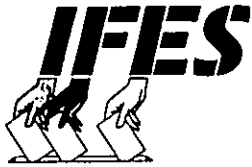


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IFES Civic Education Workshop

Romania

August 31 - September 4, 1992

Terry Holcomb Obie L. Moore Juliana Geran Pilon

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Workshop in Democratic Leadership Skills

Bucharest, Romania

August 31 - September 4, 1992

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Workshop in Democratic Leadership Skills

Bucharest, Romania

August 31 - September 4, 1992

I. Introduction

The Workshop in Democratic Leadership Skills was part of an on-going comprehensive program in civic education in Romania sponsored by the International Foundation for Electoral Systems through a grant from the U. S. Agency for International Development. The workshop was presented as the first public project of a year-long IFES civic education program to be conducted throughout Romania.

The workshop was designed to present basic skills of democratic leadership to a select group of Romanian leaders. It is hoped that the participants will also serve as a key resource base to assist in the development of future IFES-led civic education programs.

Although the original plan was to identify fifteen leaders to participate in a five-day, comprehensive workshop, a decision was made to open the workshop to a large number of interested persons from diverse organizations and interest groups to show that IFES programs were indeed non-partisan and "open to all."

This was a particularly sensitive point in that the national elections were scheduled to take place in less than 30 days.

Naturally, this led to a larger number of participants (124 on the first day), greater awareness of the need for such training throughout more communities, and more news coverage through television, newspapers, and periodicals. The tradeoff was that the workshop could not be as comprehensive and as individually-directed as originally planned, but the overall positive impact was much greater than expected.

II. Participants

The workshop was conducted by:

Mr. Terry Holcomb, Workshop Leader

Dr. Juliana Geran Pilon, IFES Director of Programs

Mr. Obie L. Moore, IFES Project Director in Bucharest

The participants included labor leaders, teachers, clerics, business people, academics, human rights activists, political party officials, artists, journalists, and political activists. They represented a wide variety of Romanian organizations and provided a unique cross-section of Romanian leaders. (A list of participants is included in the appendix).

The diversity of background, experiences, and loyalties

among the participants permitted a unique advantage that allowed the workshop leaders to draw on the broad experiences of the participants which aided the learning and training process. Unavoidably, the disadvantage was that, at least at the beginning, the participants felt very unsure of each other and that they had little in common. Many were undoubtedly suspicious of each other. It must be kept in mind that these participants had been afforded few, if any, opportunities in the past to have associations with persons from such diverse organizations. Therefore a major objective of the workshop was to bring such a diverse group together to give them an opportunity over five days, to get to know each other, to break down historic interpersonal barriers, to identify common denominators among them, to engage in behavior that builds trust and to achieve a common sense of democratic purpose.

III. Workshop Materials

A short text, Leadership in a Democratic Society by Terry Holcomb, hereinafter, "Leadership text", was prepared under the auspices of IFES and translated into Romanian. A set of short readings and clippings from several textbooks and journals (in English) was also prepared as a resource to use with the text. Multiple copies were made and distributed to all participants. These materials are included in the appendix. In addition, 100

copies (in Romanian) of the U.S. Information Agency publication, "What is Democracy?", were distributed to the participants.

IV. Workshop Procedures

To accommodate the large number of participants, the five-day workshop was broken into three parts:

Part I: Introduction to the Concepts of Democratic Leadership
Monday, 11 AM to 4 PM
Lecture with demonstrations and questions from audience
Participants: 124

Part II: Workshop in Specific Skills of Democratic Leadership
Tuesday, Wednesday, Thursday, 11 AM to 4 PM
Group discussions and exercises to practice leadership
concepts
Participants: 47

Part III: Consultation on Specific Problems
Friday, 9 AM to 7:30 PM, one-on-one meetings with
17 participants discussing specific concerns of their
organizations

The Monday session was the most difficult day of the week.

Because of the large number of participants and the need to cover basic concepts, interaction with participants was limited. The session was also affected by the huge auditorium, the stifling heat, the awkwardness of earphones used for simultaneous translation, and, most importantly, the unavoidable first-day distrust and uncertainty felt among participants attending such a workshop.

Terry Holcomb covered the basic concepts of group decision-making such as: definition of a democratic leader, taking responsibility, building consensus, tolerance, ethics, and dedication to group goals. This instruction utilized the first exercise from the Leadership Text that asks participants to differentiate between the behavior of an autocratic leader and a democratic leader. This enabled the participants to focus on specific behaviors that express the democratic concepts under discussion.

After a break, participants were asked to think of an effective leader that they had known and dealt with personally and to identify the qualities possessed by that individual. Participants were asked to reflect on these qualities and to be prepared to discuss them later in the workshop.

From microphones stationed in the audience, the participants asked numerous questions and made comments. For example, one individual pointed out that Romanians often confuse leadership

strength with the ability to "talk loud and pound the table." The workshop instructors identified persons and situations that demonstrated "strength of character" and "strength under pressure" and offered examples of behavior that would be useful in a democratic society. Considerable discussion was given to the need for a leader to take responsibility for group action, to shoulder blame, and to give credit. Participants expressed concern that Romanians remain inclined to respond to behavioral methods typically employed by autocratic leaders.

At the conclusion of the Monday session, participants were invited to join the three-day workshop that would feature group exercises and interpersonal activities to practice the leadership skills discussed that day. The session was adjourned and all participants were invited to attend a reception hosted by the Museum of National History held in the main plaza of the museum. This reception afforded a unique opportunity for participants to informally meet each other and for the IFES workshop coordinators to obtain feedback from the participants.

On Tuesday forty-seven people joined the three-day workshop that was held in a medium-size room around a set of tables arranged to encourage free discussion. As opposed to the first day in which basic concepts were presented, Tuesday was devoted to Romanians describing openly to the group what they felt was needed from their leaders. Each individual was asked to respond

to the simple question: "What are the essential characteristics of leadership?" (This was a follow-up to the question presented at the Monday session discussed above). Not all participants felt comfortable speaking before the group; however, about thirty offered their thoughts.

Many of the comments on Tuesday led to discussion and the development of key issues, to be considered in more detail later in the week, such as: (1) Can leadership qualities be taught, or are they in-born traits? (2) Should leaders function as representatives of groups or as executives who carry out plans? (3) Should leaders be generalists or specialists? (4) Why does power lead to corruption, and how can this process be prevented? and (5) How can the flow of accurate information be improved?

The primary purpose of the interactive exercises on Tuesday was to develop a sense of what traits Romanians felt were vital to effective leadership. The list that was compiled is not comprehensive nor was it intended to be refined; rather, it serves as a pool of information that is reflective of the group's thinking. The list of essential leadership traits is presented, as follows, without evaluation:

- ability to think and feel
- role model for others
- an accurate, objective picture of him or herself

- detachment
- modesty
- sense of humor
- open-minded, tolerant
- ability to motivate
- adaptable, flexible
- ability to evaluate information
- ability to understand subtlety of information
- eloquence in communication
- credibility
- creative, has ideas
- sets goals
- knows and understands constituency
- empathetic
- professionally trained in discipline such as law or economics
- sense of responsibility
- ability to predict the future
- possesses a force of personality, inspires confidence in him/herself and the group
- ability to compromise, reconcile subjective and objective
- disciplined not to outstay usefulness
- enjoys being a leader

During this discussion, concepts from Part III of the Leadership text, entitled Social Skills, were discussed by Mr.

Holcomb, and Dr. Pilon offered helpful observations about the differences between the pre-revolutionary communist regime and western-style democracy. Mr. Moore clarified differences in legal matters including the implementation of democratic principles identified in the new Romanian Constitution by the leadership.

The workshop on Wednesday and Thursday was devoted to a detailed, two-day exercise in group decision-making. After some discussion on Wednesday morning of the issues identified on Tuesday, it was decided that the entire group should take action as a "task force" to deal with the problem of poor information in Romanian society. The group decided to use the reflective thinking process and group decision-making principles to tackle this key problem.

The two-day exercise had the following components:

1. Identify the problem of poor information in Romanian society. The group used the analysis set forth in Part II of the Leadership text to develop a statement of the problem that sources of information are unsatisfactory and often inaccurate because:

- there is insufficient information
- information is intentionally false
- information is unintentionally false

- mass media has too many limitations
- mass media is unreliable
- the public is denied access to mass media.

2. Analyze the nature of the problem. The group determined that a combination of factors hampered good communication, including government control, factionalism, and poor media standards (objectivity of reporting, factual support of reporting etc.).

3. Develop appropriate criteria that this group could use to solve the problem. The group determined that the solution should be one that could be carried out by the participants in this workshop if they decided to constitute a "real" organization.

4. Through brainstorming, identify without evaluation all possible solutions. This resulted in the completion of a long list of proposed solutions.

5. Categorize the proposed solutions. The solutions were placed in three general categories: (a) new sources of information, (b) legal and legislative-related concerns, and (c) methods for verifying accuracy.

6. Use committees to evaluate the solutions. The group was subdivided into three committees to evaluate all solutions and

identify three proposed projects in order of priority. Each committee then elected a committee chair and a secretary to take notes. Each chair was instructed to follow the guidelines for group discussion leader as presented in the Leadership text. Terry Holcomb also presented guidelines for setting priorities.

7. Report committee findings. Each committee appointed a spokesperson to present its findings and its reasoning.

8. Select a single project to carry out. The group selected one project to implement in the next sixty days. This part of the exercise was most instructive. The group settled on a single project which was to constitute a "watchdog body" to monitor the Romanian mass media, including television, radio, and newspapers. The group agreed almost unanimously that this would help reduce the distrust that many Romanians have towards mass media and to promote more reliable news sources. A watch dog body could accomplish this by categorizing all news reports and information (by number of stories, by subject, whether they were positive or negative accounts, etc.). This would permit an objective determination of whether any mass media source possesses a bias. By making such findings publicly available, greater objectivity and balanced reporting would be fostered and greater reliability of the mass media in Romania achieved. It should be pointed out, however, that some participants expressed serious concerns that such a body would be used for censorship.

9. Debate the proposed project. The group made a motion on the proposed project, debated the merits of the project, considered amendments, and voted on the amendments and final motion. This exercise was preceded by a presentation of basic rules of parliamentary procedure. A decision was made to limit the debate to three speakers from each side of the issue with an equal amount of time allocated to each speaker. Following a debate that was spirited and lively, the group voted to organize a "watchdog body" by a vote of twenty-six to one, with one abstention. Many of those who were previously opposed to the proposal were persuaded to support it, and a near consensus was achieved.

At the conclusion of the exercise on Thursday, many participants expressed a desire to actually implement the project rather than regard it as a simple exercise. By the end of the day on Thursday, the group had achieved remarkable cohesion and a sense of common purpose.

The format of the exercise carried allowed Holcomb, Pilon, and Moore to introduce concepts of democratic leadership relevant to the progress of the exercise. Because of this, the workshop avoided the format of continuous lectures. Rather, each set of concepts was presented as part of participatory exercises which fostered a constructive group dynamic. Both the instructors and participants agreed that this exercise was the most successful

component in the workshop. Participants expressed openly that they not only learned new methods of making decisions, but also that they could work with other Romanians to agree on solutions within a limited amount of time. This was a new realization for many participants and several of them expressed new confidence in their own ability to work together.

Friday was devoted to one-on-one meetings with seventeen of the participants who wanted specific advice on applying democratic leadership principles within their organizations. Most of them expressed a desire for more programs of this nature that teach specific skills. We recommended that they develop similar programs within their own organizations and use the materials provided to practice these newly-learned skills.

V. Conclusions and Recommendations

This workshop, designed for Romanian leaders, was devoted to developing specific skills rather than simply teaching concepts. This workshop reinforced our firm belief that skill workshops must utilize group dynamics through exercises and activities, even when participants are mature leaders.

We recommend the development of more leadership programs of this nature. This can best be achieved through cooperation with existing Romanian organizations. It is our belief that effec-

tive democratic leadership skills can be taught in Romania. If Romanian leaders in government, business, labor, education, religion, and the arts learn the skills of democracy as well as the concepts of democracy, then the prospects for freedom and democracy to flourish in Romania are significantly improved.

