Resources to Share

"Sharing knowledge is not about giving people something, or getting something from them. That is only valid for information sharing. Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes."
-Peter Senge

University of Massachusetts Lowell
Community Social Psychology
Class of 2010

Table of Contents

Community Readiness for Implementing a New Program, Action, or Policy.....3

Community Leadership.....5

Guidebook for Identifying Community Problems 7

Implementing Change Powerfully and Successfully Using Kotter's

8-Step Change Model 8

Bystander Intervention.....12

Program Evaluation 14

Networking in Organizations.....16

Using Systems Theory to Navigate Policy Issues.....19

Domestic Partner Benefits: Considerations, Implementation, and Estimated Costs 21

Creating a Sense of Community in the Workplace.....24

Stages of Cross Culture Adjustment.....27

Ecological Metaphor.....29

Sharing What You Have Learned: Creating an Event Binder 30

Transitioning Into a Management Position: Taking the Next Step 33

Becoming an Ally for LGBT People or Other Marginalized Groups.....35

Burnout: What It Is & How We Can Avoid It.....37

Successfully Navigating Life after Graduation – A-Z.....39

Community Resources.....41

Community Readiness for Implementing a New Program, Action, or Policy

Julie Brodie

What is Community Readiness?

Community readiness is a major factor in determining whether a local program can be successfully implemented and supported by the community. It assists a community in assessing where they are, and what they need to do to effectively move forward. The Community Readiness Model was developed by researchers at the Tri-Ethnic Center at Colorado State University for research purposes, and to provide communities with a practical tool to help prepare for and facilitate change.

Why is it important to assess community readiness?

Like people, communities are at different stages of readiness for intervention. Knowing its current stage can help a community better understand the existing forces for and against change, as well as take the appropriate steps to implement change. Additionally, even with attainment of funding, lack of community investment in the intervention can cause even good ideas to fail.

How to use the Community Readiness Model

The Community Readiness Model provides standards on which to assess and base the implementation of a new program into a community. It is a guide, so it is important to acknowledge that community change is a cyclical and ongoing process- it is not programmed with exact steps, as this model would imply. It is possible, and likely, that a community will move onto the next stage while continuing to nurture and work on the previous one. Additionally, the actions might not always work. If so, it could be because the original diagnosis of the stage of readiness was wrong. In that case, it is a good idea to step back, assume an earlier stage of readiness, and address the problem from the earlier point.

Stages of the Community Readiness Model

1. No awareness- The community or the leaders don't recognize the issue as a problem. "It's just the way things are." Community climate may unknowingly encourage the problematic behavior although the behavior may be expected of one group and not another.
Goal: Raise awareness of the issue.

2. Denial- Little or no recognition that this might be a local problem. Some members of the community may recognize that the behavior is a problem, but there is a feeling that nothing needs to be done about it locally. "It's not our problem." "It's just those people who do that." "We can't do anything about it." Community climate tends to be passive or guarded.
Goal: Raise awareness that the problem or issue exists in the community.

3. Vague awareness- General feeling among some in the community that there is a local problem and something ought to be done about it. However, there's no immediate motivation to do anything. Ideas about why the problem exists and who has the problem tend to be stereotyped or vague. No identifiable leadership exists or leadership lacks energy and motivation. Community climate does not motivate leaders.
Goal: Raise awareness that the community can do something about the problem.

4. Preplanning- Clear recognition by some that there is a local problem and something should be done about it. Identifiable leaders exist, there may be a committee, but efforts aren't focused or detailed. There is discussion but no real planning of actions. Community climate is beginning to acknowledge the necessity of dealing with the problem.
Goal: Raise awareness with the concrete ideas to combat condition.

5. Preparation- Planning is going on and focuses on practical details. General information about local problems and possible prevention activities, actions, or policies exists, but this information may not be based on formally collected data. Leadership is active and energetic. Decisions are being made about what will be done and who will do it. Resources are being sought or have been committed.
Goal: Gather existing information to help plan strategies.

6. Initiation- Enough information is available to justify efforts. An activity or action has been started, but is still viewed as a new effort. Staff is in, or has finished, training. There is enthusiasm among leaders because setbacks have not yet been experienced. Community climate varies, but there is usually little resistance and a modest involvement of community members in the efforts.
Goal: Provide community-specific information.

7. Stabilization- One or two programs are running and supported by decision-makers. Programs, activities, or policies are viewed as stable. Staff are usually trained and experienced. There is little perceived need for change or expansion. Limitations may be known, but no in-depth evaluation of effectiveness or recognized limitations suggest immediate need for change. There may or may not be some routine tracking of prevalence. Community climate generally supports what is occurring.
Goal: Stabilize efforts/program.

8. Confirmation/expansion- Standard efforts are in place and community decision-makers support expanding efforts. Community members appear comfortable in utilizing efforts. Original efforts have been evaluated and modified and new efforts are being planned or tried to reach more people, those more at risk, or different groups. Resources for new efforts are sought or committed. Data are regularly obtained, and risk factors and causes of the problem are being assessed. Community climate may challenge specific efforts, but is primarily supportive.
Goal: Expand and enhance service.

9. Professionalization- Detailed knowledge of prevalence, risk factors, and causes of problems exists. Efforts may target general populations, specific risk factors, or high risk groups. Trained staff run activities, leaders are supportive, and community involvement is high. Effective evaluation is used to test and modify programs, policies or activities. Community climate is fundamentally supportive, and community members should continue to hold programs accountable.
Goal: Maintain momentum and continue growth.

COMMUNITY LEADERSHIP

By Sandra M. Garcia Mangado

Front page:
The Making of a Tree: An Ecological Approach
Reflecting on Community Leadership

Back page:
The Tree Metaphor
The Conference of the Birds

"You know I often get visual pictures—like a bowl of soup. It depends on the ingredients that go into the soup—that gives it its taste. If there's too much of one thing it doesn't taste so good; if you have a lot of ingredients it tastes better. You see what everyone has to offer—that makes the best soup. It makes it taste good". (Bond, as reported in Scheinfeld, 1992; Glidewell et al., 1998)

References:

Kelly, J. (1999). Contexts and community leadership: Inquiry as an ecological expedition. *American Psychologist*, 54(11), 953-961.

Dalton, J., Elias, M., & Wandersman, A. (2007). *Community Psychology: Linking Individuals and Communities*, Second Edition.

Mattessich, P. & Monsey, B. (1997). Community Building: What makes it work. *Fieldstone Alliance.*

Context is not just something, it is the Heart and soul of the matter. J. Kelly, 1997
"A tree learns from where its strength comes"- By Kelley Eveleth

THE MAKING OF A TREE
AN ECOLOGICAL APPROACH

CASA of Lowell is a grassroots community organization comprised of residents of the greater Lowell community who are committed to working for social, environmental and economic justice in the city of Lowell and, when possible, beyond.
In October 2009, CASA of Lowell introduced their organization to the broader community. Since this date, CASA has been pushing an ambitious social justice agenda with the purpose of reaching a sustainable and socially responsible community. Organizing for social actions, while building an organizational structure as a co-op, is the striving force of this group. However, group leadership, membership building, and movement sustainability are some of the many tangible challenges that I have been reflecting on for the past months.
When analyzing **CASA's** challenges, it is important to acknowledge how a problem or an event can have multiple causes. Understanding a situation, requires recognizing many different facets (Dalton, Elias, & Wanders man, 2007).
An **ecological expedition** creates social settings so that the various contexts can be explicitly considered, where metaphors for the work can be expressed and guide the selection of methods to illuminate the particular contexts (Kelly, 1997).

What is required of CASA's leadership? What are some of the ingredients that can help inform and sustain group leaders?

LEADERSHIP IN COMMUNITY SYSTEMS
A Review from Community Building Studies

According to Mattessich & Monsey (1997), a successful community building effort is more likely to occur when the processes produce **new leaders over time**. This suggestion brings to our table the question of whether or not a developing group is still dependent upon the person who provided the first spark that initiated the group. *If so, what can we do?*
Leaders of community building efforts carry out many instrumental tasks, as well morale-maintenance activities. When aiming to establish strong group leadership, it is important to encourage new leaders over time. Why? Two good reasons: 1: to replace a leader who is leaving and 2: to fill new leadership **roles** in the group. *Is your group encouraging its participants to take new roles?* Perhaps the best way to know whether your group is ready to expand leadership is if current leaders understand the group's needs, and how those fit with their working style.
Community building effort that encourage participants to take leadership roles and are able to replace leaders when necessary, are stronger than efforts that rely on one charismatic leader (Mattessich & Monsey, 1997).

