

APLA



Advanced **P**athfinder **L**eadership **A**ward

General Conference Youth Department 2003

Introduction

This is Part Three of the most current leadership development program for youth ministry in the Seventh-day Adventist Church. This concept uses the Master Guide as the foundation for youth ministry leadership, then builds two levels of continuing education, which will help keep youth leaders sharp, up-to-date, and focused on why we *are* in this business.

Part Three-- Advanced Pathfinder Leadership Award (APLA) (Pathfinder Instructor Award– PIA)

This level is heavy on training the trainers– Area Coordinators and others who will be involved in helping local club leadership be as focused and sharp as possible. Persons who attempt this level must be approved by the local conference/field youth department, which would imply that these persons are already living exemplary Seventh-day Adventist Christian lives. They qualify as true role models in their daily living, in leadership, and in all Pathfinder-related skills. The skills learned during this level of continuing education will enable the candidate to clearly present the best knowledge in the best way so club leadership will gain the maximum benefit, implying, therefore, that the children receiving the actual development process might truly become the best youth in the world. It should be true, indeed, at every investiture that “these symbols presented represent the very highest ideals of the Seventh-day Adventist Church for its youth.” It is our desire that each candidate will see this, not as an end in itself, but as a further step in the continual life-long process of sharpening and improving skills.

Part One-- Master Guide

This continues to be the highest level of leadership within the Adventurer/Pathfinder programs of the church. It focuses on one’s personal spiritual life and growth first and foremost. General leadership skills are then woven into the sharpening of those skills which are specifically geared to leading youth in God-ordained areas of development: understanding God’s world of nature, outreach ministry, service to others and a life-style which denotes healthy living.

As one church leader of the past put it so simply: “You can’t teach what you don’t know, and you can’t lead where you won’t go.” As leaders, we must not be good at only spouting theory if we expect to see success with our youth ministry; we must live what we preach and demonstrate.

Part Two-- Pathfinder Leadership Award (PLA)

Once the Master Guide level has been completed, most leaders feel they “have

arrived” and now have the necessary tools to properly guide their youth through the varied programs the church has for its youth. This feeling of adequacy may last a short time or for quite awhile, but sooner or later, one begins to sense that unnecessary mistakes are being made, that the world continues but somehow “I got left behind.” Also, in many areas of the world there are now in place laws which require continuing education on the part of anyone who works with young people, be they paid employees or volunteers. Generally, this expected continuing education can be in the form of youth-related workshops/seminars to be attended on a periodic basis. There is also a growing group of persons who have put in many years of service to local clubs and are now being asked to share those years of experience and expertise with other clubs as “Area Coordinators” (or other similar titles). It becomes easy for these people to begin living in the past and get out of touch with the realities of the present. Getting out of touch is even easier for church-paid employees— namely, youth department directors— at all levels, from local fields to the General Conference.

The purpose of this level of continuing education is to 1) continue equipping leaders for a sharper Pathfinder Ministry, and 2) enable those who are finding themselves removed from reality to keep pace. Again, there is a re-focus on personal spiritual growth, which must be a never-ending upward path. There are several seminars of advanced-level leadership development and opportunity for practical application of lessons learned.

Parts One and Two are available from the same source you obtained this manual. Welcome to the Advanced Pathfinder Leadership Award – enjoy the avenues of learning and discovery ahead, and may God bless you as you share with others your passion for Pathfinder Ministry.

General Conference Youth Department, 2002

Advanced Pathfinder Leadership Award (Pathfinder Instructor's Award)

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<ul style="list-style-type: none"> b. One of the new skills development seminars in the Master Guide or Pathfinder Leadership Award curriculum. *Submit the above materials to the conference/mission Pathfinder Director or Council for approval and revision. Be evaluated on the material you have developed. 	
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Advanced Pathfinder Leadership Award Curriculum Resource (Pathfinder Instructor's Award)

I. Prerequisites

1. Hold a current Pathfinder Leadership Award certification.

This course is designed as an additional training unit for Pathfinder staff members and as a means of providing qualified instructors for the many seminars necessary for training Pathfinder staff; therefore, all previous levels must be completed before initiating this level.

2. Submit application for APLA/PIA* to the conference/mission Pathfinder Director.

The APLA/PIA will train candidates to become qualified instructors in the following areas:

- ↳ Starting and nurturing Pathfinder Clubs
- ↳ Pathfinder Basic Staff Training Course
- ↳ Master Guide requirement seminars
- ↳ Pathfinder Leadership Award seminars

The objectives of this APLA/PIA are:

- ↳ To teach candidates how to organize curriculum materials needed to instruct Pathfinder staff
- ↳ To teach candidates how to present these seminars in an informative and interesting manner
- ↳ To insure that there is a pool of qualified staff instructors available to the conference and Pathfinder Clubs

Some fields may have a formal application form to be filled out; others may require only a verbal agreement with the Field Youth Director.

* The reason for the double acronym is to meet the varied title needs in various parts of the world

II. Personal Growth

1. Read a Bible Year plan or the Encounter Series III or IV *Christ Our Redemption/ Christ Our Hope*

If reading your Bible has not been your selected option thus far in your leadership development program, we strongly recommend that it be the selected choice now. There are many very readable versions of the Bible in both literal and dynamic translations. There are also several reading plans available, including one that recommends reading 30 minutes per day and in so doing one would complete the Bible TWICE in one year (two different versions would be excellent). H.M.S. Richards once told of reading the entire

Bible through in one weekend, so it can be done, and the benefits one receives of a complete, comprehensive reading of the entire book is well worth the effort.

The other two choices for this requirement are combinations of the Old Testament and the two books *Patriarchs and Prophets* (series III) and *Prophets and Kings* (series IV). Over a four-year reading schedule, one will have read most of the Bible and the entire Conflict of the Ages set as a commentary. (See pages 65 and 71.)

2. Read a book on leadership not previously read.

There are numerous books on leadership and management principles on the market, with old titles disappearing and new ones appearing almost on a daily basis. Those which involve specific subjects such as discipline, team building, and service learning should be top candidates. Listing some here would limit new possibilities and become outdated quickly. Consult your local field/conference director for current books.

3. Prepare a Pathfinder article for publication.

One of the greatest truisms of Pathfinding is found in the expression “the left hand doesn’t know what the right hand is doing.” As leaders, we need to break out of that tradition and begin sharing the many positive things that Pathfinders do— with the church at large and with the local communities. Articles should be appearing at a frequent rate in the *Guide, Insight, Review* and other magazines, as well as in the local newspapers. If the candidate has not tried this before, now is the time to make a first effort.

☺ *Here are some tips for writing good articles:*

◆ **Start at the beginning—** Learning to write is a three-stage process. Stage One is learning the fundamentals: grammar, spelling, punctuation and capitalization. Stage Two is developing an effective writing style. Once you learn the fundamentals, you will want to move on to this second stage and learn how to send clear and expressive messages. You may work on the problem of wordiness, for example, or think about word choices— whether a simple word or a fancy one that has the exact meaning you need. Stage Three is the strategy stage. Here you perfect the skill of writing. When you are at this stage, you turn your attention to such matters as approach and format.

It is possible to work on all three stages at once, but beginning writers should start at the beginning. Do the things you need to do first before you worry about “the finishing touches.” Even if you have been using a given language all your life, there may still be gaps in your knowledge. Maybe you’re a pretty good speller, but your knowledge of proper grammar and punctuation rules is shaky. Or maybe your grammar usage is good, but you are a poor speller. Either way, review the fundamentals as a first step.

◆ **Building a foundation—** Building writing skill is like building a house. The first job is to build a foundation. This foundation requires four building blocks before any further building may continue:

Grammar

Punctuation

Spelling

Mechanics, including capitalization

◆ No shortcuts– There are no real shortcuts to this project. For good, solid, acceptable writing, the foundations need to be right from the start. This is especially true today with grammar. In the world of computers and spell checks, one might get by with poor spelling (although even spell checks can't override all spelling errors), but there is no good software out to correct grammar. Misspelling and poor grammar can at a minimum be embarrassing and at most cause one to lose their job. Punctuation is also very important, at least for the general basics, and the fourth building block of this foundation is mechanics– knowing when to use certain forms like “summer” or “Summer,” “my mother” or “my Mother.” (The first is correct in both cases, by the way.)

◆ Getting started– So, pick up a pen or turn on the computer and begin. Choose a topic or incident, begin to write, check your basics, try rewriting, have some one tell you how lousy it is and how it could sound better or more interesting...

Stage One– Grammar

Here are just a few of the most crucial principles:

◇Complete Sentences– Most people can get thoughts down on paper clearly enough to be understood. But our goal as writers ought to be to communicate messages that are both clear and correct. Start by assembling your thoughts and words on a piece of paper and put them in order. When you have a sentence complete, write it out (or key it in). Our e-mail and memo-happy society today encourages incomplete sentence and thought processes. Often notes like this may appear:

Meeting in the manager's office next Wednesday. All staff assistants.

We know what's happening and we know what's expected. But this will not suit writing for publication. The above should read:

There will be a meeting for all staff assistants in the manager's office next Wednesday.

For some this process will be slow and at times painful, but as you continue, sentences will begin to flow more naturally and easily.

◇Short sentences– Sentences are complete thoughts that will stand on their own. However, complete thoughts tend to get involved and complicated. Sentences then tend to get long– so long that by the time readers reach the end, they aren't sure where they began. To avoid that, one must simply learn how to use the full stop (.) more frequently. Keep it simple, at least at first. A good rule to experiment with is to keep sentences shorter than twenty words. A caution: too many that are too short will cause the writing to seem childlike, so vary their lengths.

◇Paragraphs– These are groups of sentences about one topic or idea. Each sentence fits into a logical pattern and is related to the other sentences in the paragraph. Paragraphs vary in length. Most are two-to-eight sentences. The first sentence is generally called the topic sentence and sets the idea of the paragraph. All the other sentences should relate closely to the topic sentence.

Stage Two– Writing Style

Developing a pleasing writing style should be your next project. Once you’ve mastered the basics– you feel that you can put together a good letter or other writing project relatively free of spelling errors, punctuation problems, and grammatically correct–then consider sentence length, word choice, order of sentence elements– in other words, style.

In your reading, you have probably come across those styles that are warm, friendly, clear and easy to read. You have also probably read those that come across stiff, phony or cold; others seem to be trying to impress readers with a foggy cloud of words that sound important but mean nothing to you.

To develop your own style, you eventually want to develop a set of goals. Each time you write, review these goals. These will vary between individuals, so no one can tell you exactly what they should be. But in the meantime here are three simple style recommendations that will get you started (remember, as you develop your own list keep it brief).

- 1) Don’t waste words. - - Economy
- 2) Use simple sentences and familiar words.- - Simplicity
- 3) Be sure the message is clear. - - Clarity

✍ Economy means using no more words than necessary. Spell out the details. Tell your readers what they should know, but don’t use padding.

✍ Simplicity means using short, simple sentences made up of familiar words. A display of large vocabulary will not favorably impress the reader. (The word “hospital” is better than “medical facility.”)

✍ Clarity means that if you’ve followed the first two rules above, you probably are fulfilling this one. Trim out unnecessary words from your sentences, check punctuation, pronoun usage.

Five Stylistic tools:

- ✍ Recognize and avoid trite expressions (clichés). “Along these lines”
“Despite the fact that”
“Subsequent to”
- ✍ Trim unnecessary words. “~~Please be advised that~~ these adjustments must be completely finished within ~~a period of~~ three weeks. Thank you ~~for your interest in and attention to this matter~~”
- ✍ Use active (vs. passive) construction. Passive: “The secretary was hired by Mary”
Active: “Mary hired the secretary.”
- ✍ Be specific. Vague: “The woman sat there reading a magazine.”
Specific: “Mabel sat on the couch reading the *Review*.”

☞ Use simple words.

Complex: “Subsequently, we’ll require your endorsement.”
Simple: “Later we’ll need your signature.”

Stage Three– Strategy

Following what is called a “Motivated Sequence Outline” is effective when you prepare an article, a report or a speech. First, write out in a complete sentence form exactly what you hope to accomplish in your piece. This gives you focus. Then follow this outline of five steps as you put together the piece you’ve chosen to do.

A. Attention Step

1. Overcome reader’s apathy
2. Helpful to use illustration, example, etc.

B. Need Step

1. Show why change is needed
2. Show why readers need to feel affected by the problem

C. Satisfaction (of need) Step

1. State solution
2. Demonstrate that the need is logical, makes sense, and is feasible
3. Convince that solution will solve problem
4. Give examples where solution has worked

D. Visualization (of future) Step

1. Show readers what solution will do for them
2. State advantages

E. Action Step

1. Convince readers to adopt solution
2. Tell readers specifically what you want them to do
3. Direct readers to act

III. Seminars

1. Complete a minimum of three hours of leadership growth in seminars dealing with these topics:

a. Training Instructors to Train

Objective: The task of training people is not easy, because human beings are complex. However, training is a very important process. No one can perform well on a task– no matter how hard they try and regardless of how much they want to– until they know what they are supposed to do and how they are supposed to do it. A well-developed training program addresses both of these issues. This section will help you prepare for, plan, present and follow up on training programs.

➔ The Importance of Pathfinder Staff Training

It helps save staff members; when they know what is expected of them, they will be less anxious and more competent, and turnover will be reduced. Training helps save Pathfinders, also; club members are happy when they receive the leadership they expect.

Training saves money; when everyone knows how to do things the right way, costs will be lower and less time and supplies will be wasted.

→ The Benefits of Training

People want to make a difference, and the Pathfinder organization needs these individuals. Training can help staff make decisions, work together, invent solutions, take initiative and be accountable for results. Training can provide empowerment. Staff are volunteers; they are not motivated by financial rewards (although it might help at times!). Their primary motivators can be called the *VIP* motivators: *Validation, Information, Participation*.

