



**Build Community Leaders**

**Mastering the Organization  
by Randall S. Peterson  
Workbook 3**

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*“Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”.*

*Ralph M. Stogdill*

*“Being powerful (a leader) is like being a lady. If you have to tell people you are, you aren’t”.*

*Margaret Thatcher*

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The third view of leadership is “mastering” or getting a position in an organization. This view focuses on getting things done inside organizations. People are seen as leaders if they are elected to an office or if they can make things happen in an organization.

Many people believe that leaders are those who get elected to positions in an organization. In this view, the most important leaders in the United States are people like the President, Chief Executive Officers (CEOs) of large companies, and university presidents. In a club, the most important leaders would be the elected officers: president, vice president, secretary, and treasurer. Professor Ralph M. Stogdill expressed it this way:

*“Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”.*

*Ralph M. Stogdill*

Some people instead believe that leaders are those who help the people in the organization work together, because that makes the organization work. Leaders don’t have to be, but often are, elected to important positions in the organization. We in 4-H agree! Getting elected doesn’t make you a leader, but it does give you special opportunities to help people. Others should see you as a leader because of what you do, not because of the position you hold. As Margaret Thatcher, former Prime Minister of Great Britain, said:

*“Being powerful (a leader) is like being a lady. If you have to tell people you are, you aren’t”.*

*Margaret Thatcher*

The activities in this workbook focus on skills needed to work in organizations such as: understanding organizations, group goal setting, and organizing projects.

These activities are included in this workbook:

### Individual And Small Group Activities

- |                               |                                  |
|-------------------------------|----------------------------------|
| ☐1 Why Organizations?         | ☐2 Networking                    |
| ☐3 Authority In Organizations | ☐4 How To Kill An Organization   |
| ☐5 Organizational Charts      | ☐6 Interviewing                  |
| ☐7 Goal Setting               | ☐8 Dealing With Difficult People |
| ☐9 Why Committees?            | ☐10 The Unwritten Rules          |
| ☐11 Planning An Event         | ☐12 Agendas                      |
| ☐13 A Trip to Abilene         | ☐14 Large Group Discussions      |
| ☐15 Why Plan?                 | ☐16 The Healthy Organization     |
| ☐17 The Planning Process      | ☐18 An Organization Check-up     |

### Large Group Experience

- ☐19 THE ORGANIZATOIN Game

### 1. What do I need to know first?

Why are there organizations?

According to the *Random House College Dictionary* an organization is “a group of persons organized for some end or work”. Organizations form to get something done. Without a reason for being, an organization would never exist.

Organizations start because there are groups of people who want to do something together that they cannot achieve alone.

There are all kinds of organizations, everything from Students Against Drunk Driving (SADD) to large companies like ICI. Organizations are a part of everyone’s life: we all join them, work in them, and get educated in them.

### 2. What should I do?

Find what the organizations you have joined do

Think about two or three organizations you have joined. Use the space below to write what those organizations are trying to do. You can write a lot or little, but state what the organization is trying to do. Don’t write about how the organization tries to do something, only what it is trying to do. You may need to ask other people about the organizations you’ve picked if you aren’t sure what they are trying to do.

#### What This Organization Is Trying To Do

Example Organization ( Social club )      Organization 1 (Name: \_\_\_\_\_ )

The XYZ social club brings people together to share friendship and to contribute to society by raising money for charity.

Organization 2 (Name: \_\_\_\_\_ )      Organization 3 (Name: \_\_\_\_\_ )

# WORKBOOK 3: Mastering the Organization

## Why Organizations?

### Reflection

#### 3. What Happened?

Were you able to find what the organizations are trying to do?  
Did you need help?

#### 4. How did I feel about it?

Was it harder to find what some organizations are trying to do than others? Why?

#### 5. What does it mean?

Why are there so many organizations?

What makes other people join organizations you don't want to join?

Why do people join organizations they don't really want to join?

What would happen if the people in an organization forgot why it was started? Have you ever seen this happen?

#### 6. So what?

Why do leaders join organizations?

Why do leaders need to understand the organizations they are in?

#### 7. Want to know more?

Reflective Leadership Center, H.H. Humphrey Institute, University of Minnesota.

#### 8. What did I learn?

- An organization starts when a group of people want to do something.
- Organizations can die if their members forget why the organization was started.
- Leaders need to know why their organizations were started to keep them "on track".
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### Authority in organizations

Authority is a formal way of having power over someone. A boss has authority over people who work for her/him and can tell the employee (within limits set by law) what to do while she/he is at work. In most organizations some people have authority (power) over others.

### 2. What should I do?

Find the authority you have

Think about the position you hold or would like to hold in an organization (such as president, committee chair, or member). What authority does the person in that position have? Use the questions below to help yourself answer this question.

In what organization is this position?

What position is this (title)?

What are the responsibilities of this position (what does the person in this position have to do)?

To whom does the person in this position report? (Who is this position's boss?)

Over whom does this person have authority (power)?

# WORKBOOK 3: Mastering the Organization

## Authority In Organizations

### Reflection

#### 3. What Happened?

Was the position you picked one that you have or one that you would like to have?

#### 4. How did I feel about it?

How hard was it to complete the questions? Why?

#### 5. What does it mean?

Why is it important to know who has what authority in an organization?

In most organizations, authority starts at the top (such as the president) and goes to the bottom. Why is that? Can you think of an organization where that is not true? If so, please name it.

What would happen in the organization if no one had authority over anyone else?

What happens when someone questions authority? What happens if no one ever questions authority?

#### 6. So what?

Why do leaders need to understand authority in groups?

#### 7. Want to know more?

Williams, C. (not dated). "Developing an organizational chart". In *4-H junior leader activity guide*. St Paul, MN: Minnesota Extension Service, University of Minnesota.

#### 8. What did I learn?

- Organizations give some people authority over others.
- Authority usually goes from the top to the bottom of an organization.
- Leaders need to know about authority so they know how things get done in the organization.
- And, \_\_\_\_\_



## 1. What do I need to know first?

### Organizational charts

One of the hardest things about working in an organization is knowing who does what: who runs meetings, who can pay you for something you bought for the organization, or who can tell you where to get information you want. Every person in the organization has a special job and it's hard to know who does what job. That is where an organizational chart helps.

Organizational charts are drawings that show all the important positions in the organization, how they are related, and where to get the things you need. You probably don't need a chart for small organization (15 people or less), but if you want to understand large organizations like big companies with over 10,000 employees in them, you need charts to remember who does what.

