



Cooperative Extension Service

Department of Home Economics
College of Agriculture

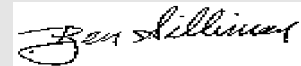


The

P.O. Box 3354 Laramie, Wyoming 82071-3354

Ben Silliman, Family Life Specialist, Editor

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LIFELONG LEARNING: KINDERGARTEN WAS JUST THE BEGINNING

Life's most basic lessons may have been learned, as Robert Fulgham wisely observes, in the sandbox. But with computers, multiple career changes, and cultural diversity, you'd better start early. Life's too short to learn all you need to know to live it. Moreover, you'd better remember the biggest lessons you learned on the playground:

*Every day offers something new and exciting to discover;

*Capture and celebrate the moment when you can.

People should think things out fresh and not just accept conventional terms and the conventional way of doing things. --Buckminster Fuller

More information was generated in the past 30 years than in all the centuries which preceded it. A world which changes that rapidly--whether it is a playground, workplace, community, or family home--is not the same place tomorrow as it is today.

GOVERNOR'S CONFERENCE ON AGING

AGING: LIFELONG OPPORTUNITIES
August 26-28, 1996

Parkway Plaza Motel, Casper

For more information, call:

Division on Aging, 1-800-442-2766

information literate, who know where to look and how to make sense of that daily avalanche of data--can harvest resources which ease and enhance personal or group decision-making and adjustment. Another step to *information mastery*--learning the technology, assessing needs and trends, and finding applications for new ideas--may enable public servants and entrepreneurs to create a future of creative solutions, net-worked resources, and empowered families.

Meeting the challenge of lifelong learning means turning the traditional schooling approach to learning on its ear--teachers become partners rather than performers, subjects are today's (rather than someday's) challenges, and methods move from absorbing someone else's ideas to experimenting and reflecting on one's own as well as others' observations and concepts. Self-help books, support groups, mentoring and practical skills programs, community action projects, and the World Wide Web (see page 2) exemplify innovative approaches.

Expanding on today's methods takes view to community systems beyond individual learners: Nurturing vision and continuous quality improvement, networking local and global resources, promoting cooperative, synergistic problem solving.

Keeping pace with change requires growth. Yet growth, John Newman suggested, is the only evidence of life

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All I know I learned after I was thirty.--Georges Clemenceau

ROUNDUP ON THIS EDITION

Topic Page

FAMILY LIFE SPECIALIST ADVENTURES

3/4-6 Consulting in Park and Big Horn Co.

Initiating Community Action in Cody and consulting with the planning team on RETHINK, Parent Share, and funding innovative youth-at-risk projects.

3/7-9 Resiliency Network Curriculum Comm./Nashville.

National planning/resource group compiling available materials on parenting, youth violence, and teen sexuality

3/16 TOOLS Conference, Douglas.

Hands-on-workshop co-sponsored w/ Parent Information Center, Buffalo, for families on ways to build strengths.

3/18, 26 Consulting with state agencies, Cheyenne.

4/13 TOOLS Conference, Riverton.

4/15-19 EPIC Conference, Gillette.

4/27 TOOLS Conference, Laramie.

Train-the-Teacher/Introduction for Educators interested in conflict resolution skills to apply in practice or teach.

WEB WALKER

World Wide Web provides access to text and graphics on topics A-to-Z internationally. UW-CES staff can access through Netscape and UW Home Page, <http://uwyo.edu>.



Home Address
<http://uwyo.edu/ag/ces/newltrs/chinook.htm>

THE WONDER WISE PARENT

<http://www.ksu.edu/wwparent/begin.html>

Parenting is perhaps the ultimate challenge in lifelong learning and K-State Extension Human Development Specialist is one creative mind up to such a challenge. Within a week of its appearance, WWPARENT was recognized as one of the best 100 new home pages by NSB online. Its features include attractive graphics and info:

Responsive Discipline, summarizing lessons of the Extension resource for parents (available to county CES offices in print from your Family Life Specialist)

Parent Share program information on a parent-to-parent mentoring program *being piloted with the Dept. of Health in WY and in 30 or more sites nationally.*

The Reflecting Pool, a series of thought-provoking questions for Reminiscing About My Childhood, Defining Myself as a Parent, Thinking About My Children

The Encyclopedia of Parenting project which will brief research on a variety of topics related to parenting

The Good Humor Page offers stories and gags on to tickle the funny bone of any harried parent.

