

# Zone Chairperson Workshop

## *Instructor Planning Guide*





## Contents

---

Introduction .....	1
Zone Chairperson Workshop .....	2
Suggested Timeline for Communication .....	4
Example Confirmation and Pre-assignment Communication.....	5
The Role of the Instructor.....	6
Instructor Guide Organization .....	7
Using the Instructional Plan.....	8
Training Materials Checklist .....	12
Training Room Set-Up.....	14
Sample Schedule for the Zone Chairperson Workshop .....	16
Evaluation .....	17
Zone Chairperson Workshop Evaluations.....	18
Zone Chairperson Workshop Recognition .....	21

## Introduction

---

The purpose of this guide is to provide instructors with the necessary background information, tools, and resources to facilitate the most effective training possible. With so many details to remember and organize, it can be helpful to receive some guidance to make the preparation process go more smoothly.

Should you have any questions as you prepare for your workshop do not hesitate to contact the Leadership Development Division at Lions International Headquarters  
[leadershipdevelopment@lionsclubs.org](mailto:leadershipdevelopment@lionsclubs.org)

## Zone Chairperson Workshop

---

### Pre-assignments

#### Completing a Zone Assessment

The Zone Chairperson Workshop pre-assignment, entitled *Completing a Zone Assessment*, asks incoming/current zone chairpersons to communicate with Lions at the club and district level to gather current state information from their zones. Current state is a term used to describe processes as they currently function. The assignment provides detailed instructions for collecting this information, guiding questions to help zone chairpersons obtain the information they need and a Strengths, Weaknesses, Opportunities and Threats (SWOT) worksheet to analyze their zone.

This information will be used in several activities during the workshop, so it is imperative that the zone chairpersons have enough time to complete this pre-assignment before attending the workshop. It is also highly recommended that participants bring their pre-assignment to the workshop with them. ***Instructors are responsible for sending the pre-assignment file to zone chairpersons for completion.***

#### Online Courses

As part of the pre-assignment your participants will need to take the online courses listed on the Learning Map . These courses will help reinforce the content and leadership skills needed in the Zone Chairperson Workshop. These courses can be found in the Lions Learning Center.

#### Additional Zone Chair Resources

Also, part of the pre-assignments are other miscellaneous training materials/resources your participants will need to review. They are also listed on the Learning Map

**NOTE:** The Learning Map is located on the Zone Chairperson Workshop webpage.

## **Zone Chairperson Workshop (Instructor-Led)**

Lions International provides instructional plans and related participant materials and handouts for instructors to conduct four interactive training sessions ranging from 75-90 minutes in length. Instructors may also elect to include other area-focused or skills-based sessions as deemed appropriate by the GLT district coordinator.

The workshop sessions are:

<b>Session</b>	<b>Description</b>
<b>Zone Chairperson Essentials</b>	This session takes a closer look at two of the zone chair responsibilities as well as two important zone chair resources available to help support incoming zone chairpersons.
<b>Zone Goal Setting and Action Planning</b>	In this session participants will explore how to set meaningful goals (SMART goals) and discuss how to build action plans using a goal they have for their zone as well as building one for a district goal.
<b>Problem-Solving</b>	In this session participants will explore using the 5 Whys Method, a commonly used problem-solving tool in business and industry and apply it to challenges they may face in their zone.
<b>Assessing Club Health</b>	In this session participants will discuss characteristics of a healthy club, how to access club health assessment reports, which report indicators to focus on to monitor club health and what resources they can use to improve club health in their zone.

## Suggested Timeline for Communication

---

The following is a suggested timeline to aid you in communicating with participants in advance of the workshop\*:

### **60 - 90 days in advance of the workshop:**

- Invite zone chairpersons to attend the workshop training and provide pertinent details (dates, location, timing, etc.).
- Provide an overview of the workshop training and the requirements that need to be completed prior to the workshop. Specifically:
  - Attach the file containing the workshop pre-assignment, *Completing a Zone Assessment*. This file can be found on the Zone Chairperson Workshop webpage.
  - Attach the Zone Chairperson Learning Map, located on the Zone Chairperson Workshop webpage.
  - Establish completion dates for the workshop pre-assignment, *Completing a Zone Assessment*, and all other pre-assignments.
- Offer your support and assistance.