Validation

- ☺ Respect for staff as people
- ☺ Flexibility to meet personal needs
- ☺ Encouragement to learn, grow and acquire new skills

Information

- ☺ Knowing why things are being done
- ☺ Getting inside information about the organization

Participation

- ☺ Staff members having control over how they do their work
- ☺ Involvement in decisions that affect them

→ The Four Steps of Training

Training programs can have different purposes. Training can orient new staff members, upgrade the knowledge and skills of existing staff and help resolve operating problems. Regardless of purpose, training involves four basic steps:

- Define how the job should be done
- Plan the training
- Present the training
- Evaluate the training

These are basic regardless of style of trainer, purpose, depth, number of participants...

Here are some details and explanations:

⇒ Step One: Define how the job should be done

No one should be trained to perform a task until the correct way to do the work has been defined. Four activities are involved to reach this definition:

- Develop a list of tasks
- Define the tasks
- Determine the required quality level for each task
- Construct a job description

Pathfinding has fairly well defined job descriptions in the various resource materials, and it is easy to assume that everyone knows them; therefore, this step may be ignored. However, one often finds persons who are not very clear on how their jobs are

to be carried out what's expected of them. The answers to this step will give meaning and shape to their training.

- Develop a list of tasks

This list will specify all job elements that a person must do to satisfy the requirements of that position. How does one go about that? Think about the required tasks to perform a specific job. Observe what staff members do in that job. Discuss with staff members the tasks they do and ask their opinions about which are the most important and why. Ask other leaders to identify tasks their staff members perform in similar situations. Study any current job descriptions to see how accurately they reflect the objectives of the specific job. List the tasks by order of priority.

- Define the tasks

This answers the question "How should a task be performed?" It should tell the "how, when and what" of each task and specify any necessary equipment, supplies or procedures. A bonus of this activity is that a careful analysis of how work is currently done is likely to yield excellent ideas about how it can be improved. A person's work load becomes much easier to see enabling a more equal distribution of assignments.

- Determine the required quality level for each task

Today everyone is talking about the need for improved quality. We often interpret this within the frame of more time, more money. But mentoring-- the chief overarching task of Pathfinder staff-- requires neither. Training must focus on quality within the club terms of reference-- how to achieve it, understand that it does not occur quickly but that it comes through persistent effort, prayer and training.

- Construct a job description

The final activity within this first step. One can begin with currently defined job descriptions such as are found in Pathfinder manuals. These need constant revision and adaptation to realities defined by time, geography and local club abilities and needs. Job descriptions should include whom the person is directly responsible to and who is directly under the responsibility of this person. Authority and responsibility should be very clearly spelled out so all staff understand. Tasks need to be clearly outlined based on the above process. Knowledge of resource materials needed at the outset and needed to be developed should be listed. Personal qualifications, including type of personality judged most useful for this job, need to be spelled out. Other important aspects which may influence a person volunteering for this roll also needs including.

⇒Step Two: Plan the training

- Consider training objectives

What does the trainer wish to accomplish? A competency-based objective states the purpose from the trainee's perspective.

- Develop a training plan

This will include sessions involved, date and time, which participants expected, objectives, location, trainers, equipment needed and instructional method to be used.

- Design a training lesson

There should be one lesson for each session. How much time should be allotted?

It should include an outline, detail specific activities or instructions that will facilitate training, specify time within session for each segment.

- Select the trainers and prepare the trainees

A facilitative trainer is a teacher, a cheerleader, and a coach– an enabler, not a controller; a sharer, not a hoarder.

In preparing the trainees, reduce anxiety by telling what will be involved that trainee concerns will be addressed, that it will relate directly to work they have volunteered for and that it will be enjoyable and worthwhile.

⇒**Step Three: Present the training**

There are a wide range of useful training methods including (but not excluding others): and many other items.

- Lectures–these can be supplemented by videos, overheads, power-point, slides, samples, artifacts and many other items.
- Role-playing– trainees act out situations after learning basic principles.
- Case studies– read, analyze, and discuss real or hypothetical situations.
- Demonstration– show how to do it, especially good for marching, camping, craft and similar sessions.
- Self-study materials– on-your-own supplemental training with videos, manuals or booklets, cassettes, computer programs, etc.

⇒**Step Four: Evaluate the training**

A sample evaluation. These should be varied to fit the specific needs of the training session types and formats. Other questions could also be asked that might be more relevant to the specific future planning needs of the leadership.

Organization: _____

Topic: _____

Date: _____

Presenter: _____

1. What is your overall evaluation of today's presentation?
 Excellent Good Average Fair Poor
2. How do you rate the presenter in terms of knowledge and presentation style?
 Excellent Good Average Fair Poor
3. How do you rate the program content in terms of practicality and usefulness?
 Excellent Good Average Fair Poor
4. What are the benefits you gained from this presentation?
5. What other training topics would you consider useful and beneficial?
6. Other comments: _____

Optional: Name: _____

b. Dealing with Attitude

Definition: Attitude is the way you communicate your mood to others. Attitude is a mind-set. It is a way you look at things mentally. Think of attitude as your mental focus on the outside world. Attitude is never static. It is an ongoing, dynamic, sensitive perceptual process.

A positive outlook provides the courage to address a problem and take action to resolve it before it gets out of control. A positive attitude is a visible sign of a mind that dwells primarily on positive things. It is a mind-set to choose creative activity over boredom, joy over sadness, hope over futility. A positive attitude is a state of mind which can be maintained only through conscious effort. No one can force you to change your attitude. You alone have that responsibility, and you must do it in your own way.

Personality is defined as the unique mix of physical and mental traits found within an individual. An individual's personality exists in the minds of others; it is not so much what you think you are as what you transmit.

Attitude is so vital that it can transcend the physical and mental characteristics

within a personality. A positive attitude is so powerful it can enhance personality traits. On the other hand, a negative attitude can minimize or cover what would otherwise be attractive characteristics.

☹ Need for attitude renewal ☺

Everyone must occasionally engage in some form of attitude renewal– reestablish a positive focus, repair damage of wear and tear. That’s what weekend getaways, vacations and holidays are supposed to be used for. They give us time to combat:

☹ Environmental shock waves– financial reversals, disappointments, family problems, health concerns, etc.

☹ Self-image problems– tired of the way we look, gained a few pounds, not as well groomed as we used to be.

☹ Negative drift– even when all seems to be going well, there can be a movement toward negativism, perhaps brought on by the simple constant bombardment by negatives of society around us.

☺ Attitude Adjustment Scale ☺

Try the following. Be honest and answer the questions, with 10 meaning “Can’t be better” and 1 meaning “Can’t get worse”:

- | | |
|--|----------------------|
| 1. If I were to guess, my feeling is that my spouse would currently rate my attitude as a: | 10 9 8 7 6 5 4 3 2 1 |
| 2. Given the same chance, my co-workers and Pathfinders would rate my attitude as a: | 10 9 8 7 6 5 4 3 2 1 |
| 3. I would rate my current attitude as a: | 10 9 8 7 6 5 4 3 2 1 |
| 4. In dealing with others, I believe my effectiveness would rate a: | 10 9 8 7 6 5 4 3 2 1 |
| 5. My current creativity level is a: | 10 9 8 7 6 5 4 3 2 1 |
| 6. If there were a meter that could gauge my sense of humor, I believe it would read close to a: | 10 9 8 7 6 5 4 3 2 1 |
| 7. My recent disposition– the patience and sensitivity I show to others– deserves a: | 10 9 8 7 6 5 4 3 2 1 |
| 8. When it comes to not allowing little things to bother me, I deserve a: | 10 9 8 7 6 5 4 3 2 1 |
| 9. Based upon the number of compliments I have received lately, I deserve a: | 10 9 8 7 6 5 4 3 2 1 |
| 10. I would rate my enthusiasm toward my job and life during the past few weeks as a: | 10 9 8 7 6 5 4 3 2 1 |

Total _____

A score of 90 or more is a signal that your attitude is in tune and no adjustments seem necessary.

A score between 70 and 90 indicates that minor adjustments may help.
A score between 50 and 70 suggests a major adjustment.
If you rated yourself below 50, a complete overhaul may be required.

This may raise the question, then, OK, how do I adjust my score/attitude? You will need to discover which technique best fits your personal comfort zone:

#1. Your flip side technique. The pivotal factor between positive or negative is often a sense of humor. The more you learn to develop your sense of humor, the more positive you become.

- Humor is an inside job. It can be created, anyone can do it.
- Laughter is therapeutic, relaxes nerves, improves digestion and helps blood circulation.
- A “funny focus” can transfer your focus from the problem to the solution.

#2. Play your winners. Here are three suggestions:

- Think about your winners. Concentrate on the things you do well in life.
- Talk about your winners. As long as you don’t overdo it, verbalize the happy, exciting times in your life.
- Reward yourself by enjoying your winners. If you enjoy nature, drive somewhere and take a walk. Listen to your favorite music. Sit back and read your Bible– in a favorite spot.

#3. Simplify, simplify! Some people unknowingly clutter their lives with so many negative factors that it is difficult for them to be positive. Their lives become too complex. Here are some clutter areas:

- Unused and unappreciated possessions. Some become slaves to possessions.
- Too many involvements. In their desire to “do good” some overextend themselves. They become slaves to work, social or community activities.
- Career-home imbalance. Some devote so much time to careers, their home life is left in shambles. A negative home-life will spill over into a negative work environment.
- Putting off little things. Most of us have the opportunity to discard many negatives that enter our lives, but we procrastinate and keep these distractions around.
- Holding on to worn-out relationships. It may sound harsh, but most of us have a few “friends” who have become negative and really need to be dropped.

#4. Insulate! Insulate! Work to insulate your focus against negative factors. Isolate or detach them so as to not impact too strongly on your attitude. Push them to the outer perimeters of your focus to reduce them and keep them at bay. These may help to insulate; you may wish to prioritize them:

- Refuse to assume responsibility for other people’s problems.
- Play your winners– concentrate on positives.

- Find ways not to worry about things beyond your control. Partner-up with God, let Him handle those items.
- Share your problems with God.
- Talk problems over with good friends or professional counselors.
- Keep things light– don't take life too seriously. One person used to say, "Twenty years from now, what difference will this have made?"
- Keep busy-- work out problems/frustrations through physical activity.
- Make temporary changes to your environment– long hike, mini-vacation.
- Do something to help others.
- Engage in special leisure activities, hobbies, gardening, sports, home repair/remodeling.

#5. Give your positive attitude to others. When you're tempted by frustration to give some one "a piece of your mind," be sure it's "a piece of your positive attitude." This keeps you in control and not letting others' attitudes get you down. Some ways to share attitude:

- Go out of your way to visit friends who may be having trouble with their attitudes.
- Be more positive around those with whom you have daily contact.
- Transmit your positive attitude to others whenever you use the phone.
- Share attitudes by sending tokens such as cards, flowers.
- Share humor through mild teasing, jokes or using the flip-side technique.
- Be more sensitive as a listener so others can regain their focus.
- Laugh more so your attitude will be infectious.
- Communicate attitude in upbeat conversation, compliments.
- Share attitude by setting a better example as a positive person.

#6. Look better to yourself. Self-improvement should be applauded, but the reason is not to look better for others; it should be because you want a better image for yourself. Improved appearance gives positive attitudes a boost:

- Wardrobe improvement. Pay attention to what you wear; how you coordinate colors, what styles fit your work, image and beliefs most closely.
- Hairstyle, cosmetics. Spend time here but not to the detriment of time needed elsewhere.
- Look healthy. Spend time in daily exercise, work on posture, dental care, weight control, diet.
- Be yourself. Refuse to be influenced by others and the media. Be different in the way you want to be and your belief system leads you to be.
- Image-attitude connection. Realize that your attitude will reflect your self-image and, even more importantly, your belief system and values.

#7. Clarify your mission. A person with a purpose and sense of direction in life will have a more positive attitude than someone without direction. The more one puts into

life, the more one gets out of life.

c. Using Your Influence

The *Index to the Writings of Ellen G. White* lists over 5 pages of references to this word– Influence. What exactly do we mean by it? Why should we take time to study it? (By the way, a careful study of those references would probably do more good than several seminars on the subject.)

There are a lot of misconceptions about what influence is and what it isn't. One of those is that influence and power are synonymous. Power is a form of influence but often the least effective. Some consider influence and manipulation as synonymous. But these are not equal either. Manipulation is dishonest, overtly aggressive and creates negative results.

➔ Influence: “The ability to affect others, seen only in its effect, without exerting force or formal authority.” Let's break that definition down to its three parts:

“*The ability to affect others*” – This is the positive use of power, the potential or capacity to influence. This power is like electricity– it's only effective when you turn it on and put it into action.

“*Seen only in its effect*” – In other words, results, not just methods, count. If you and your actions created a difference, incurred a change, or made an impact, then you had influence. What you did to create that change may not have been noticeable; you may not even have been aware of what it was you did.

“*Without exerting of force or formal authority*” – Influence is a gentle skill, a much more refined approach to affecting others than the use of authority or coercion.

Influence is a positive process that is win-win. You see the results you're looking for while others get results they want. It is not for us to set goals for others, yet we can enable them in reaching their goals while we get what we are after as well.

Attentiveness and flexibility are two key elements for the development of influence. Attentiveness is a human sonar system– sensitivity to both verbal and nonverbal communication. Flexibility enables one to take the lead, influencing in a positive manner, developing rapport and heading down the road called mentoring.

Influence action plans can be charted with a five-step process:

- 1) Target the person or club to influence.
- 2) Identify the situation to be changed. Perhaps an action or inaction, or a misunderstanding that needs clearing up.
- 3) Envision a positive outcome. Will there be a long-term effect?
(negative or positive)
- 4) Create benchmarks to measure success. What evidence will you need to ensure the goals have been fulfilled?