List with the Persons Who Attended the IFES Leadership Workshop

Name	Organization	Adress / Tel / Fax
1. Antohe Adrian	Trade Union "FRATIA"	Splaiul Independenței nr.202 A tel & fax 38 23 81
2. Gabriel Andreescu	Group for Social Dialogue	Calea Victoriei 120 14 14 71
3. Cristian Amza	Romanian T.V. "Actualitati"	Calea Dorobanti 191 79 53 45
4. Rodica Avram	Newspaper "Curierul National"	15 95 12 / 121300
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15. Amelia Brătescu		
16. Constantin Bărbulescu	Romanian Academy (Library)	tel. 71 16 20
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18. Eugen Crișan	P.N.Ț.C.D.-Tg.Mureș	tel. & fax. 954 /33 835
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20. Elena Constantinescu	"Pastor" Church	tel. 20 73 14
21. William Carter	U.S.A.I.D.	
22. Dan Cristescu	Trade Union Block	
23. Bogdan Chirătoiu	National Free Universitary Youth Organisation	tel. 10 74 97
4. Călin Cernăianu	"Meridian" -	Brătianu Blvd. 10 Newspaper tel. 15 67 07

25. Augustus Costache	"Dreptatea" Newspaper	Calea Victoriei 133 - 135; 50 41 25 / 50 64 44
26. Constantin Crăciun	Trade Union Commerce	Str. Doamnei 12 tel. 12 52 31
27. Emanoil Cațan	"Evenimentul zilei" Newspaper	Piața Presei Libere 1 tel. 17 42 60 fax. 12 83 81 tel. 37 25 36
28. Constantinoia Corneliu	"FRĂȚIA" Trade Union	
29. Radu Cioponea	Politechnical Institute Bucharest	
30. Corina Drăgotescu	"Adevărul" Newspaper	Piața Presei Libere 1 tel. 18 06 08 fax. 17 55 40
31. Daniel Daianu	Romanian Institute for Free Enterprise	su. Paris 41 tel. 12 06 76
32. Leontin Dimulescu	Romanian Agency for Development	tel. 12 28 82
33. Cristina Dăscălescu	Ministry of Justice	14 44 00
34. Sorin Mugar Dumitrescu	BBC	11 39 43
35. Ion Dascălu	Free Trade Union Federation	Calea Victoriei 135 tel. 50 69 80
36. Jerry Dauteuil	Center for Int l Private Enterprise	1615 H St. NW 202- Washington D.C.
37. Mircea Dinescu	Writers Union	Calea Victoriei 133 tel. 50 72 45
38. Vasile Dumitru	National Trade Union Block	
39. Irina Dimiu	"Adevărul"	Piața Presei Libere 1 tel. 18 06 08
40. Vlad Enache	"Realitatea Românească" Newspaper	tel. 17 60 10 ext. 7231
41. Horia Enășel	"Cotidianul" Newspaper	37 74 78
42. Ibolya Forrai	"Blue Cross" Society-Mediaș	928 / 21 592
43. Radu Filipescu	GDS	14 14 71 tel. 11 63 85
44. Alexandru Fărcaș ADIRI	18 54 62 (Ass.for International Law & Relations)	
45. Constantina Fulga	Civic Alliance- Constanța	91 / 65 27 93
46. Gabriela Grabari	Civic Alliance Party	str. Polonă 15
47. Daniel Gruia	PAC	59 15 93
48. Dan Grigore	Academy of Music	tel & fax 12 11 00
49. Alexandru Ghilduș	Plastic Artists Union	13 50 10
50. Cristian Grigore	P.N.L.	tel. 14 77 65 fax. 15 76 38

51. 50. Constantin Galeriu	Theological Institute	47 10 89
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53. Adrian Grațiano	Trade Union Romanian Mail	
54. Adrian Gălățeanu	Trade Union	13 73 68
	Romanian Mail	
55. Viorica Grigore	Trade Union	13 73 68
	Romanian Mail	
56. Monica Herghelegiu	Theological Institute	10 35 88
57. Inghroom	American Embassy	10 40 40
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59. Nicolae Ivan	U.S.A.I.D.	
60. Adrian Eugen Ionescu	MEDIA FAX	59 78 88 fax: 50 45 14
61. Andreea Iliescu	O.T.U.N.L. (Org. Nat. University Liberal Youth)	53 77 73
62. Mihai Iulian	Free Trade Union Confederation	
63. Liana Ivănel	Free Trade Union Confederation	31 73 08
64. Florica Ivan	IVAKIT-Chemycal Comp.	83 46 23
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66. Emilia Lenghel	RTV	15 93 50 ext. 496
67. Radu Liviu	City Hall	12 39 11
68. Roxana Lungu	"Expres Magazin" Newspaper	17 26 44
69. Cristina Luzescu	Ministry of Justice	14 44 00
70. Eugen Lenghel	Radio	
71. Alice Lascou	National Council for Science & Technology	71 45 90
72. Alexandru Marinescu	Engineer	
73. Ecaterina Marinescu		
74. Cornel Matei	SI-AR	11 44 90
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86. Şerban Madgearu	"Cotidianul" Newspaper	37 77 95
87. Mihaela Mătăchişă	"Cotidianul" Newspaper	37 77 95
88. Alexandru Miu	Romanian Institute for Management	45 15 74
89. Teodor Mihăilescu P.A.C.		27 62 27
90. Eugen Nila	TVR-operator	79 53 45
91. Dorin Negrău	Free Trade Union Confederation	15 04 41
92. Iliana Nedel	ROMPRESS	Piaţa Pieşei Libere 1 tel. 17 13 13 / 17 04 87
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94. Anton Niculescu	U.D.M.R.	str. Herăstrău 13, tel. 33 35 69 fax. 79 66 75
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96. Elena Orban	Trade Union	14 73 40
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99. Ştefan Prună	"Cotidianul" Newspaper	Calea Plevenei 44, tel. 37 68 92 fax. 37 78 40
100. Paul Păsculete	TV-operator	33 28 02
101. Călin Pundichi	Students Trade Union	
102. Gh. Pascu	Movement for Renaissance & Unity of Romanians from Whole World	82 64 57
103. Cristian Popa	Institute of National Economy	59 53 69
104. D-tru Popescu	Theological Institute	10 35 88
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113. Dragoș Șeuleanu Radio	14 05 17	
114. Mariana Stoica	Ministry of Education	14 06 04
115. Ioan Ștefan	Free Trade Union Confederation	13 65 79 fax. 13 38 83
116. Dragoș Stănescu	Romanian National Bank	
117. Alexandru Toma	Trade Union Romanian Mail	13 73 68
118. Maria Tantană	FSN	Aleea Modrogan 1 79 54 97
119. Marian Țața	Prodemocracy Brașov	12 00 23
120. Constantin Ursu	Free Trade Union Confederation	13 94 57 31 73 08
121. Costel Vasile	Soc. of Young Generation of Roms	20 39 04 10 84 72
122. Mihai Voicu	OTUNL	31 18 55
123. Marta Maria Vilaveces	IFES	
124. Tom Wincek	Unlverslty of Washington	12 96 98

International Foundation for Electoral Systems

LEADERSHIP IN A DEMOCRATIC SOCIETY

by

Terry Holcomb

Prepared for a Program in Romania on Leadership Development

International Foundation for Electoral Systems

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LEADERSHIP IN A DEMOCRATIC SOCIETY

Leadership is vital to the functioning of any organization in society -- political, cultural, or economic. Simply stated, leadership is the ability to make things happen. Leaders work with groups throughout the community, affecting both large and small numbers of people. In an authoritarian society, there are very few leaders; most people, even those in positions of power, have little ability to make change. They mainly pass on orders from a small ruling elite. The average citizen in a authoritarian system has little opportunity to make decisions. In a democratic society, thousands of people participate in decisions every day through their work and through activities of free organizations.

Making group decisions is not an easy process. It takes time and energy, discussion and debate, tolerance and patience. Most of all, it takes special skills in group decision making, such as communication, persuasion, analysis, and organization. Because democratic leaders have faith that the group has wisdom greater than the individual, they use these skills to help the group arrive at the best decision and to guide the group in implementing its decision. But these same skills can be misused by autocratic leaders to impose their will on the group.

This seminar is designed to help you develop the skills needed for effective leadership in democratic society in such roles as chairperson of a community organization, leader of a labor organization, owner and manager of a small business, public official, mayor of a city, or chairman of a committee at your place of work. Nearly everyone in democratic society is called upon at some time to exercise leadership skills.

But what is leadership? Some people think of leadership as dominating a group, and they picture a single powerful person who has all the right answers and is strong enough to impose his will. This is a picture of an autocratic leader, not a democratic leader. In democratic society, many people have thoughts and ideas that can contribute to making the best decision. A leader is one who facilitates the group decision-making process. A leader does have "power" of a sort: the power to define a problem, to encourage all to speak, to keep the discussion on the subject, to help organize activities. This "power" is really the power to influence others to achieve goals.

DEFINITION OF A DEMOCRATIC LEADER:

A democratic leader influences people toward the achievement of group goals.

Of course, there are certain situations in which decisions must be made quickly and decisively, such as by a surgeon in an operating room or a military commander in the field. In such cases, democratic leadership may not be appropriate, but for the our purposes in this seminar, let us assume that democratic leadership is the best means of achieving goals in the organizations that you are likely to work with.

In a democratic society, leaders develop skills that help the group use their collective wisdom to build consensus and make decisions. Democratic leaders and group members must be committed to collective decision making. Groups fail when they search for an all-knowing and all-powerful leader who always knows the best course of action. Even if some of their decisions are good, autocratic leaders fail because they defeat the purpose of democracy.

Democratic leaders are not "born" with qualities of leadership. Rather they learn the skills of effective group leadership. As we discuss the "ideal democratic leader," we recognize that no one is perfect and no one is capable of using all of these skills all of the time. Through understanding and practice, the individual can become an effective democratic leader.

ADDITIONAL READING:

Shuter, Robert. "Leadership Styles," Communicating: Concepts and Skills. Holt, Rinehart and Winston, New York, 1984. pp. 270 - 274.

GROUP EXERCISE #1: DEMOCRATIC LEADERS AND AUTOCRATIC LEADERS

Think of leaders (supervisors, officials, etc.) that you have known, both democratic and autocratic. Both types of leaders may have a degree of success. They may even be alike in some ways, but they differ in certain key skills. List elements of behavior that are similar and ones that are different. Discuss specific aspects of behavior.

Example of completed exercise:

THE DIFFERENCES BETWEEN DEMOCRATIC LEADERS AND AUTOCRATIC LEADERS

They may be the same in these behaviors:

Ethical	Competent
Effective communicator	Educated
Intelligent	Organized
Knowledgeable	Foresighted
Experienced	Strong
Courageous	Goal-oriented
Knows how the system works	Focused

But they differ in these behaviors:

DEMOCRATIC LEADER

Listens to others
Respects others' opinions
Open to new ideas
Encourages discussion
Has no hidden agenda
Resolves differences among others
Sensitive to others' feelings
Has good self-concept
Dedicated to group goals
Shares credit with others
Takes the blame for failure
Trusts others in the group
Seeks group consensus

AUTOCRATIC LEADER

Concentrates on speaking
Thinks he has truth
Rigid, dogmatic
Discourages discussion
Manipulative
Exploits differences
Insensitive to others
Has grandiose self-concept
Dedicated to personal goals
Takes all the credit
Blames others for failures
Suspicious of others
Seeks to impose his will

DEMOCRATIC LEADERSHIP SKILLS

Skills are the tools that effective leaders use to help the group attain their goals. They will be considered according to the following units:

Unit I: Personal Skills

The personal qualities and behaviors of an individual that build respect and trust among group members.

Unit II: Analytical skills

The skills used in defining problems, gathering information, evaluating people, identifying trends, and comparing courses of action.

Unit III: Social Skills

The skills of interaction with other people that encourage productive functioning of the group.

Unit IV: Organizational Skills

The ability to lead groups to consensus, to set specific goals, to identify and organize tasks, to create systems to accomplish tasks, and to assign individuals to take responsible action.

Unit V: Communication Skills

The skills to articulate ideas and emotions accurately, to persuade others to work toward group goals, and to build group support for action.

UNIT I: PERSONAL SKILLS

Personal skills are the personal qualities and behaviors of an individual that build respect and trust among group members.

Personal skills are behaviors that make up particular qualities of character such as "ethical," "dependable," or "strong." Although it may seem strange to consider qualities as skills, these qualities reflect behavior that can be learned and practiced.