## 2. What should I do?

### Make an organizational chart

In the space below make an organizational chart for at least one organization. Start with a small organization. When you have mastered that, you may want to try a bigger organization. An example of a simple organization is shown.

#### XYZ Club

Chair (Mary)

Vice Chair (Bill)

Executive Committee

- Chair (Mary)
- Vice Chair (Bill)
- Treasurer (Sandy)
- Secretary (Nicholas)

Fund Raising Committee (Sandy), Activity Committee (Nathan), Club Tour Committee (Ethan)

# WORKBOOK 3: Mastering the Organization

## Organizational Charts

### Reflection

#### 3. What Happened?

How many charts did you make?

Did you need help making your chart(s)?

#### 4. How did I feel about it?

Do you think you could make a chart for an organization with 10,000 people?

Did an organizational chart help you understand the organization better? Why?

#### 5. What does it mean?

How can an organizational chart help you get what you want in an organization?

Why is it important for you to understand organizational charts?

How can an organizational chart make an organization run better?

#### 6. So what?

Why do leaders need to understand organizational charts?

#### 7. Want to know more?

Williams, C. (not dated). "Developing an organizational chart". In *4-H junior leader activity guide*. St Paul, MN: Minnesota Extension Service, University of Minnesota.

#### 8. What did I learn?

- An organization can be drawn as a chart.
- Leaders need to understand organizational charts so they will know how to get something they want in an organization.
- And, \_\_\_\_\_

## 1. What do I need to know first?

### Goal setting in organizations

In the “Reading the Situation” workbook you learned about setting goals for yourself. We are now going to focus on setting goals in an organization and your role in that.

Setting organizational goals is different from setting goals for yourself. When setting goals for yourself, the hardest part was deciding how you were going to get what you wanted. Here the hardest part is deciding what the organization wants.

It is very hard for a big organization to decide what it wants. In some organizations, the president just decides. This makes deciding it easy; just ask the president. But, some people probably won't like what the president says and they won't work hard to accomplish it.

The other way to decide what the organization wants is to ask the people in it. This is much harder, but when everybody has a say in what happens, they work harder to get it and the organization will do more and do a better job.

## 2. What should I do?

### Find what an organization wants

Pick an organization in which you are a member. First, ask the elected leader (president, chair, or whatever the position is called) what things she/he thinks the organization should do next year and list them below (they might say things like raise a lot of money, get more members, or have fewer meetings). Then, separately ask at least three other people what they think the organization should do next year and list what they say.

#### What The Organization Should Do Next Year

| Elected Leader | Member 1 | Member 2 | Member 3 |
|----------------|----------|----------|----------|
|----------------|----------|----------|----------|

# WORKBOOK 3: Mastering the Organization

## Goal Setting

### Reflection

#### 3. What Happened?

Did every person you asked want the organization to do the same thing?

How different were the lists?

#### 4. How did I feel about it?

Which list was most like what you want the organization to do next year?

#### 5. What does it mean?

Why didn't each person have the same list of things they wanted the organization to do?

What would happen if the elected leader just decided what to do instead of asking other people what they want to do? How would other members feel? What would they do? How would you feel? What would you do? (Example: What if a club president decided the club would go to the art museum even though most of the members wanted to go to a football game ?)

How can an organization decide what to do if no one can agree?

Deciding what the organization should do is important because:

*If you don't know where you're going, any plan will get you there.*  
- Peter Drucker

#### 6. So what?

Why do leaders who do a lot always plan ahead?

#### 7. Want to know more?

Bryson, J.M. (1988). *Strategic planning for public and nonprofit organizations*. San Francisco, CA: Jossey-Bass.

#### 8. What did I learn?

- Organizations need to set goals (plan) just like people do.
- The hardest part of planning in an organization is deciding what everyone wants.
- Good leaders are good planners.
- And, \_\_\_\_\_

### 1. What do I need to know first?

Why committees?

are now!

Have you ever been on a boring committee and wondered, “Why do we have committees anyway?” Many people have asked this same question. But, committees are still here because they have some advantages. If committees do a lot of work, the meetings of the full group should be shorter. Can you imagine if everyone in your group or organization had to plan every part of every event you did? Your meetings would be a lot longer than they

### 2. What should I do?

List advantages of committees

Committees have many advantages in addition to making meetings shorter. Use the space below to list all the advantages of which you can think (at least five). It might help you to think about what you liked about committees of which you’ve been a member.

Advantages Of Committees

## Why Committees ?

### Reflection

#### 3. What Happened?

How many advantages of committees did you find?

How did you find advantages of committees?

#### 4. How did I feel about it?

How hard was it to find advantages of committees?

#### 5. What does it mean?

How many committees have you been on in your life?

Considering some of the advantages of committees you listed, how could you improve some of the committees of which you have been a member?

How does your list of advantages of committees compare with the list below? Add advantages to the list if you think of more.

##### ADVANTAGES OF COMMITTEES

- 1) Committees give people who aren't officers a chance to develop their leadership and organizing skills.
  - 2) Committees help reduce the work of being an officer.
  - 3) Committees let people with special skills and interests put them to use (Example: A person who is really interested in geology can organize a geology speaker to come to the group).
  - 4) Committees get more people involved in the organization.
  - 5) Because committees are smaller, there is a better chance for everyone to take part.
  - 6) A committee can be less formal (no parliamentary procedure).
  - 7) It is easier to get a smaller group together than a larger group.
- Do you agree with these advantages? Why?

#### 6. So what?

Why do leaders use and serve on many committees?

#### 7. Want to know more?

*Advantages of committees.* Minneapolis, MN: Student Organization Development Center, University of Minnesota.

#### 8. What did I learn?

- Having committees in an organization has advantages over not having them.
- Leaders serve on committees to improve their leadership skills and contribute to the organization and use committees to help develop other leaders.
- And, \_\_\_\_\_

### 1. What do I need to know first?

Planning an event in an organization

Planning an event in an organization is a lot like planning an event in your own life. For example, if you want to go shopping on a Saturday, you have to plan ahead to decide: who will come with you, when you will go, where you will go, how you will get there, how you will get back, and how much money to bring.

Planning an event in an organization is similar, except more people are involved. If an organization wants to take its members to an amusement park, someone or some group has to decide: who will go, where and when you will go, how everyone will get there and get back, and how much money to bring (for tickets).

Planning an event in an organization has six steps:

- 1) Deciding what the members want to do (usually decided by the full group at the regular meetings).
- 2) Looking for possible ways to do what the members want (by brainstorming, etc.).
- 3) Sorting through all the ideas (from brainstorming) and deciding the one best way to do what the members want.
- 4) Assigning duties – who will do what?
- 5) Doing it! Doing what you planned.
- 6) Evaluating or asking, “How did it go?” and “How did we do?”

