

The **DCE Connection**

A newsletter for the Developer of Counselor Education

Fall 2000



Mike McGervey, Editor

On the Road with DCEs

In February and March of this year, we had the unusual experience of conducting a total of five Phase 2 and 3 training sessions in Grand Rapids, Chicago, Alberta, and Ontario.

Conducting that many advanced sessions in such a short period enabled us to identify some important patterns that seem to run through these sessions. We were able to explore some valuable ways to improve the quality of project type workshops, especially those focused on a specific merit badge. We also began to see some important differences between a project focused workshop and a concept focused workshop. We are now looking at ways that we can all benefit from what we learned.

We also discovered something else that wouldn't have been so obvious if we only had conducted two Phase 2 and 3 sessions.

As the DCEs shared what they had been doing since their last training session, we heard over and over that they were going out to the clubs to conduct the *Counselor Certification Course*. Two factors contributed to this approach.

1. The low attendance at monthly council meetings.
2. The strong belief that this course is vital to getting new counselors started on the right track.

Isn't low attendance the problem you face all the time? Do any of you have at least 80% of your counselors at any council meeting? Do any of you have any new ideas about how to persuade more counselors to attend ('cause the old methods ain't workin'!)?

Even when you do everything you can to assess counselor learning needs and provide workshops that will help them improve the effectiveness of their ministry to

boys, there are probably times you cancelled a workshop due to low attendance or had so few attend that you wondered if it was worth the effort?

It seems that some of our newer DCEs have their finger on the solution. **DCEs On The Road** should be your theme and your goal for the 2000/2001 Cadet season. Forget this: "Hey, we got this workshop. If you want it, come on over next ____ night." That isn't working, and it never has. In order to serve our counselors as DCEs, we need to bring the training to them. A growing number of DCEs are doing it successfully. So can you.

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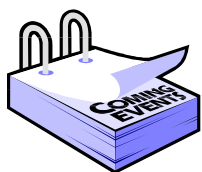
STC Corner

One of our training goals is to help new DCEs become involved in their DCE team as soon as possible. One way is to prepare them for an active role in the education plan of their council as soon as they have completed Phase 1. We have also changed the Phase 1 material to include equipping new DCEs to teach the Counselor Certification Course. This has gone very well except for one snag. By the time Phase 1 has been completed in the late fall (October – November), most councils have already held their Counselor Certification Course, so new DCEs couldn't be involved until the following season.

Another difficulty that we've struggled with is the May 31 deadline for registering new DCEs for Phase 1. Many DCE teams have found that with doing needs assessment and then completing a council education plan, they are too busy to recruit new DCEs and have them registered by the due date. Actually, many DCE teams have discovered that it was easier to recruit new DCEs at the beginning of a season rather than at the end of one.

We addressed these concerns at the last Regional Training Coordinators Conference and found a simple solution — switch the Phase 1 training time with the Phase 2 and 3 training times. Please note that in the future, **we will hold Phase 1 training in the spring**. New DCEs will thus be able to help with Counselor Certification that fall, at which time they can also return for Phase 2 training. Phase 2 further equips new DCEs to help implement the council education plan by preparing and delivering workshops in the second half of that same season. This change effectively prepares DCEs to get involved a whole season earlier than before, thereby giving councils an earlier return on their investment.

If your council needs more DCEs to have a effective team, get the DCEs and your council board together, ask God for His guidance, and recruit now for the next Phase 1 session to be held next spring.



Serving with you,
Bernard Teeninga

Phase 1 DCE Training

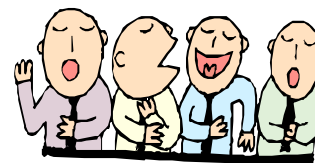
- Spring 2001 (dates to be set)

Phase 2 DCE Training

- Oct. 26–28, 2000, Grand Rapids

Phase 3 DCE Training

- March 1–3, 2001, Grand Rapids



Building Your DCE Team

Fall begins a new Cadet season. It's also a good time to "begin again" as a DCE team. A great way to do that is to sit down together and come up with a *Team Code of Conduct*.

The team leader, with his ever present flipchart handy, starts by asking the question, "What should we consider to be appropriate behavior at our team meetings?" Team members each make their own list. Then begin publishing those items on the flipchart — one person and one item at a time (round robin style). This will enable you to avoid duplication.

Keep at it until you're satisfied. Emphasize that it's better to state what you "will do" rather than what you "will not do." Keep it positive. Here are examples of what your list might include.

- We will start and end meetings on time.
- We will listen carefully to what each person has to say.
- We will be open to each other's ideas.
- We will keep our discussions on track.
- We will keep asking, "Is this what our counselors need most?"

