

Family Support Group

Advanced Training

Operation R.E.A.D.Y.
Resources for Educating About Deployment and You

Operation R.E.A.D.Y.

Designed for Soldiers and Families of the Active Army, the Army National Guard, and the Army Reserve

This workshop material was developed in two phases under a contract with the Department of the Army and HQDA (CDSC-FSA), the United States Department of Agriculture Cooperative State Research Education and Extension Service (USDA-CSREES), and the Texas Agricultural Extension Service (TAEX), The Texas A&M University System.

Grant Administrator and Project Director for the Texas Agricultural Extension Service

Nancy Granovsky

Phase I Development

Project Manager

David H. Price

Phase II Evaluation and Revision

Project Manager

Marlene Albers

Project Advisor

Carol Elizabeth Crocoll

Editor

Kathleen Boone

Typesetter and Page Designer

Vera Johnson

Consulting Designer

Rhonda R. Kappler

Cover Illustrator

Emma Stark

Phase III Revision, Disk, and Web Design

Project Manager

Carol Elizabeth Crocoll

Editor

Susan C. Lee

Web Conversion

Vera Johnson

1998

Contents

Leadership Skills (File Name: module4a.doc)

Facilitator's Guidelines	1
Overview	4
Workshop Plan	5
Flyer Master	13
Transparency Masters.....	15
Group Exercises	31
Handout Masters	47

Planning Presentations (File Name: module4b.doc)

Facilitator's Guidelines	1
Overview	4
Workshop Plan	5
Flyer Master	13
Transparency Masters.....	15
Handout Masters	27

Problem Solving (File Name: module4c.doc)

Facilitator's Guidelines	1
Overview	4
Workshop Plan	5
Flyer Master	11
Transparency Masters.....	13
Handout Masters	19

Newsletters (File Name: module4d.doc)

Facilitator's Guidelines	1
Overview	4
Workshop Plan	5
Flyer Master	9
Transparency Masters.....	11
Handout Masters	19

Volunteer Recognition (File Name: module4e.doc)

Facilitator's Guidelines	1
Overview	3
Workshop Plan	5
Flyer Master	9
Transparency Masters.....	11
Handout Masters	17

Video Discussion Guide (File Name: module4f.doc)

Selected Bibliography (File Name: module4g.doc)

Family Support Group

Leadership Skills

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Family Support Group

Leadership Skills Facilitator's Guidelines

This section provides the facilitator with the resources to plan and conduct a workshop.

Each workshop unit has **4 sections**:

- ☞ Facilitator's Guidelines
help the facilitator prepare for the workshop
- ☞ Workshop Overview
highlights the key components of the workshop
- ☞ Workshop Plan
provides the facilitator with an outline for conducting the workshop
- ☞ Workshop Resources
include program activities, supporting videos, flyer, handout materials, and transparency masters

Topic: Leadership Skills

Goal: To strengthen the team-building skills of Family Support Group leaders and members.

Audience: This session is designed for **Family Support Group leaders**.

Time Required: 3 hours

Room Requirements: This workshop requires a room large enough to accommodate the number of participants. It is designed as a group process for roundtable discussions, with 8–10 people at each table. The room should be arranged for maximum visibility of the flip charts, videos, and overheads.

Facilitator's Preparation:

1. Reserve a location for conducting the workshop that will accommodate the number of participants.
2. Prepare flyers (located in the Flyer Master section) and distribute them 1–2 weeks before the workshop.
3. Familiarize yourself with the goals of the workshop.

4. The facilitator's job is to lead the workshop, which includes distributing handouts and organizing group flip chart activities. Other tips include:

- ☞ plan an ice breaker
- ☞ encourage participation
- ☞ check for understanding
- ☞ prepare room
- ☞ make workshop personal
- ☞ gather needed material
- ☞ enjoy yourself
- ☞ offer amenities, such as child care, parking, and refreshments

5. Suggested activities are presented in square brackets ([]) in the lesson text.

The lesson text is meant to assist you and is not intended to be read aloud to the participants. The **suggested activities** list the visuals, handouts, or group activities that are used at particular points in the workshop.

6. Prepare overhead transparencies from the Transparency Masters provided:

- #1 Leadership Skills
- #2 Objectives
- #3 Objectives
- #4 TEAM
- #5 Effective Team Ingredients
- #6 Stages
- #7 Leadership
- #8 Leadership Style

7. Preview the video, *Another Family* (716541/TVT 20-1047), and the Video Discussion Guide, if you plan to use them in the workshop.

Note: A video is not used for every workshop. Determine if the participants have seen it and expand your workshop, if necessary, to show the video.

8. Review the instructions for the **Team Ingredients Puzzle** and reproduce the necessary number of puzzle pieces. Review the instructions for the **Straw Sculpture Activity** and divide the straws and pins into separate containers for each group. This activity requires 400 drinking straws and 200 straight pins.

9. Reproduce the necessary number of handouts from the Handout Masters:
 - #1 Strength from Diversity
 - #2 Successful Team Characteristics
10. *Option:* You may choose to divide **Leadership Skills** into 2 sessions. A logical breaking point is at the conclusion of **Strength from Diversity**.
11. Assemble all other necessary materials and equipment.

Workshop Materials:

- Flip chart paper on 1 easel, and colored markers
- Extra markers for flip chart activities at tables
- Masking tape for securing charts
- Pens and pencils for participant's use

Equipment:

- Overhead transparency projector and screen
- Television and VCR

Family Support Group

Leadership Skills Overview (time 3 hours)

Estimated Time	Presentation Section	Visual-V Group Exercise-G	Handout-H
5 minutes	Introduction and Objectives	V#1, V#2, and V#3	
25 minutes 14 minutes	Diversity and Group Discussion <i>Another Family</i> Video Group Discussion	V#4 Flip Chart Activity Video	
35 minutes	5 Ingredients of an Effective Team and Team Ingredients Puzzle	G#1 H#1	
25 minutes	Strength from Diversity		
10 minutes	Break (<i>Optional: Facilitator may conclude first session here if offering 2 sessions.</i>)		
5 minutes 15 minutes	Team Development Successful Team Characteristics	V#5, V#6 H#2, Checklist	
5 minutes 5 minutes	Leadership 4 Styles of Leadership	V#7 V#8	
15 minutes 15 minutes	Straw Sculpture Activity Group Discussion	G#2 H#3	
5 minutes	Conclusion	H#4	

Family Support Group

Leadership Skills (time 3 hours)

Introduction

[Visual #1: *Leadership Skills*]

Welcome to the Leadership Skills workshop. Being in the military is not like any other profession. Army life is different in many ways; it has special rewards and unique challenges.

Some unique challenges include being frequently transferred, making new friends, understanding Army regulations, and loneliness and separation due to military requirements. These challenges confirm the need for a family support group.

A family support group is an organization designed to support Army families, both active and reserve. A volunteer-run family support group is a great place to meet people and to make a difference.

Today, you will strengthen your leadership and team-building skills. During this session, you will learn leadership principles. Later, you will focus on understanding your own unique leadership style.

Objectives

[Visuals #2 and #3: *Objectives*]

Participants will learn to:

- ☞ recognize diversity among group members
- ☞ identify the 5 main ingredients of a team
- ☞ identify the 5 stages of team development
- ☞ recognize the 4 leadership styles
- ☞ identify a style that contributes to strong team work
- ☞ understand and apply various leadership styles

Diversity

[Visual #4: **TEAM**]

Family Support Groups have diverse memberships. People have wide ranges of experience, skills, interests, and motivations which they bring to the group. You can build a strong team from diversity or differences among members by keeping one central theme in mind:

Together

Everyone

Accomplishes

More

Group Discussion

[Flip Chart activity (facilitator)]

Think about this question. How do diversity or differences contribute to a Family Support Group?

(answers may include: skills, interests, motivation for being involved, willingness to attend meetings)

As we share experiences and ideas in this workshop, remember that what works in one Family Support Group may not work in another.

An awareness that military readiness and family readiness are linked is emphasized in the video, *Another Family*.

This video will highlight the importance of Family Support Groups, the role they play in taking care of families, and the kinds of support they can provide.

[Show the video, **Another Family**, (14 minutes)]

Group Discussion

Now that the video is over, we'll take a few minutes for discussion.

What was most helpful to you?

What did you learn that was new?

Did you find yourself identifying with the situation?

(allow 5 minutes for discussion)

Keeping the video in mind, we will explore the ingredients of building an effective Family Support Group.

The 5 Ingredients of an Effective Team

[Visual #5: *Effective Team Ingredients*]

Let's look at the 5 ingredients of an effective team:

- ☞ **Members**—people who work together as a team. A member of a team can be anyone who comes into contact with the team. Services and resources from Army Community Service are indirect members of your Family Support Group team.
- ☞ **Norms**—include written rules and unwritten traditions that guide how members act and react.
- ☞ **Communication**—who talks to whom, when, how, and why.
- ☞ **Conflict**—deals with different ways that members act when there is disagreement.
- ☞ **Product**—what the team produces. A Family Support Group's product may be primarily as a communication and support link between unit families. In an effective team, the product of the team changes as the needs and interests of the team change.

Team Ingredients Puzzle

[Distribute Group Exercise #1: *TEAM Ingredients Puzzle*]

We are going to participate in an activity that shows how ingredients combine to make a team viable and productive.

Each group has 1 piece of the puzzle. Ask for a volunteer to record your answers to the questions on the back of each of your puzzle pieces.

(allow 5 minutes)

[Facilitator leads discussion]

As volunteers tape puzzle pieces to the flip chart, ask them to share how the information helped strengthen the group.

(allow 10 minutes for this activity)

Strength From Diversity

[Distribute Handout #1: *Strength from Diversity*]

To summarize the concepts we have discussed and apply them to your Family Support Group, you can complete Handout #1, **Strength from Diversity**.

(allow 5 minutes)

Group Discussion

[Facilitator leads discussion]

Why is diversity important to team building?

(answers may include: adds variety, different experiences)

Explain why this activity was helpful.

(answers may include: reminded me that communication is key, conflict is normal)

(allow 10 minutes for discussion)

You have looked at differences on a team, effective teams, and the video, *Another Family*. We'll take a break now, and when we return, we will look at the stages of team development.

[Break 10 minutes]

Team Development

[Visual #6: *Stages*]

Welcome back from the break.

Now that you have learned the ingredients of a team, we'll look at team development.

All teams go through **5 stages of development**. Sometimes, Family Support Groups progress from stage to stage with little conflict.

At other times, they take a long time to progress, and some teams literally get stuck in one stage.

The stages of team development described by B. W. Tuckman and M. A. Jensen (1977) are **forming**, **storming**, **norming**, and **performing**. Peter Vaill (1985) added a fifth stage—**transforming**.

☞ **Forming**—when the team first meets. Leaders and members are not sure of their exact purpose or how they will be involved with the group. Little progress toward completing a task can be expected in this stage.

When the Family Support Group moves through the next 3 stages of development, new members coming into the group will experience “forming,” while other members are at another stage of development. In this situation, new members do not feel like a part of the team and often look at what is in it for them.

☞ **Storming**—is interteam conflict. There are challenges about what the product should be and how it should be produced. Some team members may feel the goals are unrealistic. Experiencing a great deal of frustration at this stage is normal. Team-building experts call it “essential tension.”

- ↳ **Norming**—clear expectations, identity, and informal rules that direct group behavior. Esprit de corps is becoming part of the emotional bonding of the team.
- ↳ **Performing**—is the dynamics of a team making things happen. Progress toward group goals is achieved and problems are solved productively.
- ↳ **Transforming**—member turnover, new tastes, or new goals, the team reverts to earlier stages.

The team is being effective at each stage if: team members feel they are involved; they have a role; and they are making an important contribution.

The process of going through the 5 stages of team development can take a matter of weeks or a matter of months. In recognizing that a team experiences several stages of development, you can examine the dynamics of what happens in your Family Support Group.

Effective teams do not stay in the performing stage. They are constantly accepting new challenges and new goals. Thus, the 5 stages of team development make an effective team.

Successful Team Characteristics

[Distribute Handout #2: Successful Team Characteristics and Checklist]

Handout #2 lists characteristics of a successful team. As your group reviews these characteristics, consider your Family Support Group team. Mark a plus or a minus sign in front of the characteristic that your team has.

(allow 5 minutes for this activity)

If you see many minus signs in your ratings, you might consider what stage of team development your FSG is in. Consider what your FSG needs to do to change a minus into a plus.

Strong teams recognize everyone's contributions. Positive response and constructive guidance help successful teams produce results.

Leadership

[Visual #7: Leadership]

We will look at several styles of leadership and the characteristics of each.

[Flip Chart Activity (facilitator leads discussion)]

What makes a good leader?

(take a few responses)

(answers may include: experience, ability to delegate, a planner, problem solver)

What is leadership?

(take a few responses)

(answers may include: ability to lead, organizational skills)

Being a good leader is being able to influence others to act in a given way. Early research on leadership focused on identifying the traits of strong leaders. The lists were overwhelming, and few leaders possessed all of the traits all of the time.

This finding led to studies by two leadership researchers, Hershey and Blanchard, who determined that most of the traits of a leader could be identified as traits associated with getting tasks done, or traits associated with building good relationships among team members.

Out of these studies, **4 styles of leadership** have evolved.

The 4 Styles of Leadership

[Visual #8: *Leadership Styles*]

The 4 styles of leadership and their primary definitions are:

Directing style—predominately one-way communication. Directing leadership is best used when:

- ↳ when time is critical
- ↳ if there is an emergency
- ↳ when there is a new project or new people
- ↳ when firm direction is needed. An effective directing leader communicates well and has a broad knowledge base and background.

Coaching style—an honest and forthright method of convincing the team something needs to be accomplished.

Coaching leadership is best used when:

- ↳ there are good communication skills
- ↳ team member confidence is high
- ↳ compromise and mediation are needed

An effective coaching leader is persuasive and has the confidence of the team.

Supporting style—used with a team that is comfortable with their abilities. Supporting leadership is best used when:

- ↳ an atmosphere of trust is in place
- ↳ the group has knowledge and experience
- ↳ the leadership is fair

An effective supporting leader needs to be able to lead group discussions and have a high level of trust in the team.

Delegating style—used when the group has a great deal of knowledge about its task. Delegating leadership is best used when:

- ↳ the group has excellent skills relating to the task
- ↳ the group requires a minimum of instruction

- ↳ the group or team is willing to assume responsibility

An effective delegating leader will often play a dominant role and will be comfortable and confident of the team's abilities.

Let's review the 4 styles of leadership:

- ↳ Directing style leadership can be effective when the team needs firm direction or when the team expects it.
- ↳ Coaching style is an honest and forthright method of convincing the team something needs to be accomplished.
- ↳ Supporting style is used with a team that is comfortable with their abilities.
- ↳ Delegating style is used when the team is knowledgeable about its task.

Leaders face the challenge of having people on their team who are at different levels of experience. Does this activity cause you to reflect on an experience in your Family Support Group where the right leadership style helped team members, or the team as a whole, to be more effective?

A leader who understands the 4 leadership styles and recognizes the situations in which they are best applied helps the team function at its peak.

We'll take a break, and when we return, you will apply some ideas we have discussed.

[Break 5 minutes]

*[During the break, distribute materials for **Straw Sculpture Activity**]*

Team Building

Straw Sculpture Activity

[Note to facilitator: See directions on exercise.]

Welcome back. Now it's time to have some fun and relax while bringing together the many ideas we discussed. Your groups will be working together to build a sculpture with the materials you have in front of you.

*[Distribute Group Exercise #2: **Straw Sculpture Activity**]*

(allow 15 minutes to complete)

Group Discussion

Now that all the sculptures have been completed, ask a volunteer from your group to describe what you have built.

Questions to ask the groups are:

- ↳ who evolved as the leader in your group?
- ↳ what style of leadership was used?
- ↳ was it effective leadership?
- ↳ did any other leaders emerge?

↳ how much do you feel you contributed to the construction?
(allow 15 minutes for discussion)

[Distribute Handout #3: **Leadership: It's Your Choice**]

Handout #3, **Leadership: It's Your Choice**, is an activity which may be helpful. It is designed to assist you in determining your leadership style. Take some time after this workshop to complete the activity. You may be very surprised to find which is your leadership style.

Conclusion

[Distribute Handout #4: **Evaluation**]

In review, you have experienced how team effectiveness depends on several factors, such as the diversity and unity of the group's members.

A team is shaped as it works through the development cycle—as they form, storm, norm, perform, and transform. Teams are most effective when the leader recognizes team members' maturity in handling situations and then adapts an appropriate leadership style.

Every Family Support Group is different, and this workshop is simply a guideline. Our goal was to strengthen your skills as leaders and members of Family Support Groups so that your organization's efforts will result in a productive and happy team. Family Support Groups help us take care of ourselves and each other.

Family Support Group

Do you know the 5 ingredients of a team?

Do you know the 5 stages of team development?

Learn how to build a strong team from diverse members.

Learn different leadership styles and when to use them.

This workshop will provide you with:

- ↳ take-home information
- ↳ practical ideas
- ↳ opportunity to meet people with common interests

Join us at _____

For a workshop on _____

Date _____

For more information contact _____

See you there!

Family Support Group

Leadership Skills

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Objectives

- ✎ Recognize diversity among group members
- ✎ Identify the 5 ingredients of a team
- ✎ Identify the 5 stages of team development

Objectives

- ✍ Recognize the 4 leadership styles
- ✍ Identify a style that can contribute to strong teamwork
- ✍ Understand and apply various leadership styles

Together

Everyone

Accomplishes

More

Effective Team Ingredients

☞ Members

☞ Norms

☞ Communication

☞ Conflict

☞ Product

Stages

➤ Forming

➤ Storming

➤ Norming

➤ Performing

➤ Transforming

Leadership . . .

the ability to
influence others to
act in a given way

Leadership Styles

↳ Directing

↳ Coaching

↳ Supporting

↳ Delegating

Team Ingredients Puzzle

Puzzle Master and Instructions

Time Required: 30 minutes

Resources Needed:

- ↳ Puzzle pieces
- ↳ Masking tape

Process:

Prepare the puzzle pieces and questions in advance.

The puzzle pieces and questions are included on the following pages.

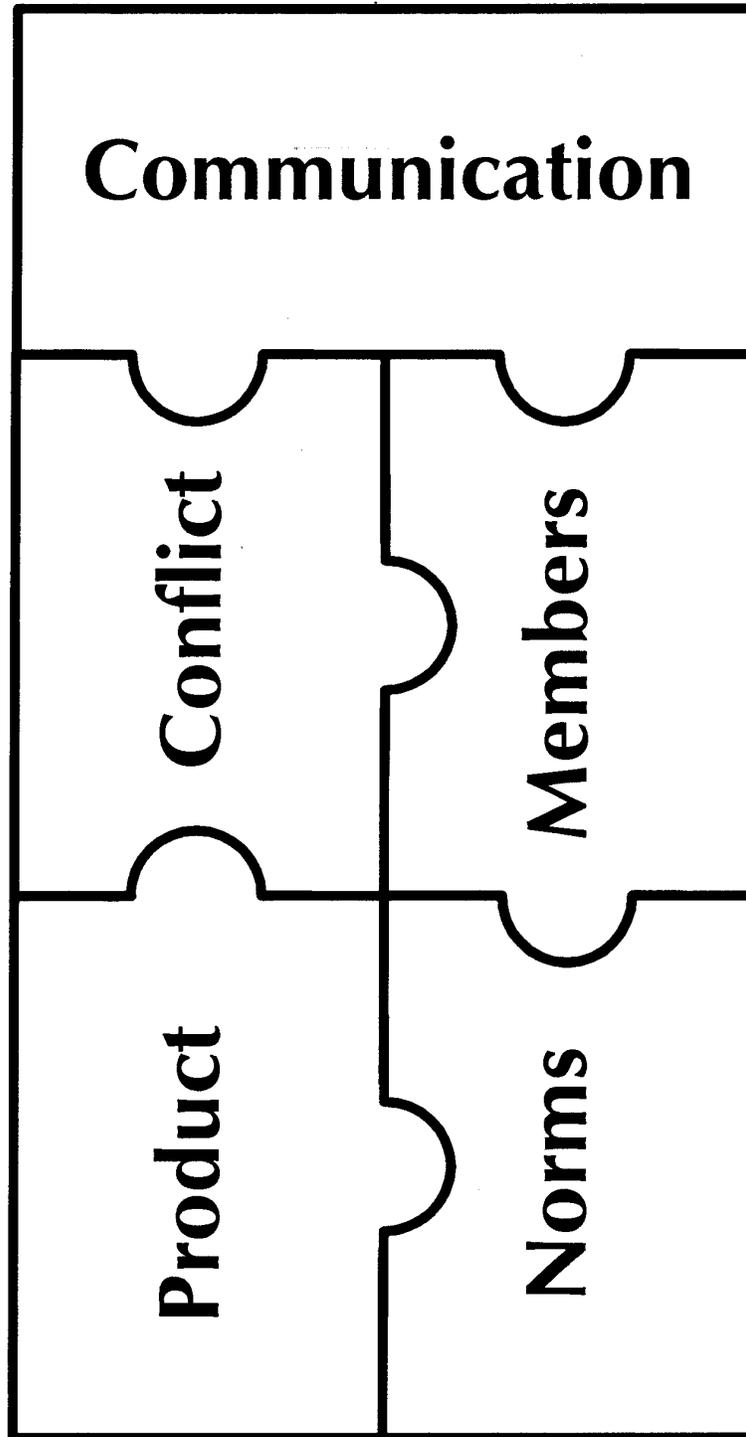
Divide the participants into 5 groups. Hand out 1 puzzle piece to each group. Make sure that the questions are attached to the back of each puzzle piece.