5) Set deadlines. Determine when you can realistically expect to see results.

➔ What is persuasion? Now here’s a word that probably is nearly synonymous with influence. As far back as the time of Plato, the study of the “art of persuasion” has been a time-honored tradition. What was true back then, and still true today, is that effective persuasion involves good communication skills and a sound strategy for using those skills. The question should now be addressed: *When do you need to implement guidelines to influence/persuade others in your Pathfinder Ministry?*

- Marketing Pathfinding to the church and parents of adolescents
- Influencing the Church Board
- Working with problem-solving committees
- Preparing year-end reports for parents and board
- Implementing new club policies
- Handling complaints from Pathfinder families and church members
- Requesting special services from the pastor or board
- Etc.....

Dictionary states: “Persuasion is the act or the action of influencing the mind.....” Persuasion refers to any attempt to influence the actions or judgments of others by talking or writing to them. What often makes persuasion a negative term is people who use its principles unethically.

Here’s a self-assessment quiz:

	Agree			Disagree	
1. All you need to know about an audience is whether they are “for you” or “against you.”	1	2	3	4	5
2. In order to communicate successfully all you need is a clear message. A clear, accurate explanation should convince an audience.	1	2	3	4	5
3. A friendly audience does not need persuasion.	1	2	3	4	5
4. The only way to be successful at persuasion is to take an audience from total disagreement to total agreement.	1	2	3	4	5
5. It’s usually better not to persuade people; its usually best to inform them.	1	2	3	4	5
6. The best way to persuade an audience is to be totally logical, using statistics and documented facts.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|-------------|---|
| 7. If you've explained your position to your audience clearly, logically and accurately, they will be persuaded. | 1 | 2 | 3 | 4 | 5 |
| 8. If something strikes you as persuasive, it probably will be persuasive for the next person, too. | 1 | 2 | 3 | 4 | 5 |
| 9. If all people had access to the same facts, persuasion wouldn't be needed. | 1 | 2 | 3 | 4 | 5 |
| | | | | Total _____ | |

All nine statements are myths.

If your total score was between 35 and 45, you are already successful in most of your communication.

If your score was 28-34, this section will help you use the skills you already have to make better choices as a persuader.

If your score was below 22, you will receive a great deal of help from this section.

➔ **Determining the type of audience.** (Audience is whomever one is dealing with; it is not defined by numbers.) In the training staff you may find yourself dealing with any one of seven types of audiences. Most likely, you will find them to be under the third, fifth, sixth, or seventh of the categories listed below; however, you may on occasion run into one of the others. Some of the comments will not hold true outside of Pathfinder. Here in sequence:

#1. **Openly or actively unfriendly.** Not too likely, but this is your greatest challenge. These people oppose your position so strongly that they are willing to work actively against you— either by speaking openly or rallying support behind your back.

#2. **Unfriendly.** Also not too likely. This audience disagrees with your position, but not necessarily to the point of taking counter-action. Your idea may get voted down but they won't campaign against it or you personally.

#3. **Neutral.** More probable and more likely when you are out of your own comfort zone topic-wise or geographic/cultural region. They understand your position but aren't too excited about trying things your way. They see little reason to support you and have no strong preference either way.

#4. **Undecided.** This audience understands your position but they feel torn between reasons to support you and reasons not to support you. They are not neutral, they do care about the issues, but they don't see a clear reason to decide one way or the other.

#5. **Uninformed.** This group may be composed of new people in Pathfinder; they know very little yet, have no solid opinion one way or the other. They need a lot of background information to get up to speed.

#6. **Supportive.** You'll like these people. Most groups within Pathfinder will fall into this and the next category, if for no other reason than Pathfinder staff are some of the

greatest, most gung-ho, enthusiastic people on the planet! They may, however, not feel inclined to support you totally to the point of taking action– yet.

#7. Openly actively supportive. If you thought the last group were great, you'll love these people! They agree with you, perhaps have already begun to implement some of the ideas you represent, and will jump at the chance to go even further.

Remember, *any* movement of a group down the numbers from less supportive to more supportive is called persuasion.

➔ Strategies based on resistance or support. Here are some strategies which may be applied to each of the above mentioned groups and will enable that movement in a positive direction:

#1. Actively unfriendly audience strategies. The most important thing is to “de-Activate” them. Even if they remain unfriendly, at least getting them to stop working against you is a major step.

- Stress areas of agreement first, before getting into areas of disagreement.
- Break the ice with some humor or friendly story.
- If possible, meet more than once before dealing with disagreements.
- Let them know your position is not the only solution, respect their feelings and integrity.
- Work with experts the group respects, even if they are not your first choices.

#2. Unfriendly audience strategies. Sometimes unfriendly audiences can become supportive; however, most often they only become neutral or undecided. Regardless, you're better off than before. You will need to show that you are being careful, fair, and logical.

- Avoid making important statements without evidence to support them.
- Be clear about where your disagreements lie but don't overdo it.
- Ask for a little and get it rather than ask for a lot and be turned down.
- Avoid convincing yourself that you're being logical, you must convince them too.
- Avoid conclusions that don't come strictly from your premises.
- Demonstrate your understanding of other sides of the issues as well as your own.
- Stress areas of agreement and common ground before introducing areas of controversy.
- Use data accurately and fairly and indicate where they come from.
- Only use experts the audience will recognize and respect.
- Only use real-life examples that are representative, not fictional ones.

#3. Neutral audience strategies. In general, associate your issue with a neutral audience's feelings, values and concerns, and attempt to move them to a position of support.

- Stress the connection between your proposal and the interest of the group.

- Draw attention to your position, even if it means downplaying or ignoring opposing views.
- Avoid complex arguments; focus on simple, vivid claims.
- Stress mutual benefits and mutual losses. Be alert for “common enemies” you share.
- Describe vivid pictures of how much better things will be.
- Draw heavily on examples with familiar situations or events.

#4. Undecided audience strategies. In general, work to tip the scale– even slightly– in your favor.

- Focus attention on your side of the issue. Do not misrepresent the other sides, but don’t worry about a “balanced” presentation.
- Support your case with examples and expert testimony, not just stats, which should be simple and relevant.
- Quote from experts the audience knows and respects and are vivid and forceful.
- Use examples to personalize your case. The audience should feel as well as think.
- Be more aggressive in drawing your conclusions than you might with a hostile group.
- Look for ways to break your proposal into smaller action items your audience can accept.
- Whenever possible, do a follow-up. Undecided audiences can easily reverse their position.

#5. Uninformed audience strategies. The strategy for persuading uninformed audiences is to downplay the fact that any persuasion is going on.

- Stress your own credibility, expertise, training, experience.
- Discuss your side of the issue without paying attention to the others.
- Develop a clear structure, preview each point, review each point, summarize.
- Don’t expect too much at once.
- Encourage your audience to learn, invite questions and requests for clarifications.
- Alternate between stats and examples.
- Make message lively and interesting to keep attention.

#6. Supportive audience strategies. They provide a different challenge than the kinds mentioned so far. Your goal is to strengthen and encourage to become actively supportive.

- Make sure your audience knows what needs to be done.
- Try to get them to act as soon as possible.
- Reinforce their commitment with vivid testimonials from others.
- Use examples to intensify the position, not to prove your point.
- Stress group identity; encourage them to feel like they belong to each other and the cause.
- Prepare them for possible hostile encounters and how to defend their position.

#7. Actively supportive audience. They are your dream; but don't take them for granted. They should not become inactive.

- Invite the audience to encourage one another discussing their successes.
- Look for ways to stress "unfinished work."
- Get them to commit to new but related goals.
- If they tend to be more militant or aggressive, work to achieve discipline among them.

Some material for this section has been adapted from *Influence* by W. I. Northstine, Ph.D. and used with permission of Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, CA 94025.

2. Complete 10 hours of APLA-level seminars covering the following topics:

a. Management skills

↳ Methods of facilitation

What is meant by "facilitation"? There are several ways to go about our roles as leaders. One of the most common is that of a group appointing a leader, who then "takes charge." This person has the responsibility of calling meetings, acting as chairman, leading and guiding the planning processes, and is ultimately responsible for decisions made. There is another method, which is that of shared leadership roles among the group. Here we will look at this second system. Facilitation describes a kind of role in a group and is associated with a given set of values. We first will identify five of those values. For this system to work it is essential that all persons in the group understand, demonstrate and foster these as they are outlined here.

→ Democracy– Each person has the opportunity to participate in any group of which he/she is a member. While the facilitator is working with the group, no hierarchical organizational structure is functioning.

→ Responsibility– Each person is responsible for their participation. As facilitator, you are responsible for the plans you make, what you do, and how this affects content, participation and process. You are also responsible for yourself– you must be sensitive to how much responsibility you can handle.

→ Cooperation– One might say that leadership is something you do *to* a group; facilitation is something you do *with* a group.

→ Honesty– As a facilitator, you represent your own values, feelings, concerns, and priorities in working with a group; your honesty tells the group that you expect honesty from all participants. You should represent yourself fairly and not attempt to go beyond your own capabilities in the role of facilitator.

→ Egalitarianism– Each member has something to contribute to the group and should be given an opportunity to do so. You must remember that you learn as much from the participants as they can from you. The participant has the right to choose not to participate at any particular point in a meeting.

With these values established, *what does a facilitator do?* The facilitator's job is

to focus on how people will work together. The purpose of the focus is to insure that members of a group can accomplish their goals for the meeting. The facilitator sees that each member has an opportunity to contribute and to see that the agenda serves the purpose. This allows for equalizing of responsibility and allows more people to determine what happens and what decisions are made.

A facilitator may fulfill different needs within the group. Depending on what is expected of the facilitator, you might give a presentation on your area of expertise. Your role might affect the dynamics of discussion, set the kind of atmosphere and share information as a resource.

The Facilitator's Code of Responsibility: The role of facilitator can get out of hand or be used unfairly; it is your responsibility to prevent abuse of your position by thinking through carefully the following code.

- ✓ It is not enough that you have values of cooperation and egalitarianism. The group must understand your role or they will perceive you as an authority and allow you to influence them unduly.

- ✓ Even if you try hard to stay off your "pedestal," you may find that some depend on you and look to you to make decisions or define situations. This is the strongest test of your values— accept and use this power or reflect it back to the group.

- ✓ A similar potential for abuse arises when the facilitator performs a subtle, non-directional role. A friendly well-meaning facilitator can be manipulative in ways that an aggressive leader could never get away with. You should not use this role to control a group.

- ✓ Being a facilitator does not mean that you are qualified to be a psychotherapist, either. Facilitators are often seen as resources for personal or organizational problems.

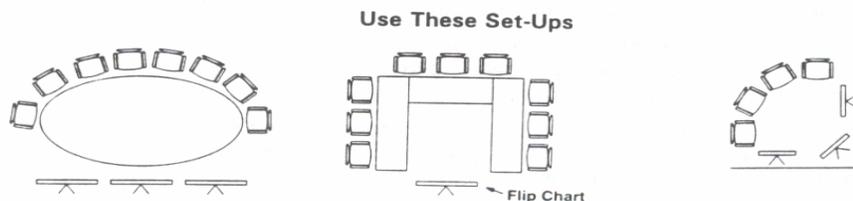
- ✓ Please remember that as facilitator, you cannot expect to meet your own emotional needs working with groups. Often in groups people develop one-sided perceptions of each other, resulting in intense interactions. You may find yourself becoming involved with one person to the neglect of others and be seen then as an advocate for the one.

- ✓ It is the facilitator's responsibility to be sure the group understands what you are doing with them: what your goals are, how you expect to meet their needs, what you can give them and how you're going to do that.

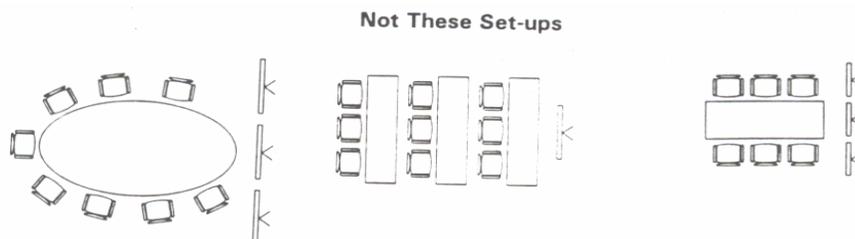
For us as Pathfinder Instructors (Trained Trainers) how does facilitating differ from Training and Presenting? Training, public presentation and facilitating share some common behavior and skills. They often complement each other, but these are also distinctly different developmental activities. The following lists illustrate some traits of each.

<i>Training</i>	<i>Presenting</i>	<i>Facilitation</i>
<ul style="list-style-type: none"> · Participants are present to learn · Lesson plans are prepared to enhance learning structure · Instructor asks questions to evaluate learning · Instructor is a catalyst for learning · Visual and other training aids are used to illustrate points · Involvement (experiential learning) is used to learn from other's experience · Number of participants varies; usually under 50 	<ul style="list-style-type: none"> · Audience is present to receive prepared remarks · Objectives are based on what is to be communicated · Presenter primarily answers, not asks questions · Presenter's outline is to structure logical presentation · Visual aids are used to present data · Data, charts, graphs are used to support message or recommendation · Communication is largely one way from presenter to audience 	<ul style="list-style-type: none"> · Participants are members of teams whose mission is to recommend · Objectives are based on process improvements · Questions are used to develop individual involvement · An agenda is used to structure the meeting for effectiveness · Flip charts are used to record team member input and ideas · Facilitator teaches members to use tools for team problem-solving · Facilitator manages the meeting structure, not content. Team size is typically 3-5 members · May present the team's improvement recommendations to management

The physical environment for the meeting plays a large role in the effectiveness of the meeting. There are many ways of arranging a meeting facility to enhance a specific style of meeting. Facilitated ones best use one of the following arrangements:



Commonly used for other types of meetings but inadequate for facilitated meetings include these seating arrangements:



Causes of poor-quality meetings: As facilitator, you want to ensure that at least the five major causes of poor meetings are eliminated. This will give much greater chance for productivity and satisfaction on the part of participants.

