become worthless."

2 Compassionate Anglo Residents: "They are ordinary people. Why should we be prejudice?"

2) Situation: Large, poor family; small two-bedroom house 15 min

2 Daughters (15 yrs. & 16 yrs.): "We have no privacy."

4 Sons (14 yrs., 18 yrs. -- Dropout, 20 yrs. -- in college, & 22 yrs. -- working): "We should have one of the bedrooms."

2 Parents (Father has low salary; Mother has Fourth Grade education).

3) Situation: Oppressive taxes 15 min

1 King (has just raised the taxes).

1 Bishop: "I am caught in between the King and his subjects."

3 Subjects: "We are starving because we give everything to the King."

4) Situation: Lack of recreation sites and poor streets 15 min

3 City Council Members (listening to the complaints of the residents).

4 Barrio Residents (making a presentation to City Council Members): "How can we get the City Council to respond?"

5) Situation: High School Walk-Out 20 min

3 Educators: "We represent the school."

4 Chicano Students: "They don't understand Chicanos."

2 L.U.L.A.C. (business and professional group): "We don't want a Walk-Out."

2 M.A.Y.O. (student and liberal group): "We want justice."

1 Priest: "We need to punish offenders."

#### 4. The Problem Solving Process

##### A. Method 1



- 1) Analyzing the Problem  
-aim to discover the root causes and not just the symptoms
- 2) Discerning Issues  
-pinpoint the specific persons, institutions, places, and things -- the target
- 3) Setting Priorities
- 4) Brainstorming
- 5) Setting a Goal
- 6) Doing a Time Line  
-state the problem  
    -the problem should be very clearly defined  
    -the problem can be viewed as the "war"  
-define the goal  
    -the objective or the change desired  
    -the goal can be viewed as the "victory"

DIAGRAM 18

	1	2	3
ACTIVITIES (battles)  What?			
TACTICS  How?			
FORCES  Who?			
INSTRUMENTS  With what? Where?			
RESOURCES  How much?			
CALENDAR  By when?			



## Method II

- B. 1) Purpose  
-specific problems  
-objectives and benefits  
-results that can be achieved
- 2) Participants  
-number  
-recruitment and selection of members  
-functions and responsibilities
- 3) Plan  
-activities  
-major steps  
-facilities to be used  
-equipment needed
- 4) Administration (management)  
-framework for operation  
-identity of work functions  
-organizational chart
- 5) Budget  
-resource persons  
    -salary rate  
    -other staff  
-operational cost  
    -facilities  
    -travel  
    -equipment  
    -supplies
- 6) Deadline  
-week(s)  
-month  
-year
- 7) Evaluation  
-assess the degree to which goals were accomplished



1. Purpose:
  - to promote personal growth among the team members
  - to improve their working relationship with each other
  - to enable the team members to become more effective facilitators
  - to share each others' assessment of the participants and their particular needs
  - to assess the quality of communication established between the participants and the team
2. Types of Evaluation
  - A. By the Team Members
    - at the end of each day
      - is the type of language being used -- the vocabulary -- appropriate for the group?
      - is participation being encouraged or are people being cut off?
      - are the presentations and instructions brief, clear, and to the point?
      - are there enough breaks and of sufficient length?
      - are the physical facilities adequate?
  - B. By the Workshop Organizers
    - at the end of each day
      - how do they assess the group?
      - is the team reaching the participants?
      - what improvements would they suggest?
  - C. By the Participants
    - at the end of the workshop
    - an evaluation form should be filled out by the participants
    - examples
      - what is your over-all feeling about the workshop?
      - which part did you find most beneficial? ... least beneficial?
      - was the aim of the workshop clear to you?
      - regarding format, what is your reaction to:
        - structure of the workshop?
        - time allotment?
        - group participation?
      - were the physical facilities to your satisfaction? explain.
      - was there anything not covered that you wanted to cover? explain.
      - what are some of the topics that should be discussed in a follow-up workshop?



## Approximate Time Allotment for the Various Parts of the Workshop

Songs			
Part I: Introduction and Orientation			
Introduction			10'
Orientation			
1. Styles of Teaching	5' - 10'		20'
2. Styles of Leadership	8'		
	7'		
Part II: Communication			
1. Presentation -- Iceberg			
2. The Dynamic	(1 hrs. 40 min.)		100'
Mechanics -- organization	5'		
pairs -- one to one			
in small group	5'		
Break	10' - 15'		
large group	10' - 15'		
3. Circle of Isolation and Reflection	10' - 15'		
4. The Inner-Outer Circle	15' - 20'		
5. The Circle of Affirmation	10' - 15'		
6. The Piano Dynamic	5' - 10'		
	5'		
	5' - 10'		
Part III: Values			
1. Values Statements			
2. The Values Presentation	(2 hrs. 10 min.)		130'
A. What are Values?	15' - 25'		
1) Definition of Values	5'		
2) Definition of Human Worth	5' - 10'		
3) Reflection	5' - 10'		
B. Values as the motors ...	7'		
C. Values involve the whole man	3'		
3. The Raft Dynamic	25' - 30'		
4. Values Problematic			
Organization (explain Group Work)	10' - 15'		
Group Work	20' - 30'		
Large Group and Reflection	15' - 20'		
Part IV: Issue Analysis			
1. Puzzles Dynamic	(2 hrs. 40 min.)		160'
2. Income Analysis	30' - 40'		
3. Symptoms and Root Causes	30' - 50'		
4. Analysis of Man's Basic Needs	5' - 10'		
5. The Pillars of Society	50' - 70'		
	5' - 10'		
Part V: Planning			
1. The Five Blind Viejitos	(6 hrs. 0 min.)		360'
2. The Problems Problematic	10' - 15'		
3. Role Playing	60' - 180'		
4. The Problem Solving Process	20' - 60'		
	60' - 180'		

Evaluation

20'

TOTAL TIME (13 - 18 hrs.) 800'



Suggested Procedure for Group Discussions  
A. Large Groups

- as much as possible avoid large group discussions
  - in large group discussions, a few vocal and aggressive persons tend to monopolize the conversation
  - the rest of the participants very quickly get turned off and may eventually stop coming to the meetings
- the ideas of each participant must be permitted to be expressed so that each participant feels that he is contributing something and so that each participant's viewpoint might enrich the discussion
- a discussion which begins without some type of brainstorming is a very poor discussion indeed

## Small Groups

- B. -procedure for small group discussions or work
  - divide the participants into groups of 5 to 8 persons
  - each group elects a coordinator
    - his role is to see that everyone has an opportunity to speak and that no one monopolizes the conversation
  - each group also elects a secretary
  - allow for a period of silence
    - from 2 to 10 minutes
    - brainstorming -- each participant has time to think and write down his ideas
  - the coordinator then asks each one for his input; there should be no discussion or questions at this time
  - the secretary records the main ideas each one has to contribute
  - after the secretary has recorded each one's input, the coordinator asks for any clarifications or questions someone might want to make
  - a discussion follows the clarifications
  - the group should aim to come to a group consensus
  - after each group has had enough time to complete its work, there is a general session
  - each secretary reads his or her report
  - someone should write the key ideas of each report on a chalkboard or large piece of paper.
    - if several groups come up with the same ideas, don't repeat them on the board, but instead check them off (like on a ballot)
  - finally, someone summarizes and, if possible, interprets the groups' findings