"The term 'lifelong learning' refers to the purposeful

activities people undertake with the intention of increasing their knowledge, developing and updating their skills, and modifying their attitudes throughout their lifetimes."

--Advisory Panel on Research Needs in Lifelong Learning During Adulthood, 1978, p. 17.

"Cut to the Chase"

PROGRAM PRIORITIES FOR LIFELONG LEARNING

Invest in Yourself: Set aside an hour per week to scan journals, surf the Net, review catalogs or bookstores, etc. Take another 1-3 hours to read background info (like those recommended on [Chinook's](#) Resource page). Exchange ideas with at least one hometown or Internet friend weekly.

Support Your Staff/Colleagues: If you're a supervisor, reward staff for research/reading which delves into new concepts and methods. Encourage cross-discipline study and dialogue. Anyone who belongs to a professional group can create a discussion group to exchange ideas, trade notes on conferences, or brainstorm collaborative projects.

Stimulate Thinking in Your Community: Use a news column, radio spot, newsletter or teaching time with your Advisory group or other community group, share new ideas (esp. trends, information sources, and creative thinking ideas) which broaden their perspective and skills.

TheoryBase: How Adults Think

STAGES OF COGNITIVE DEVELOPMENT IN ADULTHOOD

Psychologist K. Warner Schaie synthesized research on stage-related thinking patterns:

- 1 **Acquisitive Stage** (childhood & adolescence): Learn facts and skills learned for their own sake.
- 2 **Achieving Stage** (late teens-early 30s): Seek ideas relevant to life goals, using it to become competent and independent.
- 3 **Responsible Stage** (late 30s-early 60s): Oriented toward long-range goals and practical problems related to their roles
- 4 **Executive Stage** (30/40s-60s): Seek and integrate ideas and skills to handle complex work roles on several levels.
- 5 **Reintegrative Stage** (late adulthood): Are more selective in research and problem solving, seeking a meaning for it.

Jean Piaget and others carefully documented stages of cognitive development in childhood, but relatively little study has focused on **postformal thinking**, beyond abstract reasoning. Mature thinkers are known to use both objective (rational, logical) and subjective (concrete, experiential) elements to exercise wisdom in problem solving. Effective adult problem solvers are more likely to display **dialectical thinking**, appreciating both sides of a dilemma and seeking both/and or deeper-and-beyond rather than either/or or right/wrong solutions.

The brighter you are, the more you have to learn.

--Don Herold

STATS AND FACTS

What the Public Wants from Higher Education

(Summarized from Technical Report 95-52, Social and Economic Sciences Research Center, Washington State University)

Major Findings from the Survey:

- *Lifelong learning has become a reality for most Americans
 - 81% consider additional education important for success at work, regardless of age or income level
- *School is just a beginning in a knowledge-based economy
 - College-trained learners are most interested in additional education
- *Traditional classrooms don't fit needs for tailored programs
 - Distance learning strategies have the potential to overcome significant barriers in lifelong learning
 - 15% of adults have experienced distance education
 - Most Americans enjoy lifelong learning but some, especially lower income/educated are not benefitting
- *Universities are expected to do more in educating adults
 - Citizens still see colleges focusing on 18-22 yr-olds
 - Faculty should be rewarded for meeting adult needs (or private sector firms will fill the vacuum)
- *Distance education methods are effective for "just-in-time" knowledge of new theory or technique, efficient use of specialized instructors, on-site delivery at convenient hours

Survey Sample

AGE: Under 30=18% (26% in pop./1990 Census)
 EDUCATION: College degree(s)=20% (20%/1990 Census)
 EMPLOYMENT: Employed=61% (62%/1990 Census)
 REGION: South & Midwest slightly overrepresented, Northeast & West slightly underrepresented
 LOCATION: City over 50,000=38% (64%/1990 Census)
 INCOME: <\$40,000=68% (62%/1990 Census)
 GENDER: Males=39% (48%/1990 Census)
 ETHNICITY: Whites=76% (78%/1990 Census); Blacks slightly underrepresented, Others overrepresented

Importance of Additional Education/Training

TOTAL:
 Definitely Yes_____53%/Probably__27%/No_____20%
 SUB-GROUPS:

Under 30 yrs: 66% Definitely; 28% Probably
 College educated: 60% Definitely; 20% Probably
 City: 61%/25%; Town: 54%/26%; Rural: 46%/30%
 Gender/Females: 54%/29%; Males: 54%/25%
 Race: Over 50% "Definitely" for every ethnic group

