

RAP - REGIONAL ADMINISTRATIVE PROGRAM

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RAP Executive Summary

WHO? The Regional Administrative Program (RAP) for Region 12 is designed to address both general issues and specific concerns confronting members of chorus Management Teams/Boards, directors, and members of other chorus leadership teams in planning and communicating effectively to enhance chorus productivity and engagement. Entire Management Teams/Boards including their directors are encouraged to attend.

WHAT? RAP is composed of a series of three modules appropriate for new as well as seasoned chorus leaders. Each module will introduce skills, techniques and processes that participants can learn to use to provide more effective chorus organization, administration and leadership. The general content categories include: Delegation Skills, Music Language Skills, Organization Skills, People Skills, Presentation Skills, Problem-solving Skills, Recognition Skills, Technical Skills and Vision/Mission Development Skills. A RAP framework is available that outlines the complete program.

WHEN? RAP modules will be presented in a day-long seminar every other year beginning with Modules I and II on June 2, 2012. Participants will be provided with the desired outcomes of each module and can choose which module better suits their needs. Modules will be repeated, so participants will have the opportunity to learn from all three of the modules over a series of three seminars.

WHERE? RAP will be held in the Vacaville area.

WHY? RAP provides the opportunity for chorus administrative leadership growth and development in an open, positive environment joining co-participants with similar needs and outlooks.

General Background Information

Sweet Adelines International (SAI) is a singing organization which focuses on building and perpetuating the art of Barbershop singing - four part harmonies for women singers. There are 28 regions in the SAI singing world. Each region is supported by a Regional

Management Team (RMT) which is responsible for regional leadership and communication with the choruses within that region. There are approximately 12 - 18 choruses in each region. Each chorus, whether large (over 60 members), medium (30 - 60 members) or small (under thirty members), includes a director, responsible for the overall musicality and morale of the chorus, and a music team or committee, which the director manages, that addresses the music needs of the chorus and its members.

In Region 12 the focus of the organization is on music education and performance. The Mission Statement established in 2011 states:

Pacific Shores Region 12 promotes the joy of four-part a cappella singing to all women by providing opportunities for musical excellence, personal growth and leadership, through education and performance of barbershop harmony.

Region 12 offers Adventures in Music (AIM) weekends twice yearly using both international and regionally accredited faculty for music education, regionally funded coaching for outlying choruses, classes in directing named "Learn Arm Waving" (LAW), classes in music arranging called Arrangers of Region Twelve (ART), and support for quartets as well as Young Women in Harmony (YWIH). SAI hosts a yearly spring Contest in each region where all regional choruses and quartets are invited to compete/entertain. Top performing choruses and quartets represent the region at the SAI International Competition held each fall. Music education and performance opportunities flourish in Region 12.

RAP Purpose

Yet, in each chorus another layer of leadership exists that needs attention. This is the element that manages the business of the chorus: handling contracts for the rehearsal space and the director, arranging for performances and shows, marketing the chorus, collecting dues for the chapter, the region and for SAI, developing and managing the chorus chapter budget that accommodates purchase of new music and learning materials as well as hiring coaches for the chorus and purchasing or managing the purchase of chorus costumes, arranging for member acknowledgement and chorus celebrations, developing and maintaining chorus policies, communications within and around the organization, record keeping and myriad other functions that ensure a smooth functioning organization.

To support the growth and development of individuals willing to champion the organization by accepting managerial roles, the Region 12 Education Steering Committee (EDSC) has authored the Regional Administrative Program (RAP). RAP is geared to individuals assuming a leadership role in the administration of the chorus. Most often these members serve on the chorus Management Team or the Board of Directors. Members new to these teams/boards, those aspiring to join their chorus team/board and veteran members of the chorus Management Team/Board will find opportunities for growth and development in RAP yearly offerings.