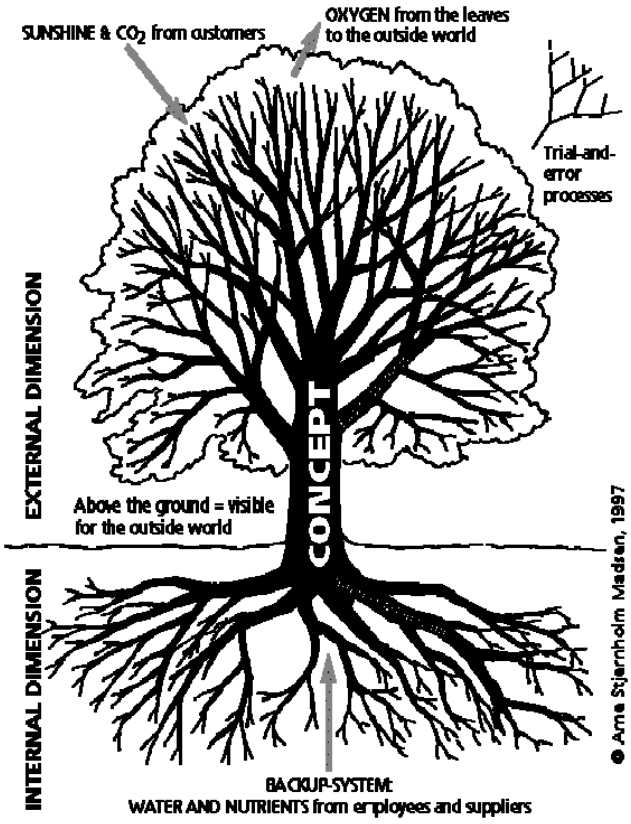
Tree Metaphor

by Kelley Eveleth

A tree learns from where its strength comes.

The Master Gardener contemplates [his] next seed planting. [He] chooses a location in which there are not many trees visible. After planting, a realization occurs that this tree needs some attention as there is not a sufficient surface water supply. While the soil requires nutrients, the Gardener provides just enough to sustain growth. Thus, a sapling begins. Little protection is available during the storms so the Gardener places assistants near by to tend it during the storms. The Gardener is pleased that the young plant desires to survive with the obstacles present. And, growth continues. It appears to the young tree that the Master Gardener has bigger trees to tend to who are much more important. The Gardner's presence is limited. At times, branches break off. While leaves continue to shape the tree, the blossoms struggle to make themselves known. The roots are clearly the most valuable element of the tree. Periods of time occur when the roots come upon the life source needed. But the roots also become lost in the dark and don't know how to dig deeper. The roots don't understand how to connect to each other efficiently so that it can become a big tree. Rocks come upon the path, and there is additional weather causing deterioration. Heaviness comes upon the young tree; a picture of what could be is unknown.

A very strong wind hits. Something deep inside calls the tree to fight. With determination it digs its roots deep and the tree sees the Master Gardener. The Gardener's presence awakens the tree's spirit to not just survive, but also to thrive. Unknown to the young tree, stronger trees' roots were being placed in the path of the fragile roots. The strong trees have a knowingness of the young tree's struggles and with discernment guide the young tree to nutrients needed. As the nutrients are being accepted into the roots, slowly healing occurs. The tree has yet to reach its potential, yet there is a vision and a dream of possibilities. Roots continue to seek out nutrients; a realization comes upon the tree as well. A deep water source is present which continuously flows being provided by the Master Gardener. The tree is learning that trees of maturity had there roots very deep drawing upon this water source and are connected to each other so strength could be drawn during the storms. The desire of the tree is to fulfill its greater purpose, supporting other trees near by. This purpose came to be known only after the tree faced its fears and worked through them. The tree continues striving to be a cedar with a legacy of strength and endurance.



- The tree metaphor is nothing more or less than a model. It plays the same role for our understanding as a map when we are trying to find our way through an unknown landscape.
- Metaphors such as this one can provide us with new ways of viewing the nature of a problem. Image metaphors can be especially useful for visualizing the invisible future and making the abstract more concrete.
- Another metaphor that can help us understand concepts such as Collective Leadership can be when reading **The Conference of the Birds,** a traditional Persian poem by iFarid ud-Din Attaruses. The poem reflects on the journey by a group of 30 birds, led by a hoopoe as an allegory of a Sufi *sheikh* or master leading his pupils to enlightenment.

http://www.poetrychaikhana.com/A/AttarFaridud/SimurghfromC.htm

Guidebook for Identifying Community Problems
By: Michelle Crouch

This guidebook should be used to state, clarify and analyze a problem in your community. Facilitators should review http://ctb.ku.edu/en/tablecontents/sub_section_main_1124.htm before meeting with their committee to help identify and analyze the problem. Some of the information will need to be gathered outside of a meeting. This will require delegating tasks to committee members. Keep it simple by working on one problem at a time.

State and clarify the problem
-List what you know about the problem.
-List the information you are missing about the problem.
-Gather missing information.

Analyze the problem
Understand what the problem is. Are there many causes that lead to the problem? List them. Ask questions. Do some research. How have other communities addressed these causes? Don't jump to a solution.

- Your committee can work together to complete the following tasks.
  - State the problem (i.e. It's dangerous for kids to cross the street around here)
  - Give some examples (i.e. At the intersection of Broadway and Maple, a kid was hit by a car last week. Two other kids got brushed just a few weeks before.)
  - Think of the many contributing factors. (i.e. The traffic blinker at the intersection might not be working. The lines in the crosswalk are faded. There used to be a crossing guard on the street, but he isn't there anymore.)
  - Find the most probable reasons. Do some checking around. (i.e., I asked the neighbors in the area, and there has never been a problem with the traffic blinker before. The crosswalk lines haven't been painted in two years, but why all the problems now. The crossing guard just retired a month ago, and they haven't replaced him yet.)
  - Identify solutions based on the most probable reasons.

AND/OR

Use the "But Why" technique
Use the "But Why" technique to analyze the problem by continually asking "but why" until you identify a wide range of contributing factors that might have caused the problem. Even when you think you can't go any further, continue to ask "But Why?"

* Facilitators should read the Analyzing the Problem section of the Community Toolbox at http://ctb.ku.edu/en/tablecontents/sub_section_main_1124.htm

Implementing Change Powerfully and Successfully Using Kotter's 8-Step Change Model

Ashley Nolan

Change is the only constant.
- Heraclitus, Greek philosopher

Degree of Change

Small change to a process ---------- Moderate Change ---------- Systemwide Change

- ✓ No matter where your determined degree of change falls on this continuum, it is common to feel uneasy and intimidated by the challenge at hand.
- ✓ You may have a feeling that change needs to happen, but you probably have many questions about making the change happen. Where do you start? Whom do you involve? How do you see it through to the end?
- ✓ The core method of the eight step process is SEE-FEEL-CHANGE

How the core methods work…

Help People <u>See</u>.

Sell the idea of change by creating dramatic, eye-catching, compelling situations that help people visualize the problem and potential solution to the problem.

↓

Understand that People <u>Feel</u>:

The visualizations hit people before surface thinking. Anticipated changes can evoke visceral responses that can block change or amp up emotions that support it.

↓

Pave the Road for <u>CHANGE</u>.

Ideas that are emotionally charged change behavior or reinforce changed behavior.

The Eight Step Path to Success

1) **Step One: Increase Urgency**
   - **a)** Create the feeling of “we must do something” about the problems and opportunities
   - **b)** Reduce the complacency, fear, and anger that prevent change from starting

   What you can do:

   - Identify potential threats, and develop scenarios showing what could happen in the future if these threats are not addressed.
   - Examine opportunities that should be, or could be, exploited.
   - Start honest discussions, and give dynamic and convincing reasons for change to get people talking and thinking.
   - Request support from customers, outside stakeholders and industry people to strengthen your argument.

2) **Step Two: Build the Guiding Team**
   - **a)** Form the right group of people with proper dynamics and sufficient power
   - **b)** Increase trust and emotional commitment to one another

   What you can do:

   - Identify the true leaders in your organization.
   - Ask for an emotional commitment from these key people.
   - Work on team building within your change coalition.
   - Check your team for weak areas, and ensure that you have a good mix of people from different departments and different levels within your company.

3) **Step Three: Get the Vision Right**
   - **a)** Create a compelling vision to direct the efforts
   - **b)** Help the guiding team develop strategies for making the visions a reality

   What you can do:

   - Determine the values that are central to the change.
   - Develop a short summary (one or two sentences) that captures what you "see" as the future of your organization.
   - Create a strategy to execute that vision.
   - Ensure that your change coalition can describe the vision in five minutes or less.
   - Practice your "vision speech" often.

4) **Step Four: Communicate for Buy-In**

   a) Send clear, credible, and heartfelt messages about the direction of change.

   b) Use words, deeds, and new technologies to unclog communication channels and overcome confusion and distrust.

What you can do:

- Talk often about your change vision.
- Openly and honestly address peoples' concerns and anxieties.
- Apply your vision to all aspects of operations - from training to performance reviews. Tie everything back to the vision.
- Lead by example.

5) **Step Five: Empower Action**

   a) Remove barriers that block those who have genuinely embraced the vision and strategies.

What you can do:

- Identify, or hire, change leaders whose main roles are to deliver the change.
- Look at your organizational structure, job descriptions, and performance and compensation systems to ensure they are in line with your vision.
- Recognize and reward people for making change happen.
- Identify people who are resisting the change, and help them see what's needed.
- Take action to quickly remove barriers (human or otherwise).

6) **Step Six: Create Short-Term Wins**

   a) Generate sufficient wins fast enough to diffuse cynicism, pessimism, and skepticism.

   b) Build momentum – make successes visible, unambiguous, and speak to what people deeply care about.

What you can do:

- Look for sure-fire projects that you can implement without help from any strong critics of the change.
- Don't choose early targets that are expensive. You want to be able to justify the investment in each project.
- Thoroughly analyze the potential pros and cons of your targets. If you don't succeed with an early goal, it can hurt your entire change initiative.
- Reward the people who help you meet the targets.