Will Enroll in College Course

TOTAL:
 Definitely 20%/Probably Yes__33%/No_____47%
 SUB-GROUPS:

Under 30 yrs: 36% Definitely; 37% Probably
 College educated: 35%; Definitely; 55% Probably
 City: 22%/35%; Town: 17%/26%; Rural: 11%/27%
 Gender/Females: 17%/29%; Males: 20%/29%
 Race: Blacks much more likely to plan college;
 Others slightly less likely to plan non-credit course

Will Enroll in Non-credit Course

TOTAL:
 Definite 21%/Probably_____35%/No_____44%
 Under 30 yrs: 16% Definitely; 37% Probably
 College educated: 38% Definitely; 33% Probably
 City: 26%/35%; Town: 19%/34%; Rural: 16%/32%
 Gender/Females: 19%/35%; Males: 24%/35%

Sources Used for Job Skills/Professional Development

OVERALL:
 Short Course/Seminar/Workshop 55%
 Non-credit Course 43%
 Conference 40%
 Videotape 33%
 Computer Guide or Tutorial 31%
 College Credit Class 30%
 Audiotape 16%
 TV 11%
 Other 14%

 Source: Don A. Dillman, James A. Christenson, Priscilla Salant, & Paul D. Warner. (1995). *What the Public Wants from Higher Education: Workforce Implications of a 1995 National Survey*. Pullman, WA: WSU Social and Economic Sciences Research Center.

Adult Population Profile--see Mar-Apr'95 Chinook

Participation in Adult Education (USA, by percentage)

Age	Program Focus				
	Personal -Social	Advance in Job	Train for New Job	Improve Skills	Complete Degree
17-24	30	38	18	4	29
	7,125,000 or 33% of age group participate				
25-34	25	63	12	1	14
	17,530,000 or 37% of age group participate				
35-44	27	66	8	1	12
	17,083,000 or 44% of age group participate				
45-54	29	70	6	1	7
	8,107,000 or 32% of age group participate				
55-64	35	61	5	1	5
	4,516,000 or 23% of age group participate				
65+	73	22	4	NA	3
	3,031,000 or 10% of age group participate				

 Source: Statistical Abstract of the United States. (1993). p. 187: U.S. National Center for Educational Statistics Adult Education Profile for 1990-91.

It is Your Business
WORKPLACE 2000 MOTIVATION:

THEORY Y REPLACES THEORY X

"The Traditional Thinking: Theory X"

1. People naturally dislike work and avoid it when possible.
2. They have little ambition, tend to shun responsibility, and like to be directed.
3. Above all else, they want security.
4. Coercion, control, and threats are necessary for success.

"The New Wave: Theory Y"

1. Physical and mental effort in work is natural as play.
2. Commitment engenders self-direction; external control and the punishment are not needed to support organization goals.
3. Commitment is related to the rewards for achievement.
4. People will embrace responsibility in the right climate.
5. Everybody has a high degree of imagination, ingenuity, and creativity to solve organizational problems.
6. Workplaces are using only part of employee potential.

Where from Here: Only Theory Y Employees Need Apply

1. Managers/supervisors/controllers do not add enough to productivity today; capable, creative, self-directed people may get more done without bureaucratic barriers.
2. Simple, repetitious work is increasingly done by robots or outsourced to lower-paid workers; higher-paying work demands innovation, self-motivation, initiative.
3. A more volatile marketplace eliminated guarantees of life-long employment.
4. Organizational competitiveness requires an environment of high performance, not just high security and routine work.
5. Quality (precision, consistent high standards, continuous improvement), customer service (listening, caring, customizing, quick response), and product innovation (new technology/service and new applications of existing products)

Source: Joseph H. Boyett & Henry P. Conn. (1991). Workplace 2000: The Revolution Reshaping American Business. New York: Blume, pp. 105-108.

.....
...that is what learning is. You suddenly understand something you've understood all your life, but in a new way. -
-Doris Lessing
.....

4-H Families
CULTIVATING VOLUNTEER SKILLS

THROUGH TAXI

Vickie Bessler, Family & Consumer Sci. Teacher
Johnson Jr.High/East High School, Cheyenne

TAXI, Taking Anybody into Expanded Involvement, is the latest in volunteer development in Wyoming 4-H. Funded by a Kellogg grant, a TAXI package is available in each county office. Materials are designed as train-the-trainer resources, with trainer guides and trainee hand-outs. TAXI units are color-coded and designed for use at any point in volunteer development.