### 2. What should I do?

Plan an event for your organization and use the Planning “Check-up” Volunteer to serve on the committee that is planning an event for the organization. As you help plan, use the questions below to conduct a planning “check-up”. If your group is missing some of the steps, you may want to suggest they include them.

#### The Planning “Check-up”

- 1) Does the committee know exactly what it is supposed to do? For example: “Plan a day at an amusement park for June 26<sup>th</sup>” is good, but “Plan something fun” is not. If the committee is not exactly sure, you should ask the members more about what they want to do.
- 2) Did the committee look for many ways to do what the members want (by brainstorming, etc.)? For example: go in the morning or the afternoon, carpool several cars or rent a bus, etc.
- 3) Did the committee members sort all the ideas (from step 2) and decide on the one best way to get what the members want?
- 4) Did the committee assign duties? (food, money, supplies, speakers, insurance, publicity, thank you, etc.):
  - at least one duty to every committee member?
  - spread the work around so no one was too busy?
  - did all duties get assigned?
- 5) Did everyone do her/his assigned duties? Did the event happen?
- 6) Did the group hold an evaluation meeting? Did the members ask:
  - “How did the event go?”
  - “What went right?” and “What went wrong?”
  - “Did we work well as a team?”
  - “What did we learn?”

# WORKBOOK 3: Mastering the Organization

## Planning An Event

### Reflection

#### 3. What Happened?

How did your planning team do?

Did you like being on the planning team?

#### 4. How did I feel about it?

Would you want to be on a planning committee again? Why or why not?

#### 5. What does it mean?

Would the event you planned with your team have happened if your committee had not planned it?

How would your organization be different if the event had not happened?

Why is planning important for organizations?

#### 6. So what?

Why do leaders plan?

#### 7. Want to know more?

Bryson, J.M. (1981). *The Contingent Program Planning Model (CPPM)*. Minneapolis, MN: H.H.H. Institute, University of Minnesota.

Johnson, D.W. and Johnson, F.P. (1987). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.

#### 8. What did I learn?

- Planning an event in an organization is a lot like planning an event in your life.
- Planning an event for organizations is a six step process.
- Leaders need to be good at planning.
- And, \_\_\_\_\_



## 1. What do I need to know first?

### A Trip To Abilene

This is a story about how a group of people can do something silly together that they never would have done alone.

Because organizations are groups of people, they need to be careful not to take a “Trip To Abilene” together.

## 2. What should I do?

Read “A Trip To Abilene”

The July afternoon in Coleman, Texas (population 5,607) was particularly hot – 104 degrees by the Walgreen’s Rexall Ex-Lax temperature gauge. In addition, the wind was blowing hard enough to send the soil through the house. But the afternoon was still tolerable. There was a fan on the back porch and there was entertainment: dominoes. It was the perfect game because it required little movement and not too much thought. All of sudden my father-in-law said, “Let’s get in the car and go to Abilene and have dinner in the cafeteria.” I thought “What, go to Abilene? Fifty-three miles? In this dust and heat in a car that isn’t air conditioned?”

But my wife chimed in with, “Sounds like a great idea. I’d like to go. How about you, Jerry?” Since my own ideas were out of step with everyone else I replied, “Sounds good to me. I just hope your mother wants to go.”

“Of course I want to go, I haven’t been to Abilene in a long time,” she said.

So into the car we went. My predictions were met. The heat was terrible. We were coated with dust before we even got out of the yard. The food at the cafeteria was terrible.

Some four hours and 106 miles later we returned home. We sat in silence for awhile exhausted from the trip. Finally, both to be sociable and to break the silence, I said, “It was a great trip, wasn’t it?”

No one spoke.

Finally, my mother-in-law said, with some anger, “Well, to tell you the truth, I really didn’t enjoy it much and would rather have stayed here. I just went along because the three of you were so excited about going. I wouldn’t have gone if you all hadn’t pressured me into it.”

I couldn’t believe it. “What do you mean ‘you all’?” I said. “I didn’t want to go. It was Betty who was excited about the trip.”

My wife looked shocked. “Don’t blame me, I never wanted to go either. It was father’s idea”.

Her father interrupted. “Heck, I only suggested it to be sociable and keep you all happy because I thought you might be bored!”

How could four reasonable people all have taken a hot and dusty 106 mile trip that none of us wanted to take?

# WORKBOOK 3: Mastering the Organization

## A Trip To Abilene

### Reflection

#### 3. What Happened?

Did the story make sense to you?

#### 4. How did I feel about it?

Would you have gone to Abilene with them if you had been there? Why or why not?

Have you ever taken “A Trip to Abilene”? If yes, what happened?

#### 5. What does it mean?

How could four reasonable people all have taken a hot and dusty 106 mile trip that none of them wanted to take?

Could any one of the people have stopped the trip? What would they have had to say or do?

What would you say if an organization you were in was taking “A Trip To Abilene”?

How might planning and goal setting keep an organization from taking “A Trip To Abilene”?

#### 6. So what?

Why do leaders need to always be careful that they not take “A Trip To Abilene”?

#### 7. Want to know more?

Adapted from: Harvey, J. (not dated). “The Abilene paradox.” In *Family community leadership handbook*. St. Paul, MN: Minnesota Extension Service, University of Minnesota.

#### 8. What did I learn?

- Organizations can do silly things when no one asks, “Why are things done this way”?
- Organizational planning and goal setting can keep organizations from going off track.
- One of the roles of a leader is to question if the organization is on or off track.
- And, \_\_\_\_\_

### 1. What do I need to know first?

What is planning?

Planning for an organization is like goal setting for people. It is also similar to planning an event which you did already. The difference is that planning for an organization is planning for a lot of events (not just a single event). Organizations need to decide generally what they want (like having the best club in the County) before they can get it. If they don't know what they want, they will never do anything. For example, the members of a club won't go to an art gallery together unless they decide that is what they want.

### 2. What should I do?

Interpret the paragraph

Below is paragraph from "Alice in Wonderland". Write what it means to you in the space below.

Paragraph from "Alice in Wonderland"

"Cheshire Cat," she began, rather timidly, "Would you please tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"So long as I get somewhere," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat, "if you only walk long enough."

Here are a few questions that might help you understand the paragraph:

- 1) What does Alice want?
- 2) Why can't the Cheshire Cat tell Alice where to go?
- 3) Why did the Cat tell Alice that she will get "somewhere" if she walks a long time? Where is "somewhere"?