- ✓ Late-starting meetings. Arrive early and get organized. Here you must be assertive and start on time. Starting late rewards latecomers and penalizes on-time participants.
- ✓ Wandering from agenda and tendencies to gripe. Tactfully refocus group.
- ✓ Failure to set and end meetings on time. Always indicate ending time for meetings and end as designated.
- ✓ Lack of summary. Summarize decisions after each agenda item and at end of meeting. Indicate time frames and responsibilities for follow-through work.
- ✓ Lack of minutes. Use your flip-chart sheets as minutes. Selectively record major actions and assignments. Distribute them in a timely manner.

Your role as facilitator in a discussion will vary according to the kind of discussion and the kind of group. In most discussions, however, the facilitator's job includes keeping the discussion focused on the topic, clarifying when something seems confusing, and keeping everyone participating in a cooperative manner. To get things rolling:

- ✓ Everyone should know exactly what the discussion is about.
- ✓ Give participants room to be involved; keep your style low-key, not highly directive.
- ✓ Be a model. Set a relaxed, open, conversational tone for the discussion.
- ✓ Use questions to stimulate discussion.
- ✓ Listing is a technique to generate ideas or approaches.
- ✓ Going around the room, ask each person for a response.
- ✓ Write things down. Have a recorder taking notes on blackboard or flip chart.
- ✓ Relate the discussion to immediate experiences.
- ✓ Use humor to break tension or boredom.
- ✓ Use your intuition in choosing what techniques to use with what group, since each situation will be different.

Once the discussion is going full speed:

- ✓ Equalize participation. It's not realistic to assume that participation will be divided equally, but try to keep one or a few from dominating.
- ✓ Stay on the subject. Your role will include reminding the group where the road is.
- ✓ Clarify and interpret what has been said to make things clearer or to see if all are on the same wavelength.
- ✓ Summarize— pull together various parts of the discussion and see what

progress has been made.

- ✓ Set the pace. Keep the group aware of how it's proceeding and when it's time to move on.
- ✓ "Process"-- this is often the most important part of a facilitator's role. Keep the group members working well together on an interpersonal level.

↳ **Effective meeting procedures**

Meetings are commonplace in our societies today. All of us have attended some kind of meeting; all are members of professional societies, civic organizations, service clubs and church. Since meetings are so frequent, one would expect them to be sources of great satisfaction and accomplishment, but too often the opposite is the case. Mention a meeting and you hear groans. As one person put it, "Meetings make one end feel dumb while the other end feels numb." So first what is a meeting? And second, how can we make them effective, satisfying and desirable?

Definition: A meeting can be defined as a gathering of three or more people sharing common objectives (and someone might add tongue-in-cheek "where an offering is picked up"), where communication is the primary means of achieving the objectives. When is a meeting effective? When it achieves its objectives in a minimum amount of time to the satisfaction of the participants. Here are two key words that need further development: "minimum" and "satisfaction." Start by evaluating a typical meeting you attend, be it business, church or Pathfinder staff meeting. Compare it with the following characteristics of an effective meeting, checking those items as they apply.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. An agenda is prepared prior to the meeting.
<input type="checkbox"/>	<input type="checkbox"/>	2. Meeting participants have an opportunity to contribute to the agenda.
<input type="checkbox"/>	<input type="checkbox"/>	3. Advance notice of meeting time and place is provided for those invited.
<input type="checkbox"/>	<input type="checkbox"/>	4. Venue is comfortable and adequate for the number of participants.
<input type="checkbox"/>	<input type="checkbox"/>	5. The meeting begins on time.
<input type="checkbox"/>	<input type="checkbox"/>	6. The meeting has a scheduled ending time.
<input type="checkbox"/>	<input type="checkbox"/>	7. The use of time is monitored throughout the meeting.
<input type="checkbox"/>	<input type="checkbox"/>	8. Everyone has an opportunity to present his/her view.
<input type="checkbox"/>	<input type="checkbox"/>	9. Participants listen attentively to each other.
<input type="checkbox"/>	<input type="checkbox"/>	10. There are periodic summaries as the meeting progresses.
<input type="checkbox"/>	<input type="checkbox"/>	11. No one tends to dominate the conversation.
<input type="checkbox"/>	<input type="checkbox"/>	12. Everyone has a voice in decisions made at the meeting.
<input type="checkbox"/>	<input type="checkbox"/>	13. The meeting typically ends with a summary of accomplishments.
<input type="checkbox"/>	<input type="checkbox"/>	14. The meeting is periodically evaluated by participants.
<input type="checkbox"/>	<input type="checkbox"/>	15. People can be depended upon to carry out agreed-upon actions.
<input type="checkbox"/>	<input type="checkbox"/>	16. A copy of the minutes is provided to each participant as a follow-up.
<input type="checkbox"/>	<input type="checkbox"/>	17. The leader follows up with participants on their assignments.
<input type="checkbox"/>	<input type="checkbox"/>	18. The appropriate and necessary people can be counted on attending.
<input type="checkbox"/>	<input type="checkbox"/>	19. The decision process used is appropriate for the size of group.
<input type="checkbox"/>	<input type="checkbox"/>	20. Any audio-visual equipment used is in good working condition and does not detract from the meeting.

Multiply your "yes" responses by 5 _____. A score of 80+ indicates high quality meetings, scores under 60 indicate "room to improve."

After looking over your answers above, here are a few solutions for common meeting problems to choose from to enable your meetings to come closer to an ideal meeting.

- ✓ State your objective. This simple procedure establishes the reason for the meeting. All energy can now be directed toward it.
- ✓ Prepare an agenda. These should be prepared in advance and handed out in advance. It's your road map; everyone needs to know where they are going.
- ✓ Have a minimum number of people. Smaller numbers hold interest and increase participation. You may have to inform some people why they are not included.
- ✓ Manage time. From beginning, going and through strike a balance between wasting time and railroading.
- ✓ Take charge. Effective control and guidance are required. Encourage the less active; control those who want to dominate.
- ✓ Close with a summary. Every meeting should end with a restatement of the objectives, summary of accomplishments and review actions that need to take place.

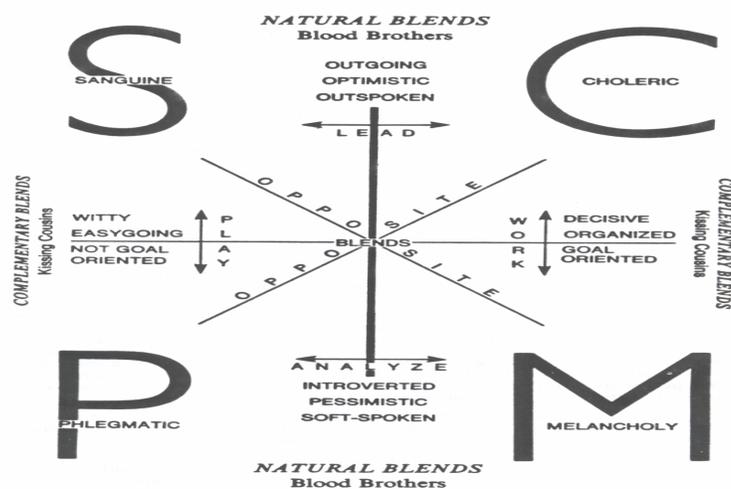
Meeting arrangements– a checklist– Most often we simply meet where we customarily meet and we do what has to be done. Most often we have little choice or input into the arrangements for the meeting or perhaps never really thought about it enough to think of what might be done differently that would improve the meeting. Here's a handy checklist of items to consider. Some may not be relevant to your situation; other items might be included.

- ___ 1. Is the room large enough to comfortably accommodate the participants and planned audio-visual aids?
- ___ 2. Is there adequate lighting and ventilation?
- ___ 3. Is the room free from distractions and interruptions?
- ___ 4. Is the room conveniently located for the participants?
- ___ 5. Is the room available at the time you need it?
- ___ 6. Are tables and chairs properly arranged for the type of meeting to be conducted?
- ___ 7. Table name cards for participants (if they are not well-acquainted)
- ___ 8. Audio visual equipment as required:
 - ___ Chalkboard/flip chart
 - ___ Overhead projector
 - ___ VCR
 - ___ Laptop/power-point
 - ___ Other _____
- ___ 9. Refreshments as appropriate
- ___ 10. Scheduled breaks for meetings longer than one-and-a-half hours
- ___ 11. All necessary materials available such as handouts, notebooks, paper, pens

↳ Understanding temperaments

By this point in your Pathfinder Ministry you have quite likely studied and perhaps taken the Temperaments Test. If you haven't, it would be most advantageous to take the test before continuing with this section. Ask your field/conference youth director about how to get it. They are also available from Andrews University (the publishers). Studies have shown that while we are each unique in our temperament and personality, our temperaments are blends of four basic, well-defined temperament categories. Generally, we find ourselves strong in two and weak in two. Generally the two weak ones are discarded for study purposes, and only the two strong ones are analyzed to help us determine our overall strengths and weaknesses.

Before continuing, the question may be raised, "Why spend so much time on temperaments?" Because our church relies so heavily on volunteerism to accomplish its work, we often are quite happy with whoever volunteers to do whatever and proceed to get the work done, often in spite of ourselves. Just because Pathfinding is a club run by volunteers is not reason enough to run at less than its potential. At least part of that potential is lost in the assignment of responsibilities outside of temperament interest or even capability. This fact lies at the root of much of the friction among staff, lack of cooperation and eventual collapse of local clubs. People work best when they enjoy what they are doing and have a sense of fulfillment and accomplishment, rather than spend their time grumbling and feel like failures, always drumming up another excuse for mediocre or failed assignments. As leaders, the more we understand about temperaments the easier it becomes to assign tasks, to compliment work well done and to encourage development and progress. (See the optional section on Team Building, page 35)



There are generally three types of blends, as can be seen on the chart above. They are “Natural Blends,” “Complementary Blends,” and a less-frequently-seen “Opposites Blend.” We will first look at the blends a little and then go to a more in depth study of each temperament type.

→ **Natural Blends** are those that on the chart are side by side. They include Sanguine/Choleric and Melancholic/Phlegmatic.

- Sanguine/Choleric– Both are optimistic, outgoing and outspoken--the Sanguine from a pleasure standpoint, the Choleric from an “all business” view. The blend has the greatest potential for leadership, a person with drive and determination, fun-loving yet can accomplish goals. This person works hard, plays hard and can keep them in proper perspective. On the down side, they can be bossy, a person who doesn’t know what they are talking about, impulsive and monopolizing the conversation.
- Melancholic/Phlegmatic– Both are introverted, pessimistic, and soft-spoken. They are more serious; they look into the depths of situations, don’t want to be center-stage. They like the motto: “Speak softly and carry a big stick.” This combination makes the greatest instructors because of the Melancholic’s love of study and research and the Phlegmatic’s ability to get along with people and present material in a pleasant manner. Their downside is procrastination and slow decision-making.

→ **Complimentary Blends** are the two vertical combinations on the chart. They include Choleric/Melancholic and Sanguine/Phlegmatic.

- Choleric/Melancholic– This combination that offsets the weaknesses of each temperament as seen separately makes the best business person. The drive and goal-setting of the Choleric are complimented by the analytical, detail-conscious, schedule-oriented mind of the Melancholic. Nothing is beyond the range of this combination! They will be successful no matter how long it takes. If they set out to remake their spouse, they will keep at it until they have a perfect product! The down side has already been hinted– carried to extremes, their strength can be overbearing for the rest of us lowly mortals.
- Sanguine/Phlegmatic– Where the above person is work-oriented, this person is inclined to take it easy and have fun. The double dose of humor and easy-going nature makes them the best friends possible. Their warm, relaxed natures are appealing, and people love to be with them. They are true “people persons,” great parents, good civic leaders. Their down side could show them as lazy, without direction to produce anything they can avoid.

→ **Opposite Blends** are crosswise to each other: the Sanguine/Melancholic and

Choleric/Phlegmatic.

- Sanguine/Melancholic– Of these two, this one is the more emotional; they struggle with the idea of having fun and “being realistic.” Unless the person understands their temperament pattern, this personality can lead to emotional problems.
- Choleric/Phlegmatic– this person doesn’t have the emotional strains but has a conflict of “to work or not to work.” While he wants to take it easy, he feels guilty about not producing. He may work very diligently at his job, but be a total “couch-potato” at home.

Here now, in greater detail, are some strengths and weaknesses of each individual temperament. Remember that we all have some of both. As leaders it is up to us to look for the strengths of each person and utilize them while at the same time look for ways of minimizing and reducing the weak areas. The fact that we have both does not mean we’re stuck with them. We can build on strengths and work on eliminating or offsetting our weaknesses. Also remember we don’t necessarily have all the characteristics listed, because we are not made up of just one of these temperaments.