### **30 days in advance of the workshop:**

- Send a reminder to all workshop participants about the tasks to be completed prior to attending the workshop.
- Keep the tone of the reminder encouraging and motivational and continue to offer support and assistance.

### **15 days in advance of the workshop:**

- Send a reminder to all workshop participants that all pre-assignments **must** be completed prior to the workshop. The information gathered in the pre-assignments will serve as a basis for discussion and activities during each session. Instruct participants to bring the completed pre-assignment, *Completing a Zone Assessment* with them to the workshop.

*\*This timeline does not include logistical planning and organizational considerations.*

## Example Confirmation and Pre-assignment Communication

---

The example communication below confirms participant attendance at the workshop and provides the participant with the pre-assignments, *Completing a Zone Assessment* and the Learning Map, which lists all other pre-assignments required. Attach the *Completing a Zone Assessment* and the Learning Map to this communication.

### Welcome to the Zone Chairperson Workshop

[Enter Course Date]

[Course Location]

This workshop will enrich your leadership skills and enable you to take on further responsibility within your zone. Details about this workshop are listed below. There are two parts to the pre-assignment:

#### **Pre-Assignment – Lions Learning Center (LLC) Courses and Training Materials (Resources)**

The first part of the pre-assignment is the LLC courses and training materials listed on the Learning Map. Lions International materials or resources are found on the Lions International website. The LLC can be accessed with a Lion Account and specific courses are also listed on the Learning Map. Both the training materials and LLC courses required are listed on the Learning Map, which is attached.

#### **Pre-Assignment – Completing a Zone Assessment**

The second part of the pre-assignments is the *Completing a Zone Assessment* assignment, which you will find attached to this email. If you have any trouble accessing it, go to the Lions International webpage and use the search term Zone Chairperson Workshop. Download the pre-assignment from that page and print it out for your use.

Take time to complete the Zone Chairperson Workshop pre-assignments prior to attending class as the knowledge you gain from these pre-assignments **will be used throughout the workshop**.

#### **Day of the Class**

Please arrive at the **[location]** on **[date]** at **[time]**. You will receive the rest of your training materials the day you arrive. I look forward to meeting you!

Sincerely,

Workshop Instructor [Enter Name]

## The Role of the Instructor

---

The instructors will be called upon to serve as a teacher, interactive facilitator, and mentor. Experience as a zone chairperson (or role of equal accountability) is certainly a key characteristic, as the zone chairpersons that you will be training will look to you for advice, guidance, and support as they acquire the specific knowledge needed to perform their role effectively.

Below are several requirements that instructors conducting this training should be able to perform. While it is not imperative that instructors are experts in each area, it is important that they be proficient in the skills listed below.

***Zone Chairperson Workshop instructors should be able to effectively demonstrate the following skills:***

- Delivery of short lectures
- Ability to engage participants in an interactive learning environment by conducting question and answer segments, facilitating meaningful discussions in large and small group settings, and facilitating group activities
- Management of learner behavior
- Management of the training environment and session logistics
- Use of PowerPoint presentations using an LCD projector

If you are not available to conduct the training yourself or require the assistance of another instructor, consider using graduates of Lions International Faculty Development Institute (FDI) or Lions Certified Instructor Program (LCIP) from your district to facilitate part or all of this training.

## Instructor Guide Organization

---

Instructors delivering sessions within this workshop will have an instructor guide for each session. Guides are designed to support those delivering the training with flexible instructional plans and resources.

Each session's instructor guide consists of the following components:

- ***Session Background:*** A short synopsis of the session topic and its relevance to zone chairpersons
- ***Session Objectives:*** Performance goals that participants are expected to achieve as a result of the session
- ***Suggestions for Preparation:*** Final reminders to aid the instructor in his/her preparation for the session
- ***Materials:*** A list of materials needed for the session
- ***Equipment:*** A list of equipment needed for the session
- ***Session Timeline:*** An overview of the instructional plan and session timing
- ***Instructional Plan:*** Instructional content and directions for delivery

## Using the Instructional Plan

---

Within every instructor guide in this workshop training there is an instructional plan. The plan consists of the instructional content and directions for delivery. To maximize your delivery of each session in the workshop, it is important that you understand the organization of the instructional plan.