### 3. What Happened?

Were you able to understand the paragraph?

Did you need help understanding the paragraph?

### 4. How did I feel about it?

Did you share your understanding of the quote with another person? If yes, did it make sense to him/her?

### 5. What does it mean?

Have you ever been in a situation where you didn't know what you wanted, but you wanted something? What was that like?

Have you seen a young child get angry, but not know why or what would make it better?

Do you think organizations can be confused like people get confused?

Have you ever been in an organization that didn't know what it wanted? If yes, what was that like?

### 6. So what?

Why do leaders need to know what they want?

Why do leaders need to be able to work with people when they disagree on what the organization should do?

### 7. Want to know more?

Randolph, W.A. and Posner, B.Z. (1988). *Effective project planning and management*. Englewood Cliffs, NJ: Prentice Hall.

### 8. What did I learn?

- Organizations need to set goals, just like people.
- Organizations can get confused, just like people.
- Leaders are needed to help people agree on what the organization should do.
- And, \_\_\_\_\_

## 1. What do I need to know first?

### The planning process

Planning for the future in an organization is a lot like planning in your own life. For example, if you want to become a medical doctor, you have to plan ahead. You will need good high school grades, good college grades, and a plan for where you want to go to school and how you will pay for your education.

Planning for an organization is different from planning an event. It is much “bigger” than planning an event because it includes planning many events (not just one) over at least a year. For example, if a club wants to be the best club in the county, it will need to consider how it defines “best”, how much money it will take to be the best, how it will raise money, how many members it wants to have, etc.

Planning in an organization has six steps:

- 1) Deciding what the members want.
- 2) Looking for ways to get what the members want (by brainstorming, etc.).
- 3) Sorting through all the ideas (from brainstorming) and deciding on the one best way to get what the members want.
- 4) Assigning duties – who will do what?
- 5) Doing it! Doing what you planned.
- 6) Evaluation or asking, “How did we do?”

## 2. What should I do?

Plan for your organization and conduct a Planning “Check-up”

Volunteer to serve on the committee that plans the meetings of your organization for the coming year. As you help plan, use the questions below to conduct a planning “check-up”. If your group is missing some of the steps, you may want to suggest they include them.

### The Planning “Check-up”

- 1) Did the committee find what the members wanted? If yes, how (survey, telephone, discussion at an earlier meeting, etc.)?
- 2) Did the committee look for many ways to get what the members want (by brainstorming, etc.)?
- 3) Did the committee members sort all the ideas (from step 2) and decide on the one best way to get what the members want?
- 4) Did the committee assign duties:
  - at least one duty to every committee member?
  - spread the work around so no one was too busy?
  - did all duties get assigned?
- 5) Did everyone do his/her assigned duties? Did the event(s) happen?
- 6) Did the group hold an evaluation meeting? Did the members ask:
  - “How did we do?”
  - “Did we work well as a team?”
  - “What went right/wrong?”
  - “What did we learn?”

# WORKBOOK 3: Mastering the Organization

## The Planning Process

### Reflection

#### 3. What Happened?

How did your planning team do?

Did you like being on the planning team?

#### 4. How did I feel about it?

Would you want to be on a planning committee again? Why?

#### 5. What does it mean?

Would the events you planned with your committee have happened if your committee had not planned them?

How would your organization be different if the planning had not happened?

Why is planning important for organizations?

The most important part of planning what an organization will do is talking. An organization with good communication will probably be successful.

Professor John Bryson of the University of Minnesota says:  
*Talk is the main tool of planning.*

Former Vice President Hubert H. Humphrey once said about planning:  
*If in doubt, talk.*

Do you agree with Professor Bryson and Vice President Humphrey? Why?

#### 6. So what?

Why do leaders plan?

#### 7. Want to know more?

Bryson J.M. (1981). "The contingent program planning model (CPPM)." Minneapolis, MN: H.H.H. Institute, University of Minnesota.

Walker, J. and Coble, T. (1990). *I'll take charge!* St. Paul, MN: Minnesota Extension Service, University of Minnesota.

#### 8. What did I learn?

- Organizations need to plan for the future, just like people.
- Planning for organizations is a six step process.
- Leaders need to be planners.
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### What is networking?

According to the *Random House College Dictionary*, a network is “a supportive system of sharing information and services among individuals and groups having a common interest”. A network is a bunch of people or groups who work together to do something.

Whether you know it or not, you are already a part of several networks. For example, you probably have a network of friends who work together to have fun or you may have a network of people who do homework together. You can also start a network of people who want to do something in your organization. For example, if you wanted your organization to do a car wash for a fund raiser, you could

ask people in the organization if they also want to do a car wash. Those of you interested in the car wash idea could then have each person try to convince one other person that a car wash is a good idea. You would be networking to get your car wash idea to happen.

Organizations can form networks just like people. For example, several organizations could work together to reduce teen pregnancy. Each organization would do its part to help accomplish the goal of reducing teen pregnancy.

### 2. What should I do?

Identify who could network on these problems.

Most networks start because there is a problem that someone wants to fix, but needs help doing it. Below are some community problems that need networking to fix. For each problem, list the organizations or people you think could network to help fix the problem.

| Example problem             | Problem 1                          | Problem 2            | Problem 3      |
|-----------------------------|------------------------------------|----------------------|----------------|
| High rate of teen pregnancy | No teen “hangout” in the community | Drinking and driving | _____          |
| <u>Network</u>              | <u>Network</u>                     | <u>Network</u>       | <u>Network</u> |

# WORKBOOK 3: Mastering the Organization Networking

## Reflection

### 3. What Happened?

How many people / organizations were in your networks?

### 4. How did I feel about it?

Was it easier to list organizations for some problems than for others? Why?

Do some problems have a lot of organizations and others only a few? Why?

### 5. What does it mean?

Why is it important for people to network with other people?

Why is it important for organizations to network with other organizations?

What kinds of problems can networks fix in your community (give some examples)?

### 6. So what?

Why do leaders do a lot of networking?

### 7. Want to know more?

McDonald, A. (not dated). "Networking". In *Junior leader activity guides*. St. Paul, MN: Minnesota Extension Service, University of Minnesota.

### 8. What did I learn?

- A network is a bunch of people or organizations working together to do something.
- Organizations can network, just like people.
- Leaders do a lot of networking to share time, energy, and ideas.
- And, \_\_\_\_\_



### 1. What do I need to know first?

#### Killing an organization

An organization gets “killed” when it doesn’t do anything. An organization has been “killed” when few people come to the meetings any more, the meetings are boring, or group members feel they have wasted their time by being part of the organization. Have you ever seen a dead organization? Did you know that you can help “kill” an organization by what you do and say?

