

The **DCE Connection**

A newsletter for the Developer of Counselor Education

Winter 2000–2001



Mike McGervey, Editor

Giving and Taking Advice

Being in a leadership role such as DCE means that you are in the advice giving business. After all, we read in the Proverbs 11:14: “For lack of guidance a nation falls; but many advisers make victory sure.”

Giving advice is tricky business. Josh Billings points out, “Most of the advice we receive from others is not so much evidence of their affection for us, as it is evidence of their affection for themselves.” Our motives for giving advice must be right. As a DCE, you must give advice to help others, not to boost your own ego.

Every workshop you deliver includes “advice giving.” Some of it comes from you. However, you have been taught to guide learning by helping participants give advice too, based on their knowledge of Cadet program materials, and on what they learn from each other.

Another issue is the connection between advice *given* and advice *taken*. Rochefoucauld, a French writer from the 17th century, said it best: “We may give advice, we cannot inspire the conduct.” Whether in a workshop or in person, when we provide people with what we believe are better ways of doing things, we must allow them to take full responsibility for what they do with it.

Advice in the form of a critique is another issue. As Somerset Maugham said, “People ask you for criticism, but they only want praise.” I continually struggle with this in the second and third phases of DCE training. Criticism is only valuable when it helps. That’s why I start with what worked and conclude with what can be done to improve. Despite that, I know that criticism is not easy to take. For some, it is almost devastating.

Taking advice is also an important aspect of leadership. As Ben Franklin stated, “He that won’t be counseled can’t be helped.” We all need help, and more often than we would like to admit. In a leadership role, taking advice goes beyond simply gathering ideas and opinions from others. It’s actually part of the collaborative process that should always characterize our approach to leadership. Asking for and acting upon the advice of others draws them into a common vision and solidifies your role as leader. And that is good advice!

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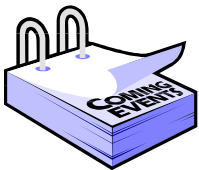
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STC Corner

I've been hearing a lot lately about the high turnover of new counselors. Many don't seem to make it past the first year or two. In talking to some counselors who have left, I sense a high frustration level because they don't know what they are doing. They seem to have a lot of questions, but are not getting answers. I recently led a workshop for some counselors who asked me to help them understand the advancement program. During the workshop, it became apparent that the problem was not that they didn't understand the advancement program. What they really didn't understand was the goal of cadeting and what is available to help them achieve that goal. Earning merit badges was simply an activity rather than a tool for ministry. Some of these counselors, I was told, were thinking of quitting because of their frustration.

In talking with DCEs about this problem, it has become apparent that many counselors are in need of *basic training* in understanding cadeting as a ministry. It's also clear that this problem is more widespread than we might suspect. This should be our focus in every workshop presented at our council meetings. In a few months we will again start council needs assessment as the first step in planning where we are going to focus our efforts. Let's not assume they already understand how to use the program as a tool for ministry. I am convinced that more counselors will stay when they understand the ministry they are involved in and can enjoy the task they were called to carry out. It will make being a Cadet counselor more fun when they clearly understand what they are trying to do with their cadre, and why. Talk about it with your DCE team and work toward offering workshops that will light the way for new counselors to effectively settle into their new tasks. Drop either your RTC or myself a line about what you are planning as well as what is working or not working so we can pass on these ideas to other DCE teams thinking about doing the same. I pray for God's blessing on your efforts.



Serving with you,
Bernard Teeninga

Phase 1 DCE Training

- March 22–24, 2001 in Ontario

Phase 2 DCE Training

- Fall 2001 (dates to be determined)

Phase 3 DCE Training

- March 1–3, 2001 in Grand Rapids
- October 25–27, 2001 in Grand Rapids



Building Your DCE Team

The predominant use of teams in organizations is a late 20th century occurrence. The need for teamwork, however, can be traced as far back as the 16th century when Italian philosopher Giordano Bruno said, "The hammers must be swung in cadence when more than one is hammering the iron."

Simply calling yourself a DCE team is only a label. The question is, are you working in cadence? If so, these are the kinds of things that should be happening:

- You meet to get things done, not just fill time.
- You focus on the needs of your counselors, not your needs.
- Everyone knows what behavior is acceptable when you are together.
- You have learned how to have fun while getting things done.
- You use the gifts and skills of each member to achieve excellence.

Penn State football coach Joe Paterno put it this way: "When a team outgrows individual performance and learns team confidence, excellence becomes a reality."

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Going Digital

Would you like a way to reach *all* your counselors with education? Try a teleclass. Your counselors won't need a computer; it's all done using any telephone. You develop the class, arrange to rent a bridge line (about \$20 per hour), set a time (1-hour sessions are best) and date(s). Then enroll participants, give them a phone number and bridge number, and you are ready to hold your class. You can enroll people from virtually anywhere in the world. Those who would call long distance will probably only pay around \$6 per hour. You can also mail or fax a worksheet in advance.