Ask each group to look at their puzzle piece and discuss the questions printed on the back. Allow the participants 5 minutes to discuss the questions and select a spokesperson to report to the entire group. Suggest that the spokesperson take notes during the discussion.

After the groups have discussed their questions, ask each spokesperson to attach a piece of masking tape to his or her puzzle piece. After they report to the group, they can place their puzzle piece on a wall or flip chart. When the five groups have finished, note how all 5 pieces fit together and form a whole, just as the 5 ingredients form a team.

After each group has reported, use the information provided to summarize the exercise.

Team Ingredients Puzzle



Communication

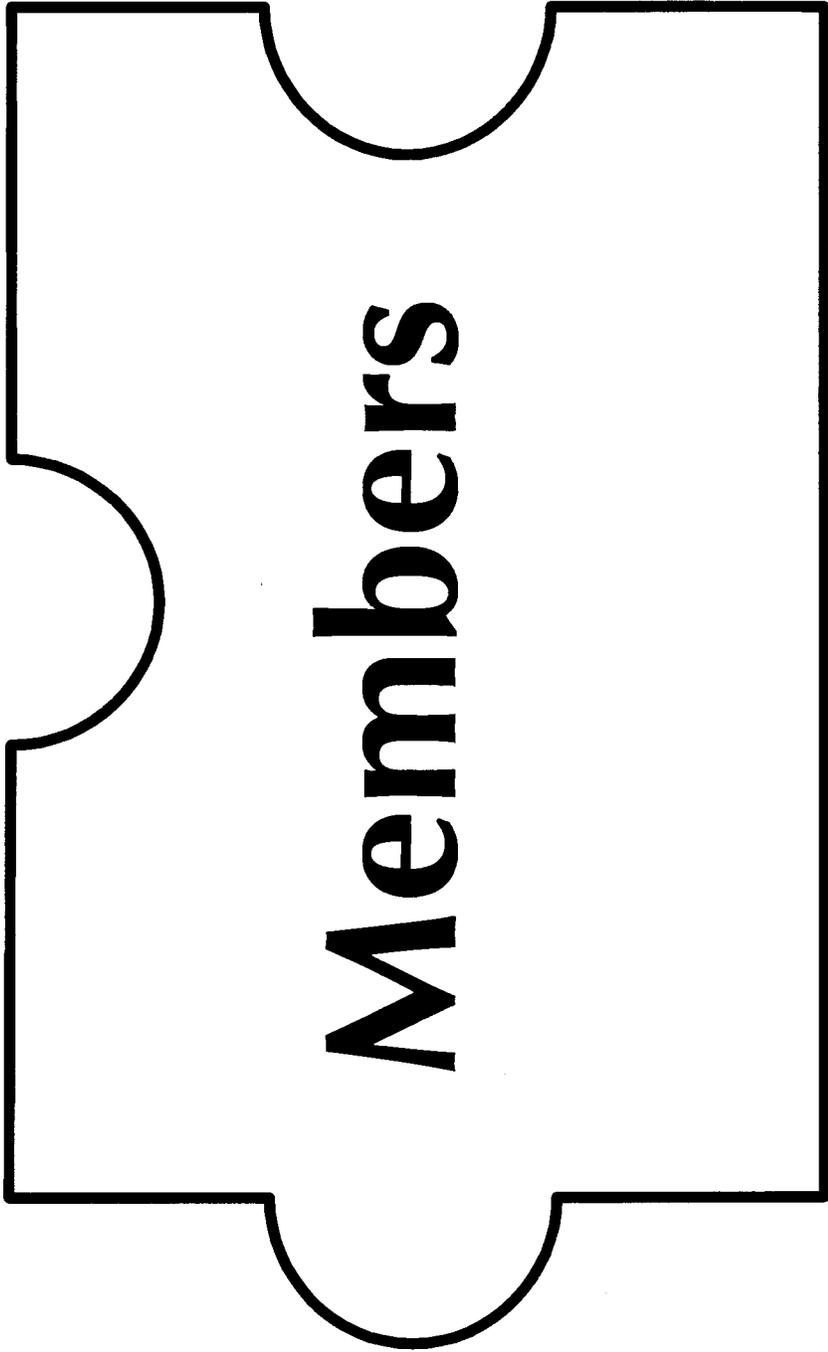


How do the members of your FSG communicate?

Give some specific examples.

Why is communication necessary?

How often do people communicate?



Who are the members of the FSG team?

How do you incorporate diversity among members of the unit, family members, and community leaders?

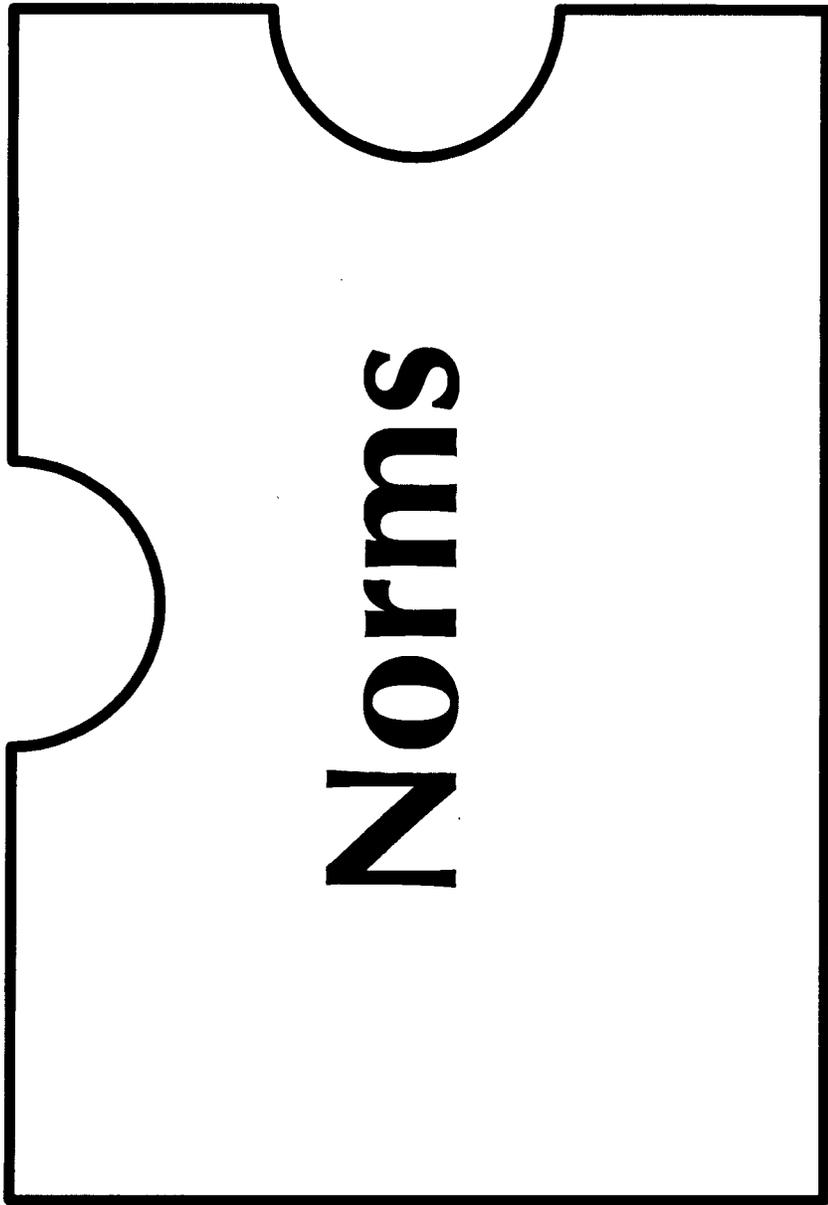
Who else should be involved in your FSG?

Product



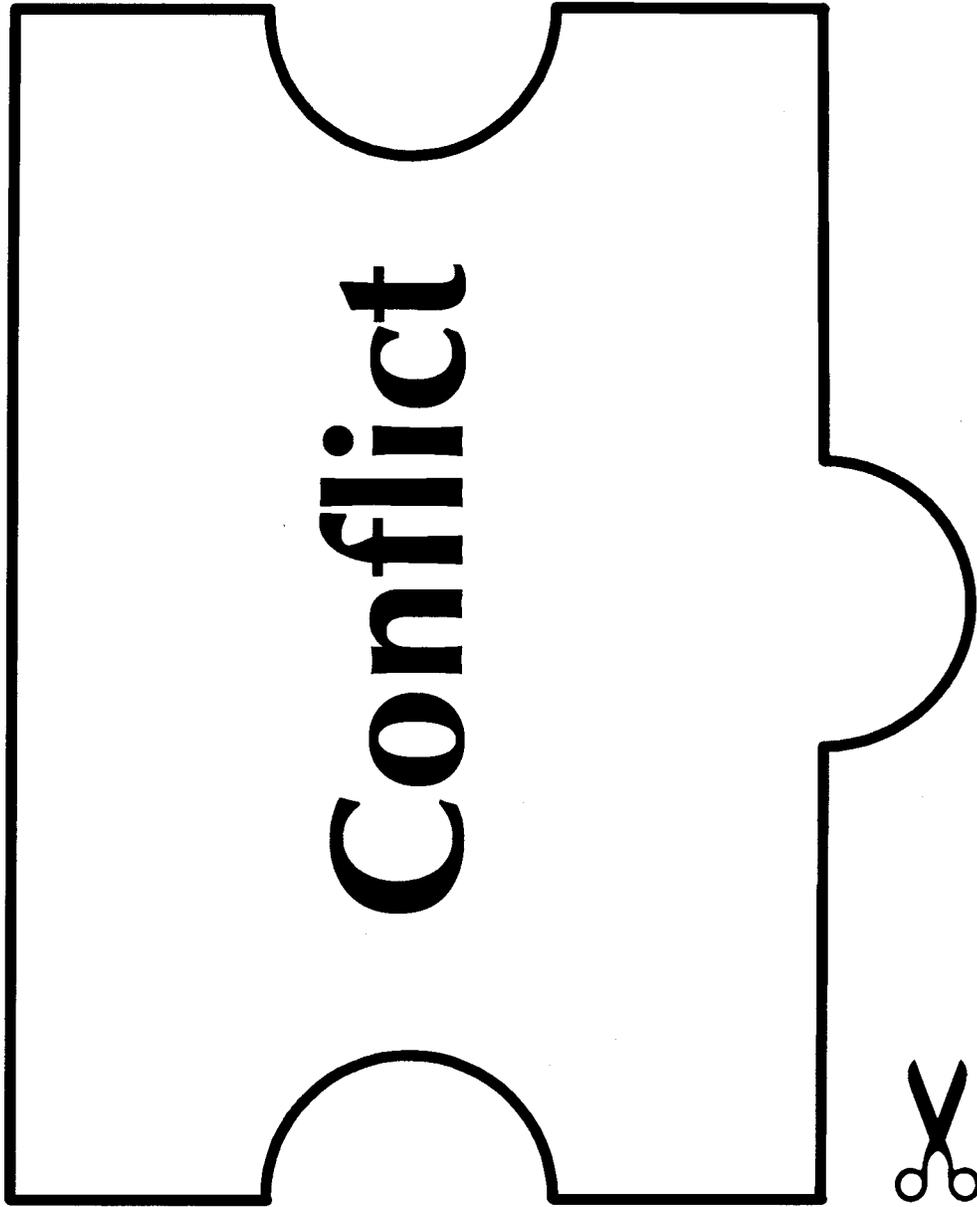
What are your FSG's main products or services?

**What does it do, so that you can say,
“We accomplish _____?”**



A norm is an accepted or standard way of acting or doing something. Some examples are rules, dress, who talks to whom, how business is conducted.

What are some norms in your FSG?



How does your team act when there is conflict?

Is it OK to have conflict, or is it avoided at all costs?

**Is conflict handled in a constructive way in your FSG?
If so, how?**

**How can conflict be a valuable ingredient for the team's
development?**

Straw Sculpture Activity

Time Required: 30 minutes

Process: Activity requires 400 straws, 200 straight pins, (optional scissors)

Leader: This activity is designed to demonstrate different leadership styles. Groups will work for 10 minutes to build a sculpture. When the sculpture is completed, a team spokesperson will describe their group's work. The facilitator will then lead a group discussion.

☞ **Directing**

Concerned only with getting the task done; tells the group what to do and how to do it. All policies are determined by the leader whose ideas are the only ones to use; others are not worth trying.

☞ **Coaching**

Concerned equally with the task and the relationships within the group. Ideas are suggested by the leader who allows the group to be involved. The leader gives direction but is open to suggestions from others. An exchange of ideas is encouraged.

☞ **Supporting**

Concerned with the relationships within the group more than with getting the task done. Leadership is shared with the members by involving them in the planning and doing. It is not important that the task is completed but that all the people are included.

☞ **Delegating**

Leader simply tells the group they are to build a structure. Permits the group members to do whatever they want to do. No policies or procedures are established. Everyone is left alone. No one attempts to influence anyone else. The leader does not lead the group but agrees with any suggestions and lets everyone do what he or she wants.

Leader: Use the following questions for a group discussion:

1. How were the leaders chosen?
2. What style was used in your group?
3. Was the style effective?
4. How did the group feel?
5. How did you like being led by the leadership style you chose?
6. How did you feel as leader about your assigned style?
7. Did any other leaders emerge?
8. How much do you feel you contributed to the construction?

Strength from Diversity

Identify the strengths in your Family Support Group that come from the diversity of your members. List the diverse needs, interests, talents, etc., in your Family Support Group for each team component below:

1. List at least 3 different types of members, and beside each type, write key words that express how these differences strengthen your group.

Types of members

Strengths they bring to the group

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

2. Describe at least 2 different norms that have formed in your FSG and tell how each has strengthened your team.

Norm 1:

Norm 2:

3. What types of communication are needed in your FSG for all members to feel involved and informed?



4. Describe a conflict in your FSG. Tell how diversity contributed to the conflict, and how your group resolved or managed the conflict.

5. List 3 products of your FSG, and beside each product, tell how it meets members' different needs.

Product 1: _____

Product 2: _____

Product 3: _____

6. How have you changed from when you first began leading your FSG, and how has this change strengthened your group?

Strength from diversity, in individuals and the group, will continue to grow. Watch for signs of strength growing from diversity, and reward or recognize it. Watch for signs of stagnation from lack of diversity—in committees, in products, or other areas—and stimulate your FSG by creating diversity!

Successful Team Characteristics

A successful team has the following characteristics:

(+ or -)

- _____ 1. Clear mission. The team knows what it wants to do and has established goals on how to accomplish its mission. The team also knows when its mission will be completed.
- _____ 2. Everyone contributes. No single person dominates the team because everyone's ideas and skills are seen as a contribution.
- _____ 3. Communication is open and comments are not judgmental. Everyone listens without prejudice about what is being said.
- _____ 4. Different ideas are equally considered.
- _____ 5. The team sticks to its main purpose. Teams do not go off in directions that do not relate to the mission.
- _____ 6. No one person dominates, because everyone is allowed a voice on the team.
- _____ 7. The leader is flexible and knows when to use various styles to influence others to action.
- _____ 8. Criticism is issue-oriented, not personal. Criticism is constructive feedback, based on what is seen or on the individual's behavior. It is not based on who the individual is.
- _____ 9. Informal atmosphere. Team members are allowed to be themselves. Authority is respected but not used as a big stick to rule people.

+ = My FSG has this characteristic

- = My FSG lacks this characteristic

Family Support Group

Leadership Skills

Checklist

This checklist may help your team to focus on the road to success.

Our Family Support Group team:

- meets regularly
- welcomes diversity in its members
- works together
- shares ideas and experiences
- understands the 5 ingredients of an effective team
- knows and works with the 4 styles of leadership

As your Family Support Group team grows and matures, you may want to add more items to this checklist that reflect that growth

Leadership: It's Your Choice

Read each statement below and circle your most likely response. Some choices may be difficult. If you have a hard time making a choice, put an X on the number of the question and make the best choice you can.

1. I respect a leader who:
 - A. gets things done.
 - B. has the admiration of his or her colleagues.

2. When I am in a new group, the first thing I want to know is:
 - A. who the other members are.
 - B. what the group's activities are.

3. When a group is in conflict, they need to:
 - A. stop what they are doing and deal with the conflict.
 - B. ignore the conflict and continue working.

4. When a group is unclear about its goals, I frequently:
 - A. clarify the group's goals for them.
 - B. ask the group members to clarify their goals.

5. I was asked by the Chamber of Commerce to have our group give a presentation next week. The first thing I will do is:
 - A. call other group members to let them know.
 - B. start planning the presentation.

6. Mary Jane has been in charge of programming for our fund-raiser for the last 3 years. She has done a good job, but some members think we should let someone else do it. I think:
 - A. Mary Jane should do it. She knows what she is doing and we need the fund-raiser to go smoothly.
 - B. Mary Jane should be put in charge of a different part of the fund-raiser. She can try something new, and someone else can get experience in programming.

7. When I feel comfortable with a group, I:
 - A. suggest new projects, programs, and ideas.
 - B. ask other members about their ideas, talents, etc.

8. The most satisfying part about working with my group is:
 - A. a sense of belonging and friendship with other group members.
 - B. a sense of accomplishment in reaching our goals.

9. What frustrates me most about long-range planning meetings is:
 - A. when one or two members make all the decisions.

B. when members talk on and on about their ideas.

10. Our group is taking on a project that we have never done before. I will:
 - A. write up a plan of action and present it to the group.
 - B. suggest the group discuss the new project before we draw up plans.

11. When I am in a new group, a person's first impression of me would probably be:
 - A. I know what I am doing.
 - B. I am a caring person.

12. When I am under pressure to make a decision, I:
 - A. sit by myself and make the decision.
 - B. talk to people to get their opinions and ideas.

13. When a group disagrees, they should:
 - A. do what the majority wants to do.
 - B. look for something on which they can all agree.

14. Our group is putting on a public forum, which we do every year. The first thing we should do is:
 - A. talk about what we liked about last year's forum and what we would like to change.
 - B. reassign committees and delegate individual responsibilities.

15. After groups have worked together for a while, they:
 - A. assume everyone agrees, so they do not pay attention to individual members.
 - B. lose track of what they are doing and do not do anything new.

16. I dislike it when a new group:
 - A. goes "full steam ahead" without seeing if all members agree.
 - B. wastes time talking about themselves and neglecting the work to be done.

17. I am afraid that in group settings people think I am:
 - A. too pushy.
 - B. too wishy-washy.

18. Our group has 6 months to plan a workshop. We should:
 - A. have group planning meetings so everyone can be involved in planning.
 - B. delegate the different planning responsibilities to individual group members.

19. People who have worked with me appreciate my:
 - A. communication skills.
 - B. organizational skills.

20. I pride myself on my:
 - A. relationships.
 - B. achievements.

Leadership: It's Your Choice

Interpretation Guide

The numbers of the questions are written across the top. Notice that the questions are not listed in order. The possible answers to these questions are written below. Circle the answer you selected for each question.

Draw a line (a red pen works best) connecting the answers you chose, like a graph. If you have placed an X on any of the numbered statements, transfer the X to the appropriate number on the scoring sheet.

Look at the line you have drawn. Is it consistent or are there frequent changes? Are there more changes in different categories? Now look at any X's you may have placed on the numbers. Are there any X's? Are the X's located in 1 or 2 categories?

	General Tendencies	Group		Task		Time	
		New	Experienced	Clear, Known	Unclear, New	Tight Deadlines	Few Time Constraints
Question No.	1 3 8 13 17 20	2 11 16	7 15 19	6 14	4 10	5 12	9 18
Task	a b b a b b	b a b	a b b	a b	a a	b a	b b
Relationship	b a a b a a	a b a	b a a	b a	b b	a b	a a

Workshop Evaluation*

1. Did you understand the objectives of this workshop? Yes No

2. Do you think these objectives were met? Yes No

3. If you answered **No** to either 1 or 2, please explain your answer below:

4. Circle the word which best describes the effectiveness of this workshop:

Inadequate Marginally Effective Effective Very Effective Outstanding

5. Based on your above response, what are your suggestions for improving this workshop?

6. How did you benefit from this workshop?

7. Did this workshop meet the needs of the participants? Yes No

8. Circle the word which best describes the facilitator's presentation:

Inadequate Marginally Effective Effective Very Effective Outstanding

9. Please share your comments about the facilitator's presentations?

10. If you were the next facilitator to lead this workshop, how would you improve it?

*Use the back of this sheet to continue your responses, if necessary.

Family Support Group

Planning Presentations

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Family Support Group

Planning Presentations Facilitator's Guidelines

This section provides the facilitator with the resources to plan and conduct a workshop.