7) **Step Seven: Don't Let Up**

   a) Help people create wave after wave of change until the vision is a reality.

   b) Do not let urgency sag.

   c) Eliminate needless work so you don't exhaust yourself along the way.

   What you can do:

   - After every win, analyze what went right and what needs improving.
   - Set goals to continue building on the momentum you've achieved.
   - Keep ideas fresh by bringing in new change agents and leaders for your change coalition.

8) **Step Eight: Make Change Stick (Sustainability)**

   a) Ensure that people continue to act in new ways, despite the pull of tradition, by rooting behavior in reshaped organizational culture.

   b) Use the employee orientation process, the promotions process, and the power of emotion to enhance new group norms and shared values.

   What you can do:

   - Talk about progress every chance you get. Tell success stories about the change process, and repeat other stories that you hear.
   - Include the change ideals and values when hiring and training new staff.
   - Publicly recognize key members of your original change coalition, and make sure the rest of the staff - new and old - remembers their contributions.
   - Create plans to replace key leaders of change as they move on. This will help ensure that their legacy is not lost or forgotten.

References:

Kotter, J. P., & Cohen, D. S. (2002). *The heart of change*. Boston, Massachusetts: Harvard Business School Press.

http://www.mindtools.com/pages/article/newPPM_82.htm

Bystander Intervention

Nissa LeClerc

Introduction: What is the bystander effect?

In simple terms, the bystander effect is the assumption that someone else may have already begun helping a person or situation, and thus the responsibility to act is defused. Under these conditions, the bystander does not feel compelled to act.

Barriers to Intervening: Why don't people intervene?

Social Influence: Despite seeing a problem, you assume that because no one else is acting, it must not be a "big deal".

Fear of Embarrassment: Fear or belief of how others will react to intervening.

Fear of Retaliation: Fear of physical or emotional harm.

Diffusion of Responsibility: A person assumes that someone else will do something.

Ignorance of Pluralism: This is based on the assumption that only you think a certain way or that everyone does something the same way.

Factors That Influence Helping: When is it more likely that people will intervene?

Situational Ambiguity: People are more likely to help in situations that are clearly defined as emergency situations.

Perceived Cost: The lower the personal cost to an individual, the more willing they are to help.

Diffusion of Responsibility: The more people that are present in a given situation, the less likely any one person is to take on individual responsibility to act.

Similarity: People are more likely to take on personal costs and risk for those who are from similar backgrounds.

Mood: People are more likely to assist those in need when they are in a positive mood.

Gender: Females are more likely than males to receive help when in need of help.

Attributions for the cause of need: People are less likely to help those who are perceived to have brought the situation on themselves.

Engaging Bystanders: How can intervention be encouraged?

Individual Level: Provide training, knowledge, and skills on how to help.
Relationship Level: Tell stories, and be a role model that promotes engagement.
Community Level: Create organizational policies that encourage engagement.
Societal Level: Advocate for and encourage bystander intervention programs, research, evaluations, and policies.

By approaching bystanders from multiple levels, it is possible to change social norms on a wider scale. Engaging bystanders can be approached from a bottom up approach.

Working to change social norms is also important. "Social norms are a set of standards or expectations in a community that subtly guides a group's behavior." Social norms help control behaviors through social situations. Changing norms to value **"Doing Your Part"** helps place social demands on people to help one another out.

A Model of Bystander Intervention

Four Stages of Bystander Intervention

Notice the event.
Determine that the event is a problem.
Assume some responsible for dealing with the problem.
Determine whether or not you have the resources to act.

Notice the incident	→	Interpret incident as emergency	→	Assume responsibility	→	Attempt to help

Program Evaluation

Lingtao Yu

During the 2009-2010 academic year, I did my practicum in Center for Family, Work and Community (CFWC). Since my work mainly focuses on program evaluation. I want to share some principles/values/framework in the field of program evaluation based on professional textbooks/journals and my experiences.

- **Program Evaluation**
  The use of social research methods to systematically investigate the effectiveness of social intervention programs in ways that are adapted to their political and organizational environments and are designed to inform social action in ways that improve social conditions. (Rossi, Lipsey, & Freeman, 2004)

- **Guiding Principles for Evaluation** *(American Evaluation Association, 2004)*
  - ⇒ **Systematic Inquiry**: Evaluators conduct systematic, data-based inquiries.
  - ⇒ **Competence**: Evaluators provide competent performance to stakeholders.
  - ⇒ **Integrity/Honesty**: Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process.
  - ⇒ **Respect for People**: Evaluators respect the security, dignity and self-worth of respondents, program participants, clients, and other evaluation stakeholders.
  - ⇒ **Responsibilities for General and Public Welfare**: Evaluators articulate and take into account the diversity of general and public interests and values that may be related to the evaluation.

- **Types of Evaluation** (Rossi, Lipsey, & Freeman, 2004)
  - ⇒ **Needs Assessment**: Focuses on the social conditions a program is intended to ameliorate and the need for the program.
  - ⇒ **Assessment of Program Theory**: Focuses on program conceptualization and design.
  - ⇒ **Assessment of Program Process**: Focuses on program operations, implementation, and service delivery.
  - ⇒ **Impact Assessment**: Focuses on program outcomes and impact.
  - ⇒ **Efficiency Assessment**: Focuses on program cost and cost-effectiveness.

- **Steps in Analyzing Need** (Rossi, Lipsey, & Freeman, 2004)
  - ⇒ **Identification of users**: Can we identify the users and uses of a needs assessment for certain project?
  - ⇒ **Description of the target population and service environment**: Can we describe the target population and service environment for certain project?
  - ⇒ **Need identification**: How could we go about getting information to identify need?
  - ⇒ **Need assessment**: What might we produce as a recommendation for action?
  - ⇒ **Communication**: How could we communicate our recommendations and who would we communicate the recommendations to?

- **6 Key Steps to An Evaluability Assessment**[1] (Rossi, Lipsey, & Freeman, 2004)
  - ⇒ Involve intended users of evaluation information
  - ⇒ Clarify the intended program from the perspectives of policy-makers, managers, those involved in service delivery, and other stakeholders
  - ⇒ Explore program reality including plausibility and measurability of program goals
  - ⇒ Reach agreement on any needed changes in program activities or goals
  - ⇒ Explore alternative evaluation designs
  - ⇒ Agree on evaluation priorities and intended use of information on program performance

- **Aspects of Process Evaluation** (Linnan & Stckler, 2002)
  - ⇒ **Context**: Social, political, and other environmental factors
  - ⇒ **Reach**: Proportion of intended audience that participates in intervention
  - ⇒ **Dose delivered**: Number of units for each intervention/component delivered
  - ⇒ **Dose received**: Extent to which participants interact/use intervention
  - ⇒ **Fidelity**: Extent to which intervention was implemented as planned
  - ⇒ **Implementation**: Composite of extent to which intervention was implemented and received by intended audience
  - ⇒ **Recruitment**: Procedures used to approach & recruit participants

- **Evaluation Ethics** (Stevens & Dial,1994)
  - ⇒ **Utility**: Ensures the evaluator will serve the information needs of intended user.
  - ⇒ **Feasibility**: Ensures an evaluation will be realistic, prudent and frugal.
  - ⇒ **Propriety**: Ensures that an evaluation will be conducted legally, ethnically and with regard for the welfare of those individuals involved.
  - ⇒ **Accuracy**: Ensures that an evaluation will convey technically adequate information that determine worth or merit of the program.

References

American Evaluation Association (1994/2007). Guiding principles for evaluators (short version). *American Journal of Evaluation, 28*, 237-238.

Linnan, L., & Steckler, A. (2002). Process evaluation for public health interventions and research. In A. Steckler & L. Linnan (Eds.) *Process evaluation for public health interventions and research* (pp. 1-23). San Francisco, CA: Jossey-Bass.

Rossi, P., Lipsey, M., & Freeman, H. (2004). Evaluation: *A Systematic Approach* (7th edition). Thousand Oaks, CA: SAGE.

Stevens, C. J., & Dial, M. (1994). What constitutes misuse? *New Directions for Program Evaluation, 64*, 3-13.

[1] "Evaluability assessment" is a process that helps evaluators to identify evaluations that might be useful, explore what evaluations would be feasible, and design useful evaluations.

Networking in Organizations

Nisha Narvekar

Networking

Networking is "an arrangement of people crossed at regular intervals by other people, all of whom are cultivating mutually beneficial, give-and-take, win-win relationships". The key to effective networking is not who you know, but who knows YOU!

How can one develop networks?

Networking requires developing an extensive list of contacts. The best place to begin developing a contact list is through family, friends, neighbors, co-workers, and social or religious organizations.

- **Personal sphere of network**

  Your personal sphere refers to the number of people you know, directly or indirectly. It is said that the average person knows about 250 people that could be added to their network. These 250 people are not necessarily close friends, but people you come into contact with through every day interactions. An individual's sphere of influence includes everyone from family members, friends, acquaintances, neighborhood associations, membership organizations in which you are involved (e.g., PTA, Garden Club, Book Club, Little League), religious organizations, places you shops, and so on. Organization developers should write down all of the people they know or interact with on a weekly basis. This list will be a starting point for developing a network list.