RAP Design

RAP is composed of three modules. Each module focuses on a different aspect of administrative acumen. Each module presents desired outcomes and highlights key skills, processes and techniques to be included in that module. It is expected that the modules will be presented by regional faculty or other qualified individuals and the design will provide a map to use when teaching each module. More succinctly, the design develops the “what” of RAP; the regional faculty will design and deliver the “how”. In addition, an annotated bibliography of support materials is offered.

Module I focuses on building a team with which to handle chorus administrative needs. Module II addresses developing the teams capacities in order to strengthen the chorus's ability to function effectively and grow appropriately. Module III focuses on celebrating success and renewing the team/board commitment to managing an effective SA chorus.

Since most Management Team/Boards have members at various developmental levels, RAP is designed to provide enrichment opportunities on a spectrum each time the seminar is offered. The goal will be to offer two of the three modules each year on a rotating basis. Attendees may self-select sessions. Modules may be taken in any order. It is hoped that entire teams/boards (including Directors) will attend and will take advantage of both group and individual growth sessions. Members of the chorus Music Committee are encouraged to attend as they interact regularly with the MT/BD members, and having consistent procedures and administrative practices is advantageous to a smooth functioning chorus. Further, RAP can be useful for encouraging more chorus members to take an interest in administrative leadership within the chorus and assisting other chorus groups with advancing their administrative skills.

Successful organizations need effective administrators. RAP purports to build, nurture and acknowledge chorus administrators. It is designed to give MT/BD members and potential members a “tool kit” to communicate effectively, develop a cohesive chorus focus and address chorus issues in a manner that both enhances chorus productivity and energizes as well as engages members.

RAP Module Maps

Module I: Building the Team

Module I focuses on how teams get started effectively and quickly. Emphasis is placed on making new members feel welcome, developing common agreements to guide the work of the team, using e-communications effectively, asking members to support the team efforts and speaking the language of barbershop.

Desired Outcomes: Participants who complete Module I will:

- **Learn processes to develop an environment where trust and openness prevail so that the group communicates effectively.**
- **Learn the nuances of delegation so that all members' skills are utilized and each member feels valued in the organization.**
- **Utilize effective terms to describe the type of music studied in Sweet Adelines so that members become familiar with what they are singing as well as why it sounds the way it does.**
- **Learn skills to organize the Management Team/Board of Directors (MT/BD) in an effective manner so that members are clear about chorus direction and expectations for participation.**
- **Polish electronic communication skills so that chorus communications are easily available to membership.**

Skill Sets Addressed:

~People Skills (Communication)

- How to develop a team
- How to create a climate of trust and open communication
 - Tools for developing and using group norms/meeting summaries
 - Processes for sharing insights, feelings and experiences
 - Tools for defusing a volatile situation
- How to utilize active listening, give and receive feedback techniques for phrasing comments in a positive manner
- How to "read" non-verbal communication

~Delegation Skills

- How to delegate
 - Tools to grow leadership in the chorus
- How to select the right person for the job

~Music Language Skills

- How to describe the language of barbershop
 - Techniques for communicating core ideas
 - Tools to differentiate instruction to accommodate a spectrum of music learners

~Organization Skills

- How to set up the team/board and outline chorus duties
 - Tools for goal setting and monitoring
 - Techniques that foster accountability

Tools to foster communal “ownership” of the chorus

~Technical Skills

- How to use e-mail effectively

Tools to communicate and organize on line
Tools to develop and maintain chorus calendar

Module II: Growing the Team

Module II focuses on moving the team forward as a unit. Emphasis is placed on creating a vision/mission that inspires the chorus, setting and monitoring team goals plus yearly focus areas, using effective problem solving processes to address issues and guiding the organization to run smoothly.

