



Critical Input from Young People

The information contained in our series of booklets was compiled as a direct result of several years of informal research, with input from more than 600 young people worldwide. Young people played an integral role in the creation and editing of these booklets.

What to Keep in Mind When Reading this Booklet

The most important idea to keep in mind while using this booklet series is that the key role of adults is to assist and support young people. Young people are inherently intelligent, cooperative and caring. When they are given space and encouragement, they will flourish. Many adults have put great effort into learning how to assist young people. These are some guidelines that have been used effectively.

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Leading a Youth Worker Resource Group

A resource group is a structured meeting of people who listen and talk about the things that matter to them. As they get to know each other, this group can develop:

- Understanding and appreciation for the tremendous job each person does.
- A chance to learn from each other's struggles and successes.
- Reliable information about ways that people from different constituency groups can work effectively together. For example, how adults and young people can champion each other.
- Encouragement and skills with which to build more effective support for group members and the people with whom they work.

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Listening is the cornerstone skill that makes the group effective.

Listening is the cornerstone skill that makes the group effective. As people learn to listen to each other well, the benefits spread to their relationships within their communities.

You can learn to organize and lead a resource group. Building effective support is an important and exciting project. It will be a very personal challenge: you'll learn new things about yourself and about others. You'll have the opportunity to care effectively for a whole group of hardworking, dedicated people. And you'll be in a position to help people gain deeper respect for themselves and for each other.

Here is a step-by-step approach to organizing and leading a resource group. There is no "magic" in the structure set forth here, although many years of experience with people are the basis for these recommendations. The real key to an effective group is the quality of listening that you are able to foster within this structure. Consult this booklet frequently during your first months as a leader to ensure that good listening practices are

established in your group from the start. Certain cultural habits, such as interrupting a speaker and offering advice or analysis, will creep into people's interactions in the group. It will be your job to kindly and firmly steer people back to focused listening so that real safety and respect have a chance to develop.

Gather interested people. To begin, think about who you want to gather. Who do you enjoy and want to get to know? What people who are quite different from you could you learn from? What people would enjoy one another's company? In order to form a solid group you can learn with and from, you'll need to take yourself into consideration. What size group would you feel comfortable leading? Which friends of yours will you invite to assist you with this project? Are there people who set your nerves on edge so quickly, that you know you wouldn't lead well with them in the group? Your ability to learn as you take on this project is of key importance. Set the group up so you can be a learner as well as a leader.

Choose people who can listen to others. Since the group will have listening skills at its center, every member should be able to offer respect and attention to others. People who are constantly giving their own opinions may "need" a resource group, but it takes a confident leader to ensure that such members do their share of listening. If you are new at this, choose your first group carefully. When that group is solidly established, you will have a base from which to reach out to people who "need" it more, and who will present more of a challenge to you as a leader.

Here's How To Set Up Your Group

Let the people you invite know that you value them and would welcome their presence in the group. Think specifically of the strengths of each person, and let him or her know what you appreciate. (“When the young person you work with was sick, I saw how good you were with him. I think we could learn from you.” “You have gotten through some tough times without giving up. I like that about you. It would be good to get to know you better.” “You are such an effective youth leader. I think it would be great to hear more about you and your project.”)

Start with a small group if necessary. Your attitude of respect for each person is far more important to the success of the group than its size. Three or four people getting together regularly can become a very effective resource group. In this society, where bigger is always regarded as “better,” it’s hard to remember that you can make a significant difference in people’s lives with a small group. As the people in a small group improve their relationships and gather support for themselves, they will attract others and your group will grow.

Be creative about meeting times and places. Can the group meet right after the city youth council meeting? Are there enough interested people at your organization to do a group during lunch break? What about a late evening gathering? You may be able to find unusual solutions to the problems of time and place, if you consider all the possibilities.

Listen to people while they think through arrangements they’ll need to make in order to attend. For instance, it may take a parent some time to come up with a child care strategy. Often, the first strategy won’t be the one that works. Stay hopeful and interested. (“I’m sorry your sister can’t help you out.

Are there any teenagers on your block who do child care?”). If someone has other meetings or obligations they need to attend to, help them think about where they most need to be; if they decide to go to the other group, you can tell them you’ll be glad to have them in a few weeks when they can make it. *You* don’t have to solve the problem *for* the person. Try to loan him your confidence that a solution can be found when his own reservoir of hope is dry.

Approach others with approval and understanding. It’s important that you never blame someone who seems unable to solve scheduling problems. Your encouragement and appreciation help someone to keep trying. Blame or disappointment will only add to his burden.