- **Referrals**

  Networking requires receiving referrals from members of the community. Referrals come when others think well of your organization. They can come from organizations with which you are currently collaborating, your clients, family members of your clients etc. It is important to identify these referral sources in society and make sure that they have the correct and updated information regarding your organization. They are the ones who will be promoting your organization through word of mouth.

- **Center of influence**

  The best place to network is where many people can be targeted in a short span of time. These places are called the center of influence. Identify these centers in your community; based on where and who holds public events, functions etc. One important tip is to attend a wide range of events. By participating in events sponsored by other organizations, you get to know more people; hence this helps in expanding your own social network.

Stay in touch with your network

Staying in touch with your network is as important as creating your network. Because if you fail to keep in touch, you will be spending the same amount of time re-building relationships that you

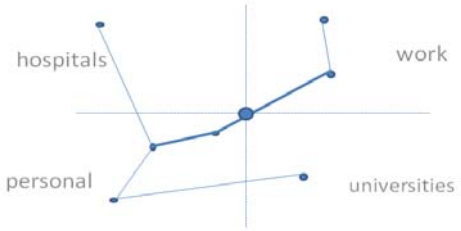
spent initially creating the network connections in the first place. Meeting someone once is not enough to connect with him/her; repeated meetings are what do the trick.

Do not forget to appreciate!!

Remember to thank people after receiving any kind of help. However big or small always say "thank you" in a memorable way. This helps in maintaining a relation and also builds a platform for future collaborations.

Mapping Social Support Exercise to expand and analyze your network (Todd, 1979)

- Network List – Make a list of people/organizations you might seek out for help with a problem. Make a separate column next to the list and write down the relationship between you and that person or organization. Mention where you most frequently encounter that person. What benefit would they get from you?
- Network Map – Draw out your list in the following way for better understanding of the dynamics



1. The center dot represents you.
2. Each segment represents a setting in which you encounter people from your daily life. For example: workplace or neighborhood.
3. Include segments that are important to accomplishing your organizational goals. For examples; hospitals, universities etc.
4. Now represent each person you know by placing a dot in the appropriate segment. Label each dot with the initial of the person so as to be able to identify the individual better.
5. The distance of each dot from the center should be based on the closeness of relations you share with that individual. For example; your closest confidants should be placed closer to you compared to others.
6. Draw thick lines between two dots to indicate a multidimensional relationship between you and that individual.
7. Lastly, draw lines between any two individuals on the map other than yourself who you believe to be associates of each other. Remember lines may/ can cross segment boundaries.

Mapping out your networks will give you a better idea of your network density and the connections that you have in the community along with the connections that you could establish in the community.

Analyzing the network

- *Sources and quality of support* – How many members on your list are already being used as a source of support? This is also a useful way to consider diversity of resources.
- *Reciprocity* – Who in turn receives support from you? Who benefits from this collaboration?
- *Multidimensionality* – Who can help you and also benefit in the bargain? These individuals / organizations usually offer high quality support and have multiple benefits associated with them.
- *Network Segments* – How many different segments do you have? How many more do you want to create networks in?
- *Network Density* – How many ties exist in your network? Are they too many or too few?
- *Network Size* – This is not an important predictor of the outcome unless it is very small. A very low number indicates lack of key resources.

Conclusion

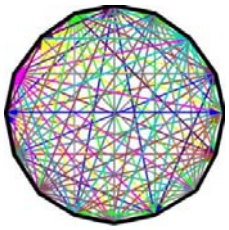
Networking is all about meeting and connecting with people. Depending upon the personality and cultural background, meeting new people might be easier for some as compared to others. However, if networking is challenging, it is better to start on a smaller scale. Building relationships takes time; and what the person has to offer will probably come at a later time. Hence networking is also about investing your time and energy in what you believe may be beneficial to your organization.

Resources

Dalton, J., Elias, M., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities.* Thomson Wadsworth, Belmont, CA.

Owens, L., & Young, P. (2008). You're hired! The power of networking. *Journal of Vocational Rehabilitation*, *29*(1), 23-28

The Community Tool Box - http://ctb.ku.edu



Using Systems Theory to Navigate Policy Issues

Prepared By: Lindsey Tarrant

Systems Thinking

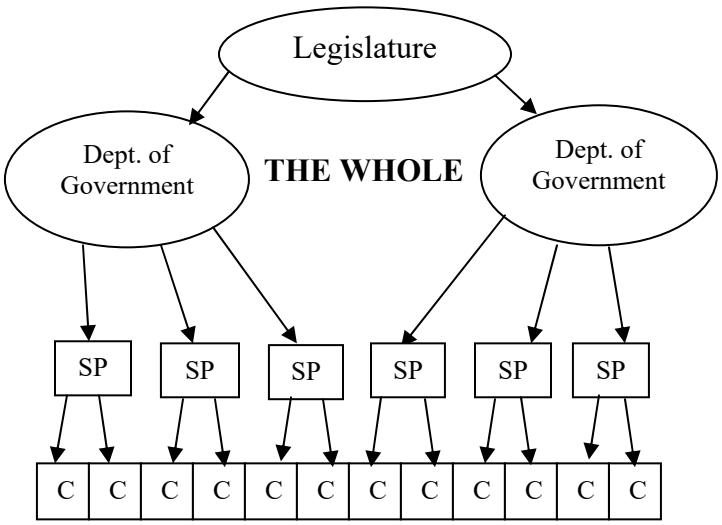
- Definition:
  - An approach to problem solving by viewing the many parts that comprise a broader system (organization, school, community, etc…).
  - A recognition that parts of a system can best be understood in their relationships with the bigger whole.
  - A focus on the interactions between the parts of a whole and how they affect one another.
- Some Important Characteristics of a System:
  - **Interdependent Network:** All parts of a system are dependent on other parts in order to function and survive.
  - **Hierarchical:** Some parts of a system are more powerful than others.
  - **Role Differentiation:** Each component of a system has its own specific job which is required for the system to function successfully.
  - **Reciprocity:** The parts of a system typically benefit from one another, or the system runs most smoothly when they do.

Implications for Navigating Policy Issues

- In the context of policy, it can be hard for individual organizations to navigate the political system. Systems thinking can guide us:
  - For instance, if there is a specific policy that poses a barrier for an organization to function effectively, we can focus on the relationships between the organization and the relevant governmental department (i.e. a child care provider would be connected to the Department of Early Education and Care) and the department's relationship to the larger government.
    - Relationships involve *People*- e.g., staff employed in organizations, government departments, senators and representatives, consumers of service.
    - Relationships are affected by *History*- e.g., why was the policy developed to begin with?
    - Relationships are affected by *Context*- e.g., economics, party control, and demand for service provided by organization.

- The importance of systems thinking lies in the interconnectedness of a system, understanding the relationship of the individual parts in the context of the whole (in the visual the arrows represent this concept).
  - Once we understand these relationships we can decide whether the policy is still a barrier, if it can be changed, or if effective functioning can be achieved by different means.

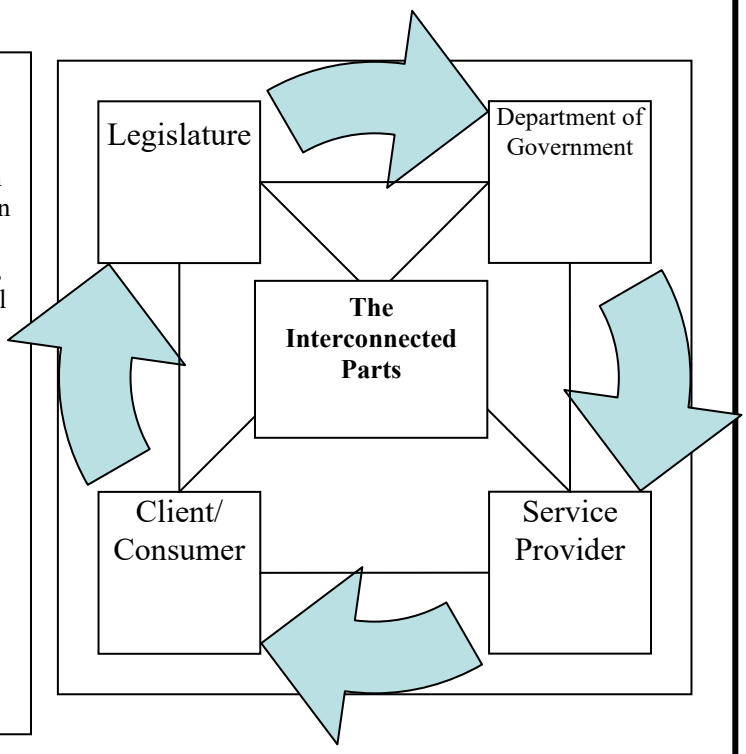
Visual



The Whole:
This diagram represents the flow of services from the top to the bottom. Legislature passes the policies and laws that affect how the governmental departments run and are structured, which affects the way organizations provide services, which affects the services that the clients then consume. However, this diagram does not illustrate the interconnectedness involved in the relationships between these components.

*SP= Service Provider *C= Client/Consumer

The Interconnected Parts:
This diagram represents how all of the pieces of the whole are interconnected. The arrows, like the diagram of the whole, show the flow of power and services, but here, the lines connecting each of the boxes illustrates that the components of the whole depend on one another. For example, if a client population finds themselves needing new and more resources because of the economic climate, the service provider will then be working in a new context and will have to either figure out how to provide those resources or refer those clients to other organizations. This would then require attention from the relevant departments of government to move money around to fund the service providers that are now needed, or find another way to fill gaps in service. This may then require changes in policy and structure.