### 2. What should I do?

#### Find ways to “kill” an organization

List below all the ways you can think of (at least five) to “kill” an organization. It may help you to think about organizations you thought were a waste of your time (What “killed” them?). You could also be creative and imagine your own ways to “kill” an organization.

#### HOW TO “KILL” AN ORGANIZATION

# WORKBOOK 3: Mastering the Organization

## How to Kill An Organization

### Reflection

#### 3. What Happened?

How many ways did you find to “kill” an organization?

Did you think about boring organizations to which you’ve belonged, create new ways to “kill” an organization, or do some of both?

#### 4. How did I feel about it?

How hard was it to find ways to “kill” an organization?

Was it harder to remember organizations you thought were a waste of your time or create new ways to “kill” an organization?

#### 5. What does it mean?

Have you ever done things that were on your list of how to “kill” an organization?

Do people try to “kill” organizations on purpose? Why?

How does your list of ways to “kill” an organization compare with the list below?

##### HOW TO KILL AN ORGANIZATION

- 1) Don’t go to any of the meetings.
- 2) If you do attend meetings, criticize the organization and the people who run it.
- 3) Never accept an office or leadership position.
- 4) Get mad if you aren’t appointed to any committee; but if you do get appointed, don’t attend the meetings.
- 5) Get made if the president asks you to do anything.
- 6) Only do things that benefit you.
- 7) If the president asks you to say something, say nothing. After the meeting tell everyone how it “should” have been done.
- 8) If you get a good idea, don’t share it with anyone.
- 9) If you get a bad idea, don’t share it either. Don’t share ideas with anyone.
- 10) Never make an effort to get a new member.

Have you ever done any of the things listed above? If so, circle them.

If you were president of an organization that has people like this, how could you deal with them?

#### 6. So what?

Why would a leader need to know how to “kill” an organization?

#### 7. Want to know more?

Fisher, S. and Uni 4-H (not dated). “On our way to better meetings”. St. Paul, MN: Minnesota Extension Service.

#### 8. What did I learn?

- Organizations can be “killed”.
- I learned how to “kill” an organization.
- Good leaders know how to “kill” organizations so they can stop others from doing it.
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### Interviewing in organizations

The ability to interview well is one of the most important skills a leader needs in an organization. Interviewing is not something a leader uses once and then forgets. Leaders interview for jobs, recognition and awards, and to get educational opportunities.

Interviewing is a special kind of conversation: part public speaking, part good listening, and part thinking. Here are some tips for good interviewing:

- 1) Know what you're interviewing for: know what the people who are interviewing you want to see or hear.
- 2) Know your strengths and weaknesses: know what you have to offer the organization and where you could improve.
- 3) Dress in good taste: what will the interviewers think? If they won't like it, is it worth not getting the job, the award, etc.?
- 4) Be yourself: don't try to be someone you're not; they'll see through the act.
- 5) Be positive: we all prefer positive people. Remember, you're selling you!
- 6) Ask questions if you have them: get the answers you need.
- 7) Follow-up if appropriate: if the interviewers want something after the interview, be sure to do it.

### 2. What should I do?

#### Prepare for and do an interview

Volunteer for an interview (such as a job or voluntary position). Answer the questions below to help yourself plan for the interview. If you cannot find a way to do an interview, you could get a group of people to conduct a "mock" interview to give you practice interviewing.

#### Why are you being interviewed?

What do the interviewers want to see or hear from you? What are the criteria for your interview? If you aren't sure, where can you get the information?

What can you say to show what the interviewers are looking for (example you can tell, how you will look, etc.)?

#### What will you wear?

What should you bring and how will you get it (a resume, examples of your work, etc.)?

List questions you think they may ask and what your answers would be in the space below or on a separate sheet of paper.

# WORKBOOK 3: Mastering the Organization Interviewing

## Reflection

### 3. What Happened?

Did you get interviewed or do a mock interview?

How did the interview go?

### 4. How did I feel about it?

How hard was the preparation for the interview?

What did it feel like when you were interviewing? How about after you were finished?

### 5. What does it mean?

Did you get nervous when you interviewed? Most people do. Here are some tips on how to reduce your nervousness.

#### Tips On How To Reduce Nervousness

- 1) Think positively: imagine yourself giving a great interview.
- 2) Get plenty of sleep: you will do better if you're not tired.
- 3) Think about what you want to say: don't think about the person interviewing you.
- 4) Take two deep breaths before you go into the interview.
- 5) Make sure you introduce yourself: once you get through a good introduction, you will be less nervous for the rest.
- 6) Look toward your interviewer when you speak: be sure the interviewer knows you are talking to her/him.

Are you a good interviewer and interviewee?

Do you feel you need to learn more? If yes, what do you need and where will you learn it?

Do you want to do more interviewing? Why?

How can you use these interviewing skills in other ways?

### 6. So what?

What does a leader gain from being a good interviewer?

### 7. Want to know more?

College Placement Council (1983). *The campus interview*.

Lucas, S.E. (1986). *The art of public speaking*. New York, NY: Random House.

### 8. What did I learn?

- Good interviewing is hard to do and takes a lot of planning.
- I can do an interview.
- Leaders who are good at interviews get more opportunities to help others.
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### Dealing with difficult people

Have you ever worked with someone in a group who made the meetings boring, frustrating, or a waste of time? Some of the things that difficult people do include talking too much, arguing with everything, talking while others are talking, and never saying anything. There aren't many people who do any of these things a lot, but the few who do make it hard to work on committees.

### 2. What should I do?

#### List ways of dealing with difficult people

Use the space below to list ways you would deal with each kind of difficult people if you were running a meeting. It might help you to think about people you know who act like this and think about how others have dealt with them.

| Name           | Description  | What I should Do |
|----------------|--|------------------|
| Talkative Ted  | Ted talks all the time; he thinks he is an authority on everything.                                    |                  |
| Negative Nora  | Nora talks against every suggestion or idea.   |                  |
| Stumbling Stan | Stan often has good ideas but he can't express them very well; it is hard to follow what he is saying. |                  |
| Bored Bill     | Bill is always bored by everything the group does.   |                  |
| Silent Suzie   | Suzie has good ideas, but never says anything at meetings.   |                  |

# WORKBOOK 3: Mastering the Organization

## Dealing With Difficult People

### Reflection

### 3. What Happened?

Did you have good suggestions for everyone?

### 4. How did I feel about it?

Were some of the people easier to make suggestions for than others? Why?