Think for a moment about the qualities of people you admire; they may be similar to the personal qualities we identify in an effective democratic leader. Personal skills are important because these behaviors cause others to put their trust in the leader. We will consider the following characteristics: dependable, ethical, strong, self-confident, caring, and curious. There may be other characteristics that you might add to this list of personal qualities of leadership.

Dependable

"Dependable" brings to mind a number of related qualities including trustworthy, consistent, stable, and responsible.

Basically, this means that a leader is expected to do what he or

she says they will do. A leader tells the truth, keeps promises, follows through on plans, and keeps confidences when asked. Moreover, the leader does this so consistently that group members expect trustworthy behavior from the leader and would be shocked if the leader disappointed them. A democratic leader builds trust within the group by trusting others and respecting their opinions. By contrast, an autocratic leader trusts no one and is suspicious of the motives of all.

Since the leader is responsible for activities under his or her control, he takes responsibility for the success or failure of a project. American President Harry Truman kept a sign on his desk that said, "The buck stops here!" He meant that he could not pass responsibility on to anyone else. Even if he were not directly the cause of failure, he took ultimate responsibility for it. This willingness to accept responsibility is a sign of leadership.

Ethical

Ethical behavior, like dependability, is vital to the development of trust in leadership, but it involves more fundamental factors of character than simply "doing what one says one will do." Ethical behavior is centered on questions about how one lives one's life as an honorable person who obeys laws, follows the accepted moral code of society, and deals with people honestly. Democratic

leaders must be above reproach. For example, we would have little respect for someone who mistreated his or her family. Even though such actions have no direct effect on how well the leader conducts a public meeting, it would affect the ultimate success because members of the group would have less respect for the leader.

The key to ethical behavior is the possession of "ethics" -- a set of guidelines for the honorable conduct of one's affairs. At a minimum, we expect democratic leaders to tell the truth, meet responsibilities of citizenship, obey the law, treat people honestly in all business and political dealings, to adhere to the more specialized ethics of their profession, and to recognize the rights of others. Leaders must neither engage in corrupt dealings nor allow corrupt dealings to exist. Public officials must protect the money and property jointly owned by all citizens. Democratic leaders must make every effort to root out bribery and corruption wherever they find it. An ethical democratic leader believes that his good name and reputation is his most precious possession.

Finally, the leader's dealings with members of the group must be above board. He must not be manipulative of individuals or of the democratic system in order to achieve some goal that is hidden from others in the group.

Strong

Strength in this context means strength of character. A leader must have courage to face difficult situations, the personal discipline to accomplish needed tasks, and self-control of emotions and impulses. A strong leader is slow to anger, even-tempered, not likely to panic, and not visibly uncomfortable when challenged in a fight. By avoiding defensiveness, the leader shows that he or she is more interested in issues than in personalities.

In times of trouble, a leader should be a rock of stability upon which other, more panicky group members, can look for reassurance and direction. The strong leader achieves this stability by keeping a proper perspective on events. When times are hard and people are in conflict, participants may get so involved in debating the issues, that they lose sight of the goals of the group. The leader should stay above such in-fighting and gently steer the group toward achieving its ultimate goals. Strength in the midst of a storm inspires confidence in the leadership.

Self Confident

An effective democratic leader has a good self concept. This means that he or she has an accurate picture of his or her own abilities and weaknesses, and feels sure of his or her ability to

work with the group. Someone with a balanced self concept does not worry how he or she looks to everyone else. The democratic leader focuses on how the group is doing.

One can have either too much self confidence or too little. A grandiose self concept could lead to behavior that is arrogant, impatient, and autocratic. A poor self concept can weaken the leader's ability to take charge of meetings and assert his or her thoughts. In either case, the leader can be too concerned with his own success to be focused on the fulfillment of group goals.

Caring

Successful democratic leaders care about other people: their ideas, their feelings, and their well-being. An effective leader learns the language and techniques that show a caring approach. Leaders show caring in the following ways:

* Cares about others: the leader always shows respect for individuals and avoids language that disparages the ideas and abilities of participants, including opponents. The leader seeks to settle personal disputes among others by seeking common ground. The leader is sensitive to any personal difficulties of others that affect their work. Example: if one member is having trouble, the leader draws the person aside to ask if they can help in any way.

* Cares about the group: the leader is concerned about the overall cohesiveness of the group and seeks success for the group by trying to stay above group conflict. It must always be clear that the leader's interest is in the ultimate success of the group rather than the success of any single member. Likewise, the leader avoids taking sides in disputes and plays the role of arbitrator. The leader should not favor one associate over others. Rather, the leader should show fairness in his or her dealings. Example: the leader may have personal judgements about the ability of an individual but withholds expressing those thoughts, even in private, because it would ultimately get back to the individual and weaken their relationship.

* Cares about goals of the group: the leader must show a commitment to setting goals, solving problems, and improving the welfare of the group. The leader cannot avoid conflict to the extent that decisions are not made. The leader focuses on setting and proceeding with a reasonable agenda of business.

Curious

A democratic leader should have few preconceived notions about the issues before the group. The leader is "curious" in the sense that he or she wants more information, more points of view, more

opinions expressed, more answers to questions. The leader wants to know how things work and how others have solved problems similar to the issue at hand. Curiosity is characteristic of the skill of information gathering. The most important skill related to curiosity is the ability to ask the right questions. We will review examples of questions in the unit on Analytical skills.

GROUP EXERCISE #2: ADDITIONAL PERSONAL QUALITIES

We considered these personal skills of leadership: dependable, ethical, strong, self-confident, caring, and curious. What other personal skills do you think are necessary for a leader in your community. Make a list of additional personal skills and explain why they are important.

Examples of additional personal skills that might be discussed: competent, energetic, flexible, tolerant, egalitarian.

GROUP EXERCISE #3: TEN COMMANDMENTS OF LEADERSHIP

Develop a set of ethics by preparing a list of "ten commandments of leadership" appropriate for work in your community. The emphasis is on determining the ten most important ethical guidelines for community leaders. Then, for each "commandment," cite a specific example from experience.

GROUP EXERCISE #4: ETHICAL DILEMMAS

Determining right and wrong is not always easy. Consider case studies of ethical dilemmas in which courses of action may be in conflict with accepted norms, yet still achieve a desired goal. Develop criteria for deciding the ethical course of action.

GROUP EXERCISE #5: EXAMPLES OF PERSONAL SKILLS

Choose one of the qualities of personal leadership, such as "dependable." Then, think of someone you believe exhibits that quality. What does this person do and say that reassures you of their dependability? How do they express their trust and respect for others? Quote exactly what they say. List ten examples of behavior that show dependability.

ADDITIONAL READING:

Brilhart, John K., "Leaders and Leadership/Characteristics of Effective Discussion Leaders," Effective Group Discussion, Third Edition, William C. Brown Company Publishers, Dubuque, 1978. pp. 158 - 166.

UNIT II: ANALYTICAL SKILLS

The skills used in defining problems, gathering information, evaluating people, identifying trends, and comparing courses of action.

It is sometimes said that a leader does not have to know all the answers, but the leader does have to know the right questions to ask. Analytical skills are critical to effective decision making, and the leader completes a personal analysis and mobilizes the group to analyze an issue. This skill is developed by the leader first through education and experience and, second, through understanding of the analytical process. We will deal with these areas in turn.

The leader develops special skills through formal education in such areas as history, language, and science. We face very few "new" problems in life. Most difficulties and conflicts have been experienced by other people in other times. The study of history helps us keep our own problems in perspective and learn from the experiences of others.

Naturally, not everything can be learned through study. Informal learning occurs through practical experience in working with people and with the democratic system. Each experience, even

if failure resulted, can teach us how to work better in the future. It is beyond the scope of this paper to outline all the lessons of study and experience, but let it be clear that learning enhances your chance of success as a leader.

At the very least, sound analysis requires the following:

- * Ability to gather information. No one can know everything, but the leader should know how to get accurate information.

- * Ability to sort and summarize information. It is necessary to separate the wheat from the chaff. Disorganized information, without an understanding of the relationship with other information, has little value. Leaders must summarize the information and also speculate on the possible meaning of the findings. However, keep in mind that speculation is not certainty, but only a best guess -- a hypothesis.

- * Ability to apply information. Information is useful only when it is understood in a the total context of events. Then, it can be applied to answer questions such as: the extent of a problem, the cost, the effectiveness of solutions, etc.

- * Understanding principles of logic. Leaders should have thorough grounding in logical reasoning with special attention to

cause and effect. Leaders must avoid the temptation to assign blame without a thorough review of possible causes. For example, a frequent mistake is the logical fallacy of connecting two events as cause and effect simply because one event preceded the other (the fallacy of "post hoc, ergo propter hoc"). The two events may, or may not, have been related. Review the article by Estelle Zannes for a brief overview of logical reasoning.

* Openness to new ideas. The leader should avoid snap judgments; judgment should occur only after all information is gathered. In addition, one should avoid making the assumption that two situations are the same because they are similar; they might differ in some other critical way. The leader should be open to new information, ideas, perspectives, approaches, and solutions. Avoid the tendency to make up your mind about an issue and then gathering information to fit your ideas. Rather, gather information for the purpose of developing hypotheses.

* Ability to judge people accurately. This ability is learned through repeated dealings with people. This does not mean that the leader would make public statements about individuals. Rather, the leader should have the private ability to accurately evaluate someone's dependability, honesty, knowledge, and experience. The leader should have a sense of an individual's abilities and be able to match the person with specific tasks to be performed. The

leader should also have a perspective on how the individual fits into the social environment of the group. Naturally, these judgments cannot be made easily or with a high degree of certainty. They are based on experience, observation, and mature understanding of human beings.

* Ability to evaluate the complete situation. The leader must be able to put all this information together in the context of conditions outside the group. Based on understanding of these many factors, the leader should have the ability to present an evaluation of the situation to the entire group.

* Ability to foresee future developments. Although no one can predict the future absolutely, an evaluation of current trends and events can lead to reasonable expectations of what will happen if current trends continue. This ability is helpful for planning programs and preparing to meet difficulties ahead. See the reading from The Study of the Future by Edward Cornish.

ADDITIONAL READING

Cornish, Edward. "The Uses of the Future" in The Study of the Future: An Introduction to the Art and Science of Understanding and Shaping Tomorrow's World. World Future Society, Washington, D.C., 1980. pp 217 - 224.

Zannes, Estelle. "Systems of Logic" in Communication: The Widening Circle. Addison-Wesley Publishing Company, London, Menlo Park, 1982. pp. 134 - 138.

Questions of Analysis

Suppose a group believes that they have a problem to solve. The following are some reasonable questions to consider:

Nature of the problem:

- What is the problem? State the problem in simple terms.
- How do we know there is a problem? Who has observed it? How reliable is the information? What is the motivation of the individual who observed the problem?
- What are the current effects of the problem? Are these effects major concerns or minor concerns? Is this a serious problem that warrants group action?
- Who is most affected by the problem? Have others been affected by this problem?
- What is the current status of the problem? Has the problem been solved already? Have the effects stopped, or are they ongoing?
- Will there be a problem in the future? Even if there do not appear to be negative effects right now, could the problem erupt again later?
- What are the causes of the problem? Are we certain that we know the causes?
- Do we need more information? Who should be assigned to find out more about the problem?

About the credibility of the information:

- How was the information gathered? Who gathered it? Is the source reliable?
- Are there other sources for this information? Have the other sources been asked? Could they confirm the information?
- Does the source have any other motivation for presenting this information? Is the source knowledgeable and experienced with this type of information?

- Does the information actually apply to the situation? Does the information actually support the proposed cause and effect?
- How recent is this information? Does it still apply now?

Solving the problem:

- Are there any special criteria to use in developing solutions?
- What are all the possible solutions to the problem? (The individual or group should try to list all possible solutions without detailed evaluation.)

General criteria for evaluating the solutions:

- What will be the consequences of the proposed solution?
- Are there any unintended consequences that could cause new problems?
- To what extent will the solution address the original problem?
- What are the advantages and disadvantages of each proposal?
- Can the proposals/solutions be merged in some way?
- What steps would have to be taken to implement the solution?
- What is the cost of implementing the solution?
- Is the solution within the capabilities of the group?
- How will success be measured?