Domestic Partner Benefits:
Considerations, Implementation, and Estimated Costs

Michelle Holmberg

This summary covers some of the considerations for providing domestic partner benefits, the ways in which other companies implement domestic partner benefits, as well as a way to estimate the potential number of employees who may sign up for domestic partner benefits.

- Why Consider Domestic Partner Benefits

  Most working individuals who have health insurance get it through their employers, or the employer of a family member[2], making employer-provided health insurance vital to the health and well-being of American families. However, unmarried domestic partners are not typically covered by companies, and since many states do not allow for same-sex marriage, these families are left with uncovered partners and their children.

  Offering domestic partner benefits would help in recruiting and retaining LGBT employees from other states. Although Massachusetts allows same-sex couples to marry, employees recruited from other states may not wish to be married right away, or at all. Domestic partner benefits are a relatively inexpensive method for recruiting and retaining top employees; it shows that the company or organization values and respects the many and varied forms of families found within their employees.

- Additional Considerations

  Under the federal Defense of Marriage Act, domestic partnerships or civil unions from other states may not be recognized as marriage or as a domestic partnership by Massachusetts. Military personnel may not enter into a same-sex marriage and keep their jobs with the armed services in the United States. Furthermore, individuals in the armed services may be investigated and/or discharged for even admitting to being lesbian, gay, bisexual, or transgender (LGBT)[3].

  Immigrants with green cards are unable to marry same-sex Massachusetts residents, due to the Defense of Marriage Act. LGBT employees who may want to marry their foreign-born partners are barred from doing so by federal law. This also means that LGBT employees with non-citizen partners may be forced to travel or even emigrate from the United States to be with their partners[4].

---

[2] DeNavas-Walt, C., Proctor, D. B., & Smith, J. (2007). Income, poverty, and health insurance coverage in the United States: 2006. U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau.
[3] As reported by the Human Rights Campaign, www.hrc.org
[4] M. V. Lee Badgett (2003). *Money, Myths, and Change: The Economic Lives of Lesbians and Gay Men*. Chicago: University of Chicago Press.

- Estimated Number of Employees Who Would Sign Up for Domestic Partner Benefits

  Based on current research[5], a moderate estimate would be 0.1% to 0.3% of employees will sign up a same-sex partner for health care benefits, and 1.3% to 1.8% of employees would sign up a different-sex partner. This means that a moderate estimate for a company with around 300 staff members would be around 5 employees signing up their partners for benefits.

- Implementation of Domestic Partner Benefits

  There are currently no legal steps that need to be addressed before including domestic partners in company or organizational policies. Furthermore, the company or organization is not required to ask for proof of partnership. However, some institutions[6] ask employees to sign an affidavit stating that they are in a long-term, committed relationship as a part of the application process.

  The company or organization could create an affidavit, which would spell out eligibility requirements. Other employers require that the partners "are emotionally and financially interdependent, do not have a different domestic partner or spouse, have reached the age of consent and are not related[7]." There would also need to be clarification around the length of the committed relationship, which would be up to the company or organization to determine. Other companies find six months to one year to be a sufficient length of time[8].

- Steps to consider for successful implementation

  - Review all relevant policies
    - E.g., anti-discrimination policies and sexual harassment
      - Include not only "sexual orientation," but also "gender identity," and "gender expression."
    - E.g., Family Medical Leave Act and bereavement
      - While this is a federal policy, an addendum policy could be written to clearly state that the company recognizes all types of families, which would allow employees in domestic partnerships to receive the benefits of family medical leave.

[5] M.V. Lee Badgett (December 2007). Unequal Taxes on Equal Benefits: The Taxation of Domestic Partner Benefits. *The Williams Institute, & Center for American Progress.*
[6] Such as OutHealth!, a division of Health Imperatives located in Brockton, MA. www.hcsm.org
[7] According to the Human Rights Campaign, www.hrc.org, 2010
[8] 2005 Hewitt Associates study

- Be consistent with language
  - If company uses terms such as "family," make it clear that you are referring to *all* forms of family.
  - In company press releases, on the website, in brochures, etc., use "sexual orientation" whenever referring to other forms of diversity (e.g., "we accept people of all backgrounds, cultures, sexual orientations, etc.").

- Relate this back to mission of company
  - By emphasizing that this work ties in with the values and mission of the company as a whole, individuals will be more inclined to buy-in to the message.
    - Explain in company memos that providing domestic partner benefits (and reviewing company policies, and examining language in all relevant documents, etc.) furthers the company's mission to support all forms of diversity.
    - Encourage everyone to bring their family to company-sponsored, family-oriented events, such as company picnics or potlucks.
    - Use photographs of varied types of family structures when creating newsletters or on the website.

Creating a Sense of Community in the Workplace

Barbara Warren

Conflicts within any organization are inevitable, and so it is important that those in management learn how to manage conflict well. As Community Psychologists, it is equally important to recognize that building and strengthening relationships within an organization will reduce the number of conflicts and will increase your ability to manage them when they do arise. Seymour Sarason describes this as building a "sense of community":

> "The sense that one belongs in and is meaningfully a part of a larger collectivity; the sense that although there may be conflict between the needs of the individual and the collectivity, or among different groups in the collectivity, these conflicts must be resolved in a way that does not destroy the psychological sense of community; the sense that there is a network of and structure of relationships that strengthens rather than dilutes feelings of loneliness" (Seymour Sarason, 1988 in Nelson & Prilleltensky, p. 94)

Elements of Sense of Community

McMillan & Chavis (1986) further defined "sense of community" as including the following four elements:

1. Membership
2. Influence
3. Integration and fulfilment of needs
4. Shared emotional connection

Within the workplace, *membership* would include a feeling of belonging or usefulness to the organization. Membership suggests that you are invested and personally involved with the organization. The second element, *influence*, would include a sense that what you say and do matters to the organization, a feeling that your contribution is important and meaningful. *Integration and fulfillment of needs* suggests that your basic needs are being met and may include things like earning a living wage, safe working conditions, and the ability to express grievances without fear of negative consequences. Having a *shared emotional connection* with others in the workplace is also an important aspect of a healthy work environment.

Guiding Principles

The following seven Psychological Principles are related to building and strengthening communities (adapted from the UMass Lowell Advanced Community Dynamics seminar):

1. Recognize our tendency to gravitate toward people who are similar to us: This is especially important for members of the majority to recognize when seeking out opportunities to mentor others.
2. Provide opportunities for growth in your organization: We all have a desire to grow and become better at what we do, so it is important to work to address barriers to advancement.
3. Show your appreciation: We respond to receiving benefits, including appreciation and rewards for a job well done.
4. Remind employees of expectations: Repetition increases success.
5. Build informal networks: Provide and encourage opportunities for socializing.
6. Address issues through face-to-face contact: Messages can be misunderstood when relying on email or social media.
7. Build off of the momentum: A positive social climate is contagious, keep the ball rolling through encouragement and recognition.

How to create a sense of community in your organization

<u>Individual/Group Level</u> [9]

- Alleviate Stress
  - Clarify Roles
  - Include employees in decision making
  - Be supportive
    - Hear employees' concerns
    - Assist in working toward solutions
- Resolve, don't ignore conflicts
  - Understand the root causes
    - Identify those involved
    - Determine perspectives of those involved
    - Pay attention to the validity of multiple realities
  - Adopt a non-blaming approach to resolution
  - Reframe the conflict as a shared problem that needs to be resolved
  - Remind parties of the goals of the organization or work group
  - Raise awareness of one's impact on others
    - Focus on impact (how the individuals/groups involved may be affected) rather than intent "I didn't mean it that way"
    - By not allowing intent to dominate, employees are encouraged to take into consideration the experiences of others

[9] Bond, 1999; Dalton, Elias & Wandersman, 2007; Nelson & Prilleltensky, 2005.

Organizational Level[10]

- Create a culture of connection and appreciation for multiple realities
    - Focus on interdependence
        - Every group is important to the organization (managers need support staff; janitors clean the building for all employees, etc.)
    - Emphasize accountability to the team
        - All employees should share the workload to have the strongest teams possible
    - Pay attention to the goals of the organization
        - Foster the sharing of organizational goals
        - Recognize and encourage contributions of others to the shared goals
        - Be supportive and offer praise when goals are met
    - Empathy and reciprocity
        - Encourage a "we're in it together" approach
    - Focus on challenging the tendency toward sameness and adopt a both/and perspective
        - Embrace and encourage differences and alternative views
        - Recognize that some realities are "less visible and less legitimate than others"
        - Challenge the notion of "color blindness"
            - Recognize that we do see differences in others and that these differences enrich the organization
- Recognize the need to be adaptable and to change policies to better accommodate a changing, more diverse workplace
    - "An inclusive workplace uses continuous two-way communication methods such as open management-employee meetings and email systems to learn of its employees' concerns and expectations. It strives to modify constantly its values and norms to match those of its employees" (Mor Borack, 2000, p. 343)

References

Bond, M. (1999). Gender, race, and class in organizational contexts. *American Journal of Community Psychology, 27(3).* 327-353.

Dalton, J.H., Elias, M.J., & Wandersman, A. (2007). *Community Psychology: Linking individuals and communities* (2nd ed.). Belmont, CA: Thomson/Wadsworth.