YELLOW TAXI helps develop a philosophy to examine the diversity in a program and train volunteers to manage expansion. Provides ideas on understanding differences and common ground for understanding and working with people. BLUE TAXI helps envision and strategize a plan for a volunteer management system. Focuses on volunteer strengths, recruitment, roles, philosophy and vision, community assessment and development, organizational plan, marketing, and carrying out the organization's plan.

GREEN TAXI helps recruit and orient middle managers in a volunteer program. Focuses on building skills (leadership, human relations, teaching) of volunteers to serve participants and coordinate the organization (organization, delegation, support). Offers insight on progress evaluation.

PURPLE TAXI uses a self-assessment aid volunteers in evaluating competencies and a personal growth plan to decide what training is necessary. A volunteer bibliography is included.

RED TAXI facilitates training for involvement. Identifying the roles for newcomers, training them for leadership, and using their talents most effectively are the focus of this unit. Evaluation resources are also included.

ORANGE TAXI helps keep seasoned volunteers motivated and renewed. It keeps them learning, growing, and striving for excellence.

Research shows that volunteer leaders often experience more personal development--technical, organizational, human relations, and teaching skills than those they serve. Such training can make persons not only better volunteers, but also better parents, spouses, friends, and employees.

A little learning is a dangerous thing, but a lot of ignorance is just as bad.--Bob Edwards

Systems Thinking
THE FIFTH DISCIPLINE: FOUNDATIONS FOR
CREATING A LEARNING ORGANIZATION

***"Forget your tired old ideas about leadership.
The most successful corporation of the 1990s
will be something called a learning organization."
--Peter Senge, The Fifth Discipline***

Lover's Beer sales suddenly jump from four to eight to sixteen cases at local stores. Managers over-order to compensate for decreased inventory, but by the time the brewery and distributor catch up, demand has fallen and everyone is over-stocked. Peter Senge uses this and other colorful illustrations to demonstrate the importance of long-range-, innovation-, and interdependence-thinking.

Disciplines of the Learning Organization are outlined as:

- ***Systems Thinking**--looking/acting beyond events and personal interests to interrelated actions of persons/parts.
- ***Personal Mastery**--continually clarifying and deepening vision, self-awareness, integrity, and persistence.
- ***Mental Models**--ingrained assumptions and images which guide how we understand and take action in the real world
- ***Building Shared Vision**--a mutual sense of direction which guides cooperative action among partners or organizations
- ***Team Learning**--genuine dialogue and creative thinking together to produce a synergy of efforts.

***"The ability to learn faster than your competition
may be the only sustainable competitive
advantage."***--Arie DeGeus

By contrast, many organizations have **Learning Disabilities Which Lead to Ineffectiveness & Extinction** despite the best efforts of bright, committed people:

1. **"I am my position"** makes tasks and attitudes of one time permanent fixtures of meeting needs at all times, places.
2. **"The enemy is out there"** focuses blame and vision on the actions of external forces rather than one's own actions.
3. **The illusion of taking charge** created by proactiveness focused on competing rather than on meeting needs.
4. **Fixation on events**, however dramatic, can distract from attention to more important gradual change processes.
5. **The parable of the boiled frog** provides a metaphoric reminder that, without awareness change and its implications we can perish gradually.
6. **The delusion of learning from experience** is that we rarely experience the direct consequences of many of our most important decisions, thus fail to learn from them.
7. **The myth of the management team** is that strategy or work teams operate as dynamic units when they often break up under stress or work like loosely connected individuals.

-Thinking Systemically-----

Several of Senge's insights on patterns of thinking and acting can be applied to child and youth development, program and office management or community development:

Structure influences behavior: A wide variety of people in the same system tend to produce similar results.

--ex: Democratic/nurturant parenting tends to produce more cooperation, competence, and responsibility in children than a nagging or bossing approach

Compensating feedback: For every act of change, a system will respond with a reaction designed to restore balance

--ex: Don't be surprised if employees or volunteers in a cooperative teamwork project act competitively (push their own ideas/success or hold back on contributing to a group)

Leverage:

Small efforts--in the right place--can produce big change in systems.

***"Give me a long enough lever and
I will move the world."***--Archimedes



*View problem symptoms as cues to overall patterns rather than single events and act to change the overall pattern.