GROUP EXERCISE #1: LEARNING AND EXPERIENCE

Divide the group into two subgroups, one to consider formal learning, the other to consider informal learning (experience). Each group should prepare a list of things that a leader in their community should know. With regard to formal learning, set priorities for study of subjects and materials to read. With informal experience, make a list of practical experiences that would be useful, such as travel, professional experience, volunteer work, etc.

GROUP EXERCISE #2: CAUSE AND EFFECT

Divide the group into three subgroups. Each subgroup is presented with a set of events and dates upon which they occurred. The subgroup must list every possible relationship among the events. Then, the group should scale the probability of causality on a scale of one to ten, one meaning "no possible causal relationship" and ten meaning "proven causal relationship." Each subgroup will then present their findings to the entire group for discussion. The larger group will attempt to detect fallacies in causal reasoning.

GROUP EXERCISE #3: SPECIAL QUESTIONS FOR ANALYSIS

The questions listed thus far are generic, that is, they apply to all situations. The group should now expand on that list to include questions that are pertinent to their own country, culture, or community.

GROUP EXERCISE #4: PROBLEM CREATION

One member of the group is appointed chair of the group. The chair then asks group members in turn questions from the analysis list. Each member may answer imaginatively any way they choose so long as it is consistent with the information given by previous answers. In this way, the group completes a composite problem for discussion. Then, the chairman presents an analysis of the problem to be presented to the group. The group then discusses the analysis.

GROUP EXERCISE #5: CASE STUDIES IN PROBLEM ANALYSIS

The group is divided into three subgroups. Each group is given a problem described on one page. Some information is there but not all information is available. The group members assess the problem based only on what they are given. They may speculate, but all speculation must be so-labeled with various options listed. Then, the subgroup should present an analysis of what they have determined, what needs to be determined, and a list of tasks to find out the information needed to make a decision.

Unit III: Social Skills

The skills of interaction with other people that encourage productive functioning of the group.

A skilled leader develops an understanding of how people function as individuals and in groups. Group social skills facilitate decision making, completing tasks, and maintaining group solidarity.

A leader knows that people have both strengths and weaknesses. Although they may be prejudiced, envious, emotional, and selfish, people also can be caring, understanding, tolerant, and cooperative. The good leader brings out the best qualities in people and discourages anti-social behavior. An autocratic leader may exploit negative tendencies to his own advantage.

How does an effective democratic leader promote positive tendencies? A skilled leader understands the fundamental principle that most people are driven by a desire to protect their own sense of confidence and well-being -- their ego. If a leader can help protect the egos of group members, he can promote good communication and cooperation within the group. If a group member feels under attack or loses face, then he or she becomes defensive, communication is disrupted, and group harmony erodes.

To assist the group, the leader uses the following skills to reduce defensiveness and build a supportive environment for group cooperation:

* Sensitive to the feelings of individuals. A skilled leader looks carefully for signs of how people feel -- he or she learns to "read" nonverbal behavior. Because the leader is "caring" (as discussed in Unit I), he or she cares about the feelings of individuals in the group.

* Sensitive to group interaction. Certain individuals do not work well together while others may have a natural affinity for each other. These tendencies can lead to group tension and conflict. A skilled leader takes note of how members of the group relate with each other and takes this into account in assigning tasks and resolving disputes.

* Protects individuals from losing face. Individuals fear embarrassment before the group. The leader makes every effort to help individuals "save face." For example, an individual should never be the victim of a crude remark, an unfair characterization (even in jest), or disparagement of his or her abilities. Discussion should be about issues and ideas, not about personalities. If an individual is the target of disparagement, the leader should

Speak up for the individual and return discussion to the matter at hand.

* Shares responsibility for failure. No individual should be forced to accept total responsibility for group failure. The leader should "let the individual off the hook" by shouldering responsibility so that the individual does not suffer embarrassment.

* Gives credit for success. The leader should give credit for success to those responsible and take little credit himself. The leader should also credit the group for its ability to work together, thus underscoring the value of group cohesiveness.

* Protects the rights of individuals. The leader is the main guardian of individual rights. Twin pillars of democratic thought hold equal importance to majority rule and minority rights. The group leader protects those rights even when the majority is willing to violate them. For example, the leader ensures that each group member has the opportunity to speak his or her mind on an issue without interruption or ridicule.

* Encourages participation by all members of the group. Some people are more outgoing than others. While some people may have important contributions to make, they may be shy about speaking

before a lot of people. The leader encourages such people to contribute to the discussion and to the planning. For example, individuals skilled in analysis may have trouble communicating effectively. A skilled leader brings out analysis through specific questions and encouragement.

* Consults with members of the group. Consultation is a step beyond encouraging comment. A good leader builds support for action by seeking the private counsel of others in the group. This is not done just as a courtesy; it is a sincere means of seeking the best thinking about how to handle situations and solve problems. A good leader is also a good listener.

* Resolves interpersonal conflict. The leader is trained to resolve conflicts among members of the group. Conflict is inevitable in any group; a skilled leader resolves conflicts in ways that build consensus for action. Review the material on conflict resolution and defensive/supportive communications.

ADDITIONAL READING:

Gibb, Jack R. "Defensive Communication" in Speech Communication Readings. Malcolm McAvoy, ed. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1983. pp. 101 - 106.

Koehler, Jerry W., Anatol, Karl W. E., and Applebaum, Ronald L. "Conflict and Communication" in Organizational Communication: Behavioral Perspectives. Second edition. Holt, Rinehart and Winston, New York, London, 1981. pp. 303 - 320.

Rogers, Carl R. "Dealing with Breakdowns -- Interpersonal and Intergroup" in Speech Communication Readings. Malcolm McAvoy, ed. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1983. pp. 101 - 106.

GROUP EXERCISE #1: LANGUAGE OF SOCIAL INTERACTION

Consider all of the skills except conflict resolution. Have the group develop specific language that illustrates the skill. Then, appoint a leader. Have the group experiment with problems that the leader must address using the new language. For example, if someone makes a comment, another member says, "That was a stupid thing to say!" The leader would remind the group that it is bad form to characterize discussion in that way and ask additional questions to find out more about the meaning of the comment.

GROUP EXERCISE #2: INTERPERSONAL COMMUNICATION BREAKDOWN

The seminar leader presents a situation in which two group members disagree on an issue to the point of rudeness and anger. The two individuals then use the Carl Rogers technique to seek understanding of each other's point of view.

GROUP EXERCISE #3: CONFLICT RESOLUTION

The group is broken into three subgroups to evaluate three case studies of group conflict. The subgroup develops a specific plan to resolve the conflict using the ideas in the reading. Each plan is discussed by the entire group.

Unit IV: Organizational Skills

The ability to lead groups to consensus, to set specific goals, to identify and organize tasks, to create systems to accomplish tasks, and to assign individuals to take responsible action.

Because a group leader understands how organizations work effectively, he or she is prepared to manage the functions of the operation through the exercise of organizational skills. These skills are useful in two ways: making decisions and implementing decisions.

The primary decision-making skill is in conducting meetings in a methodical manner that allows all participants the proper opportunities to communicate while moving toward the best decision within a reasonable time. Implementing decisions requires special organizational skills which will be discussed in more detail.

Leading the group to a decision

This section is devoted to the role of the leader as chair of a group. We have already considered the personal and social aspects of group decision-making; now we will discuss the actual mechanics of the process.

It is important for the leader to differentiate between goals and means to achieve the goal. If the leader achieves agreement on the goal, then the group is more likely to cooperate on whatever means are chosen to achieve the goal.

It is best if the entire group can agree on a course of action. This is called "reaching a consensus," achieved through discussion and compromise. However, a consensus is not always possible; and, the larger the group, the less likely that a solution will be found which is acceptable to all. In such cases, a vote is taken. However, when discussion has been fair and complete, it is more likely that everyone will support the winning decision in the interests of cooperation toward a common goal.

Generally speaking, there are two types of procedure to use in group decision-making: formal rules of order and informal agreement by consensus. There are two important factors to consider in determining what kind of mechanics to use: size of the group and nature of the group. The leader decides which procedure to use based on the following criteria:

- * How large is the group? Small groups of less than fifteen can normally arrive at decisions without formal procedures because a small number of people will have ample opportunity to be heard. The number is also small enough that consensus is

likely on both goals and solutions. A vote may still be necessary to make a final decision, but the group often may arrive at solutions through common agreement. Groups larger than fifteen will need to use more formal procedures in order to conduct business, but procedure is still dependent on the nature and purpose of the group.

- * Is the group official or informal? Official groups are those that are elected by others to represent them, that are formally chartered or incorporated, or whose decisions carry legal weight. Informal groups may be informal groups of friends, advisory committees, unofficial clubs, ad-hoc task forces, and business groups whose workings are not open to the general public. Informal groups may use whatever method they choose to arrive at decisions, but official groups, regardless of size, must use proper procedure so that their decisions may be recorded and reviewed by others with an interest in the organization.

Informal procedures

Informal group decision-making is characterized by free-ranging discussion that uses less structured procedure. However, the leader as chair must still keep the group focused on the task of exploring a problem, developing goals, and deciding on a solu-

tion. The leader uses the personal, social, and analytical skills discussed in the earlier units. The chair encourages full discussion by asking questions and encouraging full participation by all group members.

The leader chairs the group and guides their progress by clearly stating the problem, the goals, and the ultimate solution in terms that everyone agrees with.

EXAMPLE: suppose a group of six people work in a print shop. They are concerned because there are recurring errors in their printing which require them to reprint a lot of materials. The supervisor of the shop functions as the leader and chair. After some discussion, the leader may say, "Are we agreed then that we have a problem with too many mistakes? (problem)" After additional discussion, the leader may say, "We made eight mistakes last month. We know it may be impossible to completely eliminate all mistakes, but do you think we can reduce our mistakes by half? (goal) If so, how can we achieve that?" Members of the group propose a number of solutions, and these are discussed by all. When it seems that the group has considered the proposals and is near consensus, the leader may say, "Suppose we try this: John and Mary will be responsible for proofreading all materials before they are printed. By having everything reviewed by two different people, we should reduce mistakes (consensus solution) Does everyone agree with this

approach?" If everyone is still not agreed, further discussion may be necessary. However, if more discussion fails to achieve complete consensus, the leader may say something like this, "Well, it seems that we are agreed on a goal, and most of us agree that we should try having two proofreaders. I hope all of you will help us work with that solution to see if things improve."

Formal procedures

Formal procedures are required when a group must keep official records and when a group is large. Formal procedure ensures that the rights of everyone are respected. Formal procedure is necessary in a large group to facilitate discussion and the swift conduct of business because procedure ensures an orderly progression from item to item on the agenda. It reduces unrelated discussion and eliminates items that are "out of order" -- that is, not in keeping with purposes of the organization. In short, large groups use formal procedures to save time and energy.

As part of their formation, groups decide on what rules of order they will use to conduct business. Groups commonly use variations on principles of "parliamentary law" and "Robert's Rules of Order." For a brief discussion of such rules, review the reading by Estelle Zannes.

Steps in the decision-making process

The decision-making process is dependent on the quality of the information and the ability of group members to analyze the information. For more discussion, review the section on analytical skills. Assuming that information and analysis has been completed, the decision-making process includes the following steps:

1. Define the problem: limits, effects, severity;
2. Analyze the problem: causes, future effects, relationship to group;
3. Develop criteria to use to evaluate potential solutions;
4. List all possible solutions; use brainstorming techniques to get as many suggestions as possible;
5. Evaluate solutions using the established criteria;
6. Select best solution or combination of solutions;
7. Implement the solution: objectives, tasks, assignments, costs, deadlines, budget.

Implementing decisions

After the group has decided on the solution to a problem and has determined exactly what the overall goal is, the leader guides the group in achieving the goal by specifying interim objectives. The goal must include a specific definition of success and how it is to be measured. He or she must have a clear picture -- a road map -- of the steps that must be taken to do what must be done. The leader must determine the following:

- * Interim objectives leading to the overall goal;
- * The exact tasks which must be completed to achieve the interim objectives;
- * The priority order of importance of the tasks;
- * The chronological order in which the tasks must be performed;
- * The length of time to perform each task and the appropriate deadlines;
- * The individuals who have the proper skills to accomplish specific tasks;

- * The individuals who can take responsibility to oversee performance.