→ Sanguine

Emotions

Strengths

Warm and lively
Charisma
Talkative– never at a loss for words
Carefree– never worries about the future or frets about the past
Great storyteller
Lives in the present
Conversation has an infectious quality
Unusual capacity for enjoyment

Weaknesses

Cries easily
Emotionally unpredictable
Restless
Spontaneous anger
Exaggerates the truth
Emotional decisions
Impulsive buyer
Naive and childlike
Come on too strong

Relationship to Others

Makes friends easily
Responsive to people
Enjoyable and optimistic
Always friendly and smiling
Easy to apologize
Tender and sympathetic
Converses with genuine warmth
Shares other people’s joys and sorrows

Dominates conversation
Not attentive
Weak-willed and little conviction
Seeks credit and approval
Enjoys people and then forgets them
Talks too often about self
Forgets promises and

obligations

Activities

Makes good first impressions
Not bored because living in the present
Gifted in caring for the sick
Easily engages in new plans or projects
Breeds enthusiasm

Completely disorganized
Undependable; late
Undisciplined
Wastes time talking when should be working
Easily distracted
Falls short of goal

Occupation and Hobbies

Public speaker
Actor or Actress
Courtroom lawyer
Salesperson
Preacher
Athletic director

Visiting and caring for sick
Volunteer work
Given to hospitality
Participant in athletics
Loving parent
Receptionist

Greatest needs

To be more reliable and dependable
To develop a greater self-disciplined life
To replace ego with genuine humility

→ Melancholy

Strengths

Loves music and art
Rich, sensitive nature
Analytical ability

Emotionally responsive
Deep, reflective thinker

Emotions

Weaknesses

Moody and gloomy
Pessimistic, negative
Likes to suffer; martyr
Hypochondriac
Introspective to the point of being harmful
Depressive
Proud

Relationship to others

Dependable friend

Critical of others'

Self-sacrificing friend
Faithful and loyal friend
Makes friends cautiously
Deep feelings for friends

imperfections
Searches for
perfection and judges
everything by own
ideas
Fearful of what others
think
Suspicious of others
Often deeply hurt by
others
Will carry a grudge
and be revengeful
Dislikes those in
opposition
Hard to get along with

Activities

Strong perfectionist tendencies
Likes detail and analytical work
Self-disciplined; finishes tasks
Fitted for creative, intellectual work
Conscientious and thorough
Gifted; genius-prone

Indecisive
Theoretical and
impractical
Tires easily
Hesitant to start new
project
Too much analysis;
leads to
discouragement
Gets moody over
creations

Occupation and Hobbies

Professor
Philosopher
Inventor
Physician/nurse
Musician

Artist
Seamstress
Accountant
Beautician
Spectator at athletics

Interior Decorator
Fashion Designer
Author
Crafts
Poet– writes or enjoys

Greatest needs

To overcome critical spirit
To be delivered from self-absorption
To become occupied in loving service for others
To develop a thanksgiving spirit

→ Phlegmatic

Emotions

Strengths

Calm and dependable
Good-natured and easy to get along with
Cheerful and pleasant; doesn't
Kindhearted
Peace-loving

Weaknesses

Lacks confidence in self
Pessimistic and fearful
Worrier
Rarely laughs aloud
have much to say
Passive and indifferent
Compromising
Self-righteous

Relationship to others

Pleasant to be with
Has many friends
Dry, witty sense of humor
Softening and conciliating effect upon others
Constant and faithful
Diplomatic and peacemaker
Good listener
Faithful friend
Gives advice only when asked

Doesn't allow self to get involved
Selfish and stingy
Studies people with indifference
Unenthusiastic
Stubborn
Indifferent about others
Teases others who annoy them
Not too cordial
Attitude of superiority

Activities

Works well under pressure
Practical, easy way of working
Conservative
Neat and proficient
Plans work before beginning
Stabilizing influence
Dependable worker

Calm, serene, uninvolved spectator in life
Slow and lazy
Reluctant leader
Lack of motivation
Indecisive
Overprotects self from involvement
Opposes changes of any kind

Occupation and Hobbies

Accountant
Diplomat

Administrator
Seamstress

Technician
Secretary

Crafts
Social worker
Elementary education teacher

Good parent

Counselor
Spectator of sports

Greatest needs

To overcome passivity
To learn to give of self to others
To stop acting like a Christian and really be one
To recognize fearfulness as a sin and cope with it accordingly

→ Choleric

Emotions

Strengths

Confident and strong
to make decisions
Strong-willed and self-determined
Optimistic
Self-sufficient
Fearless and bold

Weaknesses

Violent anger
problem
Highly opinionated
Insensitive to needs of others
Unemotional and cold
Little appreciation for aesthetics

Relationship to others

Does not expect anyone else to do something she/he can't do
Not easily discouraged
Strong leader
Good judge of people
Motivator of others group
Exhorter
Never daunted by circumstances

Lack of compassion
Makes decisions for others
Cruel, blunt, sarcastic
Tends to dominate a
Arrogant and bossy
Uses people for own benefit
Unforgiving and
revengeful
Prone to bigotry
Haughty and
domineering

Activities

Good organizer and promoter
Decisive; intuitive ability to make decisions
Quick and bold in emergencies
Keen, quick mind

Overly self-confident
Crafty
Prejudiced
Opinionated
Bored by details

Great capacity for action
 Does not vacillate
 Very practical
 Stimulates others to activity
 Thrives on opposition

 Sets goals and reaches them

Non-analytical
 Forces others to agree to plan of work
 Tiresome and hard to please
 Only time for own plans or projects

Occupation and Hobbies

Manager/leader
 Crusader
 Promoter
 Participant in athletics

President
 Builder/organizer
 Educator

Producer
 Home entertainer
 Executive

Greatest needs

To become sensitive to the needs of others
 To confess angry and cruel spirit
 To develop inner strength and beauty by quiet hours spent reading the Bible and praying

A quick task-strength-related summary:

- Sanguines are best
 - in dealing with people enthusiastically
 - in expressing thoughts with excitement
 - in up-front positions of attention
- Melancholics are best
 - in attending to details and deep thinking
 - in keeping records, charts and graphs
 - in analyzing problems too difficult for others
- Phlegmatics are best
 - in positions of mediation and unity
 - in storms that need a calming hand
 - in routine that might seem dull to others
- Cholerics are best
 - in jobs that require quick decisions
 - in spots that need instant action and accomplishment
 - in areas that demand strong control and authority

How to get along with each different type:

- Sanguine:
 - Recognize their difficulty in accomplishing tasks
 - Realize they like variety and flexibility
 - Help them to keep from accepting more than they can do
 - Praise them for everything they accomplish
 - Realize they mean well

- Melancholic:
 - Know that they are very sensitive and get hurt easily
 - Realize they are programmed with a pessimistic attitude
 - Learn to deal with depression
 - Compliment them sincerely and lovingly
 - Accept that they like it quiet sometimes
 - Try to keep a reasonable schedule
 - Help them not become slaves to the family
- Phlegmatic:
 - Realize they need direct motivation
 - Help them set goals and make rewards
 - Don't expect enthusiasm
 - Force them to make decisions
 - Don't heap all the blame on them
 - Encourage them to accept responsibilities
- Choleric:
 - Recognize they are born leaders
 - Insist on two-way communication
 - Know they don't mean to hurt
 - Realize they are not compassionate

There is also an excellent 16-page booklet published by the Family Life Department called *Celebrating Temperaments* that would be a very good supplement to this section.

“We differ so widely in disposition, habits, education, that our ways of looking at things vary. We judge differently. Our understanding of truth, our ideas in regard to the conduct of life, are not in all respects the same. There are no two whose experience is alike in every particular. The trials of one are not the trials of another. The duties that one finds light, are to another most difficult and perplexing,” (Gospel Workers, p. 473).

➤ **Optional Unit: Team Building**

Define “TEAM” within your own specific frame of reference as you study this section. For some, their team will mean their club staff. For others, it will be the group of club directors within their assigned territory. Still for others it will mean the group of Area Coordinators or Field Pathfinder Committee. It may be the Conference Youth Directors within a given Union or Division. Here you will pool all your learned skills to build your team— caution! We are not talking of creating a competitive spirit between various groups but rather a sense of mission, ownership, and responsibility to God for our work and charges.

◆◆ Elements of a team by analysis. Judge whether these statements are true or false in building a great team— discuss them in a group setting.

- | | | |
|---|---|--|
| T | F | 1. There are no leaders or followers; everyone is equal. |
| T | F | 2. Working together as a team replaces the importance of |

T F individual performance.
 3. Decision-making by consensus is always the best way to make a team work well.

◆◆ A team-building checklist:

- 1. Are members of the work group (potential team) interdependent?
- 2. Are group members willing to work for team goals and set aside individual competition?
- 3. Does the corporate climate support teamwork?
- 4. Are there any pressures that might negatively affect team building?

◆◆ Why teams fail:

- ◇ Poor Communication
- ◇ Low participation/independent
- ◇ Unclear goals
- ◇ Unresolved conflicts
- ◇ _____
- ◇ _____
- ◇ _____

◆◆ How does your TEAM stack up?

Please rate how effective you believe your team to be in each one of the areas listed by checking the appropriate box. Write in the top two qualities of your group on the last two lines of the graph, if they are not already listed. Ratings are low to high in pattern with the numbering.

	0	1	2	3	4	5	6	7	8	9	10
Mission											
Objective											
Trust											
Meetings											
Initiative											
Conflict Mgt.											

To be more effective	Slow down Involve others Be diplomatic Collaborate Smile more	Follow through Focus on details Listen carefully Control time Smile less	Be assertive Share ideas Be flexible Take initiative Show emotion	Speed up Inclusive Compromise Delegate Smile more
Tips for communication	Be direct	Smile	Give notice	Give details

Which style(s) reflect you best?

What actions could you do more of to help your team?

What actions could you do less of to help your team?

◆◆ Team members work together better if they know what is expected of them, not just in their performance, but in how they behave as a team member.

Here are some rules of conduct that some teams have adopted. How many would you want to have for your team? What others would you want to include?

◇We will start and end all meetings on time.

◇We will treat each other with respect at all times.

◇We will address any conflicts with each other constructively and within 24 hours of becoming aware of a problem.

◇We will arrange to minimize interruptions of our meetings.

◇ We will be diplomatic and constructive in pointing out mistakes/problems.

◆◆ There are at least six crucial roles to be played by various participants on a team for it to achieve success. They are:

- Initiator/Creator– Generates new ideas, brings up issues that need to be addressed.
- Elaborator– Builds on ideas, makes connections to other actions and approaches.
- Analyzer– Identifies and evaluates details that can have positive and negative effects.
- Summarizer– Identifies essential elements out of long, sometimes complex, discussions.
- Contributor– Provides supplemental information and support for ideas and actions.
- Leader– Provides direction, ensures involvement of all, makes assignments.

Who fills these roles on your team now? Do you have any gaps?

What other roles could you assume more often? Who on your team could best fill some of the gaps?

◆◆ Boosting Team Performance can be done by setting goals, working to achieve them, and then have ways of seeing visually the progress. Here are some ideas for making that progress visible:

- Use surveys of staff, Pathfinders, their parents, the church.
- Circulate “testimonials” via a small club newsletter.
- Observe and report anecdotes at staff meetings, in church, at board meetings.
- Communicate hard data that reflects performance.
- Post charts that compare progress relative to past performance, prior quarter, etc.
- Celebrate milestones with team and have individual awards:

Pizza feed	New, crisp currency	Pens
Time-off coupons	Points toward prize	Prize drawing
Free training weekend		

◆◆ Coach vs. Boss. Both styles are needed at different times. What are some of the differences? Here’s a listing of both styles. If you’ll place a check (✓) before those items that fit you best, it will give a clue as to your preferred style, and then you can study ways to develop the other for those situations where it will be beneficial.

A Boss...

- Tells
- Gives orders
- Focuses on procedures
- Expects others to adapt
- Says things only once
- Communicates by memo
- Criticizes mistakes
- Holds information close
- Makes all decisions
- Is never wrong
- Interrupts
- Speaks bluntly

A Coach...

- Asks, suggests or encourages
- Involves and explains
- Focuses on people
- Adapts to others
- Repeats and follows up
- Communicates in person
- Gives constructive feedback
- Shares all but confidential information
- Involves and delegates
- Admits mistakes
- Listens actively
- Chooses words carefully

◆◆ Cultural diversity is an increasingly important issue for society and for our church (that would also include Pathfinders). It offers both benefits and challenges. It involves both that “culture” easily recognized in the secular world and it includes religious cultural differences within our subgroup– the SDA Church. We are finding an increasing desire on the part of Pathfinders around the world to participate in multi national events which bring together this admix of culture.

Benefits of Diversity: (add some of your own)

- An approach that is more truly “global” and more appealing to greater numbers of people.
- An enriched and more interesting work environment.
- New ideas from outside of our cultural box.
-
-

Challenges of Diversity: (add some of your own)

- Lack of understanding of differences between cultures
 - Values
 - Norms
 - Language structure
 - Religion-based standards of behavior
- Stereotypes
- Bias
-
-

Actions we can take:

- Address issues at the time they occur.
- Approach others respectfully and assume their positive intent.
- Describe what behavior will be helpful for the future. Ask what you can do.
- Understand that it takes some people time to accept change, and some may never view certain practices as acceptable.
-

Recognition for jobs well done will boost any team. Often we view recognition as involving money, and that’s something nonexistent or at a premium. (Nice plaques or trophies cost money!) Here are some alternative low or no-cost ways to recognize team members for their efforts.

1. Personal praise for a specific job well done.
2. Praise in front of peers.
3. Handwritten personal note from the club or conference/mission director.
4. Commendation letter from “higher up.”
5. Special work assignment.
6. Special training opportunity.
7. Special equipment to use/test.
8. Opportunity to train others.
9. Represent the group at special meetings.
10. Additional responsibility/authority.
11. Short periods of extra paid time off.
12. Tickets to special events.
13. Lunch.

14. Business-style cards.
15. Traveling trophy. (Goes to different persons at set times.)
16. Pens, cups, with Pathfinder logo, club logo, etc.
17. Personal stationery.
18. Picture on bulletin board/ in newsletter.
19. Dinner for two at a nice restaurant.

b. Training skills

Training methods are critical to any training program design. Properly selected training methods give the participants something to really grasp and understand; they also help sweeten up any program. There are several types of methods which can be selected from, depending on the trainees, location, and subject matter.