Each workshop unit has **4 sections**:

- ☞ Facilitator's Guidelines
help the facilitator prepare for the workshop
- ☞ Workshop Overview
highlights the key components of the workshop
- ☞ Workshop Plan
provides the facilitator with an outline for conducting the workshop
- ☞ Workshop Resources
include program activities, supporting videos, flyer, handout materials, and transparency masters

Topic: Planning Presentations

Goal: To help Family Support Group leaders and members develop skills for planning effective presentations.

Audience: This session is designed for **Family Support Group leaders**.

Time Required: 2 hours and 25 minutes

Room Requirements: This workshop requires a room large enough to accommodate the number of participants. It is designed as a group process for round-table discussions, with 8-10 people at each table. The room should be arranged for maximum visibility of the flip charts, videos, and overheads.

Facilitator's Preparation:

1. Reserve a location for conducting the workshop that will accommodate the number of participants.
2. Prepare flyers (located in the Flyer Master section) and distribute them 12 weeks before the workshop.
3. Familiarize yourself with the goals of the workshop.

4. The facilitator's job is to lead the workshop, which includes distributing handouts and organizing group flip chart activities. Other tips include:

- ☞ plan an ice breaker
- ☞ encourage participation
- ☞ check for understanding
- ☞ prepare room
- ☞ make workshop personal
- ☞ gather needed material
- ☞ enjoy yourself
- ☞ offer amenities, such as child care, parking, and refreshments

5. Suggested activities are presented in square brackets ([]) in the lesson text.

The lesson text is meant to assist you and is not intended to be read aloud to the participants. The **suggested activities** list the visuals, handouts, or group activities that are used at particular points in the workshop.

6. Prepare overhead transparencies from the Transparency Masters provided:

- #1 Planning Presentations
- #2 Objectives
- #3 Objectives
- #4 Types of Presentations
- #5 Knowing Your Audience
- #6 Visual Aids

7. Label a 3"x 5" card for each type of presentation. These will be used for the group activity, with each group being assigned a specific type of presentation.

1. Persuade
2. Explain
3. Teach or Instruct
4. Present a Report
5. Decision Briefing

8. Reproduce the necessary numbers of handouts from the Handout Masters:

- #1 Overcoming Your Fear of Public Speaking
- #2 Types of Presentations
- #3 Knowing Your Audience
- #4 Audience Analysis
- #5 Preparing the Presentation
- #6 Visual Aids

9. Assemble all other necessary materials and equipment.

Workshop Materials:

- Flip chart paper on easels and colored markers for each group
- Legal-sized writing pads (one for each participant)
- Masking tape for securing charts
- Pens and pencils for participants' use

Equipment:

- Overhead transparency projector and screen

Family Support Group

Planning Presentations

Overview

(time 2 hours and 25 minutes)

Estimated Time	Presentation Section	Visual-V Group Activity-G	Handout-H
5 minutes	Introduction Objectives	V#1 V#2 and V#3	
5 minutes	Anxieties About Public Speaking	Flip Chart Activity	
5 minutes	Traits of an Effective Speaker	Flip Chart Activity	
5 minutes	Techniques to Overcome Anxiety	Flip Chart Activity	
5 minutes	Overcoming Your Fear of Public Speaking	H#1	
15 minutes	Types of Presentations	V#4 and H#2	
15 minutes	Knowing Your Audience	V#5 and H#3	
20 minutes	Developing a Presentation and Group Discussion	H#4	
15 minutes	Break		
10 minutes	Planning a Presentation	H#5	
5 minutes	Preparing the Introduction	G#1	
5 minutes	Preparing the Conclusion	G#2	
10 minutes	Preparing the Body of the Presentation	G#3	
5 minutes	Visual Aids	V#6 and H#6	
15 minutes	Group Presentation Reports	G#4	
5 minutes	Conclusion	H#7	

Family Support Group

Planning Presentations (time 2 hours and 25 minutes)

Introduction

[Visual #1: *Planning Presentations*]

Welcome to the workshop on planning presentations. The members and volunteers of Family Support Groups have many opportunities to give presentations to commanders, to the Family Support Group staff, to the community, and to new volunteers.

You will learn techniques to help ease your anxieties about public speaking. Public speaking is a commonly feared activity. The thought of standing in front of a group of people, talking, and making sense to the audience is enough to send some people's blood pressure soaring.

How do you prepare for an oral presentation? This workshop will provide you with the opportunity to develop skills for more effective public speaking and show you a short, but very effective, process.

Objectives

[Visual #2: *Objectives*]

Participants can:

- ☞ learn techniques for overcoming anxiety
- ☞ differentiate among the 5 basic types of presentations
- ☞ recognize audience characteristics that affect the presentation
- ☞ identify the 3 main parts of an oral presentation
- ☞ utilize a process for planning an oral presentation

[Visual #3: *Objectives*]

Anxieties about Public Speaking

[Flip Chart Activity: *Anxieties about Public Speaking*]

What worries you the most about speaking to a group? Please share with the group some anxieties you have about public speaking.

(list responses, which may include: forgetting key points, dropping notes, tripping on cord)

As you can see, you are not alone. Many people really fear public speaking.

Traits of an Effective Speaker

[Flip Chart Activity: *Traits of an Effective Speaker*]

Think about what makes an effective presenter. What are some traits of a good speaker?

(answers may include: sense of humor, knowledgeable about topic, relaxed, smiles, involves audience)

You have many of these skills. Those you do not have can be developed. Practice and preparation can combine to make anyone an effective speaker.

Techniques to Overcome Anxiety

[Flip Chart Activity: *Techniques to Overcome Anxiety*]

What techniques have you used to help overcome anxiety? Would you please share these?

(answers may include: visualize audience, realize you are prepared)

Overcoming Your Fear of Public Speaking

[Distribute Handout #1: *Overcoming Your Fear of Public Speaking*]

This handout contains tips on overcoming your fear of public speaking. We will go over them together.

Try different techniques until you discover the ones that help you.

Types of Presentations

[Visual #4: *Types of Presentations*]

You may be called on to make different types of presentations. Presentations serve different purposes, such as to:

- ↳ Persuade
- ↳ Explain
- ↳ Teach or Instruct
- ↳ Report
- ↳ Decision Briefing

[Distribute Handout #2: *Types of Presentations*

Ask for response]

When you give a **persuasive presentation**, you are trying to sell the audience. Your goal is to interest them and convince them that this is a great idea. When would you use this style?

Know Your Audience

Your next step is to determine what type of audience you will be addressing and how to best share information to them.

How knowledgeable is your audience?

To understand or identify with the audience, determine what language to use based on the audience's knowledge of the subject matter. For example, if the audience knows very little about the subject, it is best not to use acronyms or jargon. An example would be using military terms when speaking to a civilian audience.

If the audience is knowledgeable about the subject, you may use technical words and more acronyms, but make sure everyone will understand you. You don't want to lose your audience!

Some audiences are mixed. Some people will be well informed about your subject matter and others will be hearing new information.

What are the interests and attitudes of your audience?

[Visual #5: **Know Your Audience**]

Analyze the interests and attitudes of your audience. Audiences may have high or low levels of interest. Their attitudes may range from positive to negative. If your audience has high interest and a positive attitude toward the subject, it will be easier to give your speech.

An audience with a high interest, but a feeling of uncertainty about the program, needs a clear, concise case presented to them. They want facts to lead them toward active support and involvement. Plan for interchange of information.

[Distribute Handout #3: **Know Your Audience**]

An audience with a high interest level and a negative attitude needs more attention given to the emotional content. An example might be a talk about downsizing or reorganization. These are emotional issues about which the presenter must remain calm. Be sure your information is correct and respect differing viewpoints.

A low interest and positive attitude audience needs some urging. The presenter should strive to prove the benefits of what is being said, how it will work for them, and what difference this information will make to them.

A low interest and neutral attitude audience includes people who may be forced to attend the presentation. Soldiers, especially single soldiers being briefed on family programs, are a good example.

The presenter's challenge is to persuade them that the presentation is worth their time. Although this group may be tough, a solid presentation that begins with an analogy or an example of why the topic is important may change their attitude.

The final group is the hardest. Audiences with low interest and a negative attitude do not want to be there and care little about what the presenter has to say. As a presenter, you must be very energetic and motivational. You have to prove the points accurately, using correct information and interesting visuals.

We have examined presentation anxiety, how to distinguish between different types of presentations, and how to know your audience.

Developing A Presentation

[Distribute Handout #4: **Audience Analysis**]

[Distribute a 3" x 5" presentation card to each group]

We will be using Handout #4 through the rest of this workshop to help plan a good presentation. Each group is assigned a specific type of presentation.

1. Persuade
2. Explain

3. Teach or Instruct
4. Report
5. Decision Briefing

Working with your group, identify an audience you may have an opportunity to speak to in the future.

(allow 3–4 minutes)

In your groups, select an audience type and discuss how that audience would prefer to have their information presented. Serve as sounding boards for one another. Refer to the handout to determine:

- ☞ What is the audience's knowledge level?
- ☞
- ☞ What is the audience's attitude—is it generally positive, neutral, or negative?
- ☞ How you would present the information to them?

*[Refer to Handout #3: **Know Your Audience**]*

(allow 10 minutes for activity)

Group Discussion

Please ask a volunteer to share your group's results.

(allow 10 minutes for discussion)

At this point, you're probably wondering, "How do I find out this information about the audience?" Ask! Check with people who have made presentations to them. Find out about their general attitudes and interest level in the subject matter you will be presenting.

We have discussed different aspects of presentations. We will take a 15-minute break, and when we return, you will learn how to plan a presentation.

[Break 15 minutes]

Planning a Presentation

Welcome back from the break.

*[Distribute Handout #5: **Planning a Presentation**]*

How do you plan an oral presentation? You might remember when you had to present a book report in school. You told the class what the main theme of the book was. You told them how the author developed the theme using examples from the book. Then you summarized what you told them. It is the same with any presentation.

[Walk audience through the steps of the handout]

Planning a presentation is easy if you pay attention to a few key questions.

Ask the **4 W** questions?

- ↳ Who
- ↳ Where
- ↳ Why
- ↳ What

Ask the **H** question?

- ↳ How

Preparing the Introduction

The introduction and conclusion of a presentation are the parts the audience is most likely to remember.

[Ask participants to refer to Handout #3]

The introduction draws the audience into listening to your presentation. It introduces the subject and the main purpose.

[Group Activity #1]

Focus on a future presentation you may make. You may use the example your group used during the knowing your audience's exercise. Prepare a draft copy of your introduction on legal pads.

(allow 5 minutes for this activity)

Preparing the Conclusion

Let's move on to the conclusion of the presentation. We are going to bypass the body of the presentation to prepare the conclusion because this is the last moment with your audience. The last thing you say is what the audience is most likely to remember.

The conclusion is where the presenter makes sure the audience knows what it has been told. The presentation must leave a good impression. Before concluding, ask for questions and then conclude the presentation. Give your concluding statement only after you've responded to any questions.

[Group Activity #2]

Using this technique and your legal pad, develop a conclusion for your presentation.

(allow 5 minutes for this activity)

Preparing the Body of the Presentation

Let's move on to the body of the presentation.

[Ask participants to refer to Handout #5]

To prepare the body of the presentation, you will need a variety of resources, such as facts, figures, visuals, comparisons, and examples. The body supports your ideas. Use no more than 35 main ideas in your presentation.

- ☞ Examples illustrate and describe your main ideas, define ideas, and describe various approaches.
- ☞ Reiteration uses a variety of ways to bring home the main ideas.
- ☞ Statistics enhance your facts; use a visual when presenting statistics.
- ☞ Comparisons and analogies support the main idea or assist the audience in relating to your point of view.
- ☞ Expert testimony from those who have benefited from Family Support Groups.

It's important to develop a presentation by thinking of ways your audience can relate to the facts or positions you are presenting. Involve the audience in saying, writing, or doing something using the information. Use activities that will help participants to learn or apply the information that is being presented. One important principle of adult learning is that adults learn best by being actively involved in the learning process.

On your legal pad, write down a few main ideas or facts for the body of your presentation and your ideas for a learning activity.

[*Group Activity #3*]

(*allow 10 minutes for this activity*)

Visual Aids

[*Distribute Handout #6: Visual Aids*]

You now have a plan for developing your presentation. How will you visualize your key points? Visuals must fit the content, group size, and setting in which the presentation will be made. If you plan to use visual aids, here are some hints:

- ☞ Use only the visuals you need.
- ☞ The visual aid must fit the presentation material.
- ☞ Flip charts are for small groups (letters should be big and bold).
- ☞ Overhead transparencies work well for medium-sized groups.
They are easy to make.
- ☞ 35 mm slides may take time to prepare, but they are impressive, especially in large group presentations.
- ☞ Present only one key idea per visual.
- ☞ Use key words and phrases.
- ☞ Use the largest type possible.
- ☞ Make sure visuals are accurate, grammar is correct, spelling is correct, and that there is enough white space.
- ☞ A general rule of thumb for white space is a maximum of 6 words per line and 6 lines per visual.
- ☞ Make sure lighting and seating are adequate to see the visual.
- ☞ Pay attention to color; can it be seen and is it effective?
- ☞ Know your equipment. Test it before the presentation to be sure it works, is in focus, and can be seen by the audience.
- ☞ Do not turn your back to the audience and talk to the visual.
- ☞ Use progressive disclosure. Reveal only that part of the visual you want the audience to see so they do not get ahead of the point you are trying to make.

[*Visual #6: Visual Aids*]

Remember visual aids are important because they:

- ☞ organize thoughts
- ☞ increase understanding
- ☞ save time (a picture is worth a thousand words)
- ☞ arouse interest
- ☞ dramatize, reinforce, emphasize
- ☞ simplify complex ideas

Take a few minutes to think about visuals that would support the presentation you plan to make.

(Allow a few minutes for groups to plan visuals)

Group Presentations

Each group will have an opportunity to share their planned presentation. Tell us your topic, your audience, how you will open the presentation, what information will be included in the body, and how you will present it and conclude it.

[*Group Activity #4*]

(allow 15 minutes for reports)

Conclusion

A key challenge that a presenter faces is making sure all the material presented is useful. Our workshop today has focused on why it's important to develop your presentation by thinking of ways the audience can read, hear, and see examples of the facts or positions being presented.

It is important to remember to:

- ☞ Involve the audience in saying, writing, or doing.
- ☞ Make sure material is useful.
- ☞ Do adequate advance planning.
- ☞ Give yourself enough practice.

Before very long, presenting to 1 or to 1,000 will become second nature.

[*Distribute Handout #7: Evaluation*]

Planning Presentations

Learn techniques to overcome anxiety.

Learn the 5 types of presentations.

Learn the 3 parts of an oral presentation.

This workshop will provide you with:

- ↳ take-home information
- ↳ practical applications
- ↳ opportunity to meet people with common interests

Join us at _____

For a workshop on _____

Date _____

For more information contact _____

See you there!

Family Support Group

Planning Presentations

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Objectives

- ✍ Learn techniques for overcoming anxiety
- ✍ Learn the 5 types of presentations
- ✍ Recognize audience characteristics that affect the presentation

Objectives

✍ Identify the 3 parts of an oral presentation

✍ Learn how to plan an oral presentation

Types of Presentations

↳ Persuade

↳ Explain

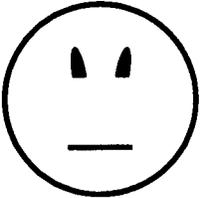
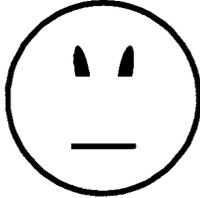
↳ Teach or Instruct

↳ Present a Report

↳ Decision Briefing

Know Your Audience

Interest Level

	High	Low
Positive		
Neutral		
Negative		

Visual Aids

- ✎ Organize thoughts
- ✎ Increase understanding
- ✎ Save time
- ✎ Arouse interest
- ✎ Dramatize, reinforce, emphasize
- ✎ Simplify complex ideas

Overcoming Your Fear of Public Speaking

- ☞ **Breathe.** Take a few deep breaths before you begin to speak; stop and breathe between sentences.
- ☞ **Self Talk.** Tell yourself you are not going to die, others have done this and lived. You know your material. You are good.
- ☞ **Visualize.** Imagine yourself talking to the group. Imagine the time, place, how you will feel, what you will say. Imagine how confident you are.
- ☞ **Solid Stance.** Don't sway back and forth or side to side. Don't lock your knees. Relax!
- ☞ **Arrive Early.** Allow time to be sure everything is ready and get acquainted with the room—how it smells, feels, looks.
- ☞ **Greet Your Audience.** Before you begin, say hello to a few people. This assures the group that not everyone is a stranger. You will know a few people by name and will know about what interests your audience.
- ☞ **Food.** Eat nutritional food and avoid sugar and caffeine.
- ☞ **Pace Yourself.** Pace yourself so your energy level stays constant.
- ☞ **Practice.** Practice your material and your nonverbal messages, such as hand movements, eye contact, stance.
- ☞ **Find an Amen Corner.** Find a friendly face that you can look to for confidence, but don't lock on that face.
- ☞ **Water.** Have a glass of water handy; it helps with dry mouth. If you forget where you are or what you were going to say, take a quick sip to clear the cobwebs.
- ☞ **Don't Read Your Presentation.** This will make you more nervous. Practice, practice, practice so that you will need your notes only for numbers and to assist you in remembering your key points.
- ☞ **Practice.** Practice in front of a friend, use a video camera, a tape recorder, or a mirror.

Types of Presentations

↳ **Persuasive**

- Selling the audience on a new idea
- Asking for money
- Exciting the audience

↳ **Explanatory**

- Informing, rather than selling
- Telling about something
- Familiarizing

↳ **Instructional**

- Showing how to do something
- Showing how to use something
- Encouraging more audience involvement

↳ **Oral Report**

- Updating progress on a task
- Discussing problem areas

↳ **Decision Briefing**

- Providing background information on a situation or problem
- Providing recommendations for action
- Presenting advantages and disadvantages of each recommendation
- Requesting a decision

Know Your Audience

P High Interest—Positive Attitude

- already sold on your topic
- keep the energy high
- exampleconference

P High Interest—Neutral Attitude

- they want facts
- be clear and concise
- encourage interchange of information
- examplepeople learning a new task

P High Interest—Negative Attitude

- avoid getting caught up in their attitude
- respect the variety of viewpoints
- stay calm and collected
- be sure facts are correct
- exampledownsizing of an organization

P Low Interest—Positive Attitude

- need some urging
- pleasant, but lethargic, audience
- prove benefits of your presentation
- show the difference it will make to them

P Low Interest—Neutral Attitude

- audience may be forced to attend and is not sure why
- persuade the audience
- make it worth their time to listen
- have a solid presentation

P Low Interest—Negative Attitude

- they do not want to be there
- prove points quickly and accurately
- must prove what is in it for them

→ be motivational and energetic

Audience Analysis

Identify a person or group that you will give a presentation to and complete the following questions to guide you in preparing your talk. Use the same process for future groups that you will address.

1. General audience analysis: Who will be there?

2. How long have they known about Family Support Groups?

3. What is their knowledge of Family Support Groups?

Very little _____ Moderate _____ High _____

Are they familiar with military terms? _____

4. How willing are they to accept the ideas I will present?

High Interest _____ Positive Attitude _____

High Interest _____ Neutral Attitude _____

High Interest _____ Negative Attitude _____

Low Interest _____ Positive Attitude _____

Low Interest _____ Neutral Attitude _____

Low Interest _____ Negative Attitude _____

5. Audiences that Family Support Group leaders and members may give presentations to:

6. What opinions might the audience have about the subject matter that I will present?

7. Why will the audience be attending my presentation?

8. What are the advantages and disadvantages of speaking to this audience?

9. Who could tell me more about this audience

Planning a Presentation

1. Who am I giving this presentation to?

2. Where am I giving this presentation?

3. Why am I giving this presentation?

4. What do I want to have happen after the presentation is complete?

5. How will I make my presentation?

6. Is the purpose of my presentation to:

- persuade
- explain
- instruct or teach
- present a report
- request a decision

7. I have _____ time for the presentation.

8. Do I have enough time to cover the subject matter and complete my goal? _____

Planning the Introduction

The following are examples of ways to open a presentation.

Direct statement Why is this important to the audience?
The Family Support Group is as important during peacetime as it is during deployment.

Indirect opening Some vital information that is interesting.
Last year, our unit deployed 15 times in 12 months.

- ☞ **Vivid example or comparison**This must lead directly to the subject.
This Family Support Group has increased its membership 10 percent in the past 12 months.
- ☞ **Strong quotation**The quotation must relate to the subject and be meaningful to the audience to establish rapport.
Remember when we were told _____? Today, this applies to Family Support Groups because _____.
- ☞ **Important statistics**Make sure they can be validated.
Last year, this Family Support Group assisted 35 families.
- ☞ **Story**Illustrate the subject; stories should not be just for entertainment.
- ☞ **Yourself**If someone has not already done so, introduce yourself, tell where you fit into the organization, and list any credentials you may have.

9. What type of introduction will I use?

- ☞ Direct statement
- ☞ Indirect opening
- ☞ Vivid example
- ☞ Comparison
- ☞ Strong quotation
- ☞ Important statistics
- ☞ Story

10. The introduction will say:

11. Will I introduce myself? What will I say? What will someone else say about me? What information should they have to introduce me as I want the audience to view me?