Have you ever dealt with people like this before?

### 5. What does it mean?

Why is it important to deal with difficult people? What would happen to your meetings if you didn't?

There is no one right way to deal with any person, but below are some suggestions for dealing with difficult people. How do they compare to your answers?

| Name           | Description  | What I should Do  |
|----------------|--|---|
| Talkative Ted  | Ted talks all the time; he thinks he is an authority on everything.                                    | Cut across his talk with a summary sentence and asks a question of someone else. If he gets angry, get the group on your side, they will help you.                    |
| Negative Nora  | Nora talks against every suggestion or idea.   | Recognize her complaints when they are good points. Be on her side when you can be. Ignore her raising a hand as a last resort.                                       |
| Stumbling Stan | Stan often has good ideas but he can't express them very well; it is hard to follow what he is saying. | Help Stan by repeating what he said in a way that is easier to understand. Protect him from others who want to make fun of him.                                       |
| Bored Bill     | Bill is always bored by everything the group does.   | Find what interests Bill and get him on a committee to work on it or call on him in meetings on the subject.  |
| Silent Suzie   | Suzie has good ideas, but never says anything at meetings.   | Ask her questions you know she can answer in the meeting to build her confidence. Build her in the eyes of the group. Support her when she does talk at the meetings. |

Here are some general suggestion for dealing with difficult people. Circle ones you like.

- 1) Remember that these people are acting that way for a reason (to get attention or to get someone to notice them).
- 2) Reject the way the person is action, but not the person.
- 3) Remember the problem may be partly theirs and partly yours (maybe Billy is bored because the meeting is boring).
- 4) Meet with difficult people outside of the meeting if you need to talk to them alone.
- 5) Make it easy for everyone in the group to keep the difficult person in line.
- 6) Preventing problems is easier than fixing them.

### 6. So what?

Why do leaders need to learn how to deal with difficult people?

### 7. Want to know more?

Anderson, K. (1989). "Dealing with problem people". In *Family community leadership handbook*. St. Paul, MN: Minnesota Extension Service, University of Minnesota.

"How to plan and conduct effective meetings" (not dated). Minneapolis, MN: Student Organization Development Center, University of Minnesota.

### 8. What did I learn?

- Difficult people can make working in an organization hard.
- There are ways to deal with difficult people.
- Good leaders know how to deal with difficult people so they don't ruin the organization.
- And, \_\_\_\_\_

## 1. What do I need to know first?

### Unwritten rules in organizations

Every organization has both written and unwritten rules. Rules that are written somewhere (usually in the constitution and by-laws) deal with how officers get elected, what the powers of the officers are, and when the organization meets.

rules that no one starts screaming in the middle of a meeting) and others can be harmful to the organization and the people in it (such as an organization only electing females as secretary and males as president).

The unwritten rules about how people act and what they do are important to know because you will be accepted by the group if you follow their rules and rejected if you don't. Some of the unwritten rules help the organization work better (such as the

## 2. What should I do?

List the unwritten rules of your organization

Think about an organization you know very well. List below all of the unwritten rules of that organization.

### THE UNWRITTEN RULES OF MY ORGANIZATION

Having troubles? Here are some questions that might be helpful. If something "always" or "almost always" happens, it is easier an unwritten rule or an accident, you decide which.

- 1) How do people dress? Does everyone dress the same?
- 2) Who talks to whom? Why?
- 3) Are all (or most) of the officers male, female, the same age, of one race? Why?
- 4) Does the leader only call on his/her friends? Why?
- 5) Do one or two families always win or always get elected?
- 6) Do people joke with each other a lot or are they always serious?
- 7) Who gets awards and rewards? Why do they get them?
- 8) Do most people go to meetings or not?
- 9) Is there something that happens every year or every week? Why does it happen?

# WORKBOOK 3: Mastering the Organization

## The Unwritten Rules

### Reflection

#### 3. What Happened?

How many unwritten rules did you find?

Were the questions helpful?

#### 4. How did I feel about it?

Were some of the unwritten rules harder to find than others? Why?

#### 5. What does it mean?

Why do some organizations have more unwritten rules than others?

Why aren't the unwritten rules of organizations written so people can see them?

Who decides the unwritten rules of an organization?

#### 6. So what?

Why does a leader need to know about unwritten rules?

#### 7. Want to know more?

Harrigan, B.L. (1977). *Games mother never taught you: Corporate gamesmanship for women*. New York, NY: Warner Books.

#### 8. What did I learn?

- Organizations have both written and unwritten rules.
- Some unwritten rules help and some hurt the organization and its members.
- Leaders need to know the unwritten rules to know if they should follow them, break them, or try to change them.
- And, \_\_\_\_\_



### 1. What do I need to know first?

#### Written and unwritten agendas

According to the *Random House College Dictionary* an agenda is “a list, plan, outline, or the like, of things to be done”. A written agenda is the list of things to be discussed or done at a meeting. It is usually written by the officers and members of the organization and includes things like the minutes of the last meeting, old business (things the organization has discussed before), and new business.

There are two differences between an unwritten (hidden) agenda and a written agenda. First, an unwritten agenda can be made by anybody or any group of people. Second, an unwritten agenda is not shared with the rest of the organization like a written agenda (that is why it is called a hidden agenda). For example, if an organization were try-

ing to decide between helping the elderly at the senior citizens center and planting a garden in front of the library, and some of the members voted for planting the garden because they owned the only plant store in the area (that way they would make more money), that would be a hidden agenda.

Hidden agendas can be very hard to find. Even adults who have worked in organizations and groups for many years have problems finding them at times.

### 2. What should I do?

#### Find the agendas for your organization

The next time your organization meets, find the written agenda. The person running the meeting should have it. Rewrite it in the space below (an example is provided). Then, if you see any unwritten or hidden agendas during the meeting write them in the space below as well (again, an example is provided).

# WORKBOOK 3: Mastering the Organization Agendas

## Reflection

### 3. What Happened?

Did you find the written agenda?

Did you find any unwritten agendas?

### 4. How did I feel about it?

How did (would) it make you feel to find an unwritten (hidden) agenda?

Have you ever had an unwritten agenda?

### 5. What does it mean?

Why do organizations have written agendas?

Why do people have unwritten agendas?

What happens when the written and unwritten agendas can't both happen? What can the leader do?

What happens when two unwritten agendas don't go together?

Why should you know about written agendas? Unwritten agendas?

### 6. So what?

Why do leaders need to know about written and unwritten agendas?