Decide how often you will meet. This decision is an important one. Here is a summary of our experience with various meeting frequencies to help you make an informed decision:

- Weekly meetings have many outstanding advantages. At this pace, people get to know each other relatively quickly. Their sense of closeness isn’t lost between meetings. They have the opportunity to peek into each other’s lives in a unique way, because the situations they talk about—going to court with a young person, dealing with school problems, not being taken seriously by someone on their board of directors—are fresh in their minds from week to week. Group members begin to get a sense of the ongoing “sagas” of each other’s communities and lives, with fresh weekly chapters and surprise outcomes.

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- Bi-weekly meetings can also allow people to develop the familiarity with each other's issues that creates close bonds. At this pace, however, the sense of continuity is harder to establish, because so much changes within two weeks in people's lives. In order to build enough shared understanding to make the group effective, we recommend that an every other week group begin by meeting for four to six weeks in a row. This "kickoff" will allow everyone to reap the benefits of a weekly resource group within a reasonable amount of time.

- Monthly meetings can work, but we have found them to be far less effective, especially if your group is composed of people who are new to each other. Once again, if you can only meet monthly, begin by holding weekly meetings for four to six weeks, so that people have the chance to build warm relationships with each other.

Remind each member of meetings by telephone a day ahead of time. Every person has long "to do" lists floating in their minds at all times. Your call will help them remember to make arrangements to leave home, school or work for the meeting. Remember to call in the spirit of "I can't wait to see you tomorrow night—it's always so good to hear what you've been doing!" It's a quick opportunity to remind people that you think their contributions are valuable.

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Even if you use written information, people will appreciate hearing your reasons for starting the group.

Now that you've gathered your group, here are two steps that are important to take at your first meeting.

Clarify the goals of the group. You can do this in whatever way is most comfortable for you. You might just give a little introductory information during the first meeting, or sum things up on a flier you hand out. Included in this booklet is a one-page handout about resource groups that you may want to use or modify to suit your situation. Even if you use written information, people will appreciate hearing *your* reasons for starting the group. After all, they are there because of *your* initiative and because of their trust in you. So tell them why you have taken this step. Then, ask each person to introduce himself and to talk for a minute about why he decided to attend. You will then have enabled the whole group to hear the particular goals of each member, and to discover the common goals of all.

Over the years, we have found that an effective resource group will:

- Give every person time to think, plan and problem-solve.
- Give every person dependable appreciation for their efforts and successes.
- Help everyone to remember that their struggles aren't theirs alone.
- Help everyone build supportive relationships.
- Give group members a safe place to work through some of the tensions that burden them.
- Give group members a broader understanding of issues from differing circumstances and backgrounds.

To put it briefly, we have found that successful resource groups help people build relationships that support their intelligence and caring.

The First Meeting

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Successful resource groups help people build relationships that support their intelligence and caring.

Set out guidelines for the group. This resource group is designed to help you learn some new things about listening, and to make closer connections with other people. In normal conversations or in meetings, we usually listen casually, jumping in to offer our comments whenever we think of something to say. We look for what we want to know, and comment on our thoughts about each topic of interest to us. This is fine and often necessary as we carry on our busy lives.

The listening you are encouraged to do here is different, however. The idea is to listen in order to be of assistance to the person talking. People rarely have the chance to examine their thoughts and experience at their own pace. We spend our days filling the needs of others. We try to solve problems, but seldom have time to understand why our solutions succeeded or failed. The resource group is set up to give people precious time to think. We want to develop everyone's trust in their own intelligence.

When you listen as a group member unfolds her thoughts, it will be your job to protect her from interruption, interpretation and judgement. With your attention, she will be able to examine her thinking more closely. She'll have the chance to sort through her experience without the usual worry and rush. As her listener, try to learn who she is and what she thinks and feels, putting aside what you are curious about or how your experience compares to hers. You will be free to talk about yourself in detail when she listens to you in turn.

Here are some short guidelines to help you begin to listen as an assistant to one another:

- Adopt an attitude of full respect for yourself and for every member of the group.
- Assume that your listening, based on respect and caring will be of key significance to other members of the group.
- Give your full attention to the person who is speaking. Do not interrupt.
- Do not offer advice. Instead, offer an attitude of trust in each person's ability to think, experiment and problem-solve.
- Openly praise the good you see in yourself and in others.
- Keep the situations and feelings discussed in the group STRICTLY CONFIDENTIAL. Don't refer to what someone has said in the group when it's your turn to talk, at the close of the group, or when you meet on a social occasion.