Body of the Presentation

The body of the presentation should be well organized and contain enough information to cover the subject completely. Options for presenting information include:

- ☞ **Examples**Illustrating or describing my main ideas, definitions of ideas, various approaches.
- ☞ **Reiteration**use a variety of ways to bring home the main ideas.

- ↳ **Statistics**—enhance facts, use a visual when presenting statistics.
- ↳ **Comparisons and analogies** support the main idea or assist the audience in relating to my point of view.

- ↳ **Expert testimony** from those who have benefited from Family Support Groups.

12. What type of information used in the body would communicate the type of message I wish to send to the audience?

- ↳ Examples
- ↳ Reiteration
- ↳ Statistics
- ↳ Comparisons
- ↳ Analogies
- ↳ Expert Testimony

13. What resources can be used to develop the body content?

14. The body will say:

Conclusion

15. If the audience remembers nothing else, what would I like them to remember from my presentation?

16. My conclusion will say:

Visual Aids

- ☞ Visual aids are important because they:
 - organize thoughts
 - increase understanding
 - save time (a picture is worth a thousand words)
 - arouse interest, dramatize, reinforce, emphasize
 - simplify complex ideas
- ☞ Visuals can be pictures, videos, cartoons, objects, demonstrations, or yourself.
- ☞ Use the visual aid that will best represent your key points.
- ☞ Limit visuals to those that strengthen your message. More is not better.
- ☞ Use flip charts with small groups. Make sure the letters are big and bold.
- ☞ Explore opportunities to make word and graphic transparencies with a computer.
- ☞ Slides (35 mm) are more expensive and time consuming to prepare, but project best for large audiences.
- ☞ Present only one key idea per visual.
- ☞ Use key words and phrases.
- ☞ Do not use all caps because they are hard to read. Use bold type instead.
- ☞ Use the largest type possible.
- ☞ Make sure visuals are accurate, grammar is correct, spelling is correct, and there is enough white space.
- ☞ A general rule of thumb for white space is: maximum of 6 words per line and 6 lines per visual for overhead transparencies.
- ☞ Pay attention to color—what will the audience respond to or reject? What can be read easily?
- ☞ Know your equipment. Test your visuals before the presentation to make sure that the equipment works, the images are in focus, and the audience can see them.
- ☞ Make sure lighting and seating are adequate to see the visual.
- ☞ Do not turn your back to the audience and talk to the visual.

↳ Use progressive disclosure. Reveal only the part of the visual you want the audience to see so they don't get ahead of the point you are trying to make.

Workshop Evaluation*

1. Did you understand the objectives of this workshop? Yes No

2. Do you think these objectives were met? Yes No

3. If you answered **No** to either 1 or 2, please explain your answer below:

4. Circle the word which best describes the effectiveness of this workshop:

Inadequate Marginally Effective Effective Very Effective Outstanding

5. Based on your above response, what are your suggestions for improving this workshop?

6. How did you benefit from this workshop?

7. Did this workshop meet the needs of the participants? Yes No

8. Circle the word which best describes the facilitator's presentation:

Inadequate Marginally Effective Effective Very Effective Outstanding

9. Please share your comments about the facilitator's presentations?

10. If you were the next facilitator to lead this workshop, how would you improve it?

*Use the back of this sheet to continue your responses, if necessary.

Family Support Group

Problem Solving

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Family Support Group

Problem Solving Facilitator's Guidelines

This section provides the facilitator with resources needed to plan and conduct a workshop.

Each workshop unit has **4 sections**:

- ☞ **Facilitator's Guidelines**
help the facilitator prepare for the workshop
- ☞ **Workshop Overview**
highlights the key components of the workshop
- ☞ **Workshop Plan**
provides the facilitator with an outline for conducting the workshop
- ☞ **Workshop Resources**
include program activities, supporting videos, flyer, handout materials, and transparency masters

Topic: **Problem Solving**

Goal: Participants will use a 6-step process to identify and solve problems.

Audience: This session is designed for **Family Support Group leaders**.

Time Required: 2 hours

Room Requirements: This workshop requires a room large enough to accommodate the number of participants. It is designed as a group process for roundtable discussions, with 8-10 people at each table. The room should be arranged for maximum visibility of the flip charts, videos, and overheads.

Facilitator's Preparation:

1. Reserve a location for conducting the workshop that will accommodate the number of participants.
2. Prepare flyers (located in Flyer Master section) and distribute them 12 weeks before the workshop.
3. Familiarize yourself with the goals of the workshop.

4. The facilitator's job is to lead the workshop, which includes distributing handouts and organizing group flip chart activities. Other tips include:

- ☞ plan an ice breaker
- ☞ encourage participation
- ☞ check for understanding
- ☞ prepare room
- ☞ make workshop personal
- ☞ gather needed material
- ☞ enjoy yourself
- ☞ offer amenities, such as child care, parking, and refreshments

5. Suggested activities are presented in square brackets ([]) in the lesson text.

The lesson text is meant to assist you and is not intended to be read aloud to the participants. The **suggested activities** list the visuals, handouts, or group activities that are used at particular points in the workshop.

6. Prepare overhead transparencies from the Transparency Masters provided:

- #1 Problem Solving
- #2 Objectives
- #3 6 Steps to Problem Solving

7. Prepare sets of 3'x 5" cards with the problems listed in Group Activity #1. Each group will need its own set of cards. Read the directions for the activity.

8. Prepare flip chart paper (for facilitator use) with the following titles:

- FSG Problem "Do's"** (single sheet)
- FSG Problem "Don't's"** (single sheet)

9. Reproduce the necessary numbers of handouts from the Handout Masters:

- | | |
|------------|---|
| Handout #1 | Sources of Support and Assistance for Army Families |
| Handout #2 | New Commander Case Study |
| Handout #3 | 6 Steps to Problem Solving |
| Handout #4 | Workshop Evaluation |

10. Assemble all other necessary materials and equipment.

Workshop Materials:

Flip chart paper on 2 easels and colored markers for the facilitator

Flip chart paper on 1 easel and colored markers for each table

Masking tape for securing charts

Pens and pencils for participants' use

Equipment:

Overhead transparency projector and screen

Family Support Groups

Problem Solving

Overview

(time 2 hours)

Estimated Time	Presentation Section	Visual-V Group Activity-G	Handout-H
5 minutes	Introduction Objectives	V#1 V#2	
15 minutes 20 minutes	Problems Facing FSGs Distinguishing Between Problems and Symptoms	Flip Chart Activity and H#1 G#1	
10 minutes	Break		
10 minutes	6 Steps to Problem Solving and the New Commander Case Study	V#3 and H#2	
60 minutes	The Process	G#2 and H#3	
5 minutes	Conclusion	H#4	

Family Support Group

Problem Solving

(time 2 hours)

Introduction

[*Visual #1: Family Support Group Problem Solving*]

Welcome to the problem solving session of the Family Support Group Workshop. You will develop skills for solving problems using a 6-step process.

Any team working to accomplish something will encounter problems. These problems are caused by different points of view about what the group can or cannot accomplish. Problems are also caused by different personalities working together. Many of these problems can be resolved by using this process.

Objectives

[*Visual #2: Objectives*]

Participants will be able to:

- ☞ identify types of problems a Family Support Group can or cannot solve.
- ☞ differentiate between a problem and a symptom.
- ☞ identify and use the 6 steps in a problem solving process.

Problems Facing Family Support Groups

[*Flip Chart Activity: FSG Problem “Do’s” and “Don’t’s” in columns*]

Family Support Groups face numerous problems. Some problems they can address and solve; others are beyond their scope and should not be addressed.

Think about your Family Support Group. We will discuss problems your group should address and problems they should not address.

(as participants share, list their examples on a flip chart)

Problems Family Support Groups should become involved with are:

- ☞ Mutual assistance and involvement of FSG members and the military unit
- ☞ Developing systems of communication
- ☞ Welcoming new families
- ☞ Involving families in unit activities
- ☞ Referral of families in need to appropriate resources, i.e., unit, installation, or civilian community
- ☞ Assistance with deployment briefings and activities

Problems Family Support Groups should not attempt to solve are:

- Providing living quarters
- Providing child care
- Providing transportation
- Providing banking services
- Duplicating services available elsewhere

What one individual may perceive as a task for the Family Support Group may not be within the guidelines of the group. If in doubt, check with your unit liaison officer before attempting to address a Family Support Group problem.

When you encounter Family Support Group problems or member needs that are not appropriate for the Family Support Group, it is important to remember that the Family Support Group is a part of the larger Army team. **Sources of Support and Assistance for Army Families** lists other agencies with resources dedicated to helping the Army family.

[Handout #1: Sources of Support and Assistance for Army Families]

Distinguishing between Problems and Symptoms

*[Distribute prepared 3" x 5" index cards as described in Group Activity #1: **What is the Problem?**]*

The first step, identifying the problem, is the key to effective problem management. It is impossible to solve a problem that is not acknowledged by the leader as a problem, or if the problem has not been correctly identified.

It is easy to confuse a symptom with a problem. Your challenge is to decide what the problem is. Examine some problems versus symptoms. A problem can be reflected in symptoms, but the root problem may be very different from any of the symptoms.

Symptoms are warning signs that a larger problem may exist. The exercise you are going to do will help you

Distribute all the cards among your group members.

(allow 10 minutes to complete)

After everyone has stated what they think the problem is, decide as a group which statements are symptoms of the real problem.

Remove irrelevant information, and state what the real problem is. Ask a volunteer to share your group's conclusion. Do not dismiss anyone's ideas or thoughts because they may have the right answer or understanding of the problem.

(Each volunteer explains what their group thinks the problem is, and how the group arrived at its decision.)

(allow 10 minutes to complete)

This exercise illustrates that identifying the problem is not an easy task. The cards described symptoms that may be irrelevant to the situation. What did your group decide was the problem?

(Answer is: children are experiencing problems in sharing their feelings about their parent's deployment.)

You have identified the difference between problems and symptoms. We'll take a 10-minute break, and when we return, we will look at problem solving.

[Break 10 minutes]

6 Steps To Problem Solving

Welcome back from the break.

*[Visual #3: **6 Steps to Problem Solving Process**]*

Family Support Groups may encounter simple or complex problems. A 6-step process may be used to assist in coping with these problems. In this training session, we will explore how to use the 6-step process. Our goal is to be able to recognize and utilize the process.

1. Identify the problem
2. Gather data relating to the problem
3. Identify possible solutions
4. Test possible solutions
5. Select the best solution
6. Put the solution into action

Begin the problem solving process by reading the **New Commander Case Study**.

*[Distribute Handout #2: **New Commander Case Study** (See facilitator's instruction for Group Activity #2)]*

(allow 5 minutes for this activity)

Now that you are familiar with the situation, your group will discuss a series of questions in the 6-step process. The case study is brief, and you must second-guess some events in the study. Thus, you must pretend that you are in the situation.

*[Distribute Handout #3: **6 Steps to Problem Solving**]*

Step 1—Identifying the Problem

(allow 10 minutes for this step)

Discuss the questions presented in Step 1 of the handout and decide as a group what the problem is. Keep the decision in your group for now. Remember as we move through the other steps of the problem solving process to continue to ask yourselves, "are we addressing a symptom or the problem?"

(notify the groups when 2 minutes are left)

Step 2—Gathering Data

(allow 5 minutes for this step)

Gather as much information about the problem as resources permit. When focusing on the problem in your Family Support Group, taking time to gather reliable data is critical. Inaccurate or incomplete data can lead to poor decision making. Two other questions to consider:

- ☞ Is the information provided as fact, opinion, or rumor?
- ☞ What do the people who have provided the data have to gain or lose in relation to the outcome?

(notify the groups when 2 minutes are left)

Step 3—Identifying Possible Solutions

(allow 5 minutes for this step)

Brainstorming is fun and a functional way to identify a wide range of possible solutions. The more ideas the better. Explore all possibilities. Combine several ideas. Avoid getting tunnel vision.

(notify the groups when 2 minutes are left)

Step 4—Testing Possible Solutions

(allow 10 minutes for this step)

After brainstorming, the next step in the process is evaluating the solutions, based on certain criteria:

- ☞ Is it suitable?
- ☞ Is it feasible?
- ☞ Is it practical?
- ☞ Is it acceptable?
- ☞ Does it meet the Army Regulations and Command Policy?
- ☞ Is it cost effective?

Be sure to list the pros and cons of the solutions you generate.

(notify the groups when 2 minutes are left)

Step 5—Selecting the Best Solution

(allow 5 minutes for this step)

Now that you have tested your solutions, list them in order of effectiveness. This does not mean that the first solution is automatically the solution to try.

Problem solving challenges your skills of judgment. Often no single solution is the best solution. Compromise and collaboration may yield the best solution.

(notify the groups when 2 minutes are left)

Step 6—Putting the Solution into Action

(allow 10 minutes for this step)

The action plan is as critical as the solution. The strategy may be right, but if not carried out properly, it could fail. An action plan implies progress toward a solution rather than an immediate resolution. Quick fixes usually have short life spans.

If the problem goes away, the solution must have been a good one. If not, reevaluate. Consider other options or evaluate new information that may lead to new options, and then adjust your plan accordingly.

Ideally, you should have a contingency plan ready if your first solution does not work. Review other solutions you tested.

Did you overlook something? Was the information accurate? Was the criteria valid? What other option seems most effective, considering the new information you have?

If the reevaluating process does not work, the next question is whether you were working on a symptom or a problem.

(notify the groups when 2 minutes are left)

Group Discussion

How did the 6-step process work for your group? Would a volunteer from each group share the experiences their group had in working through this process?

(allow 10 minutes for discussion)

Thank you for sharing your experiences which have helped us all.

Conclusion

Many groups go astray because they work on symptoms and not on problems. Some people cannot resolve problems because they jump to conclusions about solutions before they have gathered sufficient information to understand the causes of the problem. Some problems can be solved more easily than others. Some problems are managed rather than solved.

There may be factors that you and the team cannot control. There are many methods of problem solving and they all involve the 6-step process.

Using this process will help you become better problem solvers. Now that you have participated in this process, you may wish to use it when working with your FSG group.

[Distribute Handout #4: *Workshop Evaluation*]

Problem Solving

Learn to identify the types of problems that FSGs address.

Can you tell the difference between a problem and a symptom?

Learn the 6-step problem solving process.

This workshop will provide you with:

- take-home information
- practical applications
- opportunity to meet people with common interests

Join us at _____

For a workshop on _____

Date _____

For more information contact _____

See you there!

Family Support Group

Problem Solving

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Objectives

- ✎ Identify the types of problems a Family Support Group can and cannot solve
- ✎ Differentiate between a problem and a symptom
- ✎ Identify and use the 6-step problem solving process

6 Steps to Problem Solving

1. Identify the problem

2. Gather data

3. List possible solutions

4. Test possible solutions

5. Choose the best solution

6. Take action

Sources of Support and Assistance for Army Families

1. **Army Community Service (ACS):** the mainstay of soldiers, DoD civilians, and family members assistance for the Army on or near installations. It is staffed by volunteers and paid professionals. Among the services ACS provides are: 1) financial counseling and assistance; 2) services for special needs families; 3) family advocacy services; 4) relocation assistance; 5) information, referral, and follow-up assistance; and 6) family member employment assistance.
2. **Army National Guard and U.S. Army Reserve Family Program Coordinator Offices:** Although not staffed at ACS levels, these offices provide information and referral services on all of the listed services, both military and civilian, for the families of Reserve Component members who normally reside away from Army installations.

Note: The two agencies listed above operate during times of normal operations and during deployments. They are among the first places the Army family should turn for advice and assistance. If these agencies cannot provide direct assistance, they will refer the family to someone who can.

3. **Family Assistance Center (FAC):** may be established on or off Army installations during periods of lengthy deployment. FACs provide assistance and information and referral on matters such as ID cards and DEERS, health care, legal matters, financial counseling and assistance, and family psychological support.
4. **Rear Detachment:** A military unit may create a Rear Detachment when it deploys for extended periods. This detachment is the primary point of contact for family members who have questions or who need assistance before and during separations.
5. **Family Support Group (FSG):** organized to provide mutual support for a unit's family members. It is affiliated with a specific military unit, ARNG Armory, or USAR Center. The FSG forms the third component of the Army's family support system during deployment. It operates during periods of normal operations, as well, in close coordination with the affiliated unit and, if convenient, with ACS or the

of inspiration, training, and support to empower Army families to increase and enhance their self-reliance.

What Is the Problem?

Instructions for Group Activity

Time Required:

15 minutes
(10 minutes to identify problem, 5 minutes to share decision)

Materials:

3"x 5"cards

Process:

Listed below are Problem Statements. Write or tape each phrase on a 3"x 5"card. Make enough copies for each group to have a set of cards. Groups should be no more than 8 to 10 people.

After the groups have formed, give each group a set of cards. Participants deal the cards as if playing a regular card game. Some participants may have more cards than others, but this will not affect the exercise.

The objective of the exercise is to define the problem based on the information they have been given on the cards.

Participants first assume that what is written on their card is the problem. Each person tells what the problem is based on the information on their cards. After each person has stated what they think the problem is, the group becomes involved in discussion to determine what the real problem is. In 10 minutes, they are to be ready to share their answers, and how they arrived at their answers.

If the groups get bogged down, suggest they eliminate information that has nothing to do with the problem.

When they have finished, ask each group to tell what they think the problem is. Other discussion questions could include:

- ☞ How did your group come to this conclusion?
- ☞ What knowledge did you use to reach this conclusion?
- ☞ Were there any experts in the group that everyone listened to?
- ☞ How did you react when others disagreed with you about your view on what the problem was?
- ☞ How did others change your mind? How did you change other people's views about what the problem was?
- ☞ Did everyone participate?

The answer to the problem is: **Children are experiencing problems sharing their feelings about their parent's deployment.** The other items listed either are symptoms or they provide information that has nothing

to do with the problem. For example, the card giving the fact that someone doesn't like their neighbor could have been important to the person involved, but had nothing to do with the problem.

The objective was to determine the problem so that it could be solved. But, as illustrated in this exercise, this is not always easy. Sometimes, symptoms are thought to be the problems.

Problem Statements for the 3" x 5" cards are:

Our Family Support Group doesn't have an after-school tutoring program for school-age children.

In the past, before deployment, I always had a good relationship with my children.

My daughter has insisted on getting the strangest hair cut. It is awful.

My children are making lower grades. I take great pride in their school work.

My neighbors' children aren't having problems with their school work.

My children do not need help with their homework. Our TV is broken.

I want to help my children build good friendships at school.

My children don't know how to share their feelings about deployment. Their feelings build up inside and affect their grades and friendship.

Kids are just going to have problems as they grow up.

My neighbor has an injury from a war.

My children are frustrating me.

I do not like most of the kids in our neighborhood. They are too loud and messy.

I do not like the teachers in our school. My children have never had problems with their grades before.

My neighbor's child is making fun of my daughter because she makes lower grades than he does.

Children go through phases. Give them time and they will get into the groove of their class.

Children learn in different ways and at different speeds. My main concern is my child's ability to reach her capacity.

My child is self-confident.

My children worry about their father or mother when they should be studying.

Adapted from the *Encyclopedia of Team Building Activities*, J. William Pfeiffer and Company, 1991.

New Commander Case Study

You are a member of a Family Support Group. The unit sponsoring your Family Support Group has recently had a change of command. The previous commander supported the Family Support Group's activities to the fullest.

The rumor mill says the new commander, who is single, knows nothing about Family Support Groups. Also, the rumor mill says that the new commander has been overheard making negative remarks about Family Support Groups.

Your Family Support Group has been in existence for 4 years. It has been a struggle, but the group has been successful in all aspects. During a recent deployment, there were more volunteers than there were jobs. The Family Support Group leader said to thank them and tell the extra volunteers to go home because they were not needed. But she is gone now since her husband was transferred to another unit.

Recently, most of the activities and meetings held by the Family Support Group have not been well attended. No one seems to know why.

You strongly support the group and you wonder what the problem could be.

6 Steps to Problem Solving

Facilitator's Instructions for the Group Activity

Divide the participants into small groups of 6-8. Give each participant a copy of the **6-Step Problem Solving Activity Sheet**. Give each group another copy of the guide so individuals can keep their copy to take back with them.

Use the time allocated in the Facilitator's Guidelines to pace the activity. The following ideas will make the exercise easier to conduct:

Remind each participant that this entire process will be beneficial to them if they go through each step. The process can be developed as a habit, and this is an opportunity to start the formation of that habit.

The first step is **identifying the problem**. The Gripe To Goal exercise is a quick way to assist problem solvers in becoming focused. The questions that follow will help them clarify their thoughts so that they can be more confident that they are on the right track.

Gathering data is a section that will be easier to complete in a real-life situation. The case study is brief, and the participants must second-guess some events in the study, but this is often the way it happens in problem solving. Often, there is not much information to work with. Thus, have the participants pretend they are in the

The third step is **listing possible solutions**. For this exercise, we will use the brainstorming process. It is a good way to select information.

Another way would be if there were a problem identified by the members of the Family Support Group. A flip chart could be posted with the problem listed at the top. Then, as members walk by the chart during a specific period, they could list ideas that come to mind for solving the problem.

Testing possible solutions is a step that is easily overlooked. Again, remind the participants not to skip over or take this step too lightly. In real life, they would have a lot more time to complete this step.