When you are selecting, adapting or writing training exercises, it is important to make your decisions on which type to use based on how your targeted participants may learn the material best. The learning process includes three stages:

- The learning activity
- The participant's response
- Application of learning

➔ The learning activity— initially, learners are involved in some activity that you have selected from many learning methods available. This activity may range from passive, such as reading or observing, to very active, such as role play or field work.

The purpose of the learning activity is to encourage inductive learning through the passive methods or deductive learning through experience. Either way or by combinations, a foundation is provided for stage two of the learning cycle.

➔ After the initial exposure to the given learning activities, participants are now ready to respond and identify reactions. This is a critical part of the learning cycle, because it encourages learners to identify the impact of the first stage, analyze feelings and information, and to continue their focus on the learning process. This is all necessary if there will be successful advance into Stage Three. Various methods may be used to elicit participant response, some of these are:

- Polling
- Small-group discussions
- Interviewing partners
- Sentence completion
- Rating
- Listing of responses on newsprint
- Questioning

➔ Application of learning— With the first two stages carefully developed, the participants are now ready to move toward application of the learning to their own life and work. Action plans and goal setting come in various forms, sometimes in verbal

shorts, other times in elaborate and detailed plans. Learners’ intentions can be reinforced when they share their goals and plans with others.

☺Adult Learning Principles ☺

Adults learn differently than children. As trainers and facilitators, it is important for us to know adult learning principles. When these are applied to our training packages and other group activities, we will more likely increase the participant’s learning, commitment to common goals, and generate better solutions to problems.

Some differences between children and adults as learners:

<i>Children</i>	<i>Adults</i>
· Rely on others to decide what is important to be learned	·Decide for themselves what needs to be learned
·Accept the information being presented at face value	·Need to validate the information based on their beliefs and experiences
·Expect that what they are learning will be useful in their long-term future	·Expect that what they are learning is immediately useful
·Have little or no experience upon which to draw; are relatively “clean slates”	·Have much past experience upon which to draw; may have fixed viewpoints
·Have little ability to serve as a knowledge resource to serve teacher or fellow classmates	·Have significant ability to serve as a knowledgeable resource to the facilitator
·Are content-centered	·Are problem-centered
·Are less actively involved	·Actively participate
·Learn in an authority-oriented environment	·Function best in a collaborative environment
·Planning is teacher’s responsibility	·Share in planning

☺ To Select a Training Method ☺

➔ Questions. Think about one part of your workshop and select one or more methods (See below under ☺ Methods that Work ☺). Then evaluate your selection by answering these questions:

1. How complex is the information or skill to be presented?
2. How resistant will the participants be to this method?
3. Is a high level of participation necessary?
4. If I use this method, will I have enough variety in the types of methods used throughout my design?
5. How confident am I in using this method?

6. How much work will it require to get ready to use this method?
7. Would this method work better if combined with another one?
8. How much time will be available, and will it be enough time to use this method?
9. Does this method require any equipment or special room set-up, including electricity, extension cords, other auxiliary equipment or supplies?

➔ Introducing an activity. A properly selected, adapted training method or activity is only as good as how it is introduced, applied, conducted, and processed.

In introducing the activity:

- Give its purpose and objective.
- Rearrange furniture and group as needed but as smoothly as possible.
- Elicit information from participants as to previous knowledge on the topic.
- Provide definitions of all key terms to be used.
- Give directions that explain the activity AND what will happen afterward.
- Distribute any printed instructions; read together before starting.
- Answer questions before continuing.
- Demonstrate rules or procedures.
- If you are using an activity that requires participation, be first to share or try it out.
- Roam the room to determine if everyone knows what they are doing.

➔ Apply Adult Learning Principles

- Focus on “real world” problems.
- Relate the group activities to member goals.
- Relate the materials to their past experiences.
- Allow debate and challenge of ideas.
- Listen to and respect the opinions of group members.
- Encourage members to share resources.
- Treat everyone in an adult manner.

➔ Conducting the activity

- Expect some confusion and frustration.
- Be available to re-explain directions.
- Stick to your role as facilitator.
- Be observant at all times as to how groups are working; take cues from them if and how you should intervene.
- Remind them of the passing of time, especially if there is a deadline.
- Judge when to stop an activity and move on to the processing stage.

➔ Processing the activity

- Plan on using as much time to process an activity as it took to conduct it.

- If you used only a few participants as a demonstration, get their feedback first before observers.
- Prepare and ask questions that:
 - ♣ review or summarize what happened.
 - ♣ identify feelings that occurred during the experience.
 - ♣ identify choices they considered and how they made a decision.
 - ♣ point to different roles people played during the experience.
 - ♣ reveal conflicts and other unfinished business.
- Record the participants' feedback and ideas on a flip-chart.
- Expect differences of opinion and perceptions.
- Be sure to complete the learning cycle, and help participants relate the learning experience to the lesson's objective and to their real situations.
- Ask for feedback on your learning activity so you can evaluate its effectiveness.

☺ **Methods that Work** ☺

There are many good ideas for methods of presenting training materials. Here are just a few that have been used often and in specific settings for specific materials and have proved effective. No one method will work best in even a majority of settings.

1. Structured Warm-up Activities– They help get participants involved and give clues as to skills to be developed in the workshop. Getting the workshop off on the right foot is essential.
2. Presentations– Participants will need background information. Content will be determined by the presenter, taking into account the participants' knowledge of the subject.
3. Reading Materials– Reading materials may enhance learning as long as they are relevant and the purpose is clearly understood and used in conjunction with other learning methods. Reading may be a pre-assignment; it may take place during the workshop, or a "home-work."
4. Demonstrations– They bring alive whatever points you are trying to make. Participants may experience an idea or technique. You should 1) prepare carefully, 2) explain the purpose, 3) clearly use a step-by-step method, 4) provide an opportunity for participants to practice.
5. Videos and other audiovisuals– Many people are very visual-oriented, making these very useful for motivating and illustrating ideas or skills. Steps for using audiovisuals include: 1) Prepare for showing by making sure ahead of time everything is in order and functioning. 2) Provide instructions about what will be seen, why and what will take place after the showing. 3) Play the video, check lighting, volume and monitor reactions. 4) Summarize major points, discuss reactions.
6. Note-taking– Many participants will take notes whether you plan for it or not. Prepare a handout and decide how it should look so that it will

enhance the training and encourage note-taking. Let participants know that there is a handout on which they can take notes before they begin on their own.

7. Discussion—This is probably used most by trainers; however, discussion methods are not learned quickly. The art of questioning to lead a good discussion takes lots of preparation and practice. There are two types of questions to be used: closed require one-word answers, open require more than a “Yes”; they stimulate thinking and create involvement.
8. Questionnaires—These are prepared by the trainer to gather information on a particular subject. They may measure a person’s level of knowledge, attitudes, performance or assessment. Works well in combination with other methods, such as the next.
9. The Fish Bowl—This is another form of discussion. A smaller group forms an inner circle for discussion while the remaining participants listen and observe. This method actively involves the participants, because the content is at least partially determined by them.
10. Case Studies—These are printed descriptions of a problem situation with sufficient details for participants to determine appropriate actions that might be taken. These studies simulate reality and draw upon participant’s experience and knowledge. They force the application of theory to practice.
11. In-basket—This simulates an office in-basket idea by including multiple items which must be prioritized, grouped, and solved. Generally, individuals complete the exercise alone then discuss it in small groups of four to six.
12. Role-playing—This enacts an incident and gives participants the opportunity to re-examine behavior or determine solutions by leaving the role play open-ended. Experience and knowledge are brought to apply the solutions.
13. Role-play/Case Study—This is a combination of the two, which is more elaborately designed; clearly-developed characters come into reality. Hidden agendas may surface.
14. Games and Other Structured Activities—These involve participants in using all their senses. Key ideas, increased self-awareness, risk-taking, and specific skill-development all enter into this option.
15. Structured Closure—Ending the workshop is just as important as starting it. Planning that will focus on experiences learned and lead to future goals and actions is essential at this time.

c. Presentation skills

↳ Organizing your presentation

Successful presenters must know themselves. Based on what they know about themselves, they develop their style of presentation. Your personal style is the way you interpret, organize, and package your topic. You are unique; you can make a unique

contribution. Therefore, you should take all this material so far, all this learning so far, and work at developing your own style of presentation without having to “copy” some expert somewhere.

Your goal as a presenter is to have a positive impact on your audience with the materials assigned for the given workshop. Research indicates that success or failure in making a presentation is caused by mental attitude rather than by mental capacity. To achieve your goal and the audience’s goal, concentrate on communicating worthwhile ideas in order to help others, not on making an outstanding personal impression. Fancy words and phrases are not substitutes for good ideas which have been sincerely and simply put.

There is a myth that great speakers are born, not made. Certain individuals have the innate ability to stand in front of an audience with no anxiety and give a moving, dynamic speech. Well, you noticed the word MYTH, right? Professional athletes constantly practice the basics, because they know that without such practice, they will not survive. Great speakers usually have spent years developing and perfecting their skill. They started at the beginning and learned the basics of organization, preparation, delivery, and dealing with anxiety. Once the basics were under control, they continued to build on them, sharpening their skills.

Learning to be a good speaker can be frustrating, but after a few experiences, you learn and believe in the basics, then things begin to improve. It takes often repeated practice. Before jumping into your assignments it would be good to run a quick evaluation of yourself so as to better understand where you are and where you want to arrive. Read over the following categories and check that which comes closest to describing you:

- ___ Avoider An avoider does everything possible to escape from having to get in front of an audience.
- ___ Resister A resister has fear when asked to speak. This fear may be strong. Resisters may not be able to avoid speaking, but they don’t encourage it and do it with reluctance.
- ___ Acceptor The acceptor will give presentations as part of the job but does not seek appointments. Generally, they feel that they’ve done a good job, can be persuasive and enjoy speaking in front of a group.
- ___ Seeker A seeker looks for opportunities to speak. The seeker understands that anxiety can be a stimulant which fuels enthusiasm during a presentation. Seekers work at building their communication skills and self-confidence by speaking often.

➔ Dealing with Anxiety

Anxiety is a natural state that exists anytime we are placed under stress. It is quite normal that giving a presentation will cause some stress. When this type of stress occurs, physiological changes take place that may cause symptoms such as nervous stomach, sweating, tremors in the hands and legs, accelerated breathing, and/or increased heartbeat.

The presence of any of these symptoms before, during, or immediately following

a presentation simply means that you are normal. Almost everyone experiences, to some degree, stress during a presentation. The trick is to make those “butterflies in your stomach” all fly in the same direction.

There are some ways that one can make that happen– and thereby reduce somewhat the negative impact of anxiety:

1. **Organize.** Lack of organization is one of the major causes of anxiety. Later in this section, you will learn a simple technique for organizing your presentation.
2. **Visualize.** Imagine walking into a room, being introduced, delivering your presentation with enthusiasm, fielding questions with confidence, and leaving the room knowing you did a great job. Rehearse the sequence.
3. **Practice.** Many speakers rehearse a presentation mentally or with just their lips. To begin with, you should practice standing up, as if an audience were in front of you– use your visual aids till they fit in naturally to your presentation. Have it videotaped for critique, or have someone sit in and critique.
4. **Breathe.** When you feel nervous and your muscles begin to tighten, you may not be breathing deeply enough. Sit erect but relaxed and inhale deeply several times.
5. **Focus on relaxing.** Instead of thinking about the tension, focus on relaxing. As you take deep breaths, think “I am” (inhale) “relaxed” (exhale). Do this for several minutes.
6. **Release tension.** Nervous energy tends to get locked up in your arm and leg muscles. Before standing up to give a presentation, it’s a good idea to release some of this tension by doing simple isometric exercises. Begin with your toes and calf muscles; tighten your muscles up through your body finally making a fist. Immediately release tension and take a deep breath. Repeat if necessary. Remember, of course, no one should actually see what’s happening.
7. **Move.** Speakers who stand in one spot and never gesture experience tension. You need to release tension by allowing your muscles to flex. Use gestures, change weight stance on your feet, step to one side, and use a moveable microphone. Movement helps draw the audience into the presentation.
8. **Eye contact with the audience.** Try to make your presentation similar to a one-on-one conversation- just be sure to “pick on more than one person.” Look in people’s eyes as you speak. Connect with them. Make it personal.

➔ Gathering the Meeting Facts

Even before starting to prepare your presentation, find out as much as possible about the situation you will be in. You will have to get this information from the person who asked you to give the presentation.

You must ask yourself “Why” first; don’t jump to the “What” quite yet. To begin, ask why you are giving a particular presentation to a particular audience. Your

answer will help you decide how to proceed with your planning.

Example: Perhaps you have been asked to give a presentation to a group of Pathfinder directors regarding the Teen Leadership Training Program (TLT). Don't start by writing down what you are going to say. Instead, ask yourself what you want to accomplish with your presentation based on the group you know you will be talking to. Think about your specific objectives in relation to your audience before preparing your presentation.

· About the presentation— the date, starting time, length of presentation are essential factors. After that, this:

- (1) Topic. The topic must be stated clearly. Discuss the topic with the person who asked you to speak, so that it is limited to what you can cover in the time allowed and you are aware of other related topics being presented so as to avoid overlap or “stealing of thunder.”
- (2) Purpose. The assigned purpose will be to inform, develop skill, persuade or any combination.
- (3) Result. The desired result of the presentation depends on your purpose. What are the expectations of the person who invited you? What are the expectations of those who attend? What are your expectations?

· Program sequence— You should know where you fit in the program and who will introduce you. If you are not the only speaker, you should determine how what you have to give will fit into the total picture.