Don't end the first meeting after these steps. It will be best if the people gathered have the chance to begin their resource group immediately. If time is limited, adapt the format so that each member at least gets to say what's going well for him, gets a short time to talk about himself with group attention, and has a chance to say what he appreciates about his earlier mini-session partner.

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The Resource Group Format

This format will fit time frames ranging from an hour (i.e. a lunch hour) to a three-hour meeting time. With a short time allotment, such as an hour, the group will succeed best with eight people or less. In general, groups of over ten people should be split into two smaller groups as soon as a second leader can be trained.

Years have been spent experimenting with formats that enhance people's own problem-solving abilities and minimize advice-giving. This is our recommendation:

Warm greetings. Each person who comes deserves a warm welcome from other members of the group. At first, it takes the leader's initiative to set a tone of pleasure in each person who comes. The group members' warmth towards each other will increase, as they become confident that they are welcome and that it is a safe place to be themselves. After the first several meetings, when people in the group know each other better, the leader can offer hugs when greeting members. This kind of acceptance and welcome does a great deal to increase the safety of the group.

What's going well? When all members have arrived, each person is asked for a brief account of what's going well in his life. This simple way of opening a resource group helps shift their focus from their unsolved problems to their victories, which are all too often ignored. It sets a tone of success and enjoyment that helps people break away from their worries for a time. When time is short, give a gentle reminder that each person has about a minute to tell one piece of good news.

When someone reports that he has had a terrible week, and can't think of anything good at all, let him talk about difficulties for a moment. After a brief account of how bad it's been, ask again, "Well, what happened this week that wasn't *all* bad?" or "What was good about how you handled the situation?" Encourage him to keep reaching for some bright spot of experience that sits outside the puddle of upset. You are not trying to jolly him out of feeling bad. You are working to help him balance his perspective. For the group to be an effective problem-solving environment, each person must be able to remember, at least briefly, that his life has its good moments, too.

As time goes on, the people in your group will become better able to notice their successes and to appreciate their own skills. Don't worry if you get stories of success that are heavily frosted with accounts of current problems. ("All of the people in my youth group were fighting terribly this week. I got angry at them, but I did remember not to yell at them.") Sometimes, the successes buried deep in difficulty are those which are most significant to the person talking.

Mini-sessions. Group members pair off into twos (or threes if necessary) to exchange listening time. Listening turns, or "mini-sessions" should be at least five minutes each way. This one-on-one time helps each person to sort through a few of the many issues and events that he hasn't yet talked about enough. In this time, a person can choose to ramble over many topics, or focus on one. It's also an important relationship-building time between people. The sense of safety in your group comes, in part, from these personal listening relationships, short as they may be.

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We find that people listen far better during group time when they've had this chance to sort and think aloud with just one other person. If your group is blessed with a long meeting time, or if only a few people have come, you can extend the mini-sessions to ten or even fifteen minutes each way. As leader, you get to keep track of time, and tell people when to switch roles during their mini-sessions.

Group attention for each person. This is the core of a resource group. The point of allowing each person to talk is *not* to get problems solved, although it works surprisingly well toward that end. The point is to give everyone something valuable that's not easily available in daily life: the opportunity to think through his own thoughts, with the support and attention of others. When people simply pay attention to one person at a time, listening well and caring, but not interrupting, the group soon becomes a safe place for people to talk about and tackle the personal challenges before them. You, as leader, can acquire a great deal of skill in listening and supporting people's problem-solving abilities. Here are the basic things you'll need to know as you begin.

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Equal time. It is important that each person be given the opportunity to use the attention of the group. It is also important that the times allotted each person be approximately equal. This "equal time" principle keeps a group from falling into the patterns already established in our society, which grant more attention to people who talk a lot, and less attention to people who hesitate to speak or who think before they speak. As leader, you are to see that the group offers its full respect and resource to each person, regardless of how easy or difficult it is for him to talk. When you stick to this principle, people in your group will build respect and affection for each other, despite differences which might otherwise tend to divide them.

It is important that turns be kept approximately equal, even when the issues before one person seem to be overwhelming. A person who feels overwhelmed has been glued to his own load of difficulties. When he is invited to listen to others, his attention is drawn away from his immediate troubles, onto other people and other situations. This can help restore his perspective, and help shift his problem-solving ability into gear again. Only in a truly extraordinary situation should the leader of the group ask the group's permission to devote a larger portion of time to one person in the group. A group will not work well if most of its attention is devoted to the people who feel the worst.