Desired Outcomes: Participants who complete Module II will:

- **Learn meeting and budgeting tools so that chorus administration is effectively managed.**
- **Develop and refine strategies that focus on open, interactive communication between Management Team/Board of Directors (MT/BD) and chorus director so the relationship flourishes.**
- **Utilize chorus vision to focus chorus direction and promote expanded membership so all members and potential members recognize the value of active membership.**
- **Practice problem-solving processes that enhance effective interaction so that all members feel listened to and heard.**

Skill Sets Addressed:

~Organization Skills

- How to set a goals based agenda and follow it
Tools to break down large or overwhelming projects into workable chunks
Techniques for developing and managing the budget
- How to develop and maintain a productive MT/BD - Director relationship
Tools to communicate openly and effectively

~Vision/Mission Development Skills

- How to effectively develop and use the chorus vision/mission statement
Techniques to explain its importance in focusing the chorus
Tools for marketing the chorus

~Problem Solving Skills

- How to clearly identify and communicate the “problem”
Techniques for problem solving
Tools to understand different perspectives while promoting a unified front

Module III: Celebrating the Team

Module III focuses on refining team actions in support of the chorus vision/mission. Emphasis is placed on acknowledging successes, renewing commitment to the chorus goals, moving the chorus forward and planning for new members to the team/board.

Desired Outcomes: Participants who complete Module III will:

- **Learn techniques for effective oral and written presentations so that clarity, conciseness and correctness connect all communications.**
- **Learn techniques that enhance effective acknowledgement of individuals' skills and artistry so that members and potential members feel appreciated.**
- **Utilize electronic media effectively to enhance chorus communication on the web and in e-mails.**
- **Learn techniques and processes for supporting the growth of each member's emotional intelligence so that diplomacy and sensitivity permeate communications.**
- **Practice the art of delegation so that member participation is enhanced.**
- **Practice tools to reach consensus so a win-win atmosphere prevails.**

Skill Sets Addressed:

~Presentation Skills

- How to make concise oral presentations
Techniques for effective preparation and practice
- How to use established written communication channels to present information
Tools for collecting and presenting pertinent chorus data

~Recognition Skills

- How to acknowledge individual/team leadership - building a bond is better than empty praise
Tools to recognize progress toward reaching goals
- How to effectively meet, greet and treat guests so they become members

~Technical Skills

- How to use email and computer programs to confirm action items
- How to use chorus web site effectively
- How to use effective computer etiquette

~People Skills

- How to listen and help others feel understood
- How to grow each individuals emotional intelligence

~Delegation Skills

- How to pick the right person for your job
Techniques to nurture your replacement

~Problem Solving Skills

- How to use the consensus process effectively
- How to handle non chorus related communication members present

RAP Resources

Books - Annotated Bibliography

1. ***Blended Coaching*** (2005) Gary Bloom et al

Designed for supporting educational leaders through coaching, this book provides many tools and strategies for promoting effective communication.

Module I: Building rapport and trust

Module II: Using effective listening/questioning strategies

Module III : Describing emotional intelligence and time management strategies

2. ***Emotional Intelligence*** (1998) Daniel Goleman

Goleman identifies four components of EI: self awareness, self management, social awareness and relationship management. Strategies and assessments are included.

Module III: Understanding Emotional Intelligence

3. ***Harmony from the Inside Out*** (2009) Jan Carly

Using Lions Gate Chorus for many examples, Sweet Adeline Jan Carly explores all aspects of communication in chorus life. Areas include positive thinking and talking, focusing groups on the task at hand, using the power of the mind and speaking the language of possibility.

Module I: People skills, communication

Module II: Goal setting

4. ***How to Make Collaboration Work*** (2002) David Straus

A companion book to the Doyle and Straus Making Meetings Work book, Straus reflects on 20+ years of effective facilitator and team training/consultation. He shares powerful insights on the processes of problem solving and collaboration. Provides a model for facilitative leadership.

Module I: Establishing group norms/agreements

Module II: Building agendas, problem solving strategies

Module III: Facilitative leadership skills

5. ***How to Make Meetings Work*** (1976) Michael Doyle and David Straus

The seminal book on developing effective facilitators and conducting effective meetings. A “must read” for every meeting manager and group member.