It is also important to note that the instructional plans for each session in the workshop have been designed with a certain degree of flexibility so that instruction can be customized to fit local needs.

### *Overall Organization*

The instructional plan is divided into segments to ensure an organized and thoughtful approach to the topic that achieves the session objectives. Segments include:

- An introduction
- 2-3 modules addressing specific components of the topic
- A conclusion

### *Headings*

There are two types of headings that you will encounter: **segment** headings and **section** headings.

**Segment** headings indicate the main components of instruction. For example, in the *Zone Goal Setting and Action Planning* session there are five segments:

- Introduction
- Module 1: Set SMART Goals
- Module 2: Create an Action Plan
- Module 3: Apply SMART Goal and Action Planning Knowledge
- Conclusion

A segment heading looks like the image below and identifies the segment of instruction and the total time.

## MODULE 1: Set SMART Goals

*Total Time: 20:00*

**Section** headings indicate where you are within each segment and approximately how long that section should take. The image below is an example of a section heading which indicates that the session overview should take approximately 3 minutes to present.

### **PRESENTATION: SESSION OVERVIEW (3:00)**

#### *Directives*

A directive refers to the use of an instructional cue to indicate an action for the instructor to complete. There are three main directives used in the instructor guides of this workshop, *State*, *Ask*, and *Show*.

- *State*: Directs the instructor to say something to the learners.

#### *State*

Now that we have reviewed SMART goals, lets discuss how you can create them. A useful SMART goals technique is to ask yourself the following questions:

The content that follows each *State* directive is a suggestion of how to deliver the content but does not need to be delivered exactly as written.

- *Ask*: Directs the instructor to ask a question to learners.

#### *Ask*

Let's do a quick review from your online learning. Can anyone tell me what makes a SMART goal different from ordinary goals?

In some cases, the guide will provide you with expected or possible responses; however, due to the nature of some questions, the question will simply be followed by '*Responses will vary*' to indicate the open-endedness of the question.

- *Show*: Directs the instructor to display a PowerPoint slide.

*Show*

| *Display Slide 5: How Do You Create SMART Goals?*

**How Do You Create SMART Goals?**

<b>Specific:</b>	What needs to be done?
<b>Measurable:</b>	Can it be measured?
<b>Actionable:</b>	Can it be done?
<b>Realistic:</b>	Is it attainable?
<b>Time-bound:</b>	When will it be done?

***Instructor Notes***

Instructor notes provide additional direction on the facilitation of the session.

***Briefly review the methods on page 4. If some participants have used these technologies, ask them to share their experiences.***

***Action Icons***

Three icons are used throughout the guide to provide visual directions for instructors:

	<b>Participant Manual icon</b> (directs the instructor to refer to a specific page in the Participant Manual)
	<b>Handout icon</b> (directs the instructor to distribute a handout)
	<b>Activity icon</b> (provides a visual cue for instructors to transition to an activity)

### ***Activity Directions***

For each activity, the directions are provided in the following step-by-step format to maximize facilitation:

#### **Activity Directions**

**Ask your participants to break off into four groups.**

**Refer participants to go back to pages 2 - 3 in the participant manual. Let them know that each group needs to choose a different revised goal statement that they will work on turning into an action plan.**

**Give the following directions:**

- Break off into four groups.
- Each group will go back to page 2-3 in their participant manual and choose one of the example revised SMART goal statements.
- Brainstorm with your group about how to fill out the example action plan using the action plan definitions on page 4.

**Ask if there are any questions.**

**Begin the activity. Call time after 10 minutes.**

**Ask each group to share how they filled out their action plan.**

**Debrief the activity by reminding participants that creating action plans is the key to successfully executing their goals. Also remind them that action steps can be crafted in a similar way to SMART goals (specific, measurable, actionable, etc.).**

## Training Materials Checklist

The following materials are needed to deliver each session of the Zone Chairperson Workshop.