· About the Audience—

- (1) Names. Try to learn a few of the names quickly as well as something about the culture of the conference/field. One might think that this item only pertains to easy-to-recognize cultures based on country/tribal/language differences. However, every conference/field has its own culture created by a combination of local heritage and SDA traditions.
- (2) Occasion. Why have they come together? Is it a Pathfinder Staff Training weekend? Some other reason? Just to hear you? Be sure to relate your presentation to the reason for the congregation.
- (3) Knowledge of the topic. There may be some participants who have never heard of your topic, while others may be quite knowledgeable, even to being able to present the subject themselves. You need to be able to talk at the right level for the audience to understand and to feel it worth their while.
- (4) Number. How many people will be there? There is a huge difference between 10 and 200.

· About the Sponsor—

- (1) Name. Who wants you to give this presentation? Be sure to mention how

pleased you are that their organization– or leader– asked you to speak. That establishes rapport and credibility.

- (2) Techniques to avoid. If there are particular presentation approaches that are not appreciated, avoid them. Also, avoid sidetracking into subjects which may be controversial and not on what you were asked to present. This is neither the time nor the forum to “make a statement.”

➔ Focusing on Your Audience

Adult learners have a strong need to participate in the process of their own learning. Include some interactive activities in your presentation design that are adapted to the size of the group, the time frame available, and the material to be covered. If you, as a presenter, want people to do things differently from what they are used to, you must provide them with many opportunities to be comfortable with new ideas, in a non-threatening environment, with motivation and reasons to change.

Remember, adult learners bring a lot of experience and preconceived ideas to a training situation. You should acknowledge, honor and draw on that experience whenever possible. Establish a rapport with the audience; seek information about them that you can weave into your presentation.

So analyze your audience.

If your audience is relatively unfamiliar with the material:

- Use clear visuals.
- Emphasize key points and review them using different words.
- Summarize frequently.
- Allow audience participation (activities, questions).
- Go from the known to the unknown.
- Be sure to illustrate.
- Think realistically about what you can accomplish.
- Be aware of information overload.

If your audience has some understanding of the subject:

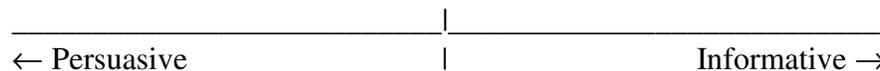
- Assess your audience in terms of what they know; use it as a frame of reference.
- Be sure to get feedback so you are sure of the level of comprehension.
- Be a gaps person. In other words, you do not have to cover everything– fill in the gaps in the participants’ information bank.
- Eliminate complex discussions unless they are critical to your participants understanding.

In a broad sense you know who they are (a group of Pathfinder Club Directors), but consider the following items:

- Values. What is important to the group? Different groups have different value systems.
- Needs. It is important to find out before the presentation what the group thinks they need– this might be quite different from what you thought they needed. You must find a way to accommodate this potential difference.

- Constraints. These are things which might hold the audience back from doing what you want them to do or from understanding what you want them to understand. Constraints may come in various forms such as:
 - Political. Internal politics/ personality clashes.
 - Financial. Anything that is viewed in terms of money will meet resistance.
 - Knowledge. We are all specialists, we have our own vocabularies, buzz words, acronyms– the audience needs to understand us within their vocabulary.
- Demographic Information. Size of audience, location of presentation, etc. will influence your organization process.

→ Next Step: Develop your objectives; a simple little diagram might be of help:



This diagram illustrates the relationship between two extremes in presentations. However, they are not actually separate types nor in conflict with each other. Most presentations probably fall somewhere along the line between the two extremes with varying elements of both depending again on your answer to the original “Why” question. By definition the two words would mean: Persuasive = some action should be taken; Informative = these are the facts– an update. Use the diagram to help determine your particular objective and then proceed.

Once you’ve set your foundation for the presentation through the above process, you are ready to develop the presentation itself. How do you begin and how do you wrap up the process?

→ Some quick rules

Rules are designed to help you. You want to stay on the road you’ve selected, so you’ll need some “highway markers.” They may slow you down a bit, but there is a limit to how fast you can travel.

- Rule 1 Support material should be in the form of clue words or phrases, not sentences. Why? If you write out information word-for-word, you will get stuck with that phraseology; your lecture will lose freshness and variety.
- Rule 2 Quotes must be word-for-word, exactly like the original. You must also include the source. So, this becomes an exception to rule number one.
- Rule 3 If your objective calls for the audience to be able to talk about the topic, they must talk about it during the presentation. You can use questions, forcing the giving of answers– dialogue. Be sure if there are “correct” answers that you cue them in for yourself.
- Rule 4 Stay on the technical level of the audience. Aim for the majority,

but include material (examples) for both extremes. When in doubt, aim for the lower level. It's better to be too simple than too complex.

- Rule 5 Try to suppress thoughts about the presentation aids that creep into your mind; if you cannot, then make brief notes on them. You must concentrate on what you will be talking about.
- Rule 6 Write down all numbers and speak in round numbers.

→ Simple steps for developing your presentation

- ☺ Set the objective. Adult learners insist on knowing the whole picture at the beginning of the presentation. Have your destination clearly written out.
- ☺ Choose a title. Think of a catchy phrase that focuses on the destination.
- ☺ Outline the body. You must decide how to reach your destination by using four general organizational steps:
 1. Limit the topic. The objective gives you information that drives the presentation.
 2. Select an approach. Who, what, where, why, and how.
 3. Select a pattern. Determine the most logical sequence of the above key words.
 4. Select a presentation method. Some use a series of facts with informational backup. Series of comparative statements or questions are often used in “to persuade” lectures. Series of questions and proof answers are good if the audience is to be able to talk about the topic.
- ☺ Brainstorm main ideas. Use small pieces of paper to jot down ideas, one per paper. Strategy is to generate as many ideas as possible. Select and sequence them.
- ☺ State sub points. Once main ideas are selected and arranged, it's time to develop supporting ideas. These may consist of explanations, data, or other supportive evidence.
- ☺ State the benefits. In a persuasive presentation it is necessary to tell the audience specifically what benefits will develop.
- ☺ Develop handouts. Handouts are to reinforce important information, summarize action items for use in follow-up, supply supporting data. Also, you must decide when you are going to hand them out— before, during or after based on content usage.
- ☺ Develop visual aids. See the next topic section for further useful information.
- ☺ Main idea: preview and review the main points of the presentation.
- ☺ Develop an introduction. This has two major functions: ① Establishing the significance of the topic, introducing yourself and establishing your credibility, ② Getting their attention with an involved question, a rhetorical question, a shocking statement, a pithy appropriate quotation.
- ☺ Develop a conclusion. Good conclusions always return to the introduction; it will reinforce the background material, summarize the presentation and re-motivate the audience.

→ Some final words about FEAR

Everyone will face a situation that provokes fear. The four greatest human fears are:

- *Fear of Failure*, which is actually fear of rejection. We may fear being rejected by the audience.
- *Fear of Success*, which is actually guilt. We feel guilty that our presentation was successful when others are not.
- *Fear of Catastrophe*, which is that built-in “flight or fight” instinct. It is so instinctive that it triggers overreactions to even minor dangers.
- *Fear of the Unknown*, which is associated with fear of change. Change is inevitable, and we do not naturally like it, certainly do not welcome it with open arms.

How do we manage fear?

Fear is best managed by controlling the material you must present. Limit your topic! Select specific material suited to the limited purpose. Arrange them in a coherent sequence.

Ask yourself the following questions:

1. Am I familiar enough with this topic to hold a dialogue with my audience?
2. Is my material organized to express my ideas clearly and concisely?
3. Is my message simple and sincere?
4. Is my material organized, keeping the audience in mind?
5. Do I know what they need to know? Want to know?
6. In the end, what is it that I want them to know?

These last questions lead us to the realization that perhaps we must make a “needs assessment.” While thinking of your upcoming presentation, think back to the last one you gave or sat in on, then ask and briefly answer these questions:

1. Who is my audience?
2. What do they want to know?
3. Are they required/voluntary attendees?
4. Is this topic new to them?
5. Are they coming for knowledge or specific skills?
6. How much do they already know about the subject?
7. How can you build your credibility with the group?
8. What time of day will it be?
9. What is your message?
10. How should you approach this audience?

Visual aids

Technology has both complicated and simplified the task of the speaker. Today it is possible to produce very sophisticated visuals which greatly assist the presenter. But how much information should go into it? Where does it fit into the presentation?

By definition of the two words “visual aids” we can understand that this must include that which can be seen, and it must play a positive roll in our presentations. Often visual aids seem to be used just because we are supposed to have them, they are the latest gadget, or “Everyone uses them; therefore I should also.” Little time seems to be spent on thinking through the why and how for visual aids. In and of themselves, they may make a positive contribution; when misused, they often may provide a negative contribution. We have all seen visuals that cannot be seen they are so small, or visuals that are so busy they detract from an otherwise good presentation. Again it is good, before establishing which, if any, visual aids will be most effective, to evaluate your audience and size of room. You should ask how these aids fit into your leadership style. Then select three or four adjectives that you wish will describe the look you want your visuals to have (i.e. clean, sophisticated, professional, friendly, formal, funny, off-the-cuff, forceful, trustworthy, sobering). Make some rough sketches exploring possibilities for their layout.

- ☎ Use a visual to:
 - Clarify a point
 - Emphasize a point
 - Break monotony
 - Change focus
 - Record the main points
 - Enhance professional image
 - Make the presentation special
- ➔ Avoid using a visual when it
 - Distracts or detracts from the focus of your presentation
 - Is poor quality
 - Is irrelevant (though interesting)
 - Is solely a time filler
 - Is outdated
 - Does not suit your purpose
 - Does not fit your audience
- 🕒 Why use visual aids?
 - Visual aids make you more persuasive
 - Visual learners can grasp more information
 - They add variety (spice) to presentations
 - Message is being presented both orally and visually
 - Help to be concise
 - Help to facilitate meetings

Did you wonder why these little visuals (☎ ➔ 🕒) were used above? Were they relevant? Did they add anything other than perhaps puzzlement? Might there have been other more relevant visuals we could have placed that might have done a better job? Get the message?

Choose the medium in which you can produce the most effective visual based on available resources. For instance, when the audience is small, it might be better to have neatly done flowcharts rather than slides. A computerized presentation might do

wonders, except there's no wiring within fifty meters or the current fluctuates every time a light bulb is turned on. Here are some specifics to consider for each of several different types of visuals, all of which are good and useful in certain circumstances or faulty in others.

→ Some notes on various media tools:

1. Overhead Projector

Advantages:

- Good for small groups– up to 200.
- Do not need to dim overhead lighting.
- Relatively inexpensive.
- Most organizations have at least one.
- Not many moving parts, so “Murphy’s law” doesn’t apply.
- Transparencies are versatile.

Disadvantages:

- Photos don’t produce well.
- The motors often have an irritating hum.
- Quality of image is inferior to slide projectors, computers, etc.

Transparencies:

- Letters should be at least 30 points high.
- If using clear sheets with black, add a little color.
- For standard size, the image area is 7 1/2 x 9 inches (19 x 23 cm).

2. Slide Projector

Advantages:

- Works well with large groups.
- Well-designed slides create a polished, formal image.
- Photos reproduce beautifully.
- Requires only the touch of a button.
- More flexible than videos.
- Laser-enhanced graphics look sharp.

Disadvantages:

- Maximum impact only with darkened room.
- Carousel of slides is bulky for travel.
- Projectors can jam, remote break, bulb burn out.

Designing slides:

- Stay with one format– horizontal or vertical.
- Design them for the back row.
- Space between lines should be at least the height of a capital letter.
- Number or label all slides for easy organization.

3. Computer

Advantages:

- Greatest design versatility.
- Easy for travel.
- Flexible for size of group.

Disadvantages:

- So many design options create clutter and distraction.
- Programs have a knack of answering to Murphy's Law.
- Are so good, presenters forget how to work without them.

4. Room set-up

Projection of visuals:

- Arrive early, know and test all equipment.
- Set projection to obtain largest possible image.
- Stand in front of audience, with remote control projection to side.
- Keep eye contact with audience.

The screen:

- The bottom should be at least four feet off the floor (1.2 mts.).
- Place to one corner angled toward center of room.

5. Charts and Graphs

- Headlines should be clear and comprehensive.
- Label every element of a chart or graph clearly.
- Some do not relate to charts, so explain thoroughly.
- Don't overload presentation with charts or graphs.
- Line graphs– illustrate trends, relationships, comparisons.
- Pie charts– convey percentage relationships.
- Flow charts– clarify complex relationships.

6. Flip charts

Advantages:

- Inexpensive and adaptable.
- Great meeting facilitators– catch ideas, people are heard.
- Can be produced on the spot.

Disadvantages:

- Are quite informal.
- Require reasonably good handwriting.
- Don't handle large amounts of wording well.
- Don't work for groups over 40, and must be arranged to be seen.

Design tips:

- Choose bold colors, avoid pastels.
- Lettering should be 1-inch for every 15 feet to the back row (2.5 cm. for every 4.5 mts.).
- Use the flat side of the pen's tip when writing.
- When preparing ahead of time, leave a blank page after each to help hide what's ahead.
- Use correction fluid to cover mistakes.
- Make light pencil notes at top of page as reminders for speaking.

- You can use the overhead projector to size an object for the chart.
- Have unity and impact by adding a border.

7. Posters

Advantages:

- Can be used to represent equipment that would be too unwieldy to bring into the presentation.
- Summarize concept or advertise a slogan and left visible more permanently.

Disadvantages:

- May not be very portable, get tattered with use.
- Don't work well for groups of over 15.

Delivery techniques:

- Position it so that it may be clearly seen by all— on an easel works.
- Avoid passing it around, distracts and damages; place several of them strategically if necessary.