--ex: When capable volunteers drop out, examine training and support, time options, topics of interest rather than working feverishly to recruit new volunteers who burn

out.

*Focus on elements most valued by clients/consumers:

- + Product quality
- + Delivery service
- + Service reliability
- + Friendliness
- + Concern of service personnel

*Invest in all aspects (i.e., product and delivery) and levels (i.e., clients, caregivers, PR/sales, and executives) of any project early and often.

"The real leverage in most management situations lies in understanding dynamic complexity (how things work), not detail complexity (what parts are)."

The Laws of the Fifth Discipline

1. Today's problems come from yesterday's "solutions."
2. The harder you push, the harder the system pushes back.
3. Behavior grows better before it grows worse.
4. The easy way out usually leads back in.
5. The cure can be worse than the disease.
6. Faster is slower: Optimal growth isn't fast-as-possible.
7. Cause and effect are not closely related in time and space.
8. Small changes can produce big results--but the areas of highest leverage are often the least obvious
9. You can have your cake and eat it too--but not at once. Investing in quality and productivity is a long-term effort.
10. Dividing an elephant in half does not produce two small elephants--interconnections are more important than parts.

Source: Peter M. Senge. (1990). *The Fifth Discipline*. NY: Doubleday.

Staying on the Cutting Edge
BREAKTHROUGH THINKING:
PRINCIPLES OF CREATIVE PROBLEM SOLVING

The Uniqueness Principle appreciates the special features of each person, group, context, and problem rather than overgeneralizing from similar experiences.
--ex: Assess needs and adapt curricula/ programs to each group served

The Purposes Principle focuses on overall goals for action to avoid working on the wrong problem and achieve results consistent with the organizational mission.
--ex: Welfare reform designed around community support and capacity-building may work better than addressing immediate client, agency, or budget goals or problems

The Solution-After-Next-Principle uses working backward from an ideal solution to the challenges of the moment in order to keep actions in perspective.
--ex: A youth-at-risk strategy cultivating youth skills, adult support, and economic vitality can have longer and deeper impact than a one-project solution like temporary summer jobs

The Systems Principle sees every problem as part of a larger system, every person or solution as interconnected.
--ex: Balancing work and family program aimed only at employee stress-coping may not improve productivity without structural changes by the employer (adjusted work-loads, supervision, etc)

The Limited Information Collection Principle asserts that too much knowledge may block creative problem-solving.
--ex: Persons who make a conscious effort to learn from many disciplines, try new projects, or work together with those from different backgrounds stay creatively naive!

The People Design Principle insists that those who carry out a solution must work on developing it and should have flexibility in applying the solution to their setting.
--ex: Including parents of students in classroom, extracurricular, and home-learning activities reinforces knowledge, skills, and relationships.

The Betterment Timeline Principle proposes outlining a sequence of purposeful steps to an overall solution.
--ex: A couple of hours each week expanding computer awareness/use can lead to ever-increasing access and productivity long-term.
--Key Q: What's special about this issue/organization/effort?

*Ask first, "Do we really need to do this?"

*Approach problems looking for unique features rather than generalizing

*Stay open to all definitions and descriptions; brainstorm as long as possible

*Address the problem through an ideal rather than limited/limiting conditions

--Key Q: What's the bigger reason we're doing this?

*Tune in to stakeholders' views *Focus on the larger picture

*Distinguish means (how) and ends (why) at several levels

*Set criteria for focus: Cost/benefit, management/client support, time, money, complexity, organizational demands, external controls, impact on flexibility

*Spell out specific objective or subjective measures of success

--Key Q: Where do we want this solution to lead?

*Record all ideas and prohibit criticism during brainstorming

*Include an outsider for creative ideas

*Dream: What would make us the best in the business? What would we do with no constraints? What could we do if larger purposes were achieved?

*Focus on how to make ideas work (not why they won't)

--Key Q: How is this action/person/ problem/organization connected and how will change in one part affect another?

*Design a system matrix to probe options:

Horizontal **Dimensions**: Traits, Values, Measures, Control, Interface, Future

Vertical **Elements**: Purpose, Inputs, Outputs, Sequence, Environment, Human components, Physical Catalysts, Information Aids

--Key Q: How can I see this as an outsider (or involve new partners with fresh insights and ideas)?

*Focus effort on collecting only the necessary information

*Provide meaning to existing information

*Network--in and out of the organization--to collect and evaluate data

--Key Q: How can capabilities of con-cerned people become part of developing and implementing problem solutions?