### 7. Want to know more?

Harrigan, B.L. (1977). *Games mother never taught you: Corporate gamesmanship for women*. New York, NY: Warner Books.

### 8. What did I learn?

- Organizations have written and unwritten agendas.
- Unwritten agendas are hard to find some of the time.
- Good leaders know about written and unwritten agendas, they find what people want.
- And, \_\_\_\_\_

## 1. What do I need to know first?

### Leading large group discussions

Leading a large group (15 or more people) discussion is a skill a leader needs in an organization. Large group discussions happen in formal meetings, large committees, and in teaching situations.

Leading a large group discussion takes a high level of skill in public speaking, teaching, and thinking “on your feet”. Here are some tips:

- 1) Be Prepared: there is no substitute for knowing what you are doing.
- 2) Introduce yourself.
- 3) Get the group acquainted: make sure participants feel comfortable with each other.
- 4) Question unfinished thoughts: don't let answers that aren't fully developed be dropped.
- 5) Use your senses: if the discussion seems to

be going smoothly, it probably is. Or, if it seems dead or boring, it probably is: do something!

- 6) Be a team: everyone is in this together.
- 7) Be relaxed: be yourself. You'll be great.
- 8) Review at the end: review what was learned, decided, or done.
- 9) Celebrate: as the discussion ends, celebrate what you have done together. Thank everyone for participating.

## 2. What should I do?

### “Check-Up” on a large group discussion

“Check-up” on the next large group discussion you are at by answering the questions below. See how well your large group discussion leader does. Later, if you have the opportunity to lead a large group discussion, “Check-up” on your own skills as a discussion leader.

### What is the group you are checking?

Did the discussion leader introduce herself/himself?

Was the discussion leader prepared?

Did group members all know each other before they started or do a “get acquainted” activity to start?

Did the discussion leader ask questions and lead the discussion without taking too much of the discussion time?

Did the discussion go smoothly and was it interesting to you?

Was discussion a “team effort” or did the discussion leader take most of the time?

Was the discussion leader relaxed and at ease?

Was there a review of what was done, decided or learned at the end?

Did the discussion end on an “up” note? Did the discussion leader appreciate everyone's efforts?

# WORKBOOK 3: Mastering the Organization

## Large Group Discussions

### Reflection

#### 3. What Happened?

Did your discussion group leader pass the test?

#### 4. How did I feel about it?

How hard was it to answer all the “Check-up” questions?

#### 5. What does it mean?

Why is it important to know how to lead a discussion group?

Is it easy to lead a good large group discussion? Why or why not?

How can you improve your large group discussion skills?  
as a participant?  
as a discussion leader?

As a participant, what could you do to help a large group discussion leader? Why should you?

#### 6. So what?

How does a leader know if the discussion she/he led is good?

#### 7. Want to know more?

Walker, J. and Coble, T. (1990). *I'll take charge!* St. Paul, MN: Minnesota Extension Service, University of Minnesota.

#### 8. What did I learn?

- Using a large group discussion “Check-up” can help improve the discussions I lead.
- I can make group discussions better as a participant by being active and interested.
- “Helping” the discussion leader improve the discussion helps me by improving the discussion.
- And, \_\_\_\_\_

### 1. What do I need to know first?

#### A healthy organization

Organizations are a lot like people. When they are healthy and they know what they want, they can do amazing and wonderful things. Also like people, when they are sick and confused, they don't get anything done. They simply sit and "eat" resources and "drink" the energy of their leaders until they get healthy or they die from lack of attention.

### 2. What should I do?

Do an "Organizational Health Check-up"

List below all the signs of a healthy organization you can think of (at least five). It may help you to think about the lessons you have learned in this workbook or organizations you have been in that you liked.

#### SIGNS OF A HEALTHY ORGANIZATION

# WORKBOOK 3: Mastering the Organization

## The Healthy Organization

### Reflection

### 3. What Happened?

How many signs of a healthy organization did you find?

### 4. How did I feel about it?

How hard was it to find signs of a healthy organization?

### 5. What does it mean?

Have you ever been in an organization with all the “Signs Of A Healthy Organization” you listed? If yes, what was it like?

Below is a list of “Signs Of A Healthy Organization”. How does it compare with your list? Circle the ones on this list that you had on your list.

#### SIGNS OF A HEALTHY ORGANIZATION

- 1) The organization has a clear idea of what it is trying to do.
- 2) The organization listens to what its members want.
- 3) The organization is willing to use many different ways to try to get what its members want.
- 4) People in the organization communicate (listen, talk, and write) freely.
- 5) Members of the organization like each other and talk to each other.
- 6) Members are willing to question the ideas of each other and the organization.
- 7) The organization is not controlled heavily by its leaders.
- 8) The organization can and does plan for the future.
- 9) All of the members participate in the organization in some way.

How can you use this list to “Check-up” on your organization?

Have you ever been in an organization that does all of the things above? If yes, what was it like?

### 6. So what?

How does a leader who is part of an organization know if it is healthy? What can she/he do if it is not?

### 7. Want to know more?

Adapted from “Some useful guidelines for organizations” (not dated). Minneapolis, MN: Student Organization Development Center, University of Minnesota.

Bryson, J.M. (1988). *Strategic planning for public and nonprofit organizations*. San Francisco, CA: Jossey-Bass.

### 8. What did I learn?

- Organizations can be healthy or sick, a lot like people.
- I can “Check-up” on the health of an organization; there are clear signs of health.
- Leaders need to know what a healthy organization is to keep their organization healthy.
- And, \_\_\_\_\_

### 1. What do I need to know first?

An organizational check-up

The “Organizational Check-up” is a set of questions, each of which asks you to rate how good you are at one skill. Think carefully about each question because this will help you find your strengths and weaknesses.

### 2. What should I do?

Complete the Organizational Checkup

Rate your leadership skills by circling the number before each statement that closely matches your ability; if you do poorly, circle a “1”, if you do OK, circle a “2”, if you do it very well, circle a “3”.

Assessment (Poorly, Okay, Very Well)

Skill

1. I understand why organizations exist.
2. I know how authority (power) works in organizations.
3. I can chart an organization.
4. I can set goals in an organization.
5. I know why organizations have committees.
6. I can plan an event.
7. I can see when an organization is taking a “Trip To Abilene”.
8. I know why planning is important to organizations.
9. I know how organizations plan for the future.
10. I can network.
11. I know how to kill an organization.
12. I can interview well.
13. I can deal with difficult people.
14. I can find the written rules in an organization.
15. I can find the unwritten rules in an organization.
16. I can find the written agenda in an organization.
17. I can find unwritten (hidden) agendas in an organization.
18. I can lead a large group discussion.
19. I can spot a healthy organization when I see one.
20. I believe I can master almost any organization.