Using these determinations, the leader prepares a complete plan of activities that includes: objectives, tasks, assignments, deadlines, costs, and budget.

Preparation of a complete work plan is a crucial responsibility of the leader. Clearly, it requires knowledge, experience, and sound judgment. The leader will also use the input from other group members. After the work plan is under way, the leader must monitor activities for the achievement of interim goals.

Building Teamwork

The leader is also responsible for motivating individual group members and for building a spirit of team work within the group as a whole. This is accomplished through close observation and encouragement. The skill to build enthusiasm for a task is related to the social and personal skills discussed in earlier segments.

Organizational Skills

There are a number of related skills that improve a leader's effectiveness in organizing a group for decisive action:

* Organized thought and action. The leader organizes his or her own thinking in a systematic way and guides the group in a similar systematic way.

* Time management. The leader manages his or her own time effectively and avoids wasting the time of others with trivial matters.

* Focused, keeps group on track. The leader avoids distractions that waste time and cloud the decision-making process. The leader avoids assigning or performing tasks that do not contribute to the goals of group.

* Knows what information is necessary before one proceeds. The leader uses analytical skills to seek information. Likewise, the leader postpones action until all necessary information has been gathered.

* Sets priorities. The leader sets priorities by evaluation the relative importance of interim goals and tasks. He or she knows

which tasks are crucial to success and which tasks are secondary to success.

* Good judge of capabilities. An effective leader is a good judge of character and ability -- both of other people and of his or her own abilities and limitations. In assigning tasks and responsibilities, the leader must be able to accurately evaluate the capabilities and talents of other people. Achieving the overall goal may depend on having the right people in the right jobs and in having responsible middle-level individuals to supervise work toward the interim goals.

* Believes in the collective wisdom of group. The effective leader believes that many heads with many ideas will arrive at better decisions than one individual working alone. Even when a course of action seems obvious, it is vital that the leader build consensus for action through the exercise of the democratic group decision-making process. The democratic leader does not impose his own will. He or she is dedicated to achieving group goals with group consent.

* Motivates others. The leader knows the interpersonal skill of motivating other people to complete a task with enthusiasm. This skill is critical to building teamwork.

ADDITIONAL READING:

Barker, Larry L. "Problem Solving through Group Discussion" in Communication. Fourth Edition. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1987. pp. 175 - 183.

Koehler, Jerry W., Anatol, Karl W. E., and Applebaum, Ronald L. "Decision Making: Process and Strategy" in Organizational Communication: Behavioral Perspectives. Second edition. Holt, Rinehart and Winston, London, 1981. pp. 276 - 281.

Zannes, Estelle. "The Anatomy of a Formal Group" in Communication: The Widening Circle. Addison-Wesley Publishing Company, London, Menlo Park, 1982. pp. 90 - 99.

GROUP EXERCISE #1: DECISION MAKING IN AN INFORMAL GROUP

The entire group is given a description of a problem. Seminar leaders appoint a chair of the group for this exercise. Using the step-by-step process for informal groups, members discuss the problem using the new skills and determine a solution.

GROUP EXERCISE #2: DECISION MAKING IN A FORMAL GROUP

The entire group is given a description of a problem. Seminar leaders appoint a chair for this exercise. Using the formal procedures described in the Zannes' reading, members arrive at a decisions using formal rules of procedure.

GROUP EXERCISE #3: IMPLEMENTING THE SOLUTION

The group is broken into smaller subgroups, each of which then prepare a work plan to implement the solution determined in either Exercise #1 or #2. Each subgroup presents the outline of its plan with an explanation of their priorities.

UNIT V: COMMUNICATIONS SKILLS

The skills to articulate ideas and emotions accurately, to persuade others to work toward group goals, and to build group support for action.

The simple definition of Communication is that it is the transmission of thoughts and feelings from one human being to others. However, modern communication is a complex set of activities that include:

- * Interpersonal communication: one person to another;
- * Public speaking: one person speaking to an assembled group;
- * Small-group communication: the complex set of messages transmitted within a group of people;
- * Mass media communication: messages transmitted through a medium to thousands of people, such as with newspapers, books, radio, and television.

The first four sections on leadership skills have already discussed effective communication, especially as it relates to interpersonal

and small-group. This section will deal with the fundamentals of all communication and specifically with the principles of effective public speaking and mass media communication.

Fundamental concepts

* It is impossible to not communicate. Humans are always communicating. Silence sends a powerful message. We send messages even when we do not intend to communicate.

* Everything we do or say may communicate. It has been said that actions speak louder than words. Communication is a complex process in which individuals "read" more than words; they read your body language, the tone of voice, your clothing; even the setting affects communication. In fact, everything about us has the potential to communicate.

* Messages are never received exactly the way they are intended. Messages are composed of symbols which represent what we think. Since the symbol can never completely capture the thought, then it is impossible to convey every nuance of our thoughts and feelings. There are many ways in which messages may be misunderstood and communication may suffer a breakdown.

* It is your responsibility to make sure that your message was understood as you intended. Each individual communicator must take great care that his or her message has been perceived accurately. This is done through "reading" feedback, including words, body language, and vocal cues. It may also be done by politely asking the receiver if you are communicating effectively.

The communication process

Review the model of communication for an understanding of the process. The following are key components of the process:

- * Communicators. Individuals who are communicating.
- * Encode/Decode. The process of putting words into symbols; the process of taking meaning from symbols.
- * Message. Set of symbols that comprise an intended meaning.
- * Feedback. A type of message, response to another message.
- * Channels. The five senses (sight, hearing, smell, taste, touch) through which humans receive information from their environment and from other humans. This also includes media such as television and radio.

* Noise. Distractions that prevent symbols from being received. This may mean literal (aural) noise; it also may include any distraction such as a headache, a personal problem, flickering light, discomfort, etc.

* Frame of reference. Everything that an individual uses to understand messages: knowledge, language, experience, culture, family, environment, and health.

* Verbal symbols. Symbols in the form of words that represent things, thoughts, and emotions.

* Nonverbal symbols. All symbols except words: touch, tone, gesture, smell, taste, facial expression, etc.

* Denotative meaning. The defined (dictionary) meaning of a symbol that most speakers of a language agree on.

* Connotative meaning. The emotions and experiences associated with a symbol. For example, most people would agree on the denotative meaning for "cat," but they might have very different connotative associations with "cat." Connotative associations provide nuances to language and communication.

* Concrete symbols. Symbols that correspond with things that humans can touch, see, hear, taste, or smell; such as "dog," "table," "truck," "moon," "pencil," or "apple."

* Abstract symbols. Symbols for things that do not have physical existence but exist in the minds of humans: "love," "democratic," "effective," "melancholy," or "time."

Group leadership communication

The leader should develop the following communication skills when serving a chair of a group:

* Articulate. The leader can express ideas and thoughts accurately and simply without being verbose (talking too much).

* Can restate others' ideas accurately. This relates to the skill of listening and synthesizing what is heard. The leader should be able to summarize and communicate the thoughts of one group member to all members.

* Speaks conditionally about proposals and judgments. The leader should be able to present all proposals in language that reminds group members that proposals are not final until agreed upon by the entire group.

- * Keeps critical comments focused on issues, not personalities. The leader helps prevent interpersonal conflict by keeping discussion focused on issues rather than messages that are disparaging of a group member personally.

- * Guides discussion. The leader guides discussion, keeps the group focused on the issue being discussed, and encourages all members to communicate effectively. The leader is a facilitator of good communication.

- * Open to ideas. The leader always conveys the attitude that he or she is open to ideas from all members. The leader sets an example for the group that he or she is open to whatever ideas will help the group make decisions.

- * Builds support for ideas and courses of action. Once a decision has been made, the leader develops group cooperation to accomplish objectives.

- * Resolves conflict. The leader identifies conflicts among group members and strives to resolve conflicts in constructive ways.

Public speaking

Public speaking is a skill that leaders develop in order to communicate thoughts to large numbers of people. Public communication may have many purposes: to inform, to persuade, to excite to action, to bring groups together, to introduce another person, to inspire. Please study the reading by David Ralph for an overview of public speaking.

Mass Communication

Mass communication is a critical feature of democratic society. There are numerous issues associated with mass communication that are explored in the readings.

ADDITIONAL READING

Barker, Larry L. "Developing and Organizing the Message" in Communication. Fourth Edition. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1987. pp. 293 - 320.

Ralph, David C., "Public Speaking" in Human Communication: Principles, Contexts, and Skills, Book, Cassandra L, editor. St. Martin's Press, New York, 1980. pp. 251 - 259.

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Zannes, Estelle. "Systems of Logic" in Communication: The Widening Circle. Addison-Wesley Publishing Company, London, Menlo Park, 1982. pp. 134 - 138.

Zannes, Estelle. "The Anatomy of a Formal Group" in Communication: The Widening Circle. Addison-Wesley Publishing Company, London, Menlo Park, 1982. pp. 90 - 99.

Democrația începe cu alegeri libere și cinstite

Fundația Internațională pentru Sisteme Electorale (IFES), organizație privată americană, este dedicată analizării, sprijinirii și întăririi procesului electoral în noile democrații. În Europa Centrală și de Răsărit, IFES a fost deja prezentă în țări ca Albania, Belarus, Bulgaria, Polonia, România, Rusia și Ungaria. Încă de la înființarea sa, în 1987, IFES a constituit o resursă vitală pentru toate statele care au nevoie de asistență în dezvoltarea sistemului lor electoral, pentru a permite o cât mai mare participare a cetățenilor la actul decizional. Pe lângă asistența tehnică propriuzisă, IFES oferă ajutor în educația civică, în vederea clădirii și întăririi societății civile. Alegerile libere și cinstite constituie mecanismul prin care poporul își exprimă voința, iar IFES sprijină realizarea unui proces politic credibil care să permită ca dorințele cetățeanului să devină realitate. După cum am mai anunțat în ziarul nostru, în cursul să planșării trecute, IFES a organizat, la București, un simpozion cu tema "Modalități de conducere democratică". Cu această ocazie, dna Juliana Geran Pilon, doctor în filosofie și directorul programelor IFES pentru America, Asia și Europa, a avut amabilitatea să ne acorde un scurt interviu. Deși plecată de foarte mulți ani din România, Dr. Juliana Geran Pilon ne-a făcut plăcuta surpriză de a răspunde într-o frumoasă limbă română.

Rep.: Dna Dr. Geran, am dori să ne prezentați, în câteva cuvinte, activitatea IFES și scopul prezentei dvs. în România.

Dr. Juliana Geran Pilon: Fundația Internațională pentru Sisteme Electorale este o organizație non-profit, care activează în toată lumea. Este dedicată democrației, în special alegerilor. Noi ajutăm, sub toate aspectele, alegerile. De pildă, trimitem echipe în țările care vor să devină democratice și le spunem ce ajutor au nevoie. Dacă le interesează, noi le dăm ajutorul necesar. Educația civică este un aspect al democrației. În fond, nu pot exista alegeri într-adevăr libere, fără ca electoratul să știe ce votează și de ce votează (subl. Dr. J. G. P.). De aceea sîntem aici.

Rep.: Ce acțiuni ați desfășurat, anterior, în România și ce preconizați să faceți în continuare?

Dr. J. G. P.: Am avut mai multe activități în România. În primul rînd, am fost aici ca observatori la alegerile din 1990, am trimis două echipe, acum cîteva luni, o altă echipă care să determine care sînt nevoile administrative pentru alegeri. Am

avut pentru cîteva luni și mai avem încă un program care acordă ajutor administrativ pentru alegeri. Vineri, am fost prezente la Brașov. Am organizat o conferință despre problema democrației și alegerilor libere. Iar acest program de educație civică îl avem în momentul de față și sperăm să-l continuăm.

Rep.: Cum colaborați cu românii? Pe de o parte, cu oficialitățile, iar pe de altă parte, ce audiență aveți pentru ceea ce faceți acum, aici?