➔ Organizing and Creating Visuals

1. Six basic design principles:

You don't need to be an artist nor spend a lot of time studying design; you need to know:

- ◇ Keep it simple! Even if you have a thousand options on a computer.
- ◇ Leave lots of "white space"; group things in bunches.
- ◇ Keep things organized; line things up.
- ◇ Create a path for the eye; organize most important to least important, going left to right and top to bottom.
- ◇ Make something dominant; the most important element should jump out quick— biggest, boldest, and brightest.
- ◇ Divide space in an interesting way.

2. Design hints:

- ◇ Put a headline on every visual.
- ◇ Each visual should present one idea.
- ◇ Add interest to a words-only visual by use of large first letter.
- ◇ Photos and graphics face the middle of your visual.
- ◇ Check carefully for errors.
- ◇ Use a framing device to pull two elements together.

3. Color:

- ◇ Use color to accent or highlight item being discussed.
- ◇ Remember: people associate colors with feelings or concepts.
 - Green— signifies growth and movement.
 - Blue— represents calm, institutional; tends to fade rather quickly.
 - Red— stands for power, energy, danger; difficult to see at a distance.

- Yellow– thought of as positive; disliked more than any other color.
- Purple– has a spiritual meaning for some.
- ◇ One or two colors are plenty; don't overdo it.

4. Text:

- ◇ What to include:
 - Think of yourself as a headline writer.
 - Distill message to its absolute essence.
 - Use the fewest words possible (No long quotes!).
- ◇ The rule of six:
 - Thou shalt not use more than six lines.
 - Thou shalt not use more than six words per line.
- ◇ Lettering size:
 - For flow charts, black (white/green) boards, posters, letters should be 1-inch tall for each 15 feet to the back row (2.5 cm for every 4.5 mts).
 - For overheads, slides, computers, etc., letters should be 30 points, but test them in room simulations; they must be seen clearly from the back row.

→ Wrap-up tips and checklists

1. Presentation techniques:

- When in doubt, do without.
- Coordinate audio and visual.
- Remove visuals immediately after use.
- When the light goes on, there is drama.
- Face your audience and maintain eye contact.
- Remember that visuals are aids; you're the main attraction.

2. Visual aid checklist:

- Position yourself so everyone in the room can see and hear you.
- Face your audience and maintain eye contact when you use visuals; speak to the back row.
- Remember that you're the presentation; visuals are aids.
- With overhead projectors, settle the transparency on the projector BEFORE you turn the light on.
- With computers, be sure actual visuals are ready for show before use; don't waste everyone's time clicking through all the start up and miscellaneous stuff.
- Remember to experiment with doing "live" creative things with colored markers on transparencies.
- Avoid reading aloud from visuals.
- With flip charts:
 - ___ Write with bold colors.

- Write with fat part of marker.
- Use capitals for headings.
- Use lower case for details.
- Print neatly and clearly.
- Underline for emphasis.
- Highlight with boxes.
- Change colors for variety.
- Follow proper-size lettering guidelines– 1/15 (2.5/4.5).
- Make pencil notes at top of charts.
- Select colors to depict type of items discussed (hot issues, red; positive comments, blue, etc.).
- If you speak and write at the same time, stand to one side, write and then speak.
- Remember to breathe!
- Ask for a friend to take notes on your presentation– continuity of information, presentation techniques, eye contact, voice, etc, and then spend time debriefing and sharpening skills.

◆◆◆ On the next page there is a little self-evaluation quiz which would be very useful for you to take now, as well as after, you've put some of the ideas presented in this unit on presentation skills into practice. In fact it would not be a bad idea to periodically run a quick self-analysis with these questions and see how you improve or what you might have forgotten. ◆◆◆

Presentation Skills Self-Evaluation

	Always				Never
1. I determine some basic objectives before planning a presentation.	5	4	3	2	1
2. I analyze the values, needs, and constraints of my audience.	5	4	3	2	1
3. I write down some main ideas first, and build my presentation around them.	5	4	3	2	1
4. I incorporate both a preview and a review of the main ideas as my presentation is organized.	5	4	3	2	1
5. I develop an introduction that will catch the attention of my audience and still provide the necessary background information.	5	4	3	2	1
6. My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement.	5	4	3	2	1
7. The visual aids I use are carefully prepared, simple, easy to read, and high impact.	5	4	3	2	1
8. The number of visual aids will enhance, not detract, from my presentation.	5	4	3	2	1
9. If my presentation is persuasive, arguments are used that are logical and that support my assertions.	5	4	3	2	1
10. I use anxiety to fuel the enthusiasm of my presentation, not hold me back.	5	4	3	2	1
11. I ensure the benefits suggested to my audience are clear and compelling.	5	4	3	2	1
12. I communicate ideas with enthusiasm.	5	4	3	2	1
13. I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.	5	4	3	2	1
14. My notes contain only "key words" so I avoid reading from a manuscript or technical paper.	5	4	3	2	1
15. My presentations are rehearsed standing up and using visual aids.	5	4	3	2	1
16. I prepare answers to anticipated questions, and practice responding to them.	5	4	3	2	1
17. I arrange seating (if appropriate) and check audio-visual equipment before the presentation.	5	4	3	2	1
18. I maintain good eye contact with the audience at all times.	5	4	3	2	1
19. My gestures are natural and not constrained by anxiety.	5	4	3	2	1
20. My voice is strong and clear and not monotone.	5	4	3	2	1

Total Score _____

- If you score between 80-100, you are an accomplished speaker who simply needs to maintain basic skills through practice.
- If your score was between 60-80, you have the potential to become a highly effective presenter.
- If your score is between 40-60, review this material frequently as it will give you a big boost.
- If you score between 30-40, you should show dramatic improvement with practice.
- If your score is below 30, roll up your sleeves and dig in. It may not be easy, but you can make excellent progress if you try.

IV. Preparation and Presentation

- 1. Prepare* an outline or script, including visual aids and instruction/curriculum materials, for a presentation on one of the following:**
 - a. A minimum of three hours on any seminar(s) chosen by the applicant in the Pathfinder Basic Staff Training Course.**
 - b. One of the new skills development seminars in the Master Guide or Pathfinder Leadership Award curriculum.**

***Submit the above materials to the conference Pathfinder Director or Council for approval and revision. Be evaluated on the material you have developed.**

Pathfinder Basic Staff Training Course

1. History, Philosophy, and Purpose of the Pathfinder Club
2. Understanding Pathfinders
3. Club Leadership
4. Club Organization
5. Club Programming and Planning
6. Outreach Ministry
7. Teaching the Pathfinder Curriculum
8. Camping and Outdoor Education
9. Drill and Ceremonies
10. Teen Leadership Training

Master Guide New Skills Development

- | | |
|-------------------------|--|
| 1. Leadership Skills | 3. Creativity and Resource Development |
| 2. Communication Skills | 4. Child and Youth Evangelism |

Pathfinder Leadership Award New Skills Development

- | | |
|-------------------------|--------------------------------------|
| 1. Team-building Skills | 6. Camp Planning and Programming |
| 2. Personal Improvement | 7. Pathfinder and Community Ministry |
| 3. Development of Faith | 8. Resource Materials |
| 4. Discipline | 9. Pathfinder Drill and Ceremonies |
| 5. Current Issues | 10. Outdoor Education |
| | 11. Recreation |

- 2. Within one year of the evaluation given in requirement IV.-1. above, participate as a presenter in at least one sponsored leadership training seminar utilizing at least a portion of the materials prepared.**

Record your Participation:

Conference Event: _____ Date: _____

1. Subject Presented: _____

2. Group Name (if applicable): _____

3. Your evaluation of the event: _____

Requirement Completion Control

I. Prerequisites

Signature**

1. Hold a current Pathfinder Leadership Award certification.
2. Submit application for APLA/PIA to the conference
Pathfinder Director.

II. Personal Growth

1. Read a Bible Year plan or the Encounter Series III or IV
 Christ Our Redemption, *Christ Our Hope*
2. Read a book on Leadership not previously read.
Book Title _____
Author _____
3. Prepare a Pathfinder article for publication.

III. Seminars

1. Complete a minimum of three hours of leadership growth in seminars dealing with these topics:
 - a. Training Instructors to Train
 - b. Dealing With Attitude
 - c. Using Your Influence
2. Complete 10 hours of APLA level seminars covering the following topics:
 - a. Management skills

- ↳ Methods of facilitation
 - ↳ Effective meeting procedures
 - ↳ Understanding temperaments
 - b. Training skills
 - c. Presentation skills
 - ↳ Organizing your presentation
 - ↳ Visual aids
-

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-

†Submit the above materials to the conference Pathfinder Director or Council for approval and revision. Be evaluated on the material you have developed.

2. Within one year of the evaluation given in requirement IV.-1. above, participate as a presenter in at least one sponsored leadership training seminar utilizing at least a portion of the materials prepared.
-

**In this column, you may record the signature of the Instructor or Examiner and date of completion for each requirement.

Christ Our Redemption

First Optional Devotional Reading Guide as recommended on pages 5, 6: **II Personal Growth Requirement 1.** PP = *Patriarchs and Prophets* by E. G. White

January

- 1. PP 33-35
- 2. PP 36-38
- 3. PP 39-41
- 4. PP 42, 43
- 5. Gen. 1, 2; PP 44; 45
- 6. PP 46-48
- 7. PP 49-51
- 8. Gen. 3; PP 52, 53
- 9. PP 54-56
- 10. PP 57-59
- 11. PP 60-62
- 12. PP 63-65
- 13. PP 66-68
- 14. Gen. 4:1-16; PP 69, 70
- 15. PP 71-73
- 16. PP 74-77
- 17. PP 78-79
- 18. Gen. 4:17-26; 5; PP 80, 81
- 19. PP 82-84
- 20. PP 85-87
- 21. PP 88, 89
- 22. Gen. 6, 7
- 23. PP 90-92
- 24. PP 95-97
- 25. PP 98-100
- 26. PP 101-104
- 27. PP 105-110
- 28. Gen. 8, 9, 10
- 29. PP 111-113
- 30. PP 114-116
- 31. Gen. 11; PP 117, 118

February

- 1. PP 119, 120
- 2. PP 123-124
- 3. Gen. 12; PP 125
- 4. PP 126-128
- 5. PP 129-131
- 6. Gen. 13, 14, 15
- 7. Gen. 17, 18
- 8. PP 132-134
- 9. PP 135-137
- 10. PP 138-140
- 11. PP 141, 142
- 12. PP 143, 144
- 13. Gen. 16, 20, 21
- 14. Gen. 22, 23
- 15. PP 145-147
- 16. PP 148-152
- 17. PP 153-155
- 18. Gen. 19; PP 156
- 19. PP 157- 159
- 20. PP 160-162
- 21. PP 165-167
- 22. PP 168-170
- 23. Gen. 24; 25:12-18
- 24. PP 171-173
- 25. PP 174-176
- 26. Gen. 25:1-11, 19-34; 26;
27:1-40
- 27. PP 177-179
- 28. PP 180-182

March

- 1. Gen. 27:41-46; 28, 29
- 2. Gen. 30, 31
- 3. PP 183-187
- 4. PP 188-191
- 5. PP 192-194
- 6. Gen. 32, 33:1-17
- 7. PP 195-197
- 8. PP 198, 201
- 9. PP 202, 203
- 10. Gen. 33:18-20; 34
- 11. Gen. 35, 36
- 12. Gen. 37; PP 204, 205
- 13. PP 206-208
- 14. PP 209, 210
- 15. PP 211, 212
- 16. Gen. 39, 40; 41: 1-45
- 17. PP 213-217
- 18. PP 218-220
- 19. PP 221-223
- 20. Gen. 41:46-57; 42
- 21. Gen. 43, 44
- 22. Gen. 45, 46, 47
- 23. Gen. 48, 49
- 24. Gen. 38, 50
- 25. PP 224-226
- 26. PP 227-229
- 27. PP 230-232
- 28. PP 233-235
- 29. PP 236-238
- 30. PP 239, 240
- 31. Ex. 1, 2, 3

April

- 1. Ex. 4:1-26; PP 241, 242
- 2. PP 243-245
- 3. PP 246-248
- 4. PP 251-253
- 5. PP 254-256
- 6. Ex. 4:27-31; 5, 6, 7
- 7. Ex. 8, 9
- 8. Ex. 10; PP 257, 258
- 9. PP 259-263
- 10. PP 264-266
- 11. PP 267-269
- 12. PP 270-272
- 13. Ex. 11, 12:1-33
- 14. PP 273-277
- 15. PP 278-280
- 16. Ex. 12:34-51; 13, 14
- 17. Ex. 15:1-21; PP 281, 282
- 18. PP 283-287
- 19. PP 288-290
- 20. Ex. 15:22-27; 16
- 21. Ex. 17, 18
- 22. Ex. 19:1,2; PP 291, 292
- 23. PP 293-295
- 24. PP 296-298
- 25. PP 299, 300
- 26. PP 301, 302
- 27. Ex. 19:3-25; 20, 21
- 28. Ex. 22, 23
- 29. Ex. 24, 25
- 30. Ex. 26, 27

May

- 1. Ex. 28, 29
- 2. Ex. 30, 31; Deut. 5
- 3. PP 303-305
- 4. PP 306-308
- 5. PP 309-311
- 6. PP 312-314
- 7. Ex. 32, 33
- 8. Ex. 34; PP 315, 316
- 9. PP 317-319
- 10. PP 320-324
- 11. PP 325-327
- 12. PP 328-330
- 13. Ex. 35; PP 331, 332
- 14. PP 333-335
- 15. PP 336-338
- 16. PP 339-342
- 17. Ex. 36, 37, 38
- 18. Ex. 39; Lev. 1
- 19. Lev. 2, 3
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