The fifth step, **selecting the best solution**, should be a group effort. Not everyone will agree, but a cooperative and collaborative effort works best.

Putting the solution into action is the last step. Here, the participants must pretend again, but it will give them a good idea of whom to approach. Emphasis should be given to the **By Whom** and the **By When** section of the action step. The last portion of that section is important to point out. It is a contingency plan. All plans should have a 'what would happen if' section.

Some groups may have come to the same conclusion about what the problem is. Others may arrive at a different conclusion. Be sure to point out that this is normal. Not all groups will think it is the same problem and they will not approach the solution in the same manner.

This is an excellent learning tool because it points out the differences in teams. There is no way to tell which group has the correct problem because the participants cannot put their plans into action. However, encourage them to share what has happened to them if they have experienced the same type of problem.

6 Steps to Problem Solving

Step 1: Identify the Problem

1. My real gripe, frustration, or anxiety is _____

2. My real concern is _____

3. What I am really hoping for is _____

4. Therefore, my goal is to _____

Before you go to the next step, consider the following questions about the problem.

5. Is this a problem or a symptom? If it is a symptom, what is the problem? _____

6. What control do I have over the factors and forces affecting the problem? _____

7. How much influence do I have over the factors affecting the problem? _____

8. Will it go away if nothing is done? _____

9. Who cares if the situation changes? _____

10. Why should I care about solving the problem? _____

11. Whose problem is this? The group's or an individual's? _____

12. What additional information and expertise are required? _____

13. How does the problem affect the group? _____

14. Where is the problem? _____

15. When did it happen? _____

16. What are the main causes of the problem? _____

Step 2: Gathering Data about the Problem

1. What information have I been given? _____

2. Where could I obtain more information? _____

3. Are my sources reliable? _____

4. Have I asked for the opinions of people who think differently than I do, or have I just asked those who will agree with me?

Step 3: Listing Possible Solutions

Step 4: Testing Possible Solutions

You should ask these questions of each of the proposed possible solutions. These are not the only criteria; others may be added. The criteria must be asked of each solution. The criteria that you choose can be made into a grid.

1. How suitable is the solution? Will it do the job? Will it remedy the problem situation completely or partially? Is it a permanent or a stopgap solution?

2. How feasible is it? Will this plan work in actual practice?

3. How acceptable is it? Will the Family Support Group members, the commander, and other interested parties accept the solution?

4. Is the solution within regulations?

5. How much will it cost in terms of time, people, resources, and money? Will the required resources be available?

6. What are the pros and cons of your alternate solutions?

Solution	Positive	Negative (Can this be solved?)
<hr/>	<hr/>	<hr/>

Step 5: Choosing the Best Solution

Examine the criteria and the positive and negative points of each of the possible solutions. Which one looks as if it may be the best solution? Which seems second best? Continue to list the options in the order of importance.

Step 6: Putting the Solution into Action

1. The problem is _____

2. Solutions to the problem are _____

3. Steps to carrying out the solution _____

Action Steps	To Be Done by Whom	By When	People Who Will Be Involved	Resources Needed

Workshop Evaluation*

1. Did you understand the objectives of this workshop? Yes No

2. Do you think these objectives were met? Yes No

3. If you answered **No** to either 1 or 2, please explain your answer below:

4. Circle the word which best describes the effectiveness of this workshop:

Inadequate Marginally Effective Effective Very Effective Outstanding

5. Based on your above response, what are your suggestions for improving this workshop?

6. How did you benefit from this workshop?

7. Did this workshop meet the needs of the participants? Yes No

8. Circle the word which best describes the facilitator's presentation:

Inadequate Marginally Effective Effective Very Effective Outstanding

9. Please share your comments about the facilitator's presentations?

10. If you were the next facilitator to lead this workshop, how would you improve it?

*Use the back of this sheet to continue your responses, if necessary.

Family Support Group

Newsletters

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Family Support Group

Newsletters Facilitator's Guidelines

This section provides the facilitator with the resources to plan and conduct a workshop.

Each workshop unit has **4 sections**:

- ☞ Facilitator's Guidelines
help the facilitator prepare for the workshop
- ☞ Workshop Overview
highlights the key components of the workshop
- ☞ Workshop Plan
provides the facilitator with an outline for conducting the workshop
- ☞ Workshop Resources
include program activities, supporting videos, flyer, handout materials, and transparency masters

Topic: Preparing Family Support Group Newsletters

Goal: Family Support Group leaders and members will acquire skills in designing and developing a newsletter.

Audience: This session is designed for **Family Support Group leaders and members**.

Time Required: 2 🕒 hours

Room Requirements: This workshop requires a room large enough to accommodate the number of participants. It is designed as a group process for roundtable discussions, with 8–10 people at each table. The room should be arranged for maximum visibility of the flip charts, videos, and overheads.

Facilitator's Preparation:

1. Reserve a location for conducting the workshop that will accommodate the number of participants.
2. Prepare flyers (located in the Flyer Master section) and distribute them 1–2 weeks before the workshop.
3. Familiarize yourself with the goals of the workshop.

4. The facilitator's job is to lead the workshop, which includes distributing handouts and organizing group flip chart activities. Other tips include:

- ☞ plan an ice breaker
- ☞ encourage participation
- ☞ check for understanding
- ☞ prepare room
- ☞ make workshop personal
- ☞ gather needed material
- ☞ enjoy yourself
- ☞ offer amenities, such as child care, parking, and refreshments

5. Suggested activities are presented in square brackets ([]) in the lesson text.

The lesson text is meant to assist you and is not intended to be read aloud to the participants. The **suggested activities** list the visuals, handouts, or group activities that are used at particular points in the workshop.

6. Prepare overhead transparencies from the Transparency Masters provided:

- #1 Newsletters
- #2 Objectives
- #3 Information for Newsletter Contributors
- #4 Newsletter Front Page

7. Prepare 3" x 5" job description cards described in the group activity instructions for Front Page Teams.

8. Reproduce the necessary numbers of handouts from the Handout Masters:

- #1 Improving Your Newsletter
- #2 Newsletter Guidelines
- #3 Headline Writing Guides
- #4 Reader Evaluation Form
- #5 Workshop Evaluation

9. Assemble all other needed training materials and equipment.

Workshop Materials:

- Flip chart paper on 1 easel and colored markers
- Flip chart paper and colored markers for each table
- Masking tape for securing charts
- Pens and pencils for participants' use
- One ruler and one pair of scissors for each table
- Samples of good FSG newsletters

Equipment:

Overhead transparency projector and screen

References:

DA Pamphlet 608-47, "Family Support Group"

The Army Family Readiness Handbook, Operation R.E.A.D.Y.

Family Support Group

Newsletters

Overview

(time 2  hours)

Estimated Time	Presentation Section	Visual-V Handout-H
5 minutes	Introduction and Objectives	V#1 and V#2
5 minutes 10 minutes 1  hours	Guidelines Newsletter Information Front Page Design (Note: Breaks may be scheduled as needed)	H#1, H#2, H#3 V#3 V#4 and Group Activity
15 minutes	Front Page Review	Flip Chart Activity
5 minutes	Conclusion	H#4

Family Support Group

Newsletters

(time 2 🖨️ hours)

Introduction

[Visual #1: *Newsletters*]

Welcome to newsletter workshop. The purpose of a newsletter is to keep Family Support Group members and their families informed about group activities, group members' interests, needs, and accomplishments, and to share unit news.

Objectives

[Visual #2: *Objectives*]

Participants will:

- Learn newsletter guidelines
- Write a newsletter article
- Design and develop a front page

Guidelines

Newsletters can be an effective line of communication among FSG members, and with command and community leadership. You can design your FSG newsletter to meet the unique needs of your FSG. However, be sure you meet printing and distribution requirements. Check with your affiliated unit point of contact for current publications that can be used as guides.

Two sources which may help are the DA Pamphlet 608-47, "Family Support Group," and *The Army Family Readiness Handbook*.

(have copies available for participants' use)

[Distribute Handouts #1, #2, #3]

Your groups will use handouts 1–4, which can also serve as quick references for future use.

Your Family Support Group should have access to a computer through their unit. If you don't have access to a computer, don't worry. The key to effective newsletter communication is the timely sharing of information to Family Support Group members, by whatever means are available.

Newsletter Information

The first task in preparing a newsletter is to gather information. The newsletter editor and Family Support Group leader should solicit news from many sources. The commander, committee chairs, and volunteer reporters can contribute valuable information.

A regular publishing schedule with reminder notices sent to contributors helps them to get news in on time.

[*Visual #3: Information for Newsletter Contributors*]

Work with the editor to plan your newsletter and set deadlines for each issue. Give potential contributors a production calendar and a reporting sheet which might include:

- ☞ Date the information is due.
- ☞
- ☞ Specific information requested, such as: upcoming Family Support Group events; official information about what is happening in the command; benefits, programs, and services that are available.
- ☞ Request that all information be printed or typed, using complete sentences. The editor will make changes as needed to fit column space.
- ☞ If an item is to be returned (i.e., photo), include the return address.
- ☞ Allow time for the Family Support Group leader to review the newsletter before it is printed.
- ☞ The Family Support Group leader and newsletter editor must abide by current Army policy on using and managing military mailing lists.
- ☞ Mailing lists are never to be released to unauthorized people or agencies. They are used solely for communicating with the Family Support Group.

In review, you will not only want to remember the guidelines, but you will want to ask certain questions.

What is the purpose of the article? What do you hope to achieve? Will it provide the right message to the reader? You want to communicate accurate, unbiased, and current information.

The most important part of the article should appear in the first 2–3 words of the sentence. Begin with a strong lead. In a paragraph the most important sentence goes first. Keep your sentences simple and short.

The following tips will improve your writing:

- ☞ Use the active voice (present tense)
- ☞ Check noun and verb agreement
- ☞ Certain words are used excessively and do not contribute to the message. Leave them out. Examples: very, nearly, only, almost, quite, really, etc.

More tips are included in your handout.

Front Page Design

[*Visual #4: Newsletter Front Page*]

The front page is the most important part of a newsletter. For the next 1 ½ hours, we will work in teams to design a front page. This includes designing a header, planning a format, and writing articles.

You will use your handout **Improving Your Newsletter**. As you work, use the team-building skills you learned in the Leadership Skills workshop.

[Group Activity: **Front Page TEAMS**]

After I pass out job cards to your groups, choose one for your newsletter project.

You will find information in the handout useful to guide and critique your team's work. Lay out your newsletter on a piece of flip chart paper. Upon completion post your newsletter front page on the wall.

(Note: Encourage participants to take breaks as needed.)

(allow 1 1/2 hours to complete)

Take a few minutes to stretch and look at some front pages designed by the other groups.

[Break 10 minutes]

Front Page Review

[Flip Chart Activity (Facilitator Led)]

Let's review our front pages. How do you think you did? Are all the pieces there?

What strengths do you see in the headers?

- ☞ Communicates image, purpose, and source of newsletter
- ☞ Sets the tone of newsletter
- ☞ Meets regulations for printing and distribution

Remember the layout designs should:

(emphasize these points)

- ☞ Be clear and easy to read
- ☞ Be well organized
- ☞ Have logical information flow
- ☞ Make good use of white space

Use columns and margins to promote easy reading.

Story development techniques make the newsletter easy to read and informative. Key points to remember in this area are:

(emphasize these points)

- ☞ Message encourages reader's interest
- ☞ Shows interest in reader's information needs
- ☞ Avoids vague, extraneous, redundant wording
- ☞ Reflects the spirit of the Family Support Group—it should sound personal

What changes do you plan to make to your Family Support Group newsletter front page because of your experience today?

(take a few responses)

Conclusion

You will all be winners as newsletter communicators when your team includes people who want to produce a creative, informative, and timely product.

Your newsletter will succeed when you have a plan to facilitate good news gathering, and when you guide your editors to write news that is easy to read, shares accurate information, and is distributed regularly.

*[Distribute Handout #4: **Workshop Evaluation**]*

Newsletters

Would you like to learn how to prepare a FSG newsletter?

Do you know how to write a newsletter article?

Would you like to learn how to design a front page?

This workshop will provide you with:

- ✦ take-home information
- ✦ practical applications
- ✦ opportunity to meet people with common interests

Join us at _____

For a workshop on _____

Date _____

For more information contact _____

See you there!

Family Support Group

Newsletters

Operation R.E.A.D.Y.
Resources for Educating About Deployment and You

Objectives

- ✍ Apply newsletter preparation guidelines
- ✍ Develop a newsletter information article
- ✍ Design and develop a newsletter front page

Information for Newsletter Contributors

☞ Due date

☞ Reporter's name and
phone number

☞ Subject matter

☞ Typed or printed copy

☞ Return address

Newsletter Front Page

 Header

 Format

 Information article

Improving Your Newsletter

Reasons for Using a Newsletter

- ☞ Reach a small audience
- ☞ Communicate to a specific group with common interests
- ☞ Use more detail than other mass media will carry
- ☞ Save meeting time
- ☞ Provide recognition
- ☞ Introduce new ideas
- ☞ Introduce yourself

Steps in Producing a Newsletter

1. Define your audience and its needs
2. Name your objective
3. Set up the mailing list
4. Choose the messages and locate sources of information
5. Write the copy
6. Design the layout
7. Plan the reproduction method
8. Set up the distribution
9. Evaluate your product

Planning Your Newsletter

The purpose of this newsletter is:

The newsletter will be sent to:

Describe audience:

Describe the audience's information needs:

The newsletter will be: → an individual effort → a joint effort

The name of the newsletter is: _____

The agency requirements are:

The publication should convey an image of:

The frequency of the newsletter will be published:

- monthly
- bimonthly
- quarterly

It will be mailed:

- first of month
- middle of month

Newsletter Guidelines

Purpose

What is your newsletter's purpose? What do you hope to achieve? You want to communicate accurate, unbiased, and current information. It sounds simple, but effective communication requires planning. Begin by getting to know your audience.

Audience

What do you know about the people you are writing to? Why do they need to know what you have to say? What are the most important things in their lives? The better you know them, the better your chances of giving them useful information.

Content

What are you telling your readers? Is it about their lifestyles and needs? Is it timely? Are you the best source of information on this topic, or do you need some assistance? If you use someone else's research or information, do you give them credit?

How much are you telling your audience at one time? Can they use all the information you provide, or is it overwhelming and confusing?

Newsletters should be short and to the point. Some studies indicate that you have about 20 seconds to grab your reader's attention, and if you accomplish that, you have about 10–20 minutes to tell them everything. The audience will affect this, of course.

Expect to share 1–3 major points. A 4-page newsletter is a good length. A newsletter that looks interesting but is too long to be read now gets put aside for later—a time that never comes.

Writing Style

The most important news should appear in the first 2 or 3 words of the sentence, if possible. Begin with a the newsletter, too.

Keep the sentences simple and short. Special events may call for added flavor and style, but keep in mind most readers want you to get to the point quickly. The following writing tips may be beneficial to you:

- ☞ Use the active voice.
- ☞ Check noun and verb agreement. Some sentences are tricky.
- ☞ Certain words are used excessively and do not contribute to the message. Leave them out. Examples: very, nearly, only, almost, quite, really, etc.
- ☞ Generally, a period goes inside a quotation mark, a colon outside.

- ☞ A misspelled word stands out. Check the dictionary often.
- ☞ Spell checkers do not catch everything.
- ☞ Typos are unprofessional. It's easy to miss an error. Proofread carefully.
- ☞ Check to see that words are divided correctly. Hyphenation programs can make mistakes.
- ☞ Titles of books, magazines, publications, songs, etc., should be italicized. Use boldface, and italics, instead of underlining, to give emphasis.
- ☞ Use a grammar reference book and a style guide.

Copyright Laws

Printed Materials

The role of the Family Support Group is to disseminate information. This responsibility allows the freedom to use information released by government agencies, but not individual or institutional sources, unless permission is granted and the source is referenced.

Ethically, a person should always reference sources; *legally*, if a document is copyrighted, it must be referenced. The copyright owner has the power to prosecute when their work is used and permission was not granted.

Attributing the person who produced a piece of work is courteous. Have you ever opened a publication and found a piece of your work used without your knowledge? Asking permission, whether verbal or written (written, if possible), is professional, and most producers are more than glad for you to use their work. Copyrighted cartoons should not be used without permission.

Plagiarism is the theft (or even implication) of using a created product as one's own work. It can occur whether the publication is copyrighted or not.

Libel (injuring a person's or institution's reputation) is not likely to occur, but keep in mind that the chief causes of libel are carelessness, misunderstanding of libel laws, and the limitations of the privilege defense (First Amendment). Text, photos, artwork, broadcast, and computer software are all potential media for libel. Check every detail two or three times! Good judgment is essential.

The **fair use** of a copyrighted work, including reproduction of copies for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research, is usually not an infringement of copyright. In determining whether the use of a work in any particular instance is fair use, consider the following:

- ☞ the purpose and character of the use (commercial or nonprofit)
- ☞ the nature of the copyrighted work
- ☞ the amount of material used in relation to the whole copyrighted piece
- ☞ the effect of the use upon the potential market for or value of the piece

These principles should apply to presentations as well.

Computer Software

Software piracy is common among computer users, and often by people who do not realize they are doing anything wrong. Copying a copyrighted software program onto a blank disk is the same as stealing any other item. Making a copy "for educational purposes," as often done with journal articles, is not legal with software. Any time you reproduce any material in multiple copies and distribute it, seek permission.

The most common violations against computer software license agreements are:

- ☞ making an illegal copy of a program diskette
- ☞ copying all or part of a computer manual
- ☞ loading several computers simultaneously with one program diskette

↳ copying and distributing multiple copies of software not licensed for such use

Naming Your Newsletter

The name you choose should reflect the image you want your publication to convey—formal or informal, contemporary or traditional. There is nothing wrong with taking the direct route and using the name “newsletter” along with the name of your organization. Here are some possibilities:

Accents	Digest	Line	Review
Access	Dimensions	Link	Seasons
Advocate	Et Cetera	Log	Scene
Almanac	Examiner	Miscellany	Scope
Briefing	Eye	Monthly	Sketches
Briefs	File	News	Spotlight
Bulletin	Focus	Newsline	This Month
Capstone	Forum	Online	This Week
Channels	Highlights	Outlook	Today
Circle	Horizons	Outreach	Topics
Communicator	Hotline	Perspective	Update
Communique	In Brief	Pipeline	Voice
Concern	Inside	Profile	Weekly
Connection	Insider	Recorder	What’s News
Context	Intercom	Report	Wire
Courier	Keynotes	Reporter	
Dateline	Letter	Reports	

How Well Do You Write?

If you write effectively, you should be able to answer Yes to nearly all these questions:

Organization

1. Do you write from the reader's point of view and interests? → Yes → No
2. Do you start your main message in the first few sentences? → Yes → No
3. Do you back up your main message with supporting facts and information?
→ Yes → No
4. Are your paragraphs linked with transitional words and phrases to guide the reader?
→ Yes → No
5. Do you use examples to illustrate your ideas? → Yes → No
6. Do you use short paragraphs? → Yes → No
7. Do you stop when you have covered the subject? → Yes → No

Use of Words

8. Do you substitute easy words for hard ones? → Yes → No
9. If you use technical words, do you define them with simple words? → Yes → No
10. Do you use personal words and names? → Yes → No
11. Do you use active verbs instead of passive ones? → Yes → No
12. Do you avoid words that are overused or meaningless? → Yes → No

Sentences That Work

13. Do each of your sentences express a complete thought? → Yes → No
14. Do you edit long, complex sentences into shorter, easier-to-read ones? → Yes → No
15. Do you avoid overuse of the modifying phrase or clause? → Yes → No
16. Do your sentences have variety? → Yes → No
17. Do your sentences express action? → Yes → No

The Final Question

18. Are you proud of what you have written? → Yes → No

the reader?

- Is the tone of your letter courteous and friendly, suggesting that you enjoyed writing it?
- Is your message well organized, containing all the necessary facts or information, without irrelevant details?
- Does your letter show consideration for the reader by revealing a genuine desire to be helpful?
- Is your letter neat and attractive because of proper layout on the sheet, clean typing, and short paragraphs?

Can you answer **No** to these questions?

- Does your letter contain trite, outmoded expressions, such as contents duly noted, kindly be advised, pursuant to yours of recent date, etc.?
- Are the words I, we, us, and our used too often, indicating too much emphasis on your own interests and point of view?
- Does your letter contain any superfluous words that contribute nothing to the sentences in which they appear?
- Are any of your statements vague or ambiguous, and therefore liable to confuse the reader?
- Does your letter contain any tactless words that carry connotations unpleasant to the reader?
- Is there anything about your message that gives it the tone or appearance of a form letter?

Newsletter Design

Good newsletter design involves certain principles.

Paper Size and Format

Your laser printer will determine the size of paper you will use. You'll be printing on 8 1/2" x 11" or 11" x 17" paper, printed on both sides.

White Space

Choose the margin widths when setting up your page layout. Margins on top, bottom, left, and right of each page should never be less than 1/2 inch, and generally never more than 1 inch.

Another decision to make is how much white space to leave between columns. This should be 1/4 to 1/2 inch and should stay consistent with each issue.