*Brainstorm options on in each of the following areas: Phase/Step status, procedures; Level of Organizational Participation; Roles of Involved Individuals; Group Processes; Meeting Conditions

--Key Q: What steps are needed to reach our ideal?

*Organizational areas for improvement: Training and development (investing in human capital); Performance evaluation methods; Preventive maintenance

Source: Gerald Nadler & Shozo Hibino. (1994). Breakthrough Thinking. Rocklin, CA: Prima.

Learning in the Fast Lane

INFORMATION LITERACY

Donna Whitson, Ed.D., UW College of Education

Increasing amounts of information require more time for information management, and take away time to reflect and discover meaning.--J.W. Apps

As persons in all walks of life face an increasing barrage of information and images, new skills are needed to make the most of these expanding resources. The American Library Association's Committee on Information Literacy defines such an information literate person as "one who is able to recognize when information is needed and has the ability to locate, evaluate, and use it effectively." Charles Curren (1990) offers an expanded list of skills which, he insists, should be interconnected:

- *Ability to know that information would help
- *Ability to know where to go to get information
- *Ability to retrieve information
- *Ability to interpret, organize, and synthesize information
- *Ability to use and communicate information

Sources: J.W. Apps. (1991). *Mastering the Teaching of Adults*. Malabar, FL: Krieger.

I am defeated, and know it, if I meet any human being from whom I find myself unable to learn anything.

--George Herbert Palmer

TRENDS TO GUIDE LIFELONG LEARNING

*Globalization/Diversity

- Learn about and be able to converse with a wide variety of cultural, age, and economic groups
- Explore new locations and approaches to marketing, networking, and collaboration

*Technological Improvements

- Learn to select which equipment to adopt, which to gain familiarity, and which to master...then do it!
- Learn how to empower others to use new technology

*Decentralization

- Investigate and develop effective networking strategies
- Master skills for self-direction, planning, implementation
- Cultivate skills in teamwork, mutual support

*Innovation/Entrepreneurship

- Cultivate creative thinking and problem solving skills
- Develop a specialization which allows for continuous, cutting-edge products and services

*Communication

- Master listening, conflict resolution, negotiation, and problem-solving skills

MENTORING

A mentor is a guide who encourages the mentee to seek answers and to become an effective problem solver.

Mentoring in the 90s: A Critical Process in Lifelong Learning

The information and technology revolution make on-site, continuous training critical for effectiveness. The more quickly and completely a new employee's skills are honed to job tasks and integrated with client, co-worker, and organization demands, the greater benefit. **Leadership competencies important for new employees include:** Solving problems

Directing projects

Working with groups	Planning, Managing meetings
Communicating effectively	Developing teaching skills
Mobilizing group action	Self-development
Financial Savvy	Leadership
Understanding society, change	Arbitrating
Developing resources, people	Changing behavior
Clarifying attitudes	Creativity

...and a host of other skills.

Effective mentors provide help by being a resource with knowledge, experience, time, support, and link to other resources; a colleague who advocates, celebrates, listens; and a model who facilitates competence, maturity, independence, promotes diagnosis, problem solving, and planning, a visionary, a reflective observer; a situational leader guiding teaching skill development, motivating self-discovery, a self-directed leader, carefully noting needs and adapting to guide mentee growth accordingly.

Stages in the Mentoring Relationship

Level 1: Mentor very directive, telling inexperienced mentee what to do and how to do it.

Level 2: Mentor provides major direction based on greater experience, realism, and expertise to get things done.

Level 3: Mentor recognizes mentee's competencies and experiences, facilitating equal interactions.

Level 4: Mentee ready to go it alone and mentor delegates greater responsibility, learning from and listening to mentee.

Source: Marie Elkin. (1995). *Mentoring Strategies Workbook*, UW-CES, adapted from W.A. Gray (1986).

