Leadership
Building a Program That Fits Your Community

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This workbook and all the materials you receive in today’s workshop were prepared for your use. Freely use the handouts in this workbook for note taking during this session.
Workshop Objectives

This presentation is designed to increase your knowledge of:

- Understand Chamber Leadership Programs
- Discuss Recruitment and other Administrative Policies
- Discuss Successful Tips for Success

Notes

Today's workshop is not intended to provide a specific method.

Method implies a step-by-step systematic process, something very much planned and linear, with definite proven procedure that you can pick off a shelf and follow A to Z in a logical orderly fashion.

Today's workshop is more of an approach.

An approach implies a road, a direction, a frame of mind, perhaps even a philosophy, but not a formula of proven rules to be followed.
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Why Leadership?

What are the benefits to our Chamber by hosting a leadership program?
The Essence of Leadership

1. A clear and compelling __________.

2. The power to translate that __________ into __________.

Leadership is about __________ and __________.
WHY
Host a Chamber Leadership Program?
When your participants come into your Chamber Leadership Program, each one will come already equipped with various experiences, attitudes, perceptions, and ideas.

Each person will organize his or her thoughts differently, and each will be able to absorb new knowledge and ideas in his or her own way.

Their mental learning state is not a blank chalkboard on which you, the presenter/facilitator, can write as you wish. Neither is their head an empty pail for you to fill with your knowledge and ideas.

Our leaders’ chalkboard already has many messages on it, and their mental pail is almost full already.

We must help our leaders learn.
You have been identified as a Subject Matter Expert (SME) for your respective community. You are expected to pass your torch to other leaders.

Leadership Angleton is designed to promote and foster the development of community leaders for the Angleton Area by acquainting program participants with the area’s assets, needs, and opportunities. This program provides a forum to discuss community challenges with representatives from the Angleton Area. By providing an awareness of the continuous growth of the Angleton Area, Leadership Angleton strives to stimulate leadership skills and motivate participants to choose an area of interest for active involvement upon graduation from the program. The ultimate goal of this program is to build community leaders for today and tomorrow.
Own It!  Brand It!

Know Your Chamber’s Mission

- What type of Leadership does your Chamber have?
- What makes the leaders of your Chamber Leaders?
- Does the Leadership for your Chamber correspond (cross over) with the Leadership of your community?

Community Leadership: Start With Your Community in Mind

Do you want to build Community Leaders?

What are your community dynamics?

Who are the current leaders?

What makes the existing leaders in your community leaders?

What time of year would work in your community?
Notes

What did Beth do?

- Called others with established Program.
- Asked if they would share
- Formed a committee
- Customized for Angleton Area
Adult Learning Styles

Learning styles describe the ways individuals learn and how they process ideas. An awareness of these styles allows you to interpret and reflect upon ways to accommodate each style in learning situations. There are three distinct learning styles – visual, auditory, and kinesthetic (tactile). Understanding learning styles and modifying your instruction to meet all of them helps to increase the retention rate of your adult learners. Meeting the needs of all learning styles requires a well-balanced use of various learning methods that incorporate various levels of participation.

Visual Learners

Visual learners learn best through seeing. These learners need to see body language and facial expression to fully understand content. In a traditional classroom setting, they tend to prefer sitting at the front in order to avoid visual obstructions. They may think in pictures and learn best from visual displays, including diagrams, illustrated textbooks, overhead transparencies, videos, computer-based training programs, flip charts, and handouts. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Visual Learners

Auditory learners learn best through hearing. Verbal lectures, discussions, talking things through, and listening to what others have to say are their preferred methods of learning. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Kinesthetic Learners/Tactile Learners

Kinesthetic Learners, also known as a.k.a. Tactile Learners, learn best through a hands-on approach. They prefer to actively explore the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.
INDIVIDUAL ASSIGNMENT:
What are the advantages of understanding learning styles and modifying your leadership program?

How does your program utilize the three learning styles?