The best way to test the waters is to take a teleclass on leading a teleclass. Go to ...

www.teleclass4u.com

Take their four week **TCL-101** class. It's free!



Take Time to READ!

If you would like to learn more about teleclasses, visit:

www.teleclass.com
www.teleclassinternational.com
www.dharauniversity.com
www.ingearcoaching.com

You can also go to any search engine and enter "teleclasses." You will discover a whole new world of learning.

Training Tips



- Have you ever asked a question only to be confronted with dead silence and a bunch of deadpan faces staring at you? You're thinking, "Wow, now what should I do?" Here's a solution. When no one responds to your questions, simply say, "Please turn to the person next to you and discuss this." You'll transform the desperate quiet into a lively conversation in five seconds or less. Participants will think you planned it this way. After a minute or two, you can ask them what conclusions they came to in their discussion.
- If you think it's important to present material for longer than five minutes (a lecture), here's a way to make it more interactive. Create an 8.5 x 11 bingo card by drawing vertical and horizontal lines to create boxes (five boxes across and five down). Fill the boxes with key words and phrases that you will use in your workshop. Pass them out and challenge the participants to place an "X" in the boxes as you use the words and phrases. Anyone who gets five "Xs" in a line, shouts "Bingo!" and defines each term (not just states what it is) wins a prize. Continue the bingo game to the end of your presentation.
- Sometimes when you create a flipchart page to be used in presenting material, or even simply write a title on the top to be used when publishing, you make mistakes (or, at least I do!). If you use water-based markers (and you should, so they don't bleed through), here's a way to remove those errors. Use plain bleach on a Q-tip swab. Make sure the bleach dries completely (10 to 15 minutes), and then make your correction. Be extremely careful not to get any bleach on your clothes.
- Here's something you can do at a council meeting, when visiting a club, or as part of a workshop. The purpose is to show how easily we are influenced by first impression ... and to learn to avoid that in our efforts to minister to Cadets and each other. You will need two batches of chocolate chip cookies — one batch with a generous dappling of chips, the other with exactly two chips per cookie (here's a way to get your wife involved!). Set out the two-chip cookies on a cheap plastic tray with plain white napkins. Showcase your other batch on a decorative (or silver) tray with colorful napkins. Don't discuss it with anyone before your session. If someone asks, simply say "I'll explain later." Encourage the counselors to help themselves to the cookies. When everyone is seated, ask for a show of hands of those who chose the two-chip cookies from the plain tray. Few, if any, will have. Next, ask for a show of hands from people who selected the better looking cookies from the more attractive tray. Hold the two trays up so they can all see. Then ask them what happened. Why did they reject the two-chip cookies? During the discussion, make the point that our first impressions of our Cadets and each other can cause us to reject those who don't measure up to our standards. Each individual, however, has great value in God's eyes. And rejection destroys the ability to minister. Read Philippians 2:3-11.

Training Tips



How to Make Things Better through Gap Analysis

Gap analysis is a process tool that can help any person or group make something better than it is now. You can use it personally, with your DCE team, with your council board, or as a workshop. However, don't simply offer it as a workshop for anyone who might be interested. The success of this process depends on having participants who really want to make something better. The example given below is a personal one.

The value of this tool lies in defining where you are now before determining where you want to go. This clarifies the "gap" in between, making it easier to determine *why* you want to achieve that goal, and *what* it will take to actually close the gap. You can use this process tool any time anyone wants to make a change to improve something. The steps are simple.

1. Determine your focus. What is it that you want to analyze? Write it at the top of your paper.
2. State items specifically under the headings: *What Is* and *What Should Be*. Set target dates.
3. Fill the gap by listing the steps needed to move from *What Is* to *What Should Be* for each item.
4. Remind your group that success is a process, not a destination. You become successful when you begin the first step. You remain successful as you continue to tackle and complete each step. If you fail at something along the way, you adjust and continue on. When you arrive at *What Should Be*, it's time to set new goals.

Focus: Need to improve my daily devotions

<u>What Is</u>	<u>Steps</u>	<u>What Should Be</u>
My daily devotions as of 11/30/00	1. Find and read articles and/or books to help me find reasons.	My daily devotions as of 12/30/00
Haven't set in my mind the true value of daily devotions.	2. Read material, list reasons, confirm they are important to me.	Will have developed a list of reasons why I want to do daily devotions.
Have a booklet, but only use it 2-3 times a week.	3. Explore and select devotional material.	Will have found devotional material that supports those reasons.
Have no specific time set aside each day.	4. Prayerfully decide on a daily devotional schedule.	Will enter into my daily planner time each day (Mon-Fri) for daily devotions.
	5. Start on or before 12/30.	