Nelson, G., & Prilleltensky, I. (Eds.). (2005). *Community psychology: In pursuit of liberation and well-being.* London: MacMillan.

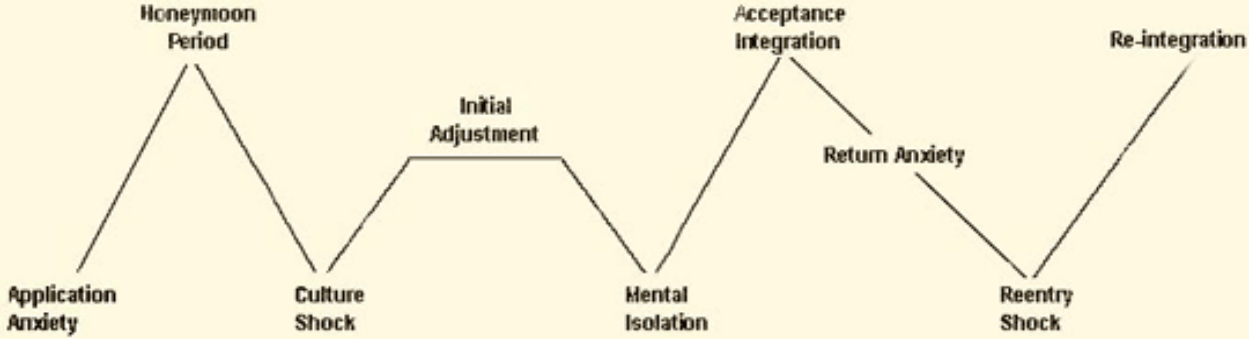
Mor Barak, (2000). The inclusive workplace: An ecosystems approach to diversity management. *National Association of Social Workers, Inc.* 339-351.

[10] Bond, 1999; Mor Borack, 2000.

Stages of Cross Culture Adjustment

Phooi Wah Khoo

CROSS CULTURAL ADJUSTMENT CYCLE – This is a general adjustment cycle that can apply to many international students who will eventually return to their home country. Each stage in this process is characterized by outward and inward signs representing certain kinds of behavior.



- **Honeymoon Period:** Initially, you will probably be fascinated and excited by everything new. Usually, visitors are at first overjoyed to be in a new culture.
- **Culture Shock:** After a short while, you can become immersed in new problems: housing, transportation, food, language and new friends. Fatigue may result from continuously trying to comprehend and use the second language. You may wonder, "Why did I come here?"
- **Initial Adjustment:** For many, everyday activities such as housing and going to school are eventually no longer major problems. Although you may not yet be perfectly fluent in the language spoken, basic ideas and feelings in the second language can be expressed.
- **Mental Isolation:** When you have been away from your family and good friends for a long period of time, you may feel lonely. Many still feel they cannot express themselves as well as they can in their native language. Frustrations and sometimes a loss of self-confidence can result. Some individuals remain at this stage.
- **Acceptance and Integration:** Once you have established a routine (e.g. work, school, social life). You may become more accustomed to the habits, customs, foods and characteristics of the people in the new culture. You may feel more comfortable with

friends, associates, and the language of the country. This integration is accompanied by a more solid feeling of belonging.

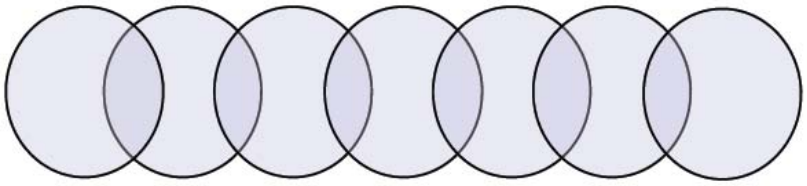
- **Return Anxiety, Re-Entry Shock, Re-Integration:** Renewed anxiety may occur when you prepare to return to your home country. You may find that things are no longer the same. For example, some of the newly acquired customs are not in use in the old culture. It is interesting to note that REENTRY SHOCK can be more difficult than the initial CULTURE SHOCK. You will then have to re-learn your old culture and merge what you have recently accepted to what you thought you knew. This can ultimately create a platform for personal growth and bi-cultural integration.

These stages are present at different times, and each person has their own way of reacting and responding in the stages of cultural adjustment. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effects of culture shock. For example, your state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems, and level of education.

References

Bennett, M. J., ed. *Basic Concepts of Intercultural Communication: Selected Readings*. Yarmouth, ME: Intercultural Press, 1998.

San Diego State University (2010). Study *Abroad Program: Culture Shock*. Retrieved August 16th 2009 from http://www.isc.sdsu.edu/study_abroad/accepted-culture-shock.html



Ecological Metaphor

By: Penelope Bruce

The Ecological Metaphor is defined as an interaction between individuals and the multiple social systems in which they are embedded.

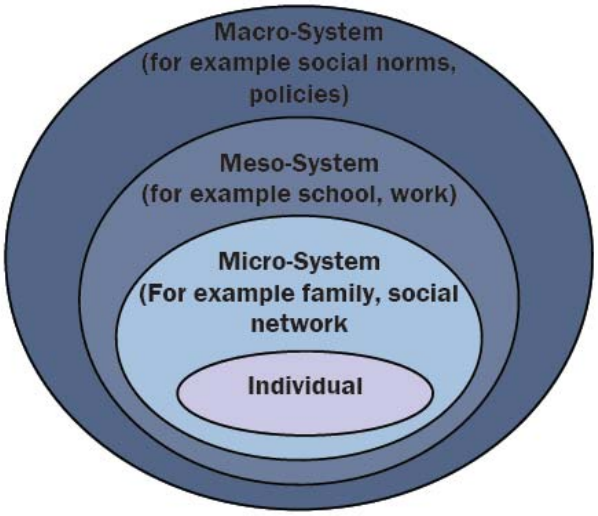
Principles of the Ecological Metaphor

The **principle of interdependence** asserts that different parts of an eco-system are interconnected and that changes in any one part of the system will have ripple effects that impact other parts of the system.

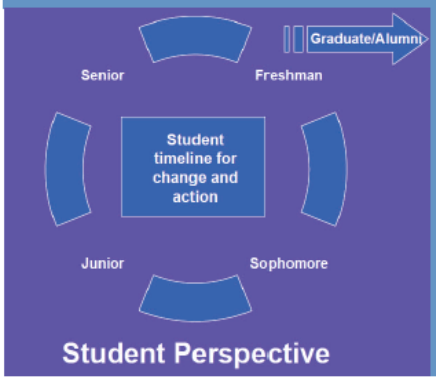
The **principle of cycling of resources** focuses on the identification, development and allocation of resources within systems.

The **principle of adaptation** suggests that individuals and systems must cope with and adapt to changing conditions in an eco-system.

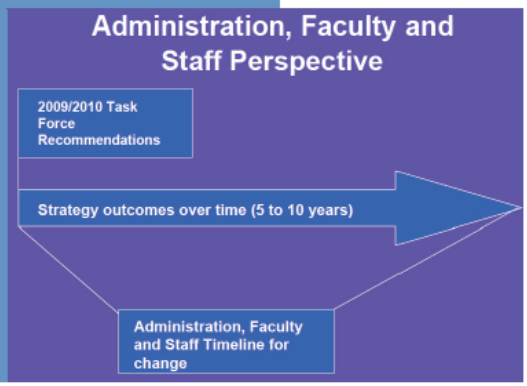
The **principle of succession** involves a long-term perspective and draws attention to the historical context of a problem and the need for planning for a preferred future.



Understanding Interacting Systems: A Practical Example



When understanding social and political change on a college campus, using the principles of the ecological metaphor, one must take into consideration that there are multiple operating systems; that of the students and of the college administration. In each case, timeframes they both operate within do not easily match.



Understanding Cross-Level Relationships within Systems

In order for individuals to understand how to navigate through different systems in their lives they might take these concepts of cross-level relationships into consideration.

Perceived Environments: Perception of an environment is based on the relationship and personal development of an individual within his/her environment and the interaction of the multiple ecosystems in their life over time.

Objective Characteristics of Environment: To understand the environment in a setting independent of the behavior of the individuals who participate in that setting, examine characteristics such as policy, organizational procedures, physical characteristics, and demographics. All of these objectives can facilitate the understanding that an environment can impact the individual and the overall culture of a specific system.

Transactional Approaches: This is the interaction of the behavior of an individual and the characteristics of their environment. Also known as a behavior setting, two of the main components of a behavior setting are the patterns of behaviors and the physical and temporal aspects of the environment.

Resources:

Nelson, G. & Prilleltensky, I. (2005). Community psychology: In pursuit of liberation and well-being. Palgrave MacMillian, New York, NY

Sharing what you have learned: Creating an event binder
Rhea Mohammed

One way to help you catalogue the steps required to create a successful and sustainable event is to create an event binder based on past experiences. This binder can contain contact information for media sources and donor sources. It can also include records of everything that went into making the event possible, with the goal being that anyone can pick up the binder and use it to help organize another successful event. The information that is placed into the event binder should also be included in a computer folder (& included on a cd in the binder).

Materials:

- Obtain a binder from 1-3" thick
- Page dividers. (This will allow you to create specific sections)

Steps:

- Along the side of the binder create a label that states the name of the event and the year (This will allow you to look over materials from previous years to make adjustments to your present event to make it as successful as possible)

- Label each page divider with a specific section name.