*The more we study
the more we discover
our ignorance.*

--Percy Bysshe Shelley

Promoting Lifelong Learning

CHANGING FOR GOOD

Change is not easy. Taking off pounds, quitting cigarettes or alcohol, or developing a more cordial communication style takes commitment and discipline. Community educators encounter a wide spectrum of awareness and openness even when the benefits of change (longer life, financial security, less stressful relationships) may be substantial. Educators can be more effective catalysts for change if they can target their message to the readiness or progress of the learner. Six stages of change mark this progress, with varying types of self-help and helper input effective at each stage:

1. **Precontemplation:** Satisfaction with or resignation to the status quo.
Social pressure, age milestones, or dramatic events may raise consciousness and challenge ego defenses.
Helpers should offer steady and firm confrontation about consequences in context of acceptance and patience.
2. **Contemplation:** Awareness, with some thought, plans, and perhaps fear of change.
Information/consequences-seeking, esp. leading to emotional concern and taking stock helps set the stage.
Helpers need to show empathy, supply data on antecedents, behaviors, and consequences.
3. **Preparation:** More thought, stronger intentions, and small actions toward change.
Commitment to small steps, a date to begin, public statement, self-made action plans transcends good intentions.
Helpers who support small steps with praise and shared practice and don't nag or supervise are most effective.
4. **Action:** Conscious and regular lifestyle changes.
Active diversions, exercise, relaxation, rewards, making positive attitude and environment changes can be effective
Helpers can share new activities, contract for change, encourage, reward, but should avoid guilt or pushing too hard.
5. **Maintenance:** Changes sustained and expanded for an extended period.
Recognizing danger times and signs, moving beyond relapses, and renewing commitment solidifies change.
Helper availability in crises, deeper confrontation, and continued sharing in new activities takes support to a new level.
6. **Termination:** Sustained lifestyle change or continued maintenance of new behaviors.
New alternative activities, celebrations which mark change, helping others, and plans for other changes mark progress.
Helper affirmation may need to be balanced with awareness of risks of recurrence for addictive disorders.

Research across a variety of behaviors indicates that early stages are critical transitions to meaningful and sustained change. Surprisingly, healthy change for a wide variety of behaviors involved approximately 1 standard deviation increase in positive behaviors and .5 standard deviation decrease in negative behavior from precontemplation to action. Assessment and progress instruments are available for each stage.

Source: James O. Prochaska, John C. Norcross, & Carol C. DiClemente. (1994). Changing for Good. New York: Wm.Morrow.

RESILIENCY AFTER RETIREMENT

Activity--Set a balanced routine which includes exercise, regular meals, social contact, and a variety of vigorous, stimulating, and relaxing physical tasks

- Read about and practice wellness in eating,
- Balance daily and seasonal energy and exercise activities to avoid overstress or listlessness

Generativity--Maintain old ways and expand new ways of nurturing, expressing creativity, sharing wisdom and experience.

- Develop a post-work routine recognizing needs for privacy and togetherness, structure and flexibility
- Maintain informal and volunteer activities and try a new ones; Explore a second career

Reflectivity--Spend time thinking through and feeling good about life experiences, deepening and appropriately sharing personal wisdom with family, friends, and community.

- Assess not only accomplishments, but process skills (decision-making, creative thinking, relating to people, resourcefulness, etc.) which may aid coping with future challenges
- Integrate experiences of loss and disappointment (job failure/loss, death of friend, divorce/conflict) into a deeper value and ethical lifestyle

Curiosity--Explore new areas of knowledge and skill, new people, places, events, and gadgets.

- Broaden the circle of friends, acquaintances; Visit new places; Read about new themes

By identifying the new learning with heresy, you make orthodoxy synonymous with ignorance.--Desiderius Erasmus

RESOURCES FOR PROGRAMMING

What Color is Your Parachute? Richard Bolles continually re-edited classic provides insights for individual life/career planning, group discussion, and formal instruction.

EXTENSION PROGRAMS IN THE WORKPLACE

Iowa State University Cooperative Extension lists the following fact sheets which may help working parents learn to cope with lifelong challenges:

PM-1404a	Avoid the morning rush
PM-1404b	Managing two incomes
PM-1404c	Leading a double life
PM-1404d	Food for the working family
PM-1404e	Sharing work and responsibility
PM-1404f	Coming home: Making the transition

Extension Distribution Center, 119 Printing & Publications Building, ISU, Ames, IA 50011-3171 (515/294-5247)

RESOURCES FOR CONTINUING EDUCATION

L.E. Decker & V.A. Romney. (Eds, 1992). **Educational Restructuring and the Community Education Process.** Charlottesville, VA: University of Virginia, Mid-Atlantic Center for Community Education. Explores implications of community education and school restructuring to both the state and local levels.