Module I: Establishing agreements for participating in meetings

Module II: Using effective problem solving strategies

Module III: Reaching consensus; techniques for handling “problem people”

6. ***Influencing with Integrity*** (1983) Genie Z. Laborde

Uses the teachings of N.L.P. (Neuro-Linguistic Programming) to map out effective communication tools for building and maintaining trust; explains non-verbal communication strategies, negotiating and shaping verbal responses. Dr. Laborde distinguishes between influence and manipulation thusly: “Once you know how to clarify your own desires or outcomes..., you can use the same techniques to clarify the outcomes of any other party involved in the communication. Achieving that party's outcome while you achieve your own is what I call influencing with integrity. Achieving your own outcome and the expense of... another party constitutes manipulation.”

Module I: Using effective people skills

Module II: Promoting effective communication with congruence; Using desired outcomes

Module III: Using the strategy of flexibility in effective communications

7. ***Leadership Brain*** (2003) David A. Sousa

Using brain research as a theory and educational leadership as a model, Sousa explores the knowledge and skills successful leaders need to acquire and use. The book discusses leadership styles, creativity development, uses of imagery and delves into the ethics of leadership. Includes assessments and explains strategies.

Module I: Functions of leadership: developing effective teams

Module II: Expanding creativity in everyday problem solving; developing a climate that supports creativity.

Module III: Promoting spiritual and ethical leadership

8. *Nonviolent Communication* (2003) Marshall B. Rosenberg, Ph. D.

Recommended by 2011 SAI President Cammie MacKinlay, this book explains the needed mental state as well as provides specific tools to communicate effectively. It teaches dynamic communication techniques that transform potential conflicts into peaceful dialogues. Learn how to avoid triggering defensive reactions to improve relationships, how to select the best words and phrases to express thoughts clearly, how to listen effectively and much more.

Module I : Developing effective listening skills

Module II: Practices for effective communications

Module III: Advanced strategies in communicating clearly

9. *The Presenter's Fieldbook* (2005) Robert Garmston

A practical guide that gives “nuts and bolts” of presenting effectively. Readers are provided specific strategies on how to design persuasive presentations, decide the most important content, give a two minute speech, use humor, maintain momentum, use Power Point and graphics effectively plus a multitude of other helpful presentation tips.

Module III: Making effective presentations

10. *Becoming Athena* (2009) Martha Mayhood Mertz

Eight principles of enlightened leadership. Mertz offers a distinctive, transforming approach for leading in the 21st century that demonstrate time-tested “women’s ways” of leading that have become the gold standard for great leaders of both genders and the building blocks for success in today's global economy.

Module I: Creating a climate of trust

Module III: Fostering collaboration and building relationships

SAI International Faculty Materials

LEADERSHIP HANDOUTS AVAILABLE THROUGH SAI

To access these handouts, click on the following link, or cut and paste it in your browser: http://www.sweetadelineintl.org/Education_Center/Leadership.html

[Art of Delegation](#)– Patty Warren – 3 pages
(2005 & 2007 the same)

Provides rationale for delegating and examines the do's and don'ts. Includes a logical 6-step approach, which helps even the beginner. Discusses how to follow up without hovering. 3 pages.

[Art of Possibility](#) – Kathy Carmody, 2007

Outlines the positive approach and key concepts of Ben Zander's "The Art of Possibility" video. Asks thought-provoking or discussion questions, which are not included in the 2005, or 2006 versions.

[Balancing Music and Administration](#) – Sally Eggleston – 2004

Somewhat dated in that it speaks of Boards of Director, however, pages 4 and 5 are about dealing with creative people.

[Bring out the Best](#) – Kathy Doherty

Six indicators of healthy communication; tips for giving positive feedback.

[Communication Skills](#) – Judy Ashmore

Discusses leaders as listeners and as teachers. Includes a list of qualities that indicate how responsively you listen, based on People Power by John R. Noe.

[Conflict Management](#)

- Marcia Bosma – 3 pages

Provides guidelines for mediating conflict between individuals or groups, including ground rules for all involved. Discusses causes of conflict and how to give the power of problem solving and conflict resolution to those who own the challenge.