Divide the available time equally between the group members. Include yourself always. For instance, if you have an hour for group attention and seven people including yourself, allow about eight minutes for each person to talk. You can appoint a person in the group to keep track of time, or have people take turns doing this.

Guidelines for Group Attention

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The Leader's Role

The leader assumes the role of the “up-front” listener, who sits next to each person as he speaks. It is the leader’s job, first of all, to model good listening. It is a tremendous relief to someone simply to be allowed to talk for some time without interruption. Simple listening provides an extra amount of awareness for the person’s own thought process. It lets him notice the feelings that accompany his thoughts. It lets him trust the people in the group at his own pace. He’ll talk a little more freely each time about how his life really is and what his struggles and victories are. The first and most important thing the leader can do is to listen well, with approval and interest.

The Role of the Group Members

The role of the group members is at least as important as that of the leader. Members of the group are to pay warm, relaxed attention to each person in turn. It’s their job to convey respect and acceptance to the person who is speaking. You may want to make it clear to everyone that they are expected to give as much interest and eye contact to the person talking as they would if they were listening to that person one-on-one.

As the group becomes safer (usually after a few meetings of good listening), group members will begin to experience the feelings that keep them from enjoying their life and achieving the goals that they want to achieve. If someone begins to laugh or to cry during his turn, it is usually okay for members of the group to laugh or cry while listening, as long as they continue to pay close attention to that person and his issues. Sometimes, because of hurtful experiences, the person talking will be made uneasy by the laughter or

tears of others, interpreting laughter as ridicule or tears as an immediate signal to cover up feelings and take care of someone else. When this is the case, the leader needs to remind group members simply to listen during that person’s turn, in order to maintain the safety he needs to concentrate on his own issues.

Talking helps a person sort through her experience and make sense of them. Being allowed to think freely and talk gradually encourages each person, increasing her respect for her own intelligence and goodness. The group also exposes her to the best efforts of others, creating an understanding of how much all people care. If listening guidelines are followed, the group will become a place where it’s safe not only to talk about difficulties, but to heal from them as well.

When someone laughs, trembles, perspires, yawns, or cries as she talks, a natural healing process is at work. These physical signs signal a release of the tension the person has been talking or thinking about. The fuller and longer the person can release tension in these ways, the less rigid his behavior will become in the area of difficulty he was addressing. We surmise that a person’s rigidities—the responses that don’t work well because they are reactions, rather than fresh solutions—are a result of earlier emotional hurt and invalidation. For instance, an adult who verbally insults the young people he works with when he is under stress usually had similar insults hurled at him as a teenager. His hurt feelings, which were never cried and trembled away, have left their mark on him in the form of a behavior pattern that takes hold when stress overcomes his ability to think.

Assisting the Healing Process

Here is an example of how the healing process might begin. Perhaps someone is talking about her worries about a shy teenager. She talks for awhile, and then says, “I know what it’s like to be that shy. I was hoping that no one would have to go through what I went through.” The memory of her own difficulties as a teen brings her to tears, and she cries very quietly. She is working on her own struggles, which have made her too worried to be of help to the young woman with whom she works. You might put an arm around her, reach out to hold her hand, or embrace her gently, to see if added contact allows her to cry more fully. You probably need not say much. She is doing the most effective thing she can do. She is crying away the tension that blocks her ability to think. Your role is to listen well while she cries; your presence and awareness make the healing process possible. If you are busy trying to “do” something, you are likely to have your attention on what you are *doing*, rather than on *her*. Listening has a quiet kind of power.

Handling “Urgent” Unsolved Problems

Every resource group is made up of people who do well and at the same time struggle with things in their lives. Some people are likely to come to the resource group feeling overwhelmed and urgently in need of advice. You must do your best not to give advice, no matter how tempting it is or how much they think they need it.

The heart of the problem of the overwhelmed person is that he cannot think well any longer. His feelings are in the driver’s seat. He is unable to learn from his attempts at solutions as long as his feelings are in charge. Your most effective move as a listener will be to

make it safe enough for him to release the tension that has engulfed him, so he can think and learn for himself again. **Here is an incorrect (but typical) response to an anxious and frustrated group member:**

Person Speaking: “*The young people have been goofing off a lot lately and never seem to get anything done. We have this big training to present to the middle school students next week and they are totally unprepared. I get so frustrated that they are not working on it that I really want them to fail in front of the group and teach them a lesson or two. I know that’s not the best plan, but I don’t know what to do!*”

Listener: “*I know how it is. When my group was in a similar situation I decided that they needed to...*” (long description of the listener’s story).