# WORKBOOK 3: Mastering the Organization

## An Organizational Check-up

### Reflection

#### 3. What Happened?

Using the key in the box, score your check-up.

How did you do?

#### 4. How did I feel about it?

Are you ready to “Master the Organization”?

#### 5. What does it mean?

The Organizational Check-up asks questions on activities you have learned in this workbook. You shouldn't feel bad if you didn't get a near perfect score because you now know where you might spend more time sharpening your skills.

Why is it important for you to know how to succeed in organizations?

What else do you want to learn about succeeding in organizations and how will you learn it?

#### KEY: ORGANIZATIONAL CHECK-UP

Add the total points for questions 1-20. Your total score was: \_\_\_\_\_. If your scores was:

0-25 = Rework some of the activities in this workbook.

26-50 = Good, keep working”

51-60 = You're a real “Master” of organizations.

#### 6. So what?

Why is it important for leaders to know how to be successful in organization?

#### 7. Want to know more?

Terry, R. (1986). *Leadership – A preview of a seventh view*. Minneapolis, MN: H.H. Humphrey Institute, University of Minnesota.

#### 8. What did I learn?

- I learned which of the leadership skills needed to succeed in organizations I am best at, and which need improvement.
- Leaders need skills so they can use organizations to get something done and not waste a lot of time in an organization where they don't want to be.
- And, \_\_\_\_\_



### 1. What do I need to know first?

The ORGANIZATOIN game

The ORGANIZATOIN game is a large group game that will test how fast you can find the unwritten agendas and rules of an organization. Because it can only be played in a group, we have not included the instructions here. The rules will be explained to you when you play the game. Your County Extension Office and the Youth Leadership Organizer's Guide have the rules for the game. It takes at least an hour to play, so it is a good game for a retreat, conference, or similar kind of event. When you play the game, use these work-

book pages to record your thoughts.

### 2. What should I do?

Play "The ORGANIZATOIN game"

In this game you will be trying to find the unwritten agendas and rules of an "organization" created by the other team. The team with the most unwritten rules and agendas for the opponent's organization will win the game. The questions in the space below should help you uncover the unwritten agendas and rules.

- 1) What kind of organization is this; what does it do?
- 2) How do people dress? Does everyone dress the same?
- 3) How do they act? Do they all act the same?
- 4) Who talks to whom? Why?
- 5) Are all (or most) of the key people male, female, the same age, of one race? Why?
- 6) Does the leader only call on his/her friends? Why?
- 7) Do one or two people seem to get special privileges?
- 8) Do people joke with each other a lot or are they always serious?
- 9) Who gets awards and rewards? Why do they get them?
- 10) Is there something that happens often? Why does it happen?

# WORKBOOK 3: Mastering the Organization

## The ORGANIZATOIN game

### Reflection

#### 3. What Happened?

How did you do?

How did your team do?

#### 4. How did I feel about it?

Were you able to find all or most of the hidden agendas?

Was the game fun?

#### 5. What does it mean?

Did you learn anything new from this activity that you hadn't learned from the other workbook activities?

Are you ready to try to "Master the Organization"?

Do you feel comfortable working in an organization?

#### 6. So what?

Why do leaders need to be masters at understanding organizations?

#### 7. Want to know more?

(see individual activities)

#### 8. What did I learn?

- I'm ready to try to master an organization.
- Leaders need to be masters at working in organizations so they can use organizations to get something they want done, rather than waste a lot of time in an organization.
- And, \_\_\_\_\_

### 1. What do I need to know first?

Need a challenge?

Are you done with your workbook activities, but want more practice before moving on to the next workbook? Well, welcome to the challenge! You will find a section of additional leadership activities at the end of each workbook. There are enough additional activities here to keep you busy for at least a year, maybe longer.

average; it may take a little longer or shorter.

The activities on the next page are organized by the amount of time you want to spend: 5, 15, 30, 60, 120, or more than 120 minutes. Those times are what it takes on

### 2. What should I do?

Complete and discuss “challenge” activities

As you do the activities listed on the next page, follow the directions below for completing “challenge” activities.

#### Directions For Completing A “Challenge” Activity

- 1) Pick an activity based on how much time you want to spend and what you want to do.
- 2) Complete the activity as directed.
- 3) Discuss the activity with someone (your mentor would be a great person for this).
  - What happened?
  - How did I feel about it?
  - What does it mean?
  - So what?
  - Want to know more? Where?
  - What did I learn?
- 4) Write your answers to the six questions here or on a separate sheet of paper for each “challenge” activity you do.
- 5) Put a “check” in the space next to the activity (you should only do this after you have discussed and recorded your answers to the questions).

# WORKBOOK 3: Mastering the Organization

## Here it is!

### Reflection

#### 3. Got 5 minutes

Decide to be more organized in what you do (make sure you really mean it).  
Quit an organization you think is a waste of your time (get permission if you need it).

#### 4. How about 15 minutes?

Describe how to plan an event to your mentor.  
Explain to your mentor why an organization needs to do yearly planning.  
Explain the written and unwritten rules of your organization to a new member.

#### 5. Want to spend 30 minutes?

Read a chart for a big organization and follow the line of authority (power) from top to bottom.

Help write the agenda for a meeting.

Lead recreation in a large group (10 or more people).

Lead singing in a large group (10 or more people).

List the written and unwritten rules for your school and share them with someone else.

Find the written and hidden agendas in a meeting and share them with your mentor.

Write job descriptions for each of the officers in your organization.

Write a description of what your organization is trying to do (why it exists).

Make a list of things you want to learn about using power as a leader, which will be covered in the next leadership workbook "Appreciating Power".

On page 45, define what leadership means to you and share it with your mentor (keep it to look at again in a year).

#### 6. Do you have 60 minutes?

Organize a "network" or telephone calling group to spread information in your organization.

Assist your organization leader as she/he puts together the yearly calendar of events.

#### 7. Can you spare 120 minutes?

Interview someone who works in a big organization and discover what it is like.

List all the organizations of which you are a member and make an organizational chart for each one.

#### 8. Not worried about time?

- Organize a big event in your organization (a fund raiser, a "parent night", etc.)
- Attend a meeting of your school board or city council and find the written and hidden agendas.
- Attend the 4-H Youth Leadership Conference and volunteer to be the federation delegate.

# WORKBOOK 3: Mastering the Organization

## My definition of leadership

Action

Use this space to write your definition of leadership.

Date: \_\_\_\_\_