Dr. J. G. P.: Vă spun sincer. Adevărul e că noi colaborăm foarte bine cu toată lumea. Colaborăm bine chiar și cu oficialitățile. Colaborăm cu oficialitățile pe care le interesează să colaboreze cu noi... dar aș putea spune că nu am avut probleme. Dar sîntem și noi simpatici, nu-i așa? Dar, într-adevăr, noi, de pildă, cînd colaborăm cu oficialitățile spunem, de exemplu, că am prefera să fie... că nu e numai preferința noastră. Dacă, din punct de vedere obiectiv, de pildă, sînt anumite lipsuri în alegeri, noi nu vrem numai să fim prieteni și să facem numai anumite lucruri și să nu spunem nimic despre



Aspecte de la simpozionul IFES; în centrul imaginii Dr. Juliana Geran Pilon

alte lucruri pe care le vedem. În nici un caz! Noi, întotdeauna, am fost sinceri și am spus: Uite, astea sînt lucruri bune, astea nu sînt! Dacă vreți, faceți mai bine. În orice caz, cred că toată lumea își dă seama că sîntem sinceri, vrem să ajutăm.

Rep.: Care este spectrul politic al participanților la simpozionul de față? Cărui culori politice credeți că aparțin ei?

Dr. J. G. P.: Știți, e o întrebare dificilă. Pentru că așa ceva nu se întrebă direct. Eu am impresia că majoritatea sînt în opoziție. A fost o doamnă care trage de la FSN, dar cred că era singura. N-aș putea spune că am făcut un sondaj. Nu că nu ne interesează, dar în acest aspect este important. Să zicem că a luca un procentaj este de o culoare sau alta. Important este să intereseze cineva

ceea ce facem, să ne ajute toată lumea, să lucreze împreună, iar noi... din punct de vedere filosofic, aș putea spune - credem că ființa umană este nu numai coruptibilă; ci, mai ales, că se poate înălța. Poate evolua.

omania Libera

26 Aug. 92

venit: prefectia vorb... Cind am ajuns la... de Externe, din Năstase... pus că acolo nu se face... și nu eu să îl ajut...

cheiere. Intrucit domn... înducă se vede că po... iar cu presa, coplesind o... tural părintești. De-am în... ești punem o înțabare... ează efica vicii, persona... este, adevărat, că în... ează că se multe din... re care o ceung și... aparținut înainte lui T... sicut — ca urmare a unui... ent de leia și a discom... moral. La care domnia sa... jură: „Nu intenționez să... put. Mă simt foarte bine... un schimb de locuință... în că „schimbul” e deșipi...

Liana Ionescu

Viștii foamei de la... înău nu renunță... revendicările lor

ei sînt revendicările la... cîi aflăi de mai multe... în greva foamei în fața... lui Ștefan cel Mare... Chisnău nu vor să re... te; retragerea urgentă a... țatei a 14-a ruse de pe... Jorului Republicii Moldova... bisia; Parlamentului în... den de o lună și retrăge... Republicii Moldova din... munitatea Statelor Inde... pendente. Unul dintre el... lor Corop, a anunțat chiar... tate de a-și da foc în fa... tatei; marele voievod... și revendicările lor nu vor... satisfăcute. Informează... cea Medica Marian și Zoe... tate, membre ale Alianței... tice, în „Tribuna” Arde... ții de vineri. Din călătorie... care au făcut o la Chisnă... pentru a duce meduca... tate (colectată pe plan... al pentru răniți) din... țării; și pentru are... din centrul orașului... două doamne cu re... impoziția de restaurare... tunistă care le-a izbit în... raportamentul mai multor... doverii de peste Prut. În... în cel al conductorii... țării, care, desi ro... au refuzat să le rō...

Program pentru învățarea democrației

Fundația Internațională „pentru Sistemul Electoral” (I.E.S.S.) — organizație neutilitară și apolitică de cercetare și educație cu sediul la Washington D.C. lansează în România un program de instruire pe termen lung pentru formarea și înălțarea conștiințelor democratice de faul și asistență organizațională pentru pregătirea demoraților. Debutul acestui program de management politic al căru director este dl. Oule Moore și coordonator Simpozionul privind modalități de conducere democratică, desăruat între 21 aug. — 1 sept. a.c. între orele 11 — 16.30, la Muzeul Național de Istorie a României, sub conducerea a doi reputați profesori în materie: dl. Terry Holcomb, un binecunoscut instructor la domeniul pregătirii liderilor și al modalităților de comunicare și dna Juliana Ceran, Plină Aftorului Internațional, programelor I.E.S.S., originară din Româ...

Scopul principal al acestui simpozion este dezvoltarea unor abilități sociale necesare pentru a conduce grupurile umane în procesul luării deciziilor și planificării și organizării concrete a demersurilor; discuțiile libere între participanți — metoda de lucru de bază — se vor a fi exerciții democratice pentru formarea abilităților de a formula cu argumente ideile de a mari puterea de convingere, de adaptare la situațiile inedite, de utilizare pertinentă a procedurilor parlamentare de identificare și selecție a obiectivelor și sarcinilor, de stabilire a priorităților, de asumare a responsabilității propriilor acțiuni, etc. Cu alte cuvinte un atelier, o școală unde participanții să învețe și mai rapid să practice democrația în acțiune. Deocamdată cei 70 de cursanți au fost selectați direct în urma contactelor personale ale directorului de program, aflat în România de o lună, din rândul unor potențiali lideri din diverse medii socio-profesionale, organizații democratice, sindicate, ministere, studențime și cadre didactice etc. Indiferent de culoarea lor politică, aceștia, la rândul lor vor putea forma alți potențiali pedagogați ai democrației, printr-un efect cu șanse de a se mări exponențial, și cîci dacă lucrurile merg bine, programul se va prelunge de-a lungul a doi ani — pînă la obținerea unui adevărat efect de masă.

Oleg Miciu

În atenția Biroului Electoral Central și a partidelor FUZIUNI FANTO

Tribunatul Municipiului București, singura instanță care are competența de a înregistra partide și formațiuni politice, începe să facă o serie de precizări din vedere a desfășurării corecte a alegerilor din septembrie. Astfel, cu privire la avalanșa de cereri de înregistrare a unor noi partide, cu care este confruntat tribunatul după începerea campaniei electorale, se precizează că termenale procedurale locale nu pot fi eludate, că actele prezentate la dosar trebuie verificate și în consecință acuzațiile celor care susțin că TMB „obstrucționează” participarea unor virtuale partide la procesul electoral, cerind urgențarea procedurii, sînt neîntemeiate. Așadar, mulți din cei care erau înzestrizați nu mai pot prinde înre-

mul ce va porni la data limită a depunerilor. În privința frecvenței apărute dintr-unul și același partid, care au fuziuni sau fuziuni lui atrage atenția unei sau absorbite; sînt în discuție o schimbare a termenelor prezentate BEC în prezentul listelor în astfel de enunțuri, ple declaratiilor și a anunțat de vi Partidului Republicii de Unii Ion. Min formatiune, Sculn proces se va da gust. Pînă atunci este legal.

Gilc

New York, Wall Street etajul 77: „Deschide televizorul!”

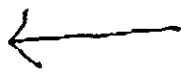
(Urmare din pag. 1)

oaze ale membrilor și Prințre cutorii: Jefferson, Washington, Lincoln. — Ati revenit în țară și înainte de Revoluție. Cu ce scop? — Doream să inițiez un proiect „Lumea lui Disney”. Negocierile s-au fost anevoioase. După ce America mi-a dat avizul de susținătoare, n-am reușit să finalizăm proiectul cu partea românească. În schimb un om al Ministerului Comerțului Exterior, Ion Băncu, mi-a tot ispitit cu un pic de dolar. „Da unde vin banii?” — I-am înțeles. „Din partea poporului pentru care vă interesează așa de mult”. Am scris pe pic: „Dacă de la popor vine la popor să se întoarcă”. Nu reușeam încă nimic pentru poporul român, așa că nu aveam nevoie de acești bani murdari. Mi s-a dat reamă că banii veneau de la Securitate. — Dar cum? — Bunicul meu, un cunoscut constructor de căi ferate și drumuri naționale, se gândea mai ales cu porțuna. Erașov — Sinaia. Intuisi ritmul lent de dezvoltare a acestui gen de construcții și avea o vorbă: Drumurile alca mari străzile, nepotul meu o să le facă. Așa m-am gândit la autostrăzile României. În

cut-o”. Apoi, alt Londra: „Stopați re cu autostrazi mia”... — Ati renunțat România? — Nu numai că tat, dar am luat patrie. Am adouă companii care sînt asociat. ENG” și „CO” din Pittsburgh, tehnologii și chimică din G sistemului de cureștiului, prelogizarea la Uz Slatina. — Credeți că din chitico-com investite ad d mite? — Bacovia, și olină de umor. Orient”. Cu co, ră umorul com. „Nu ne vindem muncim nu gin: — Citi-ell fru-dov. M partener. — Este un n, aces cu porțuna. Erașov — Sinaia. Intuisi ritmul lent de dezvoltare a acestui gen de construcții și avea o vorbă: Drumurile alca mari străzile, nepotul meu o să le facă. Așa m-am gândit la autostrăzile României. În

după ce determină situația acestora de păcăleală — aspect deosebit de important pentru clarificarea judecătorească a abandonului — că prin dezinteresul față de copil se înțelege încetarea oricăror legături între părinți și copil, legături care să dovedească existența unor raporturi afective normale. Proiectul vine în sprijinul activității Institutelor de cercetare a minoșilor, cât și în procesul de adopție.

Simpozion pe tema unei conducere democratice



Fundația Internațională pentru Sistemul Electoral — IFES, cu sediul la Washington D.C. a organizat la București începând de azi un simpozion privind modalitățile de conducere democratică. Manifestarea, găzduită de Muzeul Național de Istorie, își propune sprijinirea modalităților de conducere democratică și aplicarea acestora în practică. Dezbaterile vor fi conduse de dl. Terry Holcomb — un binecunoscut instructor american în domeniul pregătirii liderilor, managementului, rezolvării conflictelor și modalităților de comunicare între oameni, și d-na Juliana Geran Pilon — director internațional al programelor IFES la Washington.



INDECSI SI MA

Pentru a doua oară în cadrul efectuat în Franța asupra referențelor privind tratatul de la Maastricht il depășește pe cel afirmativ, sută față de 48 la sută, informează se. Sondajul, întreprins de instituția famicalul „Le Point” evidențiază o punsurilor negative, cu un punct fa cărui rezultate au fost date public ipsos relevă însă și o rată de abs Et a fost efectuat la 24 și 25 augu lional de 1066 persoane, arată n Depinde de cei indecsi ce viilor 12.

Libertatea 31 aug / 1 septembrie

... culturale, precum Ludovic Spătar, Mircea Ionescu Gulinus, Virgil Ciocota, Andrei Pîngă, Mihai Leșănescu, Valeriu Răpăanu, Cosmașcu Oțăreanu, de prefectul Nicolae Băbănescu, de primarul Stelian Blănolescu. Ediția din acest an, pentru iulie oară, reunește cursanții veniți din ținuturi locale de români din Basarabia, Bucovina, Bulgaria, Iugoslavia, Ungaria. Domeniile abordate (cu acest prilej) sînt dintre cele mai diverse: literatură, muzică, medicină, ecologie, muzeologie, cinematografie. Provincială ca așezare, localitatea Vălenii de Munte este, din nou, să-și dovedească venențele de capitală estivală a spiritualității noastre. (Florin Antonescu)

GRIJA PENTRU INTREPRINDERILE MICI

Prin Hotărîre Guvernamentală a fost înființată Fundația Centrul Român pentru Intreprinderi Mici și Mijlocii, persoană juridică apolitică, neguvernamentală, fără scop lucrativ, cu sediul în București. Obiectivul principal declarat al fundației este de a promova, stimula și coordona politica de dezvoltare a sectorului de întreprinderi mici și mijlocii. Deși se consideră „apolitică” și neguvernamentală, noua fundație are asigurate cheltuielile de întreținere și funcționare, în sumă de 20 milioane lei anual, din bugetul Secretariatului General al Guvernului, sediu pus la dispoziție de acesta. În membrii celui din urmă consiliu de administrație vor fi numiți de primul ministru. Sursă bine informată afirmă că în cele din urmă își va găsi un loc de muncă la această fundație și el Adrian Severin, actualul conducător al Agenției Naționale de Privatizare. (A.M. P.C.E.S.S.)

CURS DE EDUCATIE CIVICA

Fundația americană pentru sisteme electorale organizează în perioada 31 august - 6 septembrie la București un curs de educație civică la care participă 80 de reprezentanți ai guvernului și formațiunilor politice și 20 de lideri sindicali reprezentinți CNSLR-ului și Frăția. (C. Băntu).