The listener has fallen right into the plea for advice. He has stopped listening and supporting the person’s own intelligence. It’s hard to side-step a direct plea for advice—we forget that our goal is not to solve the problem, but to reactivate the person’s powerful intelligence, so he can try new solutions and learn as he goes. **Here are a few much more constructive responses.**

Listener: “*Tell me more about what you have tried.*” (This helps the person to go over the history of the problem, to study his attempts toward a solution, and how they worked or didn’t work.)

Listener: “*What are you afraid of, if they continue like this?*” (This directs the person’s attention to the underlying tension that drives his urgency.)

Listener: “*What do you wish you could say to the teens?*” (This calls up the person’s thinking and feelings for the young people he works with.)

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Listener: “Take a minute to show us how frustrated you get.” (This directs the group member to stop moderating his behavior, and to fully show his feelings. Often, a person is too embarrassed to let his real feelings show, but will laugh and/or perspire as he plays out the deeper tensions inside. The listener may need to provide encouragement by cheerfully modeling a frustrated youth worker, then asking the person to try it.)

Give Simple Information When Necessary

There is a place in the resource group for solid information and reminders about human nature and the nature of the healing process. Some basic approaches to building good relationships with other people, younger people and one’s peers are outlined in booklets published by Youth on Board.

You need to give information now and then because all people forget very basic truths about themselves and the people in their lives. They forget that they are good and loving people. They forget that upsets can become very constructive times, if people listen thoroughly to the laughter, tears or tantrums of others. They have a hard time remembering that their families, friends and all the people in their lives need lots of appreciation just for being themselves. People forget that they can be thoroughly pleased with themselves and the people around them, no matter how messy and difficult things seem at the moment. This kind of basic information is best kept simple, and followed up with attention to the person’s upset. For instance:

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You have stepped out to do some new and important work, so strong feelings are likely to arise.

Listener: “Your officemate may be angry at you, but underneath that she cares about you and doesn’t want to be acting that way towards you. What makes you want to shut the door on him when he gets mad? What makes you take his upsets so personally?”

Listener: “The teens aren’t trying to make your life hard, they are just asking for more attention than you’ve got right now. Do you remember what they did that first made you resentful?”

Listener: “Everyone needs lots of appreciation and positive feedback. What makes it hard for you to appreciate the people you work with?”

As resource group leader, you will need to be vigilant about giving simple information, not advice, and about paying attention to the person’s tension rather than to the immediate solution of his problem. A simple guideline is, if you’ve said more than three sentences at one time during a person’s turn, you’re probably headed down the wrong track!

At the close of a resource group, ask each person to offer a specific appreciation of someone in the group. It’s important that no one go home having been left out at appreciations time, so you might ask that people appreciate their mini-session partner, or appreciate someone who hasn’t yet been appreciated, or the person to their right or left.

Help group members keep their appreciations “clean” by asking them not to mention what a person worked on during his turn. Examples will help people catch on. A “clean” appreciation is: “Kathleen is such a

Appreciations

brave woman. I love how she takes on challenges,” or: “Ron’s laugh is fantastic! And I love his sense of humor.” Here are examples of appreciations that slide into an attempt to work through issues: “Graham is amazing. If I had to deal with all the stuff he has to deal with, I’d have gone bonkers by now. I could never do what he does, working and raising four kids. Two kids is too much for me!” or: “I think that Christine is a good example to me because I never did know how to take care of myself, and I see her getting out and exercising, and I wonder how she gets this energy that I don’t seem to have.” The difference is important. Everyone will benefit from being required to appreciate each other without put-downs or comparisons that undermine their own self-respect.

Appreciations are not some form of deciding who’s “best.” We do appreciations at the close of a group because people have gone out on a limb to talk about themselves. They may have braved discomfort to do so. Each person will benefit from hearing that his good qualities shine through as he concentrates on his work. People simply never get enough appreciation for all of the work that they do. Rarely do they hear what others like about them. This is a time to help correct this serious deficiency in people’s lives.

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Here are a couple of resource group schedules, modified to fit the number of people and the amount of time available. You should follow these suggestions closely at first, until you know how your group functions.