<b><i>Workshop Pre-Assignment</i></b>	
<b>Materials</b>	<b>Got It! (✓)</b>
<b>Pre-Assignment:</b> <i>Completing a Zone Assessment (to be completed by participants prior to the workshop)</i>	
<b><i>Zone Chairperson Essentials</i></b>	
<b>Materials</b>	<b>Got It! (✓)</b>
<b>Instructor Guide</b>	
<b>Participant Manual</b>	
<b>PowerPoint slides</b>	
<b>Handouts:</b> <i>Zone Chairperson section of the Standard Form Lions District Constitution and By-Laws, Zone and Region Chairperson e-Book and Model District Governor’s Advisory Committee Meeting. Download from the Lions International web site and provide one copy per participant. Optional: have participants access handouts on an internet-enabled device.</i>	
<b>Optional Handout:</b> <i>Workshop Schedule (instructor to create and provide)</i>	
<b>Audio/Visual Equipment</b>	<b>Got It! (✓)</b>
LCD Projector	
Computer with Microsoft PowerPoint capability	
Flipchart paper, easel, markers	
Wireless mouse/laser pointer (optional)	
<b><i>Zone Goal Setting and Action Planning</i></b>	
<b>Materials</b>	<b>Got It! (✓)</b>
<b>Instructor Guide</b>	
<b>Participant Manual</b>	
<b>PowerPoint slides</b>	
<b>Audio/Visual Equipment</b>	<b>Got It! (✓)</b>
LCD Projector	
Computer with Microsoft PowerPoint capability	
Flipchart paper, easel, markers	
Wireless mouse/laser pointer (optional)	

**Training Materials Checklist (continued)**

<b><i>Problem Solving</i></b>	
<b>Materials</b>	<b>Got It! (✓)</b>
Instructor Guide	
Participant Manual	
PowerPoint slides	
<b>Audio/Visual Equipment</b>	<b>Got It! (✓)</b>
LCD Projector	
Computer with Microsoft PowerPoint capability	
Flipchart paper, easel, markers	
Wireless mouse/laser pointer (optional)	

<b><i>Assessing Club Health</i></b>	
<b>Materials</b>	<b>Got It! (✓)</b>
Instructor Guide	
Participant Manual	
PowerPoint slides	
<b>Handouts:</b> <i>Optional but recommended, Your Club Your Way, Plan for Your Club's Success (order from clubofficers@lionsclubs.org) and Club Quality Initiative (order from clubqualityinitiatives@lionsclubs.org). One per participant. Optional: have participants access handouts on an internet-enabled device.</i>	
<b>Audio/Visual Equipment</b>	<b>Got It! (✓)</b>
LCD Projector	
Computer with Microsoft PowerPoint capability	
Flipchart paper, easel, markers	
Wireless mouse/laser pointer (optional)	

## Training Room Set-Up

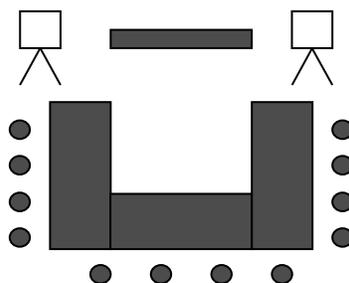
Before the workshop begins, it is important to consider the set-up of the room(s) in which the workshop will be taking place. To determine the most effective classroom set-up that will meet the needs of instruction and the needs of the participants, consider:

- **The size and culture of your training group.** *Will your group consist of less than 10 people or more than 20? What cultural norms may impact the set-up of the tables and chairs? Do the participants you are training expect a certain room layout?*
- **The size of the classroom.** *Once you know the approximate dimensions and layout of your training room, it is sometimes helpful to draw a diagram of your desired room set-up. This technique may help you make decisions in regard to activities, materials and equipment.*
- **The activities involved in the workshop.** *Will the workshop be focused around lecture or around small group activities? Do any activities require a specific amount of space, and if so, how might the room set-up need to be adjusted?*

### Seating Arrangements

Below are three common seating arrangements used most often in training environments:

#### *Seating Arrangement: U-Shape*



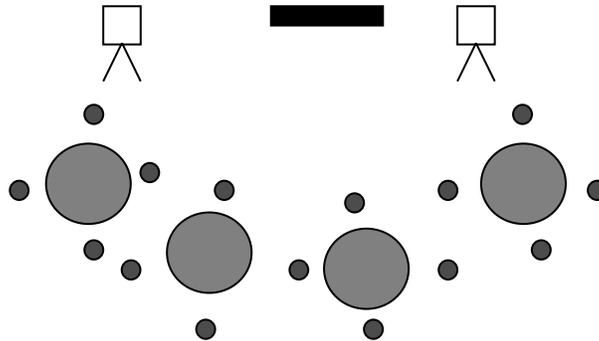
#### **Advantages**

- Everyone can see and talk to each other
- Trainer can walk into the audience
- Comfortable for whole group discussion
- Easy to see flipcharts and projected visuals