- Media contacts – This will be a list that you can use for multiple events and add onto as time goes by.

  -These are the people who you contact to publicize your event. This should contain an excel sheet with all media contacts.
  -Columns should have labels such as the media source, name of contact person, contact information (email, phone number, etc.), the date you contacted them, and the date you followed up with them.

- Potential Donors – These are businesses and individuals that you will be contacting to request donations for your event and future events.

  -This should contain all potentials, whether they are able to donate or not.
  -This should be an excel file with names of the company, the contact person, their contact information, the date you contacted them, the date of the follow-up contact, and whether they were able to donate or not.

- Actual Donors – These are the businesses and individuals who have guaranteed a donation or sponsorship for your event.

  - This section will contain an excel file similar to the one that you have for potential donors, however these are donors that have already given you a donation or will be sending you one. The file should contain the donor's name, organization, what event they are donating to, what they are donating, and how much the item they are donating is worth.
  -A sample donation receipt and thank you letter. It is important that your donors receive a thank you for helping your organization. If you let them know how

important their donation was, it is more likely they will be willing to help in the future. The receipt is also for your donor's records and tax purposes.
***Note** – you should wait until you have received the donation before you prep this because there are times when businesses or individuals do not end up delivering the item(s) they have promised you.

- Site information – This will contain information about the venue you are using. If you are using your organization's space, then you do not need to have a site information section.
  -If you are using an off-site venue, this section will keep track of information such as permit applications, copies of checks sent for the permit, a copy of the contract if there was one, a map if it is an outdoor venue. If you are using an outdoor venue keeping track of weather conditions, and if you are using a beach tide conditions are important.
  -This information is very site specific. If this is an annual event that is held at the same venue every year, then it will provide you with the information you need for putting together your event at the same site.
  -If your event site changes year to year, you will at least have all the important information gathered in one spot to make choosing and comparing sites easier.

- Marketing – This is where all the marketing materials you have created for your event will be stored.
  -You should have all posters, fliers, postcards, copies of email blasts, press releases, and anything else you have created to market for this event stored in here.
  -This will help in keeping advertisements fairly uniformed, plus if there is specific organization information that needs to be posted on the marketing material then past material will be a resource for that.

- Attendees – This information is particularly useful for events that require pre-registration.
  -Information in here should include registration forms, an excel file with all the teams or individuals who have pre-registered, and contact information. You should also have an excel file with all the final registrations.
  -You will also need check-in sheets for the day of the event.
  -If this is a fundraising event, a final summary of how much individuals and teams raised for your organization should be included. If you have prizes for people who raised the most funds, this will help you figure out who your top fundraisers are.

- Photos – This does not need to be included in your physical binder, but should be included in the folder on your computer. This folder just contains photos of your events, these can be used for future marketing, newsletters, and event updates.

- Budget – All events cost money, this folder should contain excel files and invoices for any money that is spent on the event. It will also be where you tally the amount of money you make and figure out your profit for an event.

It might seem like a lot of work to put together an event binder, but once you have all of the essential elements in place, it is just a matter of putting information in the right folders. This binder will help you keep track of all the important information required to put together a successful event; it will also be a record and guide for anyone who comes into your organization and wishes to put on a similar event.

Good Luck!

Transitioning Into a Management Position: Taking the Next Step

Doreen Brothers

Taking that next professional step can be difficult. If you want to become a manager, instead of only managing yourself, you will be now managing other too. Often times, technical expertise in a specific area is gratifying but less important as one moves up in management. Being a successful manager requires the motivation to work through *others* and finding satisfaction from the success of those working for you. Dealing with difficult staff is also another consideration.[11] Making sure you consider context in any situation will benefit you and your staff. You may need to change the fundamental nature of how you work, letting go of how you relate to your work and to your colleagues. How you perceive your responsibilities, your focus and your capacity to work with and influence others will define your management success.

According to Lisa Ford, a Management Consultant, who quotes from SkillBrief* from *Transitioning into a Project Management Role*, [12] a shift needs to occur from:

"attention to things" ⇨ "attention to people"

Instead of a do-it-yourself approach, delegating the work and concentrating on the results instead of techniques is what matters

"concern for yourself" ⇨ "concern for others"

Doing what is best for the team instead of what is best for you will create an environment where members feel valued

"short-term focus" ⇨ "long-term focus"

Time is valuable and needs to be well-managed. Prioritizing creates efficiency.

"solving problems" ⇨ "managing problems"

Good managers deal with complicated challenges by guiding the team to identify the problem then finding a real solution.

Ford (2010) has found that management style is based on your personality, experience, and attitude. A proactive manager initiates action but is flexible with control which can encourage ownership of the task or project. A good manager needs to adapt their style depending on the nature of the task, personalities involved, peer support and interpersonal history

[11] Montross, D. December 17, 2002. http://Jobfind.com

[12] Ford, L. Feb 10, 2010 9:08:47 AM http://connect.mypath.com/mypath/blogs/the-online-learner/2010/02/10/transitioning-into-a-project-management-role;jsessionid=36187E56345F7A5B661F92B47F4BB8E2.node3

Skills and values to consider before making the move up include: ability to listen, good written and verbal communication skills, the ability to offer good coaching and feedback, team-building and conflict resolution skills. Consider your values. Would you like to enhance your technical knowledge or would you rather lead others in an effort to forward the organizational goals? Do you value being an expert in one area or can you see yourself as providing leadership and motivation to others instead? These questions need to be seriously pondered before making the leap according to Montross (2002). Many can learn these skills if they are open to learning. Is important to examine who you are and what you want before transitioning into a management role.

Linda Hill from Harvard Business School writes in her book, *On Becoming a Manager (2003)*[13], most often it takes a year or more for a person to decide if management is right for them. A transformation takes place that redefines who they are. Hill suggests asking yourself three questions:

1. What really motivates me?

2. Am I willing and able to learn a new skill set?

3. Am I willing to go through a transformation and become, at least professionally, a different person?

According to Dalton, Elias and Wandersman (2007)[14], one quality that community organizations that empower their citizens possess, is a shared, inspired leadership role. If you aspire to lead others, influence policies and be an agent for change, seriously consider the move toward a management position in your community.

[13] Hill, L. (2003). *On becoming a manager*. Boston: Harvard Business School Publishing Corporation.
[14] Dalton, J., Elias, M. & Wandersman, A. (2007). Community psychology: Linking individuals and communities (2nd ed.). Belmont, CA: Thompson Wadsworth.

Becoming an Ally

For LGBT People or Other Marginalized Groups

Danielle Gemmell

What is an Ally?

The dictionary describes an ally as a person, group, or nation that is associated with another or others for some common cause or purpose. In social groups, an ally is typically a member of a dominant or majority group who works to end oppression by supporting and advocating for a marginalized group. Allies work to both challenge and educate others on issues of oppression. The issues can relate to ethnic, racial, gender, sexual orientation, and/or religious inequalities.

How to be an Ally:

To be an effective ally, one must be educated on issues related to the marginalized group. One must know inclusive language and which language might be offensive. By understanding the history of the marginalized group, an ally can gain a deeper understanding of that group and what their needs and boundaries are. An ally also needs to know resources and be willing to share them with others. Overall, an ally should:

1. Develop an understanding of issues and work to be comfortable with knowledge of the group they are supporting.
2. Work to be an ally of *all* oppressed groups.
3. Be open about her/his support of the group(s) she/he is supporting.
4. Expect to make some mistakes, but not give up when things become discouraging.
5. Encourage others to provide advocacy for developing and promoting marginalized populations/communities.
6. Be OK with being mistaken for a member of the group(s) she/he is supporting – an ally should be aware that she/he may be called the same names or be harassed in similar ways that oppressed individuals are. Allies avoid "credentializing," which would be disclosing that she/he is just an ally in order to avoid negative or unpleasant assumptions.
7. Work to address or confront individuals without being defensive, sarcastic, or threatening.
8. Believe that it is in everyone's best interest to be an ally to the group they are supporting.

To LGBT individuals, an ally is someone who:

1. Is comfortable to speak the words, "gay," "lesbian," "bisexual," and "transgender."
2. Works to be comfortable with her or his knowledge of gender identity and sexual orientation.
3. Similar to how an LGBT person "comes out of the closet," an ally should "come out" publically as an ally.
4. Is okay with appearing LGBT or being treated that way
5. Choose to align with LGBT individuals to represent their needs – especially when they can't do so themselves

Four Steps to Becoming an Ally:

1. **Awareness/Accessing Resources**: Become aware of who you are and how you are different from and similar to individuals who are from the group that you are supporting. Such awareness can be gained through conversations with these individuals, reading about their lives and experiences, attending awareness building workshops and meetings, and by self-examination.
2. **Knowledge/Education**: Become educated on the issues; learn facts, statistics, laws, policies and culture of the group being supported.
3. **Creating an Open and Supportive Environment**: Encourage and promote an atmosphere of respect. Acknowledge, appreciate and celebrate differences among individuals and within groups. Be a safe and open person to talk with.
4. **Take Action**: Teach, share your knowledge. Action is the only way to change society as a whole. Stand up for and fight for human rights. Join Ally Networks.