Columns

Laying out your newsletter in columns makes it easier to read. Your choices are one, two, or three columns, and the widths may vary. Once you decide, be consistent with each issue. Your readers will appreciate your consistency, and you will have eliminated another decision-making dilemma each time you send out a newsletter.

Margins

Another decision is whether to justify the text (have straight right and left margins) or to have a ragged right margin. You'll find it easier, less formal, and generally more reader friendly to use a ragged right.

Layout

The layout of your newsletter should be attractive and should help your readers to understand your message. Good layouts include:

- ☞ **Balance**—Place elements on the page to achieve optical interest and balance. If a page looks top-heavy, bottom-heavy, or leans to one side or the other, rearrange elements until the page looks balanced. This does not mean all columns and elements have to be of equal size.
- ☞ **Emphasis**—Plan one dominant element per page. This helps your reader know where to begin reading or what is most important. It also simplifies the look of your page.
- ☞ **Proportion**—The type, graphics, margins, and other elements of each page should fit together proportionally. For instance, don't use heavy bars or graphics with a lightweight type.
- ☞ **Flow**—Good page layout directs the reader across or down the page and helps keep their interest. Simple design helps readability.
- ☞ **Unity**—Tie everything together with white space to the outside for alignment and consistency.

Newsletter Headlines

Headlines are important elements because they help your readers comprehend and enjoy reading your newsletter. Write your headlines with this specific function in mind, not just for decoration or to fill space.

Headlines lead your readers through your newsletter and help them to see at a glance what an article is about. Be sure they are specific and accurate.

Type Size

Make the type size for headlines large enough to stand out. This calls for at least 12-point type, with 14- to 18-point type preferable in most situations. Always use boldface type for headlines so they will show up well.

Placement

Place the headline above the beginning of the story. If necessary, place the headline first, then the story, followed by the picture or art at the end.

Try to include a subject and verb in each headline. Often, an object should be added. Omit minor words, such as articles like a or the. Sometimes you can use a comma in place of the word and to save space.

Allow plenty of white space around heads to give an open, easy-to-read look. As a rule, leave more white space above the heading than below.

Acronyms

Use only the most familiar abbreviations and acronyms. For example: ERA could mean “earned run average” or “equal rights amendment.” Know your readers and write for them.

Caps and Lower Case

Set headings in capital and lower case letters, never all capital letters, because they are harder to read.

You can capitalize the first letter of the first word and all proper nouns.

Or, you can capitalize the first letter of all words except articles and prepositions. Just be consistent with all headlines from issue to issue whatever the style used.

Headline Writing Guides

1. Make the head an accurate guide to the story. Avoid sensationalism or misleading headlines.
2. Make the head a complete sentence, if possible. Try to include a subject and a verb. Active verbs tell more about a story.
3. Use present or present perfect tense for current happenings, and future or infinite tense for announcing future events. Use past tense for past events.
4. Avoid repeating the wording of the lead sentence, although the heading should reflect the lead.
5. Avoid repetition of key words.
6. Omit minor words, such as articles, unless they add to the meaning.
7. Make each line as complete a thought as possible (if more than one line is used).
8. Avoid negative, tentative, or question heads.
9. Keep numbers to a minimum and round off when possible.
10. Punctuate correctly. A comma can replace and.
11. Use only the most familiar abbreviations and acronyms. Avoid jargon.
12. Be specific and literal.

Newsletter Type

Having a choice of font families and sizes is probably the biggest difference between a newsletter prepared on a typewriter and one on your computer and printer setup.

Not only will your readers notice—and appreciate—when you use type and sizes to improve readability and attractiveness of your publication, but you will also have more flexibility in fitting text into a limited space.

Speaking of Fonts

You usually have at least two fonts available to you. **Times Roman** is what printers call a serif type; **Universe** is a sans serif type.

Serif typefaces have lines extending from the upper and lower ends of strokes on each letter.

Sans serif typefaces do not have serifs or decorative “tails,” thus the name, sans (without) serif.

Type Faces

A general rule is to never mix more than 2 type styles (fonts) on a page or in a newsletter.

Newspaper or newsletter style will often use bold sans serif type for headlines and serif type for text.

Use boldface sparingly, however, because too much boldface on a page makes copy look weaker instead of adding impact. Boldface and italics should not be combined too often. One will catch the reader’s attention; two or more may cause the reader to notice the type rather than concentrate on the words you have written.

You can use different sizes of these type styles to add emphasis and interest to your publication, but always use the same type styles in each issue of your newsletter. Remember, your readers like consistency and simplicity, and so will you.

What is a Point Size?

Point sizes are no mystery at all if you can remember that 72 points equal 1 inch. That is probably the largest size type you will need in your newsletter. The smallest type you will use is 8- or 9-point type, and then only sparingly in tables and footnotes.

Your readers will feel most comfortable with text printed in 10- to 12-point type. You can decide which of the three sizes of type is best depending on the importance of the article and the amount of space you have to fill.

Typography Terms

ascender—the extension above the x-height of a character, such as on the f, l, t and all capital letters.

descender—the letter extension below the x-height of a character, such as g, y and q.

font—a complete set of characters in one typeface, style, and size.

justified—the body text, or copy, is aligned and even at both the left and right margins.

leading—the spacing between lines, which is measured in points.

pica—a measurement used by editors, graphic artists, and printers on page layouts. Six picas equal one inch.

point—a unit of measure for designating the size of typefaces and spacing of design features on a layout. Twelve points equal one pica.

ragged right—the right margin of copy is not aligned, leaving an uneven edge, as opposed to justified.

roman type—the “normal” typeface (with serifs) in a font family. It is usually the easiest to read for body text. For example, **Times Roman**.

sans serif—simple, block style typefaces that have no serifs, or small strokes. For example, **Gothic, Helvetica, Swiss**.

serif—a type style used for many typefaces that have small cross-strokes at the top or bottom of the letters. These serifs, or strokes, may be pointed, square-tipped, prominent, or subtle. Serif typefaces are easier to read for large blocks of text.

script—typefaces with a decorative type style. These are often hard to read and should only be used for special effects.

typeface—a set of characters or symbols with a distinctive style. Selecting the appropriate typeface is important not only for readability, but also for conveying the tone of the newsletter.

type family—variations within the same typeface, such as italic, boldface, condensed, etc.

type size—the height of a typeface measured in points. The larger the number, the larger the type. Body text is usually in 8- to 12-point type. Titles usually run from 24 to 48 points.

type style—a distinctive typeface created by a typographer using blackness, white space inside and surrounding the characters, and vertical and horizontal spacing to create a pleasing appearance. There are three basic type styles: serif, sans serif, and script.

typography—the art and process of working with elements of type; the arrangement, style, and appearance of typeset printed matter.

x-height—the height of the lower case letters that have no ascenders or descenders; the main body of a letter.

For example, the height of the letters *x*, *a*, and *e*.

Publishing Measurements

Points and picas are the units of measure that editors, graphic designers and printers use to make calculations much simpler. If you plan to do desktop publishing, you should learn to use these measures. You will learn that they help to produce a page layout more quickly.

Typefaces are measured in points, so you must use a pica ruler to a certain degree. Pica rulers are available from most college bookstores and art supply shops, and are a necessity for publishing.

12 points = 1 pica

6 picas = 1 inch

72 points = 1 inch

Helpful sizing guides:

- ☞ 8- to 12-point type is good for body text.
- ☞ Subheads look good in the same type size as the body text, or slightly larger in a different font.
- ☞ 12- to 18-point type usually works well for heads,
- ☞ 24- to 48-point type usually works well for titles.
- ☞ Captions for illustrations look good in body text size or smaller.
- ☞ Page numbers should be subtle—use body text size or smaller.
- ☞ Leading between lines varies, depending on the typeface. Generally, 1 or 2 points of leading is needed. Space around heads and subheads should be consistent—twice the amount of space above a head as below it.

Note: When using different weights of subheads, you must plan carefully. Be creative, but keep simplicity in mind. Use only one type family, if possible.

An excellent reference on design, typography, and layout is Jan V. White's *Editing by Design*, New York: R. R. Bowker Co., 1982.

Writing Style and Grammar Usage

A newsletter is a type of newspaper. When you write for a newspaper, you learn to follow certain conventions of style and usage. These help make the writing consistent and more direct. Reporters and editors use The Associated Press (AP) Stylebook as their major reference. You can find a copy of this book in most libraries. It's also sold or can be ordered from a bookstore.

Newsletters are often prepared with inconsistencies in style and grammar usage. Here are some common problems and the "rules" for handling them.

Time

Use figures, except for noon and midnight. Use a colon to separate hours from minutes, such as 10 a.m., 3 p.m., 4:30 p.m.

Use periods and lower case letters with a.m. and p.m. (not A.M. or P.M.). You state the time to be exact, so don't add redundancies: 9 a.m. in the morning.

Months and Years

Capitalize the names of months. When a month is used with a specific date, you can abbreviate it: Jan. 1, Feb. 14. Spell the month out when using it alone: the crafts fair is set for March. When a phrase lists only a month and year, don't separate the month and year with a comma, but if there is a month, day, and year, use the comma. Examples:

January 15, 1998, is the filing deadline for benefits.

December 1991 records the biggest Family Day attendance ever.

Capitalization

Avoid unnecessary capitals. Proper nouns and proper names are, of course, capitalized.

One problem is what to do with titles. The rule is to capitalize formal titles when used immediately before a name (President John Doe). A title should be in lower case when it is used alone or is set off from a name by commas. Examples:

President Mary Smith attended the national board meeting.

Mary Smith, president, attended the national board meeting.

Acronyms

Avoid overuse of acronyms. Spell out the proper name on its first usage, with the acronym in parentheses next to it. Example: National Guard Association of the United States (NGAUS). On second and later references, you can use the acronym.

If it won't create confusion in meaning, you can also use a shortened version of the name. (Example: The association awarded Jones its highest honor.)

Workshop Evaluation*

1. Did you understand the objectives of this workshop? Yes No

2. Do you think these objectives were met? Yes No

3. If you answered **No** to either 1 or 2, please explain your answer below:

4. Circle the word which best describes the effectiveness of this workshop:

Inadequate Marginally Effective Effective Very Effective Outstanding

5. Based on your above response, what are your suggestions for improving this workshop?

6. How did you benefit from this workshop?

7. Did this workshop meet the needs of the participants? Yes No

8. Circle the word which best describes the facilitator's presentation:

Inadequate Marginally Effective Effective Very Effective Outstanding

9. Please share your comments about the facilitator's presentations?

10. If you were the next facilitator to lead this workshop, how would you improve it?

*Use the back of this sheet to continue your responses, if necessary.

Group Activity

Front Page Teams

Time Required: 1 1/2 hours

Resources:

- ✎ Set of job cards for each group
- ✎ Magic Markers
- ✎ Flip chart paper
- ✎ Scissors
- ✎ Rulers
- ✎ Tape

Before the Workshop

This simulation activity involves participants in newsletter preparation. However, it is likely that 1 or 2 people may actually prepare their FSG newsletter. Jobs included in this activity may help participants see ways to break down tasks to involve more FSG members and make responsibilities more manageable. However, this activity is not meant to imply that all of the jobs used in the simulation are necessary to produce a FSG newsletter.

Participants will work in teams of 8 to prepare the front page of a FSG newsletter. They will design the logo or header, plan the format, and prepare the copy. Copy should include news from the unit commander, FSG leader, FSG committees, and families.

A master for making copies of the job cards is included at the end of the instructions. To prepare for the simulation activity, estimate how many people will participate. Divide the estimated number by 8. This is the number of job card sets to prepare. Making an extra set for “insurance” is wise. When job cards are copied and cut apart, assign a work group number to each set.

At the Workshop

Divide participants into groups of 8 people by placing the job cards on a table. Place all of the same job cards in a stack so each participant can choose their preferred job and then go to the designated group. Job cards include:

1. Header Designer
2. Layout Editor
3. Copy Editor
4. Command Liaison Reporter Support Group
5. Family News Reporter

6. FSG Activities Chair
7. FSG Community Liaison Reporter
8. FSG Leader's Editorial

You may want to place this list on flip chart paper and allow participants to choose the area that matches their skills. This way they can use their skills and talents to the benefit of the group. Designate where each group will work.

Present the history of the unit:

The unit is the Third Battalion of the 33d Infantry (3/33 Ifn). Their motto is 'We fight light at night.' They are part of the 2nd Armored Division so-called Hell On Wheels. The division and the unit have a long and colorful history. There are 500 soldiers in this unit, which is part of a rapid deployment force whose specialty is night missions.

Encourage participants to use the handout, *Improving Your Newsletter*, to assist them in completing their individual jobs. The objective is for all the groups to work together to produce a good product—a FSG newsletter front page.

The finished front page will be laid out on a piece of flip chart paper. Thus, all headlines, logos, and articles will be large. The cut and paste method will be best in this exercise. As each group finishes their final copy for all articles, the layout editor tapes them in place on the "master" front page.

Monitor the schedule as provided in the workshop module. Be sure to give the participants a break.

Front Page Teams

3" x 5" Index Cards

Group # _____

FSG Leader's Editorial

- ☞ Coordinate with Copy Editor and Command Liaison to ensure all regulations are met and the newsletter team is working toward their goal of developing a new "front page" that reflects the image of the FSG.
- ☞ Submit an editorial from the FSG leader (that's you!).
- ☞ Rewrite the article after it is edited.

Group # _____

Copy Editor

- ☞ Provide instructions on when copy is due, writing instructions, etc.
- ☞ Collect all news items from reporting group members.
- ☞ Edit copy for accuracy and flow of information.
- ☞ Coordinate with Layout Editor to decide the heading for each article.
- ☞ Coordinate with reporters to get edited copies rewritten.
- ☞ Forward all copy to Layout Editor.

Group # _____

Layout Editor

- ☞ Collect all items for the front page from Copy Editor.
- ☞ Edit to fit space, coordinate flow of information, etc.
- ☞ Return edited copy to copy editor or reporting group members for rewriting.
- ☞ Coordinate pasteup of final copy.

Group # _____

Command Liaison

- ☞ Submit unit news in the format chosen by the Copy Editor.
- ☞ Coordinate with group members to ensure regulations are met.
- ☞ Facilitate access to computer equipment and newsletter printing and distribution.
(Make up information as appropriate to the group.)

Group # _____

Logo or Header Designer

- ☞ Design newsletter logo.
- ☞ Assure that regulations are met regarding design, size, and placement on the front page.

Group # _____

FSG Community Liaison Reporter

- ☞ Submit a story on a community resource or activity FSG members should know about. Write news in the format chosen by the Copy Editor.
- ☞ Rewrite the story after it is edited.

Group # _____

FSG Activities Chair

- ☞ Submit an article about an upcoming or a recent FSG activity. Write article in the format chosen by the Copy Editor.
- ☞ Rewrite the article after it is edited.

Group # _____

Family News Reporter

- ☞ Gather news from FSG families.
- ☞ Write news in the format chosen by the Copy Editor.
- ☞ Rewrite final news article after it is edited.

Family Support Group

Volunteer Recognition

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Family Support Group

Volunteer Recognition

This section provides the facilitator with the resources to plan and conduct a workshop.

Each workshop unit has **4 sections**:

- Facilitator's Guidelines
help the facilitator prepare for the workshop
- Workshop Overview
highlights the key components of the workshop
- Workshop Plan
provides the facilitator with an outline for conducting the workshop
- Workshop Resources
include program activities, supporting videos, flyer, handout materials, and transparency masters

Topic: Volunteer Recognition

Goal: Help Family Support Group leaders and members to prepare volunteer nominations.

Audience: This session is designed for **Family Support Group leaders and members**.

Time Required: 45 minutes

Room Requirements: This workshop requires a room large enough to accommodate the number of participants. It is designed as a group process for roundtable discussions, with 8-10 people at each table. The room should be arranged for maximum visibility of the flip charts, videos, and overheads.

Facilitator's Preparation:

1. Reserve a location for conducting the workshop that will accommodate the number of participants.
2. Prepare flyers (located in the Flyer Master section) and distribute them 12 weeks before the workshop.
3. Familiarize yourself with the goals of the workshop.

4. The facilitator's job is to lead the workshop, which includes distributing handouts and organizing group flip chart activities. Other tips include:

- ☞ plan an ice breaker
- ☞ encourage participation
- ☞ check for understanding
- ☞ prepare room
- ☞ make workshop personal
- ☞ gather needed material
- ☞ enjoy yourself
- ☞ offer amenities, such as child care, parking, and refreshments

5. Suggested activities are presented in square brackets ([]) in the lesson text.

The lesson text is meant to assist you and is not intended to be read aloud to the participants. The **suggested activities** list the visuals, handouts, or group activities that are used at particular points in the workshop.

6. Prepare overhead transparencies from the Transparency Masters:

- #1 Volunteer Recognition
- #2 Objectives

7. Review the group activity that uses Handout #2, Sample Award Nomination, before the workshop. Be prepared to recommend changes for strengthening the nomination.

8. Reproduce the necessary numbers of handouts from the Handout Masters:

- #1 Volunteer Award Nominations
- #2 Sample Award Nomination
- #3 Workshop Evaluation

9. Assemble all other necessary materials and equipment.

Workshop Materials:

Pens and pencils for participants' use

Equipment:

Overhead transparency projector and screen

Family Support Group

Volunteer Recognition

Overview

(time 45 minutes)

Estimated Time	Presentation Section	Visual-V	Handout-H
5 minutes	Introduction and Objectives	V#1	
5 minutes	Recognition	H#1 and H#2	
15 minutes	Critique Volunteer Award Nominations	Group Activity	
5 minutes	Group Discussion	V#2	
5 minutes	Conclusion	H#3	

Family Support Group

Volunteer Recognition

(time 45 minutes)

Introduction

[*Visual #1: Volunteer Recognition*]

Volunteers give of their time, talents, and creativity. A volunteer's pay is recognition and assurance that they are an important part of the organization. Recognition should be an integral part of any management process.

Nominating a volunteer for an award is a very special form of recognition and a valuable tool for communicating with others about the work of your Family Support Group team. In this workshop, you will learn how to recognize the contributions of individual Family Support Group volunteers.

Objective

[*Visual #2: Objective*]

Participants will:

- ☞ Understand the importance of volunteer recognition.

Recognition

There will be times when you will want to recognize volunteers in a special way. The most successful volunteer programs, and those with the highest retention of volunteers, are programs that reflect recognition at all levels.

Levels at which awards should be considered are:

- ☞ agency level
- ☞ installation level
- ☞ volunteer of the month
- ☞ volunteer of the quarter
- ☞ major commands
- ☞ Department of the Army
- ☞ Presidential

Some ways to recognize volunteers in your Family Support Group might be:

- ☞ thank you notes
- ☞ verbal praise
- ☞ newsletter articles
- ☞ installation level award
- ☞ special luncheon, certificate, or party
- ☞ special recognition at meetings
- ☞ announcements on bulletin boards
- ☞ media coverage

When are some important times to recognize Family Support Group volunteers? Some suggestions are:

- ☞ when they sign up to volunteer with your FSG
- ☞ daily, weekly, monthly, or annually
- ☞ completion of a special project or event
- ☞ on birthdays
- ☞ when they depart
- ☞ during National Volunteer Week

In addition, many award options are available within the civilian community and on installations within your command. Also, a wide range of national, state, and local volunteer recognition programs exist.

Involve all the Family Support Group leaders in determining which awards seem most appropriate for the activities, efforts, and accomplishment of your Family Support Group as a whole, your unit, and individual family members.

Set criteria for determining who should be nominated for awards. Let everyone in the Family Support Group know the criteria for awards. Then write the recommendations for nominees based on those criteria.

Keep an alphabetical file of each award to track:

- ☞ contact person for current nomination instructions
- ☞ past Family Support Group nominees
- ☞ types of accomplishments recognized in previous recipients

How do you find out about the various volunteer awards? There are many people and places to ask:

- ☞ Installation Volunteer Coordinator
- ☞ Army Community Service Director or Volunteer Supervisor
- ☞ Reserve Component Family Program Coordinator
- ☞ Volunteer Action Center
- ☞ Directors of Volunteers in Agencies
- ☞ Governor's Office of Volunteerism
- ☞ Civilian Agencies that use volunteers

You may find it helpful to set up a calendar listing dates when various award nominations are due. You should keep a file of previous winning nominations.

Remember to ask for volunteer award nomination forms and due dates. Working files are tools to help an award committee prepare nominations.

Volunteer Recognition

*[Distribute Handout #1: **Volunteer Award Nominations**]*

Look at a sample volunteer award nomination, critique it, and discuss changes which could strengthen it. You will find the how to questions to be helpful in organizing your nomination.

(allow 15 minutes for this activity)

Group Discussion

[Group Activity: Use Handout #2, *Sample Award Nomination*]

Now that you have completed the activity, please share your group's results.

- ☞ What was most helpful in completing this activity?
- ☞ Were you able to determine the purpose of the award?
- ☞ Did your group use 'power' words?
- ☞ Is the nominee eligible for the award?

(allow 5 minutes for discussion)

Writing a clear, succinct nomination is a challenge.

[Visual #3: **Key Points**]

Study the nomination form and instructions before you begin to write.

- ☞ What is the purpose of the award?
- ☞ What are the criteria for this award?
- ☞ Is the nominee eligible for this award?
- ☞ Does the recommendation appear well organized, grammatically correct, and neat?