SMALL GROUP:
Divide into small groups and discuss how each other utilizes the different learning styles in their respective programs. Be prepared to report out.
Understanding learning styles and modifying your instruction to meet all of them helps to increase the retention rate of your adult learners. Meeting the needs of all learning styles requires a well-balanced use of various learning methods that incorporate various levels of participation.

During your leadership program you must involve your participants....

- through small group activities
- small group discussions (including working in pairs, triads, and small groups)
- large group discussions

**Small Group EXERCISE**

Working in small groups, discuss practical ways one can increase the degree of participation (and hopefully improve the adult learners’ retention) in each session. Appoint a group spokesperson and be prepared to report out a summary of your group’s ideas.
Every course needs preparation.

Without it, your thoughts will be disjointed, the course structure fragmented, and the students will feel as though... well, you hadn’t prepared.

The dangers of under preparation are many.

- You can forget points.
- You can give details out of sequence and confuse your students.
- You can talk too long and not leave time for other important topics.
- You can forget a visual aid or handout which would have helped in your presentation.

Teaching is not just talking.

Every topic takes preparation.
Before looking at your leadership program, take a broad look at the program as a whole.

What are the goals, objectives, and end results of the training module?

How does your program help meet these goals, objectives, and end results?

What do you want to happen during the program?

Objectives differ from goals because they are quantified and time-delineated.

For some programs, like a discussion of leadership techniques, goals may be much more important and evident than objectives. But for other presentations, like job-related skills, objectives are important to leaders who want to acquire a specific knowledge, and for whom the success of the class may depend on their ability to learn something they can use immediately.
Having defined your goals, objectives, and end results, you then can estimate how much material to cover in the presentation.

This is not always easy. Sometimes participants may get caught up in discussion and cover only a small fraction of what you have intended; other times they catch on sooner than you anticipated and you are racing through the material.

As a Subject Matter Expert (SME) you should be prepared for both outcomes, having enough material available, and yet being able to trim and cut back to the most essential points if the discussion or explanations take longer than planned.

A long discussion on a particular point is a more positive sign of involvement and learning than is a silent audience.

Covering many ideas may not be a sign of faster learning while questions, discussions, and disagreement over one single idea may mean more learning than quiet acceptance of a whole series of points.

Arrange your material:

- Essential to Know
- Important to Know
- Nice to Know

Make sure you convey what is essential, try to work in as much important material as possible, and add what is nice to know if you have time.
Your materials must be prepared as well.

Too often handouts or reading materials are an afterthought, or sometimes no thought is given to them at all.

No handouts, no references, no directions for further learning – is just simply not acceptable.

- Use handout material for things it would take too long to copy in class, or take up too much valuable class time.

- If possible, provide a reading list or list of references for further research on the topic. For practical topics, this might be a list of people, their contact numbers and e-mails, or other resources.
Spend a few minutes visualizing what a successful leadership program looks like for your respective community. Remember there is no “right” or “wrong answer.”
During this Session we will have a group discussion about what our respective program looks like. Successful agendas, successful (popular) speakers, etc. Use this space to record your notes.

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During this Session we will have a group discussion about successful **Alumni Programs**. Use this space to record your notes.

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During this Session we will have a group discussion about **class projects**. Use this space to record your notes.
During this Session we will have a group discussion about **recruiting participants**. Use this space to record your notes.

During this Session we will have a group discussion about **successful program facilitation**. Use this space to record your notes.
Best Practices

- Start with a retreat...the bonding is the most important part
- MANDATORY retreat attendance
- Create a fair attendance policy
- Find the $$$ to pay a GREAT facilitator
- Be Creative
- Make it Fun
- Don’t Skip or postpone the retreat
- Don’t Break the rules
  
  (If you don’t follow your attendance policy you will cheapen your program)
- Don’t overspend your budget
- Don’t try to do it all yourself
- Don’t “Reinvent the Wheel”
- Don’t be afraid to ask for help

There is help!
Call to Action
Reflecting on today’s session....what did you learn, re-learn, or was an Ah-Ha. What are you going to do when you return home?

Notes
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