L. Forlizzi & et al. (1992). **Project Lifelong Learning: For the Community.** University Park, PA: Pennsylvania State Univ. Inst. for the Study of Adult Literacy/WQED, Pittsburgh, PA/DOE Office of Educational Research and Improvement. Via ED 356 329, CE 063 649-650. Report, videos, newsletters, bibliography, user's guide on adult literacy, lifelong learning issues and strategies.

M.W. Galbraith. (1992). **Education in the Rural American Community: A Lifelong Process.** This book provides a conceptual and practical framework for understanding lifelong education in the context of the multifaceted rural community.

It's the Law

PUBLIC POLICY ISSUES 1995 Wyoming Legislative Session Summary

The Legislative Services Office reports via FERRET gopher-server that the following bills have been enrolled, or passed by both houses and sent to the governor for approval (by signing or default) or veto (to occur by 4/1/96):



HB0002 Repeals archaic, superfluous and superseded provisions pertaining to the employment of women.

HB0006/ENROLLED ACT NO. 3: Provides for inmates to pay jail room and board costs in certain cases.

HB0070/ENROLLED ACT NO. 48: Revises the uniform consumer credit code, esp. with regard to loans and credit.

HB0076/ENROLLED ACT NO. 55: Prohibits seeking or coercing of acts of prostitution.

HB0080/ENROLLED ACT NO. 65: Creates penalty of life imprisonment without parole for certain sexual assault or taking indecent liberties with a minor.

HB0092/ENROLLED ACT NO. 69: Imposes limits and requirements for and modifying benefit determinations under specified public and medical assistance programs; modifies youth emancipation, housing subsidy and related provisions; prescribes conditions; imposing duties upon and delegates rulemaking authority; avoids conflicts with federal law; restricts transfers of positions, funds.

HB0109/ENROLLED ACT NO. 51: Permits guardians with power-or-attorney to make gifts from the principal's estate but allows for restrictions on such powers when guardianship is established.

HB0112A/ENROLLED ACT NO. 40: Authorizes teen courts as sentencing alternatives, specifying criteria and procedures.

HB0119/ENROLLED ACT NO. 42: Redefines children in need of supervision (CHINS) as those under age 17.

SF0053/ENROLLED ACT NO. 31: Clarifies child support; provides for recovery of costs for enforcing child support judgments.

SF0056/ENROLLED ACT NO. 58: Redefines status offense; specifies matters in predisposition reports, multidisciplinary teams; provides procedures and conditions for in- and out-of-state placements and costs.

SF0068/ENROLLED ACT NO. 52: Authorizes criminal child abuse pre-check and revocation of teaching certification for school employees.

SF0071/ENROLLED ACT NO. 33: Provides for enhanced penalties for assault and battery against household members.

PARADOXES: A PARTING THOUGHT

(Don't) Forget the Basics

Conventional wisdom on adult development lends much insight to planners of lifelong learning.

A look at new trends and deeper issues, though, gives pause for thought...

Basic Principle:

From the perspective of early adulthood the future is a narrowing path.

--> Help learners assess current needs

Each stage brings predictable challenges and growth opportunities.

--> Be ready with resources for typical tasks

Knowledge comes from survival.

*--> Help people accumulate knowledge; the "right answers" for capable, confident action
Adults learn to bear stresses to achieve goals.*

--> Teach coping and role performance skills

As persons age, their physical processes slow down and work less efficiently

--> Teach folks to live within their limits

Aging brings losses of memory and thinking abilities

--> Learn to accommodate losses

Lifelong perspective provides for integration, search for meaning

--> Facilitate personal meaning

THE LIFE COURSE

DEVELOPMENTAL TASKS

SURVIVAL-TO-MASTERY

PHYSICAL ABILITIES

LEARNING AND ACHIEVING

New Insight:

As individuals mature, the present (and hopefully future) becomes a broadening vista.

--> Help learners anticipate expanding growth

Some events occur "out of sequence," and variety is the rule in each age group.

--> Work with the learner to identify real (not just projected) needs and resources

Technology prohibits final mastery.

*--> Help people develop new paradigms; process skills for experimenting and innovating.
Experience often comes with hurt, failure, or painful self-change.*

--> Aid healing, using hurts to promote insight, caring

As persons age they can maintain stamina and often focus efforts more effectively

--> Help persons extend their limits, focus action

Memory and thinking skills losses are not inevitable and can be reversed.

Deeper meaning and patterns may provide opportunities to innovate, try new ventures.

--> Help translate experience into social benefits

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