Conclusion

Nominating someone for an award is an effective, positive form of feedback and praise. After the award is announced, thank the people who assisted you in preparing the nomination to let them know the results whether the nominee was selected for the award.

A nomination is also a valuable way to communicate to the organization and to the community the excellent work done by Family Support Groups.

[Distribute Handout #3: *Workshop Evaluation*]

Volunteer Recognition

Why is volunteer recognition important to your FSG?

Learn the many ways to recognize volunteers in your FSG.

Where could you learn of the various volunteer awards available?

This workshop will provide you with:

- ☞ take-home information
- ☞ practical ideas
- ☞ opportunity to meet people with common interests

Join us at _____

For a workshop on _____

Date _____

For more information contact _____

See you there!

Family Support Group

Volunteer Recognition

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Objective

↳ Understand the importance of volunteer recognition

Key Points

Know

-  award's purpose and criteria
-  nominee eligibility

Do

-  use clear, direct, action words
-  organize and edit
-  be neat

Volunteer Award Nominations

Where do you find out about the various volunteer awards that are available?

Check with your Installation Volunteer Coordinator, Army Community Service Director, Volunteer Supervisor, Reserve Component Family Program Coordinator, local Voluntary Action Center (VAC), Directors Of Volunteers In Agencies (DOVIA), the Governor's Office of Volunteerism, or civilian organizations that utilize the talents of volunteers.

Ask for volunteer award nomination forms and due dates.

For any given award, there are many nominations. Some organizations have leaders to evaluate nominations. The following checkpoints can be used to evaluate any award nomination before it is submitted:

- ☞ Often a point system is developed to score each category on the nomination form. Points are often deducted if the directions on the form are not followed correctly. Thus, it is very important that all forms are completed in the space provided and in the exact manner specified in the directions.
- ☞ Always type the nomination and supporting documentation. Allow white or clear space on the

not

be accepted. Don't try to be fancy with various type faces or unique formats. Keep it simple, clear, and easy to read.

- ☞ Be sure the individual who is being nominated meets all eligibility requirements before completing the nomination forms. Many organizations will disqualify the nominee immediately if the requirements are not met.

- ☞ Many nomination forms require information about the program in which the nominee works. Give information about the unique features of the program, its history, how many people are involved, how many hours are volunteered, and the relevance to the award category.

- ☞ Family Support Groups have many unique features: how they interface with other organizations, military and civilian; their ability to work with a diverse group of people; their fund-raising abilities in-kind and cash; their unique mission during times of deployment; their volunteer strength; and their ability to cope with stressful situations.

- ☞ The nominator must demonstrate that the nominee has made a significant contribution to the organization. Use active phrases such as: "organized from scratch," "a viable FSG for the 33d Infantry Battalion," "arranged Red Cross training in CPR for 54 soldiers and family members," "t Director of the Ft. Young Family Assistance Center during Desert Storm, providing services to over 400 families."

- ☞ Describe how the nominee's activities affected others or the program, in general. Include quantitative data. For example, the Family Support Group's membership increased 75 percent under X's leadership, or X planned a homecoming celebration attended by 1,500 people and had local support

- ☞ Include information about how long the program has been in existence, the growth of the program, changes or obstacles that have been overcome, and any other relevant information that proves the worthiness of the nomination.

☞ If other references are required, make sure they are accurate and pertain to the individual nomination. When inviting others to support the nomination, include a description of the award criteria and objectives.

How To's

Begin with an outline. List the individual's regular duties, extra duties, special projects initiated and completed, and responses from satisfied group members, unit command, and community liaison contacts.

As you begin, ask these questions:

1. Does this information show a definite action or activity?
2. Does it contain quantitative information?
3. Is it specific?
4. If acronyms are used, are they defined? (ACS, FSG, DA, etc.)
5. Are thoughts well organized?
6. Did you use knockout words and phrases? For example: 'Through close working relationships with both high-level military and civilian officials, she planned and executed the community picnic on July 4, serving over 10,000 military and civilian family members. She was directly responsible for a dramatic increase in goodwill between Ft. Young and the surrounding community,' instead of,
7. Will a person who knows nothing about the person being nominated or about Family Support Groups have a clear vision of what the nominee has done, why the nominee's work is exceptional, and how others have benefited from the nominee's work?

Sample Award Nomination

The following is an example of an award nomination submitted to recognize a Family Support Group leader. The nomination form is indicated by information given in bold type. Information written to nominate a volunteer is in regular type.

Working in your groups, review the nomination and make recommendations for improving the nomination. Refer to Handout #1, **Volunteer Award Nominations**, to help your critique.

Part 1

List the significant contributions made by this volunteer from 1 January through 15 December.

- A. Coordinated the Family Support Group Activity Programs for the 3/33 Infantry Battalion.
- B. Involved 65 percent of unit families.
- C. Established supportive relations with community leaders and services, including the Cooperative Extension Service, United Way, McDonald's, City Parks and Recreation, 4-H, and the Scouts.

Part 2

How did the volunteer improve the quality of life in the community?

The volunteer demonstrated her knowledge and abilities by building a team spirit among the FSG members, and between the FSG and the unit and community.

She gave freely of her time and talents, but also recognized and encouraged the talents of other FSG members.

Less than 30 percent of the FSG families understood the scope of ACS resources available to them when she assumed leadership for the group. Now, not only do most FSG members know about and use the ACS resources, the FSG has four active volunteers assisting ACS.

Workshop Evaluation*

1. Did you understand the objectives of this workshop? Yes No

2. Do you think these objectives were met? Yes No

3. If you answered **No** to either 1 or 2, please explain your answer below:

4. Circle the word which best describes the effectiveness of this workshop:

Inadequate Marginally Effective Effective Very Effective Outstanding

5. Based on your above response, what are your suggestions for improving this workshop?

6. How did you benefit from this workshop?

7. Did this workshop meet the needs of the participants? Yes No

8. Circle the word which best describes the facilitator's presentation:

Inadequate Marginally Effective Effective Very Effective Outstanding

9. Please share your comments about the facilitator's presentations?

10. If you were the next facilitator to lead this workshop, how would you improve it?

*Use the back of this sheet to continue your responses, if necessary.

Family Support Group

Video Discussion Guide

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

**U.S. ARMY
COMMUNITY AND FAMILY
SUPPORT CENTER**

ANOTHER FAMILY

**DISCUSSION GUIDE TO ACCOMPANY
THE FAMILY SUPPORT GROUP VIDEOTAPE**

prepared by
**UNIVERSITY OF CALIFORNIA
COOPERATIVE EXTENSION
RIVERSIDE**

The videotape, *Another Family*, was developed in 1993 by the University of California, Riverside, Cooperative Extension. It was produced for the US Army through an interagency agreement with the US Department of Agriculture Extension Service.

This discussion guide and the accompanying videotape were developed as a part of an overall Army Community Service and Family Support Group training program. The program is designed to help Army, Army National Guard, and Army Reserve families better prepare for separations that are caused by deployments for the active duty personnel and mobilization and deployments for the Guard and Reserve personnel. The project, a collaborative effort between the University of California Cooperative Extension and the Texas Agriculture Extension Service, Texas A&M University, consists of the *Army Family Readiness Handbook*, Operation R.E.A.D.Y. training modules and accompanying videotapes, and four children's workbooks. This project is known as Operation R.E.A.D.Y.—*Resources for Educating About Deployment and You*. See your Army Community Service or Family Program Coordinator for the availability of the other Operation R.E.A.D.Y. training materials.

This discussion guide was written by Neal H. Emper Jr. and Karen P. Varcoe, Ph.D., University of California, Riverside, Cooperative Extension.

Another Family

Discussion Guide: Family Support Group

OVERVIEW

Growing awareness that the military readiness of service personnel is directly related to the family's well-being prompted this videotape. This awareness was confirmed during Desert Storm and continues to be a major force in the development of military support programs for families.

The purpose of the Family Support Group video is to motivate soldiers, families, and friends to become involved with their unit's Family Support Group (FSG) as a participant or volunteer. It highlights the importance of Family Support Groups, the role they play in taking care of families, and the kinds of support they are capable of providing. It is important that military members and their families realize that their participation during non-deployment periods will help ensure the FSG's success. The Family Support Group is another family within the total Army, Army Reserve, or National Guard that can help the audience cope with deployments and make the most of military life.

Description:

This 14-minute video is designed to motivate the audience to become involved with their Family Support Group by demonstrating the:

. . . role they play in taking care of families.

. . . kinds of support they provide.

The video opens with Terry, an Army wife, alone in a park with her children. She shares the feelings she has with the audience about some of the challenges of military life and separations, feelings to which the audience should readily relate.

We next see Terry in the same park at her unit's Family Support Group picnic. Terry provides information about Family Support Groups: what they are, what they do, and how they do it. She concentrates on the role of the FSG during separations, but also mentions the benefits of FSGs during periods of normal operation.

She talks about volunteering, identifies some of the possible volunteer positions, and expounds on the benefits of volunteer activities. Terry's husband, Steve, relates how FSGs benefit soldiers and encourages soldiers to get their families involved.

The video ends with a series of testimonials from real families, and closes with a call to get involved.

DESIRED LEARNING OBJECTIVES

The desired learning objectives for the *Family Support Group* video and discussion guide are as follows:

Cognitive Objectives:

After viewing this video, the audience will *know* . . .

- ☞ what a family support group is
- ☞ how FSGs are structured, and how they operate.
- ☞ that FSGs have command support.
- ☞ how FSGs support families during deployments.
 - ☞ They are a direct, credible source of official information, via the telephone tree and newsletters.
 - ☞ They help families deal with problems by providing referrals to appropriate agencies.
 - ☞ They are a "sharing and caring" source of emotional support through day-to-day contact with others in the same situation, and through family-oriented activities.
- ☞ the types of support that are outside the scope of an FSG.
- ☞ how FSGs enhance the quality of military life during periods of non-deployment.
- ☞ the benefits of becoming a volunteer within an FSG.

Affective Objectives:

After viewing this video, the audience will *feel* . . .

- ☞ impressed that this mechanism exists to help families.
- ☞ relieved that there is someone to turn to for assistance during deployments.
- ☞ more excited about Family Support Group activities.
- ☞ motivated to become more involved with their Family Support Group, as a participant and a volunteer.

Desired Action:

Increased use of FSG resources and participation in FSG activities.

SUGGESTED USES

This video should be shown to all active Army, Army National Guard, and Army Reserve soldiers and spouses as part of the Operation R.E.A.D.Y. Family Support Group training module, at any time to motivate and recruit volunteer participation in the FSG program, or as part of an orientation for new spouses. A facilitator (Army Community Service Representative, Family Program Coordinator, or Family Support Group leader) should be present to expand on the video message using guidelines set forth in this discussion guide. It is strongly recommended that this video be shown in a group setting to encourage open discussion.

ADDITIONAL OPERATION R.E.A.D.Y. MATERIALS

In addition to this video, *Another Family*, the Operation R.E.A.D.Y. staff has produced the following training and informational materials for your use:

Training Modules:

- Predeployment
- Postdeployment
- Family Assistance Center
- Family Support Group

The Army Family Readiness Handbook

Video Programs:

- Family Assistance Centers*
- Getting Back Together: Homecoming/Reunion*
- Ongoing Readiness and Financial Planning*
- Coping with Military Separations*

Children's Workbooks:

- My Goodbye Book* (ages 1 - 4)
- Goodbyes are Hard* (ages 5 - 8)
- I Can Do That* (ages 9 - 12)
- Separation Happens* (ages 13 -17)

INSTRUCTIONS FOR THE FACILITATOR

When this video is used as a part of the Operation R.E.A.D.Y. Family Support Group Training Module, refer to the guidance and placement set forth in the lesson plan. If the video is not used as part of the training module, the following instructions may be useful.

Duplicate the two handouts located at the back of this guide for each participant.

1. **Support Agencies**—You should add to or overprint this form with a list of your local agencies, both on and off post that can be depended upon to provide competent support to military families.
2. **Evaluation Sheet**—Use the evaluation sheet that has been provided with the Operation R.E.A.D.Y. Family Support Group Training Module. Use the attached evaluation sheet only if you want a more in-depth evaluation of the video program.

The attached outline follows the content and theme of the video program you are about to show. As a means of introduction, you may want to ask your audience the following questions:

How have or will you get through the lonely periods when your spouse is gone during extended periods of time?

Who do you turn to for help when your spouse is gone and you have a problem?

(YOUR AUDIENCE SHOULD VIEW THE VIDEO PROGRAM BEFORE PROCEEDING.)

After the audience has viewed the video program, discuss some of the key points in the following outline. Questions are provided to stimulate group discussion. You also may wish to bring in one or two Family Support Group volunteers to present a short briefing and answer questions.

ANOTHER FAMILY: Your Family Support Group **(An Outline of the Video Program)**

Being in the military is not like many other jobs. Army life is different in many ways: lots of moving around (for active Army), new faces, regulations, loneliness, and separations "for all."

Discussion questions:

Where can a spouse or family go for help to minimize the loneliness?

Who can they turn to for help if they need it?

- I. The solution to this problem is your Family Support Group.
 - A. An FSG is an organization composed of unit military members, spouses, and other interested persons who want to support Army families—such as retirees, parents, civilian employees, etc.
 - B. They are people who really understand Army life and the loneliness of military separation.
 - C. They are more familiar with the problems associated with Army life than the family and friends back home.
- II. It is an organization run entirely by volunteers.
 - A. It is organized the way the members want it organized.
 - B. Official backing is provided by the unit commander.
- III. Ways the Family Support Group helps families:
 - A. It provides a direct line to credible and accurate information about the unit from either the command structure or the Rear Detachment (when deployed), communicated through:
 - 1. newsletters
 - 2. telephone trees

Discussion questions:

What is a telephone tree?

What are the functions of a telephone tree?

- B.** It points the family in the right direction when they have problems such as:
1. financial
 2. emotional
 3. health
 4. personal
 5. security
- C.** It gets the person in touch with the right agency that can help:
1. Chaplain's Office
 2. Credit Union
 3. Army Emergency Relief Office
 4. Legal Office
 5. Security Police
 6. Social Work Services
 7. Red Cross
- D.** It encourages people to ask for help to solve problems before they get out of hand

Discussion questions:

What other agencies are available on post, or in the community, for families to go to for help?

What agencies are available off post in the local area?

IV. Your Family Support Group is not a:

- A.** loan agency,
- B.** babysitting service,
- C.** hotel and taxi service, or
- D.** substitute for Mom and Dad.

Discussion question:

What other services should not be expected of a Family Support Group?



- V. A Family Support Group helps us take care of ourselves and each other.
- VI. The fun side of the Family Support Group may involve:
 - A. picnics
 - B. monthly meetings
 - C. bake sales
 - D. parties
 - E. classes—such as financial planning and ceramics
 - F. planning homecomings

Discussion question:

Can you think of any other fun activities or fund raisers for a Family Support Group to be involved with or organize?

- VII. Some benefits of Family Support Group participation include:
 - A. emotional support from people who know exactly what you're going through, and
 - B. someone to talk to when lonely, sad, or frustrated or want to share good news and joy.

Discussion question:

What rewards can participants and volunteers get out of being involved in a Family Support Group?

- VIII. Family Support Groups also should be active during normal operation. Events like picnics bring people together.
 - A. They help people get to know each other,
 - B. make everyone feel a part of the same mission, and
 - C. are especially important for Army National Guard and Army Reserve families who may be spread out over a large area.

Discussion question:

Why is it important for the Family Support Group to be active during peace time, normal operations?

IX. Family Support Groups offer many volunteer opportunities.

- A.** Examples of volunteer positions include:
1. Family Support Group leader—a volunteer
 2. contact person—passes along important information
 3. newsletter editor
 4. child care coordinator
 5. hospitality coordinator
 6. treasurer
 7. refreshment coordinator

Discussion question:

What other key positions (offices) might be useful when organizing a Family Support Group?

- B.** Each Family Support Group can be different based on its own unique wishes.
- C.** Volunteers get a sense of achievement.
- D.** Participants contribute to the overall mission by helping others.
- E.** For those who are new to the unit, volunteering offers a good opportunity to meet new people.

Discussion question:

What would you like to volunteer to do in your Family Support Group?

X. Family Support Groups are important to the soldier.

- A.** It takes a load off the soldier's mind to know the Family Support Group is there to help when the family needs it.
- B.** In the field the troops have each other, at home the families have the Family Support Group.

Discussion question:

What are the benefits of the Family Support Group system to the soldier when they are in the field?

- XI.** The Family Support Group is also important to the commander.
 - A.** Family Support Groups are an integral part of the unit's mission.
 - B.** If the families are taken care of, the commander's soldiers will be free to concentrate on the mission.

Discussion question:

What other benefits are there to the commander for supporting Family Support Groups?

- XII.** Get involved; join your Family Support Group as a participant and volunteer for one of the key positions.

NOTES:

EVALUATION SHEET

"Another Family," Family Support Group Video

Now that you have finished viewing the video program "Another Family, " please take a few minutes to give us your feedback. If you need more space, you may write on the back of this sheet.

1. Overall, this video program was: CHECK ONE

- Very useful
- Somewhat useful
- Not very helpful
- Not at all helpful

Comments:

2. Please check any of the following topics that you learned something from this video program. CHECK ALL THAT APPLY.

- The kinds of support the Family Support Group can provide
- Things your Family Support Group can not do
- Family Support Group structure
- People who make up a Family Support Group
- The benefits of filling one of the Family Support Group volunteer positions

Comments:

3. How realistic was the video? CHECK ONE

- Very realistic
- Somewhat realistic
- Not at all realistic

Comments:

4. Overall, what did you think of the video?

5. What suggestions do you have for improving this session?

6. Do you have any other comments?

Thank you. Please leave the completed form in the place designated by the group leaders.

"ANOTHER FAMILY"
FAMILY SUPPORT GROUP VIDEO SCRIPT

We open in a park where Terry, a young Army wife, is watching her children play.

TERRY: *When I married my husband, I thought his being in the Army would be like having any other job... and that our lives would be pretty much the same as everyone else's.*

Well, was I in for a surprise! Army life is different in so many ways! Moving around all the time. New places . . . new faces. Regulations. Loneliness.

And, most of all, the separations. I had no idea what it would be like to have my husband gone for weeks or months at a time. That gets really rough. Sometimes I've wondered how I would get through another day.

Then, I discovered the secret . . . the secret of how to survive these separations, and how to make the most of Army life. I discovered my Family Support Group.

We fade to black and come up on the same park All of people having a Family Support Group picnic

TERRY: *Meet my Family Support Group. Mostly, they're people just like me. There's a lot of other wives, like Louise... and Maria. Ingrid over there is from Germany. And Marie, her husband is now in a nearby Army Reserve Unit. Then, of course, there are a few soldiers' husbands like Ron... And Jose... There's Captain Brown, the unit commander. Believe it or not, he's part of the group; not in charge of it! And Neal... he's a retired master sergeant.*

So, it's not just wives here. It's anyone who wants to support Army families.

What's special about a group like this is that every one of these people really understands my situation. They know better than my family or friends back home how rough separations can be, so they really know how to help.

Now a Family Support Group is not just another military operation. Not at all! It's an organization of the unit's families, friends, and relatives, and it's run entirely by volunteers. We chart our own course as to how we want the group to work. But we do it with the assistance and support of the unit's command. That's important because it gives the Family Support Group official backing . . . and also gives us a direct line to credible and accurate information about the troops.

Then the FSG passes that information along to the families either in the monthly newsletter that everybody gets . . .

Or through the telephone tree. You'd be surprised how fast we family members can get the word out when something important happens!

Anyway, whether I hear it on the phone or read it in the newsletter, it's great to have information I can count on instead of having to rely on the rumor mill.

Another way FSG's help is to point families in the right direction when they have problems.

Like Lisa: She called her Family Support Group when she ran out of money and formula three days before payday.

So did Dan when his Dad had a heart attack and he needed someone to take care of the kids.

A friend of mine called them when she started getting these weird phone calls in the middle of the night. That was scary!

And the Family Support Group was one of the first places someone else called when she broke her leg!

Now, a Family Support Group doesn't actually solve all these problems. What they do is get us in touch with the right people or agency, someone who can really help. And they follow up to make sure the problem's handled. It means a lot to me to know somebody cares and can point me in the right direction to get the help I need to solve my own problems That way I don't have to call my folks long distance or let the problem get worse and worse until the commanding officer gets involved! It's a very effective system.

Of course, there's a few things FSG's don't do . . . and shouldn't even be asked to do. A Family Support Group doesn't make loans, it's not a hotel, or taxi service, or a babysitting service.

And it's not a substitute for Mom or Dad or your spouse. A Family Support Group helps us take care of ourselves.

And then there's the fun side of Family Support Groups—events that give the kids and me something to look forward to.

There are our monthly meetings, of course.

Last year, we held a bake sale to raise money . . .

And spent it on a holiday party—that was great because the troops were gone and we needed all the holiday spirit we could get.

Sometimes we organize classes, like Financial Planning . . . and ceramics.

And, wow, did we ever plan a homecoming!!!

That was fun. But do you know what helps me the most when my husband is gone? It's being able to pick up the phone when I'm lonely, or sad, or frustrated, and talk with someone who knows exactly what I'm going through. Someone who will just listen and be there—when I need to blow off some steam. Emotional support.