UN POLITIST ARESTAT

Colonelul de poliție Stelian Florescu, de la serviciul Circulație a Poliției municipiului Km. Viteza este arestat iar dosarul său penal se judecă la Tribunalul Militar.

... au înmulțit și este zator cum ormeni cu la cap, cu diplome : de situații în plan național și invirteli d pentru a se îmbogăți mă dar și mai rapid :

Teodor Georgescu era tor al Direcției Operați Tehnice și Verificării Emi cedrul Regiei Autonome teriilor și Pronosticurilor tive (RALPS). În această tete și-a zis că ar fi înd ilit să obțină câștiguri, f cînd pronosticurile unor t ne pronosport. Pentru a bînuit însă, directorul a i mit buletinele pronosport numele unor prieteni de l ile și al soacrei sale. Si, tru că poate, părea încre ca tocmai directorul să se pe de asemenea falsuri, încerca să descriem pe a cum proceda, folosindu-ne documentele care rezultă urma acestui scandalos ca

Pentru a falsifica mai u buletinele, T.G. le-a complic pe variante simple, majorita la varianta 10 repetată cu p nosticuri de 1 și X pe to coloana de sus-pînă jos astf ca ulterior, în funcție de r zultatele meclurilor să modifi cifra 1 în litera X sau cifra Cifra 1 avoa grișă că o fe precum o linie oblică pentu a o transforma mai ușor. Pr fitind de neatenția și îngădu înța persoanelor care făcea

15 Noiembrie și me

(Urmore din pag. 1)

cite orase, sub strictă supraveghere.

Ce s-a înimplat la 15 noiembrie 1987 unora li s-a părut o simplită răzmeriță țărănească, o izbucnire colerică ce duce la devastarea conacului, molestarea „în eligii” a boierului și sfirșeste la circumsă în așteptarea jandarmului. Alții au văzut o uncltîre demonică a lui Brucan & ai lui, pentru surderea național-comunismului. Sigur este însă că nu au fost pręgătiți comunistii pentru o astfel de manifestare a clasei muncitoare, de aceea s-au raportat la ea cu forța și minciuna, ceea ce, din fericire, le-a fost fatal.

Mulți s-au luptat pentru sufletul celor de la 15 noiembrie, în locurile

Tinerutul Liber
25 Aug 92

HTM
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Depart de realități

- Corespondență specială de la Budapesta

Congresul mondial ardelelesc a fost serios handicapat de dezavua-rea lui publică de către delegații și invitații sosiți din Transilvania și de plecarea lor ostentativă către țară, chiar în noaptea de vineri, spre simbăia, înainte de deschiderea. Gestul a avut drept primă consecință faptul că maghiarii ardeleeni din țară au fost slab reprezentați la reuniune, aceasta desfășurându-se pe lângă ardeeleni. În ultimul moment, congresmenii și jurnaliștii ardeleeni și un alt joc de desfășurare a lucrărilor, întrucât au mai avut acces la toate Ministeriul Agriculturii, așa cum se programase inițial în a-tare împrejurări, gazda a Congresului mondial ardelelesc a fost o scoală de ospățari, ale cărei săli s-au dovedit mici pentru 350 de participanți. Cum un neșar nu vine niciodată singur, organizatorii reuniunii au trebuit să constate că trei dintre cei cinci raportori au dispărut și nu s-au prezentat și s-au retras în locuștii. În schimb, s-a înfățișat în tribuna săsă Fuu Maria Barki, președinta comitetului internațional pentru Transilvania de la Viena, bine cunoscută inițiatoare a unor acțiuni cu caracter antiromănesc și autoare a unor violențe critice la adresa președintelui U.D.M.R., sus-

pectat de ea de o vinovată melancolie în raporturile cu autoritățile de la București. Personajul central al reuniunii n-a fost însă dna. Barki, ci nici măcar bonomul maghiaro-brazilian Zoltak Istvahn, președintele U.D.M.R. și conșediteanul nostru Kiraty Karoly. Într-un lung discurs introductiv, în care s-au amestecat amintiri din copilărie cu realități din activitatea parlamentară, ex-senatorului înfățișat în tonuri negre situația maghiarilor de la noi, comind guvernul român să asigure dreptul la autodeterminare. Iar atunci când din sală au fost călătorite imperfecțiunile și excesive ale proiectului de declarație a congresului, cerindu-se amănarea adoptării acesteia, K.K. a stăruit prin intervenții repetate pentru adoptarea aicii și acum.

Proiectul de declarație amintit a stîrnit vii controverse, cel mai disputat punct fiind cel ce solicită guvernului ungar să se ducă la îndcoșul ure, congașia, respectiv, funcția de putere protectoare a maghiarilor din

Silviu ACHIM
Sorin PETRESCU

(Continuare
in pag. a VIII-a)

specialului în "bandic" nu cred că a-șeguresc în lucrurile de ardeeleni și nici în cel care văd electoralul român ca un fel de remorcă ca poate fi purtată de noi o parte pe alta a circuit, în funcția de anumite interese conjuncturale. Treceți printr-o perioadă în care fiecare din noi cei care ne-am implicat în serviciul public și în general în viața politică a țării, trebuie să ne sacrificăm o parte a intereselor personale în favoarea interesului general". - a declarat el. (Rompres)

DEMOCRAȚIA SE INVATA

Adevărul
25 Aug 92

Fundatia Internațională pentru Sisteme Electorale, cu sediul în Washington, organizează de săptămîna viitoare în București un seminar cu tema "Modalități democratice de conducere". La dezbateri vor participa circa 70 de persoane din toate domeniile vieții noastre economice și sociale. Prin această acțiune se inaugurează programul de termen lung de instruire pe teme de educație civică și democrație.

Din cele spuse la conferința de presă de ieri, am reținut că se urmărește formarea a cel puțin 30 de instructori de tot cuprinsul țării, instructori care au misiunea de a instrui încălta alta 10 persoane din bratele lor de răsădită în spiritul principiilor și valorilor democratice. Dl. Obi-Moșe, director de proiect pentru România apreciază că în urma acestui program într-un prim an se vor familiariza cu aceste probleme circa 300 de persoane. (Corina Drăgolescu).

MICHAEL JACKSON - HAINA GRELE

Un buletin informativ al Companiei "Marcel Avram - Mama Concerts and Show", organizatoarea turneului european "Dangerous '92" al "meșterului" american Michael Jackson, oferă date despre costumația de scenă a acestuia, care va fi văzută și la București.

Turneul se prezicează, au fost realizate 300 costume în greutate de peste două tone, transportate în două camioane. Piesele de rezistență ale costumației de scenă a lui Michael Jackson sînt cele două haine cu o lungime de 2,7 m, o lățime de veste 2,00 m și o greutate de 20 kg, care au inserate în structura lor 3 500 beculieta sculptoare. Efectele de lumină sînt obținute cu ajutorul unor lasere invizibile, computerizate, cei 3 000 volți necesari funcționării ansamblului fiind furnizați de 15 baterii montate pe o curea care înconjură talia vedetelor.

Miron Cozma remorchează greviștii

Confederația Sindicatelor Miniere din România consideră ilegale acțiunile conducerei Societății Naționale a Căilor Ferate (SNCFR) (tergiversarea încheierii contractului de muncă, nerecunoașterea sindicatelor ca parteneri de negociere, împiedicarea desfășurării activității sindicale), care au determinat intrarea în greva foamei a patru lideri sindicali - se arată într-un comunicat remis spre difuzare Agenției Naționale de Presă Rompres, semnat de președintele Confederației, dl. Miron Cozma. După ce subliniază că sindicaliștii mineri se solidarizează cu acțiunea greviștilor comunicatul consideră că acțiunile conducerei SNCFR au rolul de a provoca un conflict de muncă în care să fie antrenate: pe lîngă salariații SNCFR, și alți categorii profesionale din România, de a străna mișcarea sindicală în acțiuni destabilizatoare în perioada electorală". (Rompres)

"ELECTROMOTOR" - ȘOMAJ TOTAL

Societatea Comercială "Electromotor" S.A. din Timișoara și, cel circa 2 800 de salariați au intrat, începînd de luni, 24

ȚIUNEA ZERO SE CONFIRMĂ

scind starea economică a anulului. Dimporsiunea aduce multe a haine - de sila începînd din firmă că opțiune. Iată în condiții vedere al nu- cu 13,7 la sută cu 22,9 la sută anul trecut. Așa în evoluția pro- blemele 12 luni, din anul 1991, estimărilor înce-

mai la 5 s-au realizat creșteri față de luna precedentă, printre care extracția petrolului și gazelor naturale, industria celulozei, hîrtiei și cartonului. Scăderi mari față de luna Iunie s-au înregistrat la producția de mijloace de transport rutier, industria construcțiilor metalice și a produselor din metal, industria de echipamente, aparate de radio, televiziune și comunicații, aparatură și instrumente optice, medicale etc.

Că s-a muncit valoric mai puțin și economic ineficient se vede și din evoluția unui indicator care de asemenea nu iartă: productivitatea muncii. Aceasta a fost cu 11 la sută sub nivelul lunii Iunie a acestui

Vlăicu RADU

(Continuare în pag. a III-a)

ȚIA PRODUCȚIEI INDUSTRIALE

- rate lunară -

* Seria Erură

Dreptatea

Sept. 92

Simpozion internațional pe tema modalităților democratice de conducere

Marti dimineață a început la Muzeul Național de Istorie a României din București simpozionul IFES (International Foundation for Electoral Systems) din SUA având ca temă "Modalitățile democratice de conducere".

La lucrările acestui simpozion participă reprezentanți ai mass-mediei, sindicatelor, partidelor politice, oameni de cultură și artă. Regretabilă este absența virfurilor politice din țara noastră de la dezbaterile în cursul cărora, printre altele, s-a făcut un portret-robot al însușirilor necesare unui lider democratic, în viziunea oaspetilor veniți din țara cu peste 200 de ani de experiență în acest domeniu.

Reținem câteva dintre caracteristicile necesare unui lider: în afară de carisma, tărie de caracter, capacitatea de a-și controla permanent emoțiile, aptitudinea de a păstra un secret și de a nu intra niciodată în panică (ceea ce se pare că nu e cazul lui... știm noi cine!).

Din spusele organizatorilor americani am selectat câteva cuvinte ce rezumă dezbaterile: "un conducător autoocrat spune subalternilor ce să facă fără să motiveze dispoziția, iar unul democrat va explica scopul lucrării; ba încă, mai mult, va cere păreri despre modul de acțiune, le va înregistra pe toate și abia la urmă le va pune în discuție"; "regimurile comuniste au demo-

netizat noțiunea de altruism, cerind tuturor să fie generații de sacrificiu în folosul celor ce vor veni; nu trebuie ca aceste noțiuni să se opună decât ideologiilor de egoism și individualism sănătos".

Printre invitații la simpozion s-a aflat și părintele Galeriu, care a apreciat ca deosebit de pozitivă desfășurarea unor lucrări pe această temă. Într-o parte, dintre cei prezenți au sugerat ca o asemenea dezbateri să fie televizată, pentru a se adresa direct alegătorului care nu de puține ori optează pentru un lider (politic, sindical etc.) după criterii subiective și nu rareori eronate — ne-a declarat dna Juliana Geran Pilon, directoră programelor IFES pentru America, Asia și Europa (v. cazul papionului dlui Rațiu din 1990, — n.n.).

La lucrări au participat din partea americană, ca organizatori, în afară de dna Pilon (care, trebuie precizat, este de origine română), domnii Obie L. Moore, director pentru România al proiectului IFES și Terry Holcomb.

Prin acest simpozion IFES deschide în țara noastră, sprijinit de Agenția Internațională de Dezvoltare a SUA, un proiect de educație civică pe termen lung, vizând îmbunătățirea procesului electoral și inițierea cetățenilor în tradițiile democratice.

Simpozionul se va încheia vineri, 14 septembrie a.e. (A. C.).

Abonați vă la „DREPTATEA”

P.T.T.R. primește abonamente la ziarul nostru (Nr. de catalog 11) în următoarele condiții:

- pentru București, între 1 și 2 ale fiecărei luni;
- pentru provincie, între 1 și 15 ale fiecărei luni.

Costul unui abonament pe trei luni (octombrie, noiembrie, decembrie) este de 600 de lei.