[Conflict Management and Resolution](#)

- Marilyn Cox – 6 pages

Rating scale to determine your current skill as mediator and tips to strengthen. Discusses the elements of balance between you, others, the situation and the consequences. Also outlines preventive actions to consider which will help avoid conflict.

[Dealing With Ordinary People](#) – Betty Clipman

7 succinct quotes about dealing with people positively.

[Developing and Maintaining Teams and Teamwork](#) – Rita Hull

Reaching Consensus. Includes bibliography

[Effective Team – Results You Want](#) – Patty Warren

Effective team and member characteristics. Self-evaluation

[How to Get Your Team to Operate Effectively](#) – Rita Hull
Assessment tool, which also describes attributes you're looking for.

[Is Anyone Listening to Me?](#) – Cammi MacKinlay
Includes tips for being a better listener, ways to command listening attention, and self-evaluation of listening skills.

[Managing is a People Skill](#) – Marilyn Cox, 2006 (Same as 2004)
Questionnaire indicating how well you delegate.

[People Skills](#) – Karen Breidert
Discusses what happens when conflicts are not managed, techniques for people skills, managing anger and vague vs. specific statements.

[People Skills for Novice Directors](#) – Harriett Walters 2007 (11 pages with bibliography)
Some parts speak specifically to directors, but there are general guidelines, as well, such as building resiliency, the different roles a leader plays and difficult conversations.

[Prevent Burnout](#) – Lynnell Diamond
This is a lesson plan, which includes how to set up the class, but points can be gleaned. Topics include causes and stages of burnout, with reassurance that “the Phoenix can indeed rise again”

[Respect Your Chorus Members](#) – Karen Breidert
One of SAI's most respected teachers, lists the warning signs of people management problems, habits of highly effective bosses, and 10 commandments of leadership. (Sources are quoted.)

[“She’s Driving Me Crazy”](#) – Marcia Bosma
Includes behavioral styles and a checklist to use in preparation for your next interaction with a difficult person.

[Smart Leadership](#) – Marcia Bosma
Includes 5 different lists of necessary qualities of a good leader, including those required of Attila's Chieftains. Appropriate credit is given.

[Soar With Your Strengths](#) – Sally Wallace
Most useful of the 7 pages is an outline for an action plan which includes: Action Steps, By Whom, By when, Resources Available, Resources Needed. There is also a self-evaluation to help you find your strengths.

[The Spotlight is on You](#) – Marge Zimmerman 2005 & 2006
Describes qualities of weak vs. strong presentation skills; offers a mini-bag of presentation “tricks” including involving the audience, breaking tension and changing the energy in the room.

[Staff Development for Leaders – Delegation](#) – Pat LeVezu

Outstanding review of the steps of successful delegation. Also includes concepts to consider with your team.

[Stretch Your Brain](#) – Marilyn Cox 2007

Offers some creative ways to think and do things differently.

[Successful Team Building](#)

- Rita Hull 2007

Use trusted methods and receive practical tips for building a successful team. Evaluate what you have now and find enjoyable means for moving to what you want.

[Surviving the Chorus Obstacle Course](#) – Marge Zimmerman

Gives techniques for giving criticism; describes delegation vs. dumping; includes a list of many opportunities for leadership within a chorus. Includes an outline for planning a course of action especially when there are perceived obstacles.

[Teaching with Energy and Charisma](#) – Karen Breidert

Delightful parody of “The Twelve Days of Classes”; discusses humor in a humorous way; describes needs and expectations of adult learners; describes three main learning styles and how to address them.

[Team Building and Volunteering](#) – Karen Breidert

Discusses the power of teams; positive roles members take; negative roles members’ play; laws of teamwork.

[Planning For Your Success](#)

Patty Warren – 3 pages

Describes the process from idea to strategies to recognition, to evaluation in order to have a successful result. Includes an evaluation sheet to help determine which strategies the chorus now uses.