**For a one-hour group of seven,
including the leader:**

- 10 minutes: Greetings, what’s going well with each person
- 12 minutes: Mini-sessions, 6 minutes each way for two-way sessions and 4 minutes for each person in a three-way session
- 35 minutes: 5 minute turns for each person, using group attention.
- 5 minutes: Quick appreciations and something they’re looking forward to

**For a two-hour group of eight,
including the leader:**

- 10 minutes: Greeting, what’s going well with each person
- 20 minutes: Mini-sessions, 10 minutes each way, 6 minutes in a three-way session
- 20 minutes: One person presents some of their thinking on a particular issue that would be of interest to the group, and leads discussion around it (don’t let this session go over the time allotted for it, even though it’s tempting to do so.)
- 60 minutes: 7 minute turns for each person, using group attention
- 10 minutes: Appreciations and good-byes

**Sample
Resource
Group
Schedules**

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Confidentiality

We have found that the group will function best if guidelines regarding confidentiality are strictly observed by each member. What a person discusses in the group is not to be referred to again by any group member, either in the group, after the group, or in any social situation, including conversations with friends, relatives, co-workers, or acquaintances. This guideline is vital. Without it a person can never be sure who will hear about his struggles and his uncensored thoughts. Every person needs a safe haven, where it's okay not to have the answers, okay to be upset and to show it, okay to show that he needs some help sometimes. People also need to know that letting down their guard in order to improve their ability to think and problem-solve will not be held against them. Confidentiality is the way we set up this safe haven.

You, as leader, must be vigilant on this point. When you hear a group member begin to casually discuss the content of another's turn (for example, "I know what you mean about domineering bosses! Sounds like your boss and my boss were cut from the same cloth."), kindly but quickly interrupt with a firm reminder, such as "Excuse me, but please don't refer to Carol's turn after the group." After a few slip-ups, members of your group will learn not to depend on what they hear in listening turns as handy topics for casual conversation.

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Confidentiality is the way we set up this safe haven.

As leader and learner, you will function better if you ask one of the group members to be your assistant. Pick someone you like and trust. It will be his job to listen to you think aloud about what happened in the group after each meeting, or as soon as it is convenient for both of you. Talk on the telephone if necessary. But do talk about the details of the meetings: how each person seems to be doing, how each one is using his time in the group (though you don't need to discuss content), how the listening turns went, what worked well, and what you want to do for the next meeting.

In particular, set up a listening partnership with your assistant, so that you can address how you feel about the people in the group and the job you are doing. You have stepped out to do some new and important work, so strong feelings are likely to arise. Feelings will surface because you are caring as thoroughly as you can, and your effort flushes out hurts that you haven't yet had the chance to address in your life. Tell your assistant or your listening partner what leading is like for you. Examine any frustration, impatience, sadness, tiredness or other feelings that are triggered by the group or by an individual. Most important of all, be sure to challenge any feeling that tells you that you aren't doing well enough. It's true that you may have things to learn, but don't believe any feelings that tell you that you are less than an intelligent, caring, powerful person!

It would also be smart to make an alliance with another resource group leader. Again, use listening turns to pay close attention to each other's thinking and issues, so that you don't find yourselves agreeing with each other's upsets or pretending that the job is easy so the other person will think well of you. If you carefully

Appoint an Assistant

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trade listening time, you will be able to learn from each other's thinking, and assist each other in the learning process. You do need time simply to compare notes and ideas, but this discussion will go much better if you offer each other listening time first, so it becomes safe not to "have it all together." The first and most important step in learning is to identify what you don't know. Listening turns make that step a much easier one.

You are a pioneer in an important effort to build effective support for people. The idea of the resource group is very new. Our aim is to have solid resource groups become as firmly established for people as markets are for grocery shoppers. We want adults and young people to be prepared with tools, information and personal support that will help them to be as effective in their work and their lives as they want to be. Building a network of effective resource groups is one step in building a society far more respectful toward the lives and value of people, of all ages and backgrounds. Enjoy the challenge!

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YOUTH ON BOARD RESOURCE MATERIAL

Book • 14 Points: Successfully Involving Youth
in Decision Making

Booklets • Youth on Board: Why and How to Involve Young
People in Organizational Decision-Making
• Your Guide to Youth Board Involvement and the Law
• Tips from Young People on Good Youth/Adult
Relationships
• Get the Word Out!
• Leading a Youth Worker Resource Group
• Listening to Young People
• Understanding and Supporting Young People
• Special Time

Video • At the Table: Youth Voices in Decision Making

Youth on Board also offers individualized training
and consulting services.



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