Abonamentul e cel mai indicat mijloc de a primi zilnic „DREPTATEA” la domiciliul dumneavoastră.

DIRECTOR
ILIE PĂUNESCU

Redactor șef: MARIANA SIPOȘ

Editorialist: BARBU CIOCULESCU

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PRIN INFO



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In legatu

Dez Partidul Islamic din Marea Britanie a criticat "propunerile" lui Siddiqi, numindu-le, ironic, "filae". "Aplicarea legilor islamice intr-o societate ne-musulmană este absurdă!", a declarat secretarul general al partidului, Sahib Mustaqim.

Un purtător de cuvânt al poliției britanice a subliniat că "imi pot imagina circumstanțele în care cetățenii englezi musulmani ar dori aplicarea legilor islamice, dar majoritatea lor sînt conștienți că trebuie să respecte legile Marii Britanii".

Marinarii militari ruși afirmă că nu au bombardat trupele gruzine

Moscova - Se pare că numai miticul "olandez zburător", în variantă Rambo, ar fi putut deschide focul asupra trupelor gruzine, aflate pe poziții lângă portul Gagra, de pe coasta Mării Negre. Evenimentul s-a petrecut pe data de 30 august. Interesant este faptul că pozițiile gruzine au fost bombardate dinspre mare și nu dinspre uscat.

Marinarii militari ruși au respins categoric că ei ar fi "olandezii zburători". S-a declarat oficial că navele Flotei Mării Negre au stat cuminti și că serviciile lor speciale nici n-au înregistrat vreun schimb de focuri în zonă. Ba, mai mult, ele de fapt nici nu se aflau în acel sector maritim, cu excepția unei mici nave de patrulare, care, aflîndu-se la 15 km de țarm, chiar s-a fi vrut n-ar fi putut cu "slabul armament din dotare", să-și arunce ghiulelele pînă în portul Gagra.

Totuși, comandantul militar al portului Gagra, precum și Ministerul gruzin al Apărării au declarat că pozițiile soldaților gruzini au fost bombardate! Cine a tras, fraților?

Avioane necunoscute bombardează Stepanakertul

Moscova - Avioane de luptă SU-25 au aruncat între 15 și 20 de bombe în centrul orașului Stepanakert, capitala enclavei Nagorno-Karabakh. S-au semnalat numeroși morți și răniți. Potrivit unor informații neconfirmate, forțele de apărare armenă ar fi reușit să doboare un bombardier. Nu s-a dat însă nici o informație despre apartenența escadrei de avioane SU-25.

Seminar IFES: "Modalități de conducere democratică"

Fundatia Internațională pentru Sisteme Electorale (IFES), cu sediul la Washington D.C., organizație non-profit și nepartizană, sprijinită de Agenția Internațională de Dezvoltare a Statelor Unite, a început derularea unui program de educație civică pe termen lung. Scopul pe care IFES și-l propune este acordarea de asistență națiunilor din întreaga lume, prin programe ce vizează îmbunătățirea procesului electoral și inițierea cetățenilor în tradițiile democrației. O primă etapă a acestui program o constituie organizarea unui simpozion privind "Modalități de

Conducere Democratică", ale cărui lucrări au început luni 31 august și se vor desfășura pînă vineri 4 septembrie 1992, la Muzeul Național de Istorie a României. Participanții sînt nu numai reprezentanți ai partidelor politice, ci și ai unor organizații din București care funcționează pe baze democratice, incluzînd asociații comerciale, uniuni lucrative, ministere, instituții academice, organizații culturale și sociale etc. De asemenea, participă reprezentanți ai presei scrise. Moderatorii seminarului sînt dr. Juliana Geran Pilon, Terry Holcomb și Obie Moore. (H.E.)

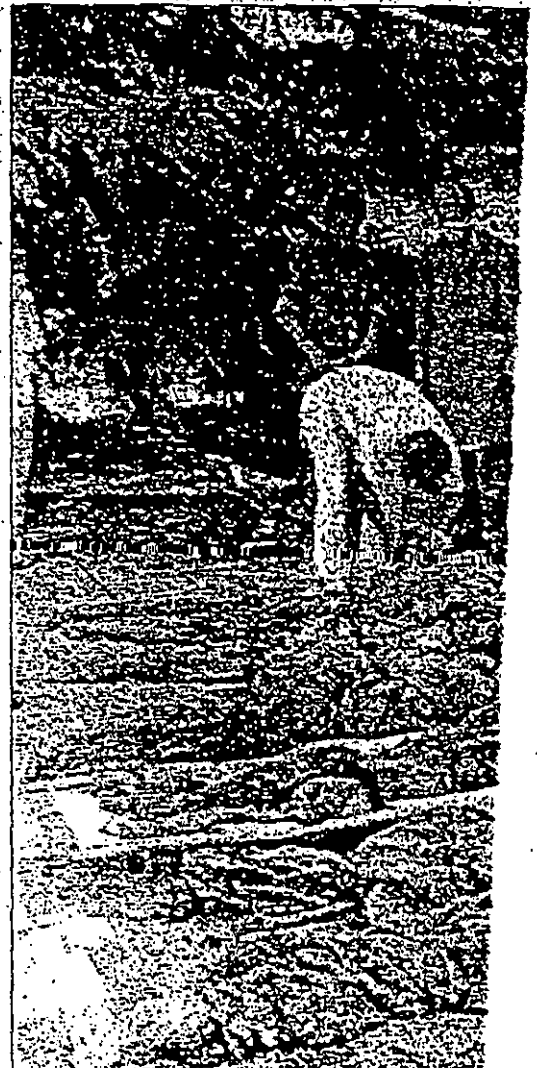
Stiri externe: UPI
Minaela Mătachita și Cristian Crisbasan
Fotografii: ROMPRES

Cotidianul 2 Sept. 92

reveni din secol psihologic pe care
sufere. Este, de asemenea, cunos-
cut faptul că unii dintre deținuții poli-
ției au fost eliberați de autoritățile
chineze de teamă să nu moară în in-
sincra încompa-
sului de pace". Mi-
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Raportorul

Națiunile Unite - Luni, Tadeusz mare de grave vi
Mazowiecki, raportor al Națiunilor omului de pe to
Unite, a cerut Consiliului de Securitate suli de pace". A-
să mărească numărul forțelor ONU de slabi - dar și celela
menținere a păcii în Bosnia-Hertego- slict - de astfel
vina. Totodată, el a solicitat puzeri spo- prezentat de Mc
rite pentru aceste trupe, în așa fel încît spătiu larg musu
ele să poată pune capăt abuzurilor, în Hertegovina, a c
special a practicilor de "purificare et- fund tragică ...
nică", care au generat exodul popula- nintati cu exten
ției din această regiune. Mazowiecki a Națiunilor Unite
declarat că forțele ONU de menținere moștinere a pă
a păcii nu pot împiedica numărul să patruleze pe



În apropiere de Mostar, soldații suprave-
cadavrelor unor musulmani, uciși de sir

INVITATION
To Attend Democratic Leadership Workshop

To:

Fax no.:

On behalf of the International Foundation for Electoral Systems (IFES), a non-profit research and education foundation based in Washington D.C., I am pleased to formally invite you to attend a democratic leadership skills workshop (described on the attached page). This participatory workshop will be held at The National History Museum of Romania, located at Calea Victoriei Nr. 12.

It will take place beginning at 11:00 a.m. on Monday August 31 and continue through Friday September 4, 1992. Each day the workshop will continue until 4:30 p.m. A light lunch will be available.

This workshop will be led jointly by Mr. Terry Holcomb and Mrs. Juliana Geran Pilon. Mr. Terry Holcomb is a well-known American educator in the areas of leadership training, management, conflict resolution and speech communication. Mrs. Juliana Pilon is the International Director of Programs at IFES in Washington. She is a native of Romania who speaks both Romanian and Hungarian. She received her doctorate degree from the University of Chicago and completed a post-doctoral fellowship at Stanford University. Currently, she teaches at the Johns Hopkins University and American University. She has written over 150 articles and reviews for such publications as **The New York Times**, **The Wall Street Journal**, **Romania Literara**, and **Romania Libera**. Her book "The Bloody Flag: Post Communist Nationalism in Eastern Europe-Spotlight on Romania" was recently published in the United States.

Therefore, we hope that you will attend this important skills workshop that has been specifically designed to help select Romanians develop and apply democratic leadership skills in their organizations.

In addition you may invite other persons from your office or organization that you think would benefit from this training. However, please call my office to provide me with their names. Please keep in mind that preference is for English speaking attendees, but translation in Romanian will also be provided.

The attendees of this workshop will come not only from the political parties, but from all the organizations in Bucharest that are committed to democratic principals, including: trade associations, labor unions, ministries of government, academic institutions, social and cultural organizations and others.

Please call me in the office in Bucharest (15.03.43.) to confirm your and/or your colleges participation in this workshop no later than Thursday August 27, 1992.

We look forward to your participation.

Sincerely yours,

OBIE L. MOORE
IFES Project Manager, Bucharest

SKILLS WORKSHOP: LEADERSHIP IN A DEMOCRATIC SOCIETY

- WHEN:** August 31 - September 4
TIME: 11 AM to 4:30 PM
WHERE: The National Museum of Romania, Calea Victoriei Nr. 12
PURPOSE: To develop specific skills needed to lead groups in the democratic process of making decisions, planning action on decisions and organizing activities to carry out plans.
- SKILLS:**
Personal Skills: Developing behavior that builds trust.
Analytical Skills: Learn skills to define problems, gather information, evaluate people, identify trends and compare courses of action.
Social Skills: Learn to interact with other people in ways that encourage the group to be productive.
Organizational Skills: Skills to lead groups to consensus, to use parliamentary procedure, to set specific goals, to identify and organize tasks, to create systems to accomplish tasks and to assign individuals to take responsible action.
Communication Skills: Skills to articulate ideas and emotions accurately, to persuade others to work toward group goals and to build group support for action.
- METHOD:** Discussion among participants, exercises to practice skills in situations that participants are likely to encounter.
- TEXT:** Materials will be provided in both Romanian and English, by the International Foundation for Electoral Systems.

WORKSHOP LEADERS: TERRY HELCOMB and JULIANA GERAN PILON

TO CONFIRM YOUR ATTENDANCE AND FOR MORE INFORMATION:

Call **OBIE MOORE**, Project Director in Romania
Telephone: Bucharest 15.03.43.
Address: Strada Franklin, Nr. 9
Et. II, Apt. #3
Sector 1, Bucharest

INTERNATIONAL FOUNDATION FOR ELECTORAL SYSTEMS

PRESS RELEASE

PRESS CONTACT : Obie Moore
Tel: 15 03 43

IFES ANNOUNCES LONG-TERM DEMOCRACY PROGRAM

The International Foundation for Electoral Systems announced today the establishment of a new program to train people in the practice of democracy. IFES is a non-profit, non-partisan organization, based in Washington, D.C., that assists nations around the world with programs to improve the electoral process and to educate citizens in the traditions of democracy.

Mr. Obie L. Moore, the Project Manager for Romania, said that "the purpose of the program in Romania is to provide training that will give Romanians the skills to develop their own traditions of democratic problem-solving". He added that "this is a long-term program. I am personally committed to at least one year, and I hope that the program will be extended for a second year. Our ultimate goal is to have a permanent, sustainable civic education program with a resource center that is staffed and managed by the people of Romania".

Mr. Moore has been a practicing attorney in Washington, D.C., for the past seven years. During his legal career, he has worked in countries of South-East Asia, the Indian sub-continent, the Middle East and Europe. He is a former university professor of business law.

The first phase of the project gets under way this coming Monday, August 31 at 11.00AM at the National Museum of Romanian History. IFES is sponsoring a skills workshop in democratic leadership that will train leaders in activities such as: conducting meetings, analyzing problems, group decision-making, problem-solving through consensus-building, setting goals, establishing priorities, writing work plans, and sharing responsibilities in the newly emerging Romanian democratic institutions.

The first workshop will be led by Mr. Terry Holcomb, who teaches similar workshops in the United States for businesses, organizations, government agencies and civic groups. He and IFES recently published a short book entitled "Leadership in a Democratic Society", copies of which will be available at the workshop. In addition, Dr. Juliana Geran Pilon, a Romanian-American, author, lecturer, educator and IFES Program Director, will assist in the instruction at the workshop.