[That’s Not What I Meant – 2007](#) Marcia Bosma

One handout lets you evaluate your listening skills. Another matches 20 examples of body language with their meaning. Same as 2006, but includes a bibliography.

[We’ve Got to Stop Meeting Like This](#) – Marcia Bosma

Especially helpful is a list of questions or statements which help stimulate discussion. Also included is a checklist for organizing a meeting and a meeting space. Extensive bibliography.

ARTICLES AVAILABLE THROUGH SAI

[Communication – Getting the Job Done](#) – Marcia Bosma

Discusses the importance of clear communication between leaders and membership. – 1 page.

[Give the Gift of Leadership](#) – Cammi MacKinlay

Showing appreciation of those who do the myriad of jobs in our choruses is acknowledging their leadership. It doesn't have to be a high-power job.

[How to Get Unstuck](#) – Harriett Walters

If your enthusiasm seems to be lagging, this article offers suggestions of how to regain the inspiration and excitement you once felt. ½ page

[IMAGE – It's Up to You](#) – Anon

How we present ourselves as Sweet Adelines is very important.

[Intuition...or ESP](#) – Harriett Walters

“Instinct is insight based not on reason but on awareness. “ This article discusses why instinct is important in leadership.

[Four Principles for Planning Brain-Friendly Meetings](#) – Jeff Hurt

Guidelines for successful meetings based on adult learning tenets. Research shows that presenters have 30 seconds to grab someone's attention and only 10 minutes to keep it.

[New President's Kit](#) - SAI

Page 3 applies to anyone in a leadership position. Includes key characteristics of successful leaders as well as conflict resolution.

[Leadership, Only for the Few?](#) - Cammi MacKinlay (This is attached to the article, “The Times they are a Changin’”) Look for people who passionately advance the good of the whole rather than themselves.

PODCASTS

Cammi MacKinlay talks with leaders about what leadership means to them and to the organization

Podcast 1 Peggy Gram –Former International President – 17 minutes

Podcast 2: Marsha Fulton - Former International President - 18 minutes

Podcast 3:Norma Dobson – Former President of Lyons Gate Chorus - 22 min

Cammi asks these questions:

- How did you find Sweet Adelines?
- What has it meant to be a Sweet Adeline?
- What qualities do you look for in potential leaders and how to identify them?

- What advice would you give to a potential leader?
- How did you deal with conflict?
- What advice would you give to a new Sweet Adelines?
- How has being a leader in Sweet Adelines been an asset in your life?

Regional/SAI Resources

RMT Handbook: <http://sairegion12.org/docs/RMTHANDBOOKFINAL.pdf>

Sample RAP Seminar Schedule

The RAP modules are each designed to be presented in a one day session. When an individual member has attended all three sessions, she will have completed RAP, and she will be invited to attend future individual sessions of her choosing along with her team.

It is expected that the RMT will support the seminars by attending each session, by leading role-specific sessions and as guest speakers for sections of a module as needed. Chorus Directors and members of the Music Committees are encouraged to attend each session.

8:30 - 9:00AM

Opening: Quartet song? Welcome - Overview

9:00 - 10:15AM

General Session I: All attendees - Presenter (one of the module presenters or special invited guest speaker) opens RAP with a session on a general aspect of leadership gleaned from literature.

10:15 - 10:30AM Break

10:30 - Noon Module session

Noon - 1:30PM Working lunch: RMT leads role specific sessions for all attendees.

>Attendees have opportunity to submit 1 - 3 questions ahead of time that RMT session leader will address.

>Directors meet together to discuss topic of mutual concern.

>Music Committee attendees meet together to discuss regional/SAI music issues.

1:30 - 1:45PM Break

1:45 - 3:00PM Module session continued

3:00 - 4:00PM General Session II: All attendees - Presenter from AM General Session (or a module presenter) facilitates summary statements, next steps for MT/BDs, conducts seminar evaluation and ends with group regional song.

RAP Seminar Rotation Schedule

Year	Module
2012	I & II
2013	II & III
2014	III & I
2015	Repeat cycle