That's what means the most to me. It's like having "another family" . . . an Army family . . . one that really shares and cares.

But don't get the idea that a Family Support Group is just for separations We don't stop having fun just because the troops come home. We're also active during normal operations. Like today's picnic. This kind of fun day really brings the unit together as a team soldiers and families. It helps us feel that we're all in this together, and that everyone's part of the same mission.

I think that's especially important for Army National Guard and Army Reserve families. I have a friend back home whose husband is a reservist. Everyone is so spread out over the whole area, she says she wouldn't even know anyone else in the unit if it weren't for her Family Support Group, much less feel like she's part of the mission.

That's why I decided to get more involved with my Family Support Group. I decided to volunteer.

Like I said before, a Family Support Group is a volunteer organization, so it needs a lot of help . . .

. . . starting with the contact people. Now, not all Family Support Groups are organized exactly the same way, but in most of them, every family has a contact person. She's or sometimes he's the one who calls you to pass along important information . . . and the one you call if you need help. Each contact person has, maybe, six to ten families they stay in touch with. That's a support circle. A unit might have six to ten support circles in one Family Support Group.

The contact people get their information from, and answer to . . . the Family Support Group leader. That can be anyone who wants to volunteer for the responsibility. And a lot of responsibility it is! Not only is the leader the top of the telephone tree; she or he also stays in touch with command and works with all of the other volunteers . . .

Like the newsletter editor . . .

Child care coordinator . . .

Hospitality coordinator . . .

Treasurer . . .

It varies from group to group. Every Family Support Group is different and needs different kinds of volunteers.

Well, I didn't have much experience, but I do like food. So I thought I'd make a pretty good refreshment coordinator.

CAPTAIN BROWN: *Great eats! Nice going, Terry.*

TERRY: *Thanks! I really get a sense of achievement when I help make parties like this one a success. I've also gotten to know a lot more of the families in our unit, and so have the kids. Most of all, I know I'm making a contribution to other people in the same boat as me . . . and to the entire mission.*

I get all that satisfaction by buying a few cases of pop and some munchies every now and then. Not too bad, huh?

Well, there is a little more to it than that, but you get the point. Helping out really doesn't take much time, and I have a blast doing it. I think it's a smart move to volunteer, especially if you're new or you just want to give back to the community a little! Think about it!

I'd know those hands anywhere. Steve!

This is my husband, Steve. I told you the troops love Family Support Groups as much as the rest of us!

STEVE: *This is a true fact my wife is telling you. There's enough pressure out in the field without worrying about Terry and the kids while I'm gone. We do our best to get ready ahead of time—y'know, predeployment planning and checklists and all—but there's always the chance of something unexpected happening I love my wife and kids, and it really takes a load off my mind to know that the Family Support Group is there to help them when they need it.*

You know, when I first got in the Army, I didn't want my wife to be involved in a Family Support Group. I wanted Army to be Army and home to be home. Well, I have to tell you, I was dead wrong on that one! Without someone to talk to and help while I was gone, Terry just saved up her frustrations until I got back, then dumped them on me. That sure took the joy out of coming home! Now when I leave, she has a source of good information, someone to call on when she needs help, and someone to talk to when she gets lonely. That works a lot better—for both of us!

Think about it. Out in the field when things get rough, we troops have each other to rely on. Our families deserve the same support. Why should they be expected to "go it alone" when we're gone? Doesn't make sense to me! They really need these Family Support Groups—and so do we!

TERRY: *Here's what some other people, just like you, have to say about Family Support Groups:*

(TESTIMONIALS FROM FAMILY SUPPORT GROUP MEMBERS)

TERRY: *See? Family Support Groups work for everyone! They're like "Another Family." So get involved with your FSG. Go to the meetings. Take your family to the events. Volunteer! Your Family Support Group is there for you . . . and it really makes a difference!*

Family Support Group

Selected Bibliography

Operation R.E.A.D.Y.

Resources for Educating About Deployment and You

Selected Bibliography

Regulations

AR 1-1	<i>Headquarters Department of the Army</i>
AR 5-01	<i>Mobilization</i>
AR 5-3	<i>Installation Management and Organization</i>
AR 10-42	<i>Organization and Functions, FORSCOM</i>
AR 27-3	<i>Legal Assistance</i>
AR 30-19	<i>Army Commissary Operating Policies</i>
AR 37-104-3	<i>Military Pay and Allowance Procedures</i>
AR 37-104-10	<i>Military Pay and Allowances Procedures for Reserve Components of the Army</i>
AR 37-105	<i>Finance and Accounting for Installations: Civilian Pay Procedures</i>
AR 37-106	<i>Travel</i>
AR 40-3	<i>Medical, Dental, and Veterinary Care</i>
AR 40-121	<i>Uniformed Services Health Benefit Program</i>
AR 55-46	<i>Travel of Dependents and Accompanied Military and Civilian Personnel to, from, or between Overseas Areas</i>
AR 55-71	<i>Transportation of Personal Property and Related Services</i>
AR 135-210	<i>Order to Active Duty as Individuals During Peacetime</i>
AR 140-1	<i>Army Reserve Mission, Organization and Changes</i>
AR 140-145	<i>Individual Mobilization Augmentation Program</i>
AR 210-50	<i>Installation Family Housing Management</i>
AR 210-51	<i>Army Housing Referral Service Program</i>
AR 215-1	<i>Morale, Welfare, and Recreation</i>
AR 310-25	<i>Dictionary of United States Army Terms</i>
AR 360-61	<i>Community Relations</i>
AR 500-5	<i>The Army Mobilization and Operations Planning and Execution System (AMOPES)</i>
AR 600-8-1	<i>Army Casualty and Memorial Affairs and LOD Investigations</i>
AR 600-8-3	<i>Unit Postal Operations</i>
AR 600-8-101	<i>Personnel Processing: In- and Out- and Mobilization Processing</i>
AR 600-15	<i>Indebtedness of Military Personnel</i>
AR 600-20	<i>Army Command Policy and Procedures</i>
AR 600-29	<i>Fund Raising within the Department of the Army</i>
AR 600-75	<i>Exceptional Family Member Program</i>
AR 600-85	<i>Alcohol and Drug Abuse Prevention and Control Program</i>
AR 600-240	<i>Marriage in Overseas Commands</i>
AR 601-10	<i>Mobilization of Retired Members of the Army</i>
AR 608-1	<i>Army Community Service Program</i>
AR 608-2	<i>Government Life Insurance</i>
AR 608-3	<i>Naturalization and Citizenship of Military Personnel and Dependents</i>
AR 608-8	<i>Mortgage Insurance for Service Members</i>
AR 608-9	<i>Survivor Benefit Plan</i>
AR 608-10	<i>Child Development Services</i>
AR 608-11	<i>Eligibility for Reduced Cost Commercial Air Fare for Unofficial Travel</i>
AR 608-18	<i>The Army Family Advocacy Program</i>
AR 608-25	<i>Retirement Services Program</i>

- AR 608-99 *Support of Dependents, Paternity Claims and Related Adoption Proceedings*
 AR 640-3 *ID Cards, Tags, and Badges (Reserve and Guard Dependent ID Card)*
 AR 680-300 *Reporting of Dependents of Active Duty Military Personnel and U.S. Citizen Employees*
 AR 690-11 *Mobilization Planning and Management (Civilian Personnel)*
 AR 930-4 *Army Emergency Relief*
 AR 930-5 *American National Red Cross Service Program and Army Utilization*
 FR 500-3 *FORSCOM Mobilization and Deployment Planning Systems (FORMDEPS)*
 ANGR 211-1 *National Guard Family Programs (Joint Army National Guard and Air*
 and
 National Guard)
 NGR 600-12
 NGR 10-2 *State Area Command, Army National Guard*
 NGR 350-1 *Army National Guard*

Pamphlets

- DA PAM 55-2 *It's Your Move*
 DA PAM 190-52-1 *Personnel Security Precautions Against Acts of Terrorism*
 DA PAM 350-21 *Family Fitness Handbook*
 DA PAM 352-2 *Educational Assistance and Opportunities Information for Army Family*
 Members
 DA PAM 352-4 *High School Completion Programs for Army Dependent Spouses*
 DA PAM 352-5 *The Army Family—Partnership*
 DA PAM 360-525 *Family Assistance Handbook for Mobilization*
 DA PAM 360-531 *Your Personal Affairs—A Checklist*
 DA PAM 600-5 *Handbook on Retirement Services for Army Personnel and Their Families*
 DA PAM 600-19 *Quality of Life Minimum Standards*
 DA PAM 600-41 *Military Personnel Managers Mobilization Handbook*
 DA PAM 600-60 *A Guide to Protocol and Etiquette*
 DA PAM 600-72 *Army Manpower Mobilization*
 DA PAM 608-4 *A Guide for the Survivors of Deceased Army Members*
 DA PAM 608-28 *Handbook on Volunteers in Army Community Services*
 DA PAM 608-33 *Casualty Assistance Handbook*
 DA PAM 608-39 *Exceptional Children: An Army Parent Handbook*
 DA PAM 608-42 *Handbook on Information and Referral Service for Army Community Service*
 Centers
 DA PAM 608-43 *A Guide to Family Member Predeployment Briefings*
 DA PAM 608-47 *Family Support Groups*

Other Readings

- FM 100-9 *Reconstitution*
 FM 100-17 *Mobilization, Deployment, Redeployment, Demobilization*
 NGB PAM 600-5 *Handbook on Retirement Services (ARNG)*
 American Red Cross Military/Social Services and National Mental Health Association. *When the Yellow Ribbon Comes Down: Guide to a Mentally Healthy Reunion.* Washington, D.C.: Military Social Services, 1992.
 Augsberger, David W. *Pastoral Counseling Across Cultures.* Philadelphia: Westminster Press, 1986.

- Barbach, L. *For Each Other: Sharing Sexual Intimacy*. Garden City, N.Y.: Anchor Press/Double-day, 1982.
- Bennis, Warren. *Why Leaders Can't Lead*. San Francisco: Jossey-Bass Publishers, 1989.
- Bennis, Warren, and Burt Nanus. *Leaders: The Strategies for Taking Charge*. New York: Harper and Row, 1986.
- Berg, Karen, and Andrew Gilman. *Get to the Point*. New York: Bantam Books, 1989.
- Black, M., J. T. Warner, and J. E. Arnold. *Retention of DoD Civilians*. Arlington, Va.: Systems Research and Applications (SRA) Corporation, 1985.
- Bowen, G. L. Family Factors and Member Retention: A Key Relationship in the Work and Family Equation. In G. L. Bowen, and D. K. Orthner, eds., *The Organization Family: Work and Family Linkages in the U.S. Military*. New York: Praeger Publishers, 1989.
- CHAMPUS Handbook*.
- Chief of Staff, Department of the Army. White Paper 1983: *The Army Family*. Washington, D.C.: Department of the Army, 1983.
- Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 1990.
- Covey, Stephen R. *Principle-Centered Leadership*. New York: Simon and Schuster, 1992.
- Davis, L. E., and E. K. Proctor. *Race, Gender and Class: Guidelines for Practice with Individuals, Families and Groups*. Prentice Hall: Englewood Cliffs, N.J., 1989.
- Duck, S., ed. *Personal Relationships and Social Support*. Sage Publications: Newbury Park, Calif., 1990.
- Duntzman, G. H., R. M. Bray, L. Wood, J. D. Griffith, and N. M. Ostrove. *Exploratory Models of Reenlistment Intentions: From the 1985 DoD Survey of Enlisted Personnel* (Contract No. MDA903-87-C-0540). Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1987.
- Encyclopedia of Team Building Activities*. San Diego: J. William Pfeiffer and Co., 1991.
- Etheridge, R. M. *Family Factors Affecting Retention* (Research Report 1511). Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1989.
- Families as Nurturing Systems: Support Across the Lifespan *Prevention in Human Services*. Vol. 9, No. 1. New York: Haworth Press, Inc., 1990.
- Fletcher, Leon. *How to Speak Like a Pro*. New York: Ballantine Books, 1983.
- Flynn, Terry. *Leadership: It's Your Choice*. Pullman: Washington State University Cooperative Extension, 1981.
- Frank, Milo O. *How to Run a Successful Meeting in Half the Time*. New York: Pocket Books, 1989.
- Griffith, J. D., L. S. Stewart, and E. S. Cato. *Annual Survey of Army Families: A Report on Army Spouses and Families in 1987*. Vols. 13. Alexandria, Va.: U.S. Army Community and Family Support Center, 1988.
- Hersey, Paul. *The Situational Leader: The Other 59 Minutes*. New York: Warner Books, 1985.
- Hersey, Paul, and Kenneth H. Blanchard. Leader Effectiveness and Adaptability Description (LEAD). *The 1976 Annual Handbook for Group Facilitators*. La Jolla, Calif.: University Associates, Inc., 1976.
- Hogan, P. F. *Family Annualized Cost of Leaving (ACOL): The Household as the Decision Unit in Military Retention*. Technical Report. Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, May, 1990.
- Hogan, P. F., and S. G. Seigel. *Family ACOL: The Household as the Decision Unit in Military Retention*. Arlington, Va.: Systems Research and Applications (SRA) Corporation, 1987.
- Hunter, Edna J., and Stephen D. Nice. *Military Families: Adaptation to Change*. New York: Praeger Publishers, 1978.
- Kaufman, Roger. *Identifying and Solving Problems: A System Approach*. La Jolla, Calif.: University Associates, Inc, 1976.
- Kuslow, Florence W., and Richard I. Ridenour. *The Military Family*. New York: Gilford Press, 1984.

- Lakhani, H. *Career Decisions of Dual Career Couples: An Interdisciplinary Analysis of the U.S. Army* (ARI Technical Report 824). Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1988.
- Lynch, E. W., and M. J. Hanson. *Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families*. Baltimore, Md.: Paul H. Brooks Publishing Co., 1992.
- Manz, Charles C., and Henry P. Sims, Jr. *Super-Leadership*. New York: Berkley Books, 1989.
- Martin, J. A., and J. R. Ickovics. The Effects of Stress on Psychological Well-Being of Army Wives: Initial Findings from a Longitudinal Study." *Journal of Human Stress*. (Fall, 1987).
- McCubbin, H. I., B. B. Dahl, and E. Hunter. *Families in the Military System*. Beverly Hills, Calif.: Sage Publications, 1976.
- Military Family, A Newspaper for Those Who Serve Military Men and Women and Their Families*. Arlington, Va.: The Military Family Resource Center, February, April, July, October, 1991.
- National Guard Almanac*, Falls Church, Va.: Uniformed Services Almanac, Inc., 1990.
- Office of the Assistant Secretary of Defense (OASD). *Report on the Relationship Between Facilities Quality and Retention at Military Installations* (House Report 100-209). Washington, D.C.: OASD, 1989.
- Orthner, D. K., G. Brody, W. Hill, J. Pais, B. Orthner, and R. Covi. *Families in Green at Ft. Benning*. Washington, D.C.: Department of the Army, 1985.
- Orthner, D. K., and D. Cottrill. Military Family Patterns: Opportunities for Ministry." *Military Chaplains' Review* (Fall, 1984).
- Orthner, D. K., P. Early-Adams, and D. Pollack. *Community Support Programs: A Review of the Literature* (Contract No. MDA903-87-C-0540). Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1988.
- Orthner, D. K., and J. F. Pittman. Family Contributions to Work Commitment." *Journal of Marriage and the Family* 48 (1986): 573-81.
- Orthner, D. K., and J. Scanzoni. A Theoretical Framework Linking Family Factors with Work Commitment." Paper presented at the Theory Construction and Research Methodology Workshop, NCFR Annual Meeting, Philadelphia, Pa., November 11, 1988.
- Pedersen, P. B., J. G. Druguns, G. Jurius, W. J. Lonner, and J. E. Trimble, eds., *Counseling Across Cultures*. Honolulu: University of Hawaii Press, 1989.
- Pittman, J. F., and D. K. Orthner. Predictors of Spouse Support for the Work Communities." *Journal of Marriage and the Family* 50 (1988): 335-48.
- Pittman, J. F., and D. K. Orthner. Gender Differences in the Prediction of Job Commitment." In E. B. Goldsmith, ed., *Work and Family: Theory, Research and Applications*. Newbury Park, Calif.: Sage Publications, 1989.
- Polking, I., and L. S. Meranus. *Law and the Writer*. Cincinnati, Ohio: Writers Digest Books, 1985.
- Rakoff, S. H., and J. H. Doherty, *Army Family Composition and Retention* (Research Report 1535). Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1989.
- Reserve Forces Almanac*, Falls Church, Va.: Uniformed Services Almanac, Inc., 1990.
- Rosen, L., D. Westhuis, and J. Teitelbaum. *Stress and Coping Among Army Wives During Operations Desert Shield and Desert Storm*. Manuscript, n.d.
- Rosenberg, F. Spouses of Reservists and National Guardsmen: A Survey of Effects of Desert Shield and Desert Storm." Manuscript, WRAIR and USUHS, 1992.
- Sanborn, Mark. *Team Building*. Boulder, Colo.: Career Track Publications, 1989.
- Stevens, Billie K. Can You Lead?" *Family Community Leadership Lesson Guide*. Corvallis: Oregon State University Extension Service, 1984.
- Sue, D. W., and D. Sue. *Counseling the Culturally Different: Theory and Practice*, 2d ed. New York: John Wiley and Sons, Inc., 1990.

- Teitelbaum, J. *Soldier Family Status and Deployability Before and During Operation Just Cause*. Manuscript, Department of Military Psychiatry, WRAIR, 1990.
- Teplitzky, M. L. *Dual Army Career Couples: Factors Related to the Career Intentions of Men and Women* (ARI Technical Report 804). Alexandria, Va.: U.S. Army Research Institute for the Behavioral and Social Sciences, 1988.
- The Associated Press Stylebook and Libel Manual*. Edited by Norm Goldstein. New York: Addison-Wesley Publishing Co., 1994.
- The Yellow Ribbon,'Special Bulletin No. 91-2, *Army Lessons from the Home Front*. Fort Leavenworth, Kans.: Center for Army Lessons Learned, June 1991.
- USACFSC. *Crisis Response Planning Support Package*. Washington, D.C.: United States Army Community and Family Support Center, January 17, 1991.
- USACFSC. *Directory of Army Community Service Centers*. Washington, D.C.: United States Army Community and Family Support Center, 1990/91.
- U.S. Department of Defense. *Ordered to Active Duty: What Now? A Guide for Reserve Component Families*. Washington, D.C., 1991.
- Van Vranken, E. W. Report NP-84-6, *The Impact of Deployment/Separation on Army Families*. Washington, D.C.: Walter Reed Army Institute of Research, 1984.
- Wertsch, Mary E. *Military Brats: Legacies of Childhood Inside the Fortress*. Harmony Books, 1991.
- What's Next? A Guide to Family Readiness*. Elkins, Pa.: Educational Publications, Inc., 1992.
- White, Jan V. *Editing by Design*. New York: R. R. Bowker Co., 1982.
- Wiman, Raymond V., and Wesley C. Meierhenry, eds., *Educational Media: Theory into Practice*. Columbus, Ohio: Charles Merrill Publishing, 1969.
- Wood, L. L. *Family Factors and the Retention Intentions of Army Enlisted Personnel*. Research Triangle Park, N.C.: The Research Triangle Institute, 1989.
- Zilbergeld, B. *Male Sexuality: A Guide to Sexual Fulfillment*. New York: Bantam Books, 1978.

The Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373, offers useful information booklets on military family life. The titles listed below are available as of 1995:

- About Deployment*
- About Reunion*
- About Sponsorship*
- Annual Training*
- Being a Guardian for a Military Dependent Family Member*
- Being Married in the Military*
- Credit Management for Military Personnel*
- Family Care Plans*
- Family Support Groups*
- Good Money Management for Military Personnel*
- It's Time to Move! Coloring and Activities Book*
- Let's Talk About Deployment: An Information and Activities Book*
- Let's Talk About Reunion: An Information and Activities Book*
- Making a Successful Transition*
- Making the Right Move*
- Military Families are Special! Coloring and Activities Book*
- Military Family Life*
- Preparing for Mobilization*
- Transition and the Family*
- Until Your Parent Comes Home Again: A Deployment Coloring and Activities Book*
- When Your Parent Leaves the Military Coloring and Activities Book*

You Belong to the National Guard Family
You Belong to the U.S. Army Reserve Family
Your Army Community Service Center
Your Military Chaplain
Your Parent is Coming Home! Coloring and Activities Book

Extensive bibliographic listings are available from The Military Family Clearinghouse, 4015 Wilson Blvd., Suite 903, Arlington, VA 22203-5190. Phone: (703) 696-5806 or (800) 336-4592.

For a complete listing of all references and audiovisual training devices, contact your nearest installation AC or RC Family Program Coordinator's office.

Educational programs of the Texas Agricultural Extension Service are open to all people without regard to race, color, sex, disability, religion, age or national origin.

Issued in furtherance of Cooperative Extension Work in Agriculture and Home Economics, Acts of Congress of May 8, 1914, as amended, and June 30, 1914, in cooperation with the United States Department of Agriculture. Zerle L. Carpenter, Director, Texas Agricultural Extension Service, The Texas A&M University System.