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Training Tips



Workshop evaluation is important. The trick is to get the right kind of information. The most effective approach is to ask open-ended questions. The key is to ask the right questions. Mix questions that evaluate value with those that evaluate enjoyment. Here are a few to consider: What did you enjoy about this training? What did you find useful? Was it helpful to _____ (you fill in the blank with something you did)? If you were recommending this workshop to a friend, how would you describe it?

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Using humor helps liven up your workshop. Smile more. Collect funny thoughts to share. Clip cartoons and put them around. Get a coffee mug with a message. Bring popcorn. Wear an amusing button. Don't try to *be* funny. Try to *see* funny.



Take time to READ!

If you would like to learn more about the impact of digital technology on our lives — order the free booklet titled:

Thinking Digital
by Mike McGervey

Simply send an email to: mrm.assoc@bignet.net. Type "Thinking Digital" in the subject line.



Going Digital

What do you mean "digital"?

Digital refers to any electronic device that uses a limited and fixed numbering system to represent and measure the flow of data. The most important device for our discussion is the digital computer, which uses the fixed binary digits 0 and 1 to represent all data. In contrast, *analog* refers to an electronic device that uses a system of unlimited variables to represent and measure the flow of data. Most telephones today are still analog, and standard telephone lines are analog lines.

As communication technology, *digital* has several advantages over *analog*. Digital lines (telephone or other) carry only binary code, whether it's sound, visual, or data. **Digital is faster, more reliable, and does not pick up any distortion.** Analog lines carry the actual sound waves. Because signals traveling long distances need to be amplified along the way, analog transmission is slower, less reliable, and when amplified, builds up interference.

Due to the significant advantages, everything today is going digital. For example.

- **Digital Camera** — Will record still or moving images in a digital computer file which can be loaded directly into computer programs. Those images can also be reproduced an infinite number of times without losing image quality.
- **Digital Phone Lines** — Will carry voice and data using a digital signal. The U.S. telephone signal is almost totally digital — except for analog sections of lines from local telephone exchanges to homes and businesses. The maximum data transfer rate for modems connected to analog lines is currently 56 kbps (the 56K V.90 modems on the market today). The emerging **DSL** (Digital Subscriber Line) technology enables analog voice phone calls and digital data signals to coexist on the same lines. That means you only need one line for both your telephone and computer. DSL also gives you a data transfer rate up to 1,500 kbps (**k** = kilobit, which is equal to 1,024 bits on data; **bps** = bits per second; **kbps** = kilobits per second).
- **DVD (Digital Video Discs)** — It looks like a CD-ROM disc, but it can store considerably more data in digital form, e.g. 133 minutes (4.7 GB) of high-resolution, wide-screen video on each side. DVD may eventually replace CD-ROMs, VHS tapes, and laser discs.

With everything *going digital*, it's important that we begin to *think digital* — especially as the Internet brings computer and communication technology together to shape the future of our net economy.

Training Tips



What to say and do when....

Being aware of and able to respond to individual personalities is an important part of being an effective trainer. There is no single right way to respond to every situation. However, if you can build a tool kit of thoughtful responses, you can avoid being thrown off guard by sudden, unexpected comments. Here are a few possibilities:

The participant talks too much.

Try to limit his remarks by interjecting a summarizing statement (What I hear you saying is ...). Then quickly direct a question to someone else.

The participant rambles on and on.

Interrupt and rephrase one of the rambler's statements. Then turn to someone else and ask them a question that will re-focus the discussion back on track. Another tactic is to simply point to the topic on the overhead or flipchart and ask the rambler which topic they are discussing. Sometimes this alone will bring the participant back to the point. This, of course, assumes you have an outline of your workshop on the overhead or flipchart.

Participants are carrying on a side conversation.

Pause and let others listen to their conversation. Then direct a question about your topic to the men conducting the side conversation. This should get their attention. Be certain your question doesn't sound resentful or snippy.

The participant is definitely wrong.

This would happen when they are making a statement or answering a question that relates to material in the resource materials you are using in the workshop. Simply say, "That's one way to look at it. Here's another." Then direct him into the resource material and tell him where to find the item being discussed. Ask him to read what the material says. Finally, ask him what he has concluded. No matter what he says, don't try to correct him.

The participant gripes about his club, the council, Corps office, or whatever.

Don't waste too much time on this type of gripe. Tell the participant that the best solution is to learn a way to operate successfully under the present system. Try to route the conversation toward constructive ways to achieve the goal that he believes the club/council/corps is blocking. Ask others what they have done or would suggest doing in similar circumstances. Look especially for ways to use the system (club/council/corps) he is criticizing in an effort to achieve those goals.

The participant is quiet and/or inactive.

Smile at him from time to time. Ask an easy question you know he can answer, if the opportunity is there. Ask for agreement from him on points you make.