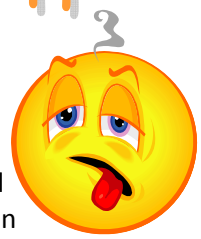
Benefits of Being an Ally to Especially LGBT Individuals:

- You open yourself up to the possibility of close relationships with an additional 10% of the world.
- You become less locked into sex role stereotypes.
- You increase your ability to have close and loving relationships with diverse friends.
- You have opportunities to learn from, teach, and have an impact on a population with whom you might not otherwise interact.
- You may make a profound difference in the life of someone you love.

Adapted by The University of Illinois – Lesbian, Gay, Bisexual, and Transgender Resources

BURNOUT:

What it is & How We Can Avoid it



Amy Stanley

What is Burnout:

Burnout is a psychological term which refers to the experience of long-term exhaustion and diminished interest. According to the Mayo Clinic, "Burnout is a state of physical, emotional, and mental exhaustion caused by long-term exposure to demanding work situations. Burnout is the cumulative result of stress." The opposite of burnout is engagement, which is characterized as having high energy and involvement.

Occupational Burnout:

Occupational burnout refers to the long-term exhaustion and diminished interest that occurs in one's profession. Jobs that have a tendency to experience high amounts of occupational burnout include: nurses, teachers, physicians, and social workers. One visible sign of burnout is that some of these occupations, especially social service agencies, may experience high turnover rates. Characteristics of individuals who are more likely to experience burnout include individuals who are motivated, dedicated, and involved in their work.

Causes of Burnout:

Lack of Control

- You are unable to influence decisions that affect your job or you are unable to control the amount of work that comes in

Unclear Job Expectations

- You have uncertainty over what degree of authority you have or do not have sufficient resources to do your work

Dysfunctional Workplace Dynamics

- You may be working with an office bully, are undermined by colleagues, or have a boss that micromanages you

Mismatch in Values

- Your values differ from the way the company does business

Poor Job Fit

- Your job does not fit your interests or skills

Extremes of Activity

- You need constant energy to remain focused, which leads to a drain of energy and job burnout

Symptoms of Occupational Burnout:

Ask yourself these questions to see if you're experiencing job burnout signs or symptoms:
Do you find yourself being more cynical, critical and sarcastic at work?
Have you lost the ability to experience joy?
Do you drag yourself into work and have trouble getting started once you arrive?
Have you become more irritable and less patient with co-workers, customers, or clients?
Do you feel that you face insurmountable barriers at work?
Do you feel that you lack the energy to be consistently productive?
Do you no longer feel satisfaction from your achievements?
Do you have a hard time laughing at yourself?
Are you tired of your co-workers asking if you are OK?

How To Prevent Burnout:

- Organizational Change
  - Reduce Job Stress
  - Improve Workplace Culture
  - Reward Employees in Meaningful Ways
- Achieve Work-Life Balance
- Set Goals and Clarify Priorities
- Delegate
- Take on New Projects (that are hopefully exciting!)
- Keep Learning

Maslach Burnout Inventory (MBI):

The most well-studied measurement of burnout in the psychological literature is from Christina Maslach and Susan Jackson, who constructed the Maslach Burnout Inventory (MBI). The MBI measures the effects of emotional exhaustion and a reduced sense of personal accomplishment. It is a standard tool for measuring burnout and since its initial publication over 25 years ago, three separate surveys have been developed: human services, educators, and general survey. The human services survey measures burnout among employees in human services institutions, health care occupations such as nursing, social work, psychology, and even ministry. The educator's survey is for teachers, aides, and administrators, while the general survey is for employees in non-social service settings, such as individuals in corporations and government agencies. To view the MBI components and understand how it was created: http://www.rci.rutgers.edu/~sjacksox/PDF/TheMeasurementofExperiencedBurnout.pdf

References:

Job Burnout: Knowing the Signs and Symptoms
http://www.mayoclinic.com/health/burnout/WL00062

How to Avoid Occupational Burnout
http://www.entrepreneur.com.management/leadership/leadershipcolumnistraysilverstei n/article197744.html

Bosses: How to Prevent Burnout
http://www.principalhealthnews.com/topic/bosses

Maslach, C. & Leiter, M. P. (1997). The truth about burnout: How organizations cause personal stress and what to do about it. Jossey-Bass: New York.

Successfully Navigating Life after Graduation ~ A-Z

thoughts from Brandon Hingel

When we receive our Master's Degrees, there will be much excitement and relief, but with this milestone comes a whole new set of challenges. This tip-sheet is designed to help us personally and professionally throughout this new chapter of our lives. There is no single magical formula for happiness and success post-graduation. However, keeping these tips in mind is potentially a step in the right direction. This is not intended to be a quick 90 second read, so take your time. Reflect and examine through a multi-layered approach how each of the following 26 tips can become applicable in your life now and into the future.

Always look at the big picture of life.

Be grateful for having had the opportunity to earn a Masters Degree.

Change. We must be the change we wish to see in the world --Gandhi

Don't ever lose your passion for helping others.

Eat your vegetables. This advice has never steered me wrong.

Focus on the present, but always remember everything you have accomplished, and everything you have to look forward to.

Greatness – seek it – Don't give into the temptations of "just good enough."

Have fun!

Invest.

Just get started with whatever you choose to do. Sometimes the toughest part is simply beginning the adventure.

Keep focused on what is most important to you – now and into the future.

Learn something new every day. Just because school is out doesn't mean this should stop!

Margaret Mead. Try to remember the feelings you had when you first read her famous CSP quote.

Negotiate! Don't forget that this is okay and even expected from us by future employers.

Optimism. Life after graduation might not be easy at first, but keep your head up.

Practicum. Great experience or not – Remember it, learn from it.

Questions. Ask plenty of them!

Relax. Always find the time for this.

Student Loans – Hooray! You're not alone.

Take time to smell the roses!

UML's doors will always be open to offer guidance as our futures unfold.

Vigor. Approach your life every day with a great deal of it.

Watch the sunrise. Could there be a better way to start the day?

X marks the spot. You'll be signing the contract for your dream job before you know it!

Your future depends on what you do now.

Zzzzzz. Make sure you get enough of these!

Best Wishes

Community Resources

Compiled by: Lyneth Torres

Below is a list of community resources in the Greater Lowell area. This list was compiled to be used to inform people about the resources available in the area. This list can be distributed to organizations that serve the greater Lowell area or to hand to people who may need the resources. This list can be further developed by future practicum students by adding more resources.

Police

Emergency - 911
Billerica - (978) 677-1212
Chelmsford - (978) 256-2521
Dracut - (978) 957-2531
Lowell - (978) 937-3200
Tewksbury - (978) 851-7373
Tyngsboro - (978) 649-7504
Westford - (978) 692-2161

Victim Assistance

Alternative House Domestic Violence Shelter - **(978) 454-1436**
Asian Task Force Against Domestic Violence - **(978) 454-3651**
DA' s Office - **(978) 458-4400**
Lowell Police Department/Family Service Division - **(978) 970-4023**
Merrimack Valley Legal Services - **(978) 458-1465**
Rape Crisis Services of Greater Lowell - **(978) 452-5212**

Government Agencies

Career Center of Lowell - **(978) 458-2503**
Child Support - **1-800-332-2733**
Department of Employment and Training - **(978) 454-3038**
Department of Social Services - **(978) 275-6800**
Department of Transitional Assistance - **(978) 446-2400**
Mass health - **(978) 863-9200**
Social Security Office - **(978) 452-5509**

Elderly Services

Elderly Services of Merrimack Valley - **(978)683-7747**
Lowell Council on Aging - **(978) 446-7185**

Counseling

Center for Family Development - **(978) 459-2306**
Catholic Charities Lowell - **(978) 452-1421**
Mental Health Association of Greater Lowell (FOCUS) - **(978) 458-6282**

South Bay Mental Health - **(978) 453-6800**

Multicultural Service Agencies

African Assistance Center of Greater Lowell - **(978) 453-6677**
Cambodian Mutual Assistance Assn. of Greater Lowell - **(978) 596-1000**
International Institute of Lowell - **(978) 459-9031**
Latino Health Institute - **(978) 459-3366**
Lowell Alliance **- 454-5405**
Massachusetts Alliance of Portuguese Speakers - **(978) 970-1250**

Housing/Shelter

Community Teamwork - **(978) 459-0551**
House of Hope - **(978) 458-2870**
Lowell House - **(978) 459-8656**
Lowell Housing Authorities - **(978) 937-3500**
Lowell Transitional Living - **(978) 458-9800**

Health Care

Lowell Community Health Center - **(978) 937-9700**
Lowell General Hospital - **(978) 937-6000**
Saints Memorial Medical Center - **(978) 458-1411**

Child/Teen/Family Services

Casey Family Services - **(978) 275-9864**
Child Care Circuit - **(978) 686-4288**
MSPCC - **(978) 513-2367**
United Teen Equality Center - **(978) 441-9949**
WIC - **(978) 454-6397**

Education

Lowell Adult Education - **937-8989**
Cambodian Mutual Assistance Assn. Greater Lowell, Inc. - **(978) 596-1000**

Food/Fuel Assistance

Community Team Work - **(978) 459-0551**
Department of Transitional Assistance - **(978) 446-2400**
Food Pantries - **(978) 453-6693**
Fuel Assistance - **(978) 459-6161**
Salvation Army - **(978) 458-3396**