#### **Disadvantages**

- Only suited to groups of about 20 or fewer
- Difficult to work in smaller groups
- Requires a fairly large room
- Room is “trainer-focused”

***Seating Arrangement: Clusters***



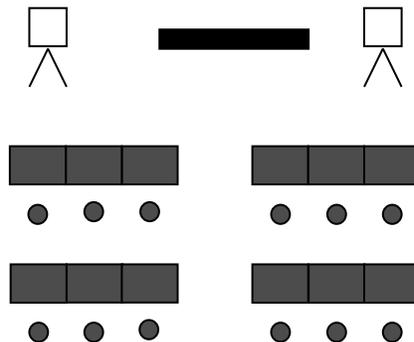
**Advantages**

- Ideal for learners working in small groups
- Easy for trainer to interact with small groups
- Provides opportunity for participant involvement
- Provides freedom of movement

**Disadvantages**

- Creates problems with attention/eye contact when presenting and using visuals
- Fosters “private” conversations
- Unintentionally creates subgroups

***Seating Arrangement: Traditional Classroom***



**Advantages**

- Allows each participant his/her own “space”
- Ideal for presentation/lecture sessions and in getting feedback from audience

**Disadvantages**

- Invites “getting lost” in the room
- Can create problems in sight lines for flipcharts and other visuals
- Learning becomes “trainer-focused”

## Sample Schedule for the Zone Chairperson Workshop

The following schedule is an example of how you may want to schedule the workshop. As you plan for your own workshop, consider:

- Number of participants
- Number of sessions to be conducted
- Training facilities and equipment (number of training rooms, equipment requirements, etc.)

<b>Time</b>	<b>Session</b>
9:00 – 10:30	<b>Zone Chairperson Essentials</b>
10:30 – 10:45	<i>Break</i>
10:45 – 12:00	<b>Goal Setting and Action Planning</b>
12:00 – 1:00	<i>Lunch</i>
1:00 – 2:30	<b>Problem Solving</b>
2:30 – 2:45	<i>Break</i>
2:45 – 4:00	<b>Assessing Club Health</b>
4:00 – 5:00	<b>Additional sessions as needed (based on local needs)</b>

## Evaluation

---

Evaluation is an important part of any training program. Data collected from evaluations can provide an important insight into the effectiveness of content, materials, program format, instructors, and the overall success of the program.

The Zone Chairperson Workshop provides an optional Participant Evaluation for your use. This form is designed to be used in the following way:

- During or at the conclusion of the workshop, distribute the Participant Evaluation. You may choose to distribute the evaluation during the first session and ask participants to evaluate each session immediately after it has concluded.
- Zone chairpersons will complete the evaluation form as appropriate and return it to the instructor at the conclusion of the last session.
- The instructor/facilitator (or GLT district coordinator) reviews the collective results of the evaluations and submits that information to be included in the GLT district activity report. This information can also be used to improve the effectiveness of future training efforts.

The form includes all four sessions in the workshop curriculum and the workshop pre-assignment. If using this form, instruct participants to only evaluate the sessions that were conducted.

A copy of the Participant Evaluation follows.

# Zone Chairperson Workshop Evaluations

## Evaluation Instructions

Please complete the evaluation that follows. Your honest assessment of the experience will help ensure that future participants are provided with a quality training experience.

Using a dark pen or pencil, circle the number that indicates your level of agreement with each statement.

### Pre-Assignment: Completing a Zone Assessment

Questions:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The assignment effectively prepared me for the activities in the workshop.	1	2	3	4	5
2. The assignment better prepared me to communicate and interact with the clubs and members in my zone.	1	2	3	4	5
3. The assignment provided information that I can use as a zone chairperson.	1	2	3	4	5

### Session: Zone Chairperson Essentials

Questions:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
4. The session provided information that I can use as a zone chairperson.	1	2	3	4	5
5. The participant manual was useful and easy to understand.	1	2	3	4	5
6. This session taught me something new or improved my skills.	1	2	3	4	5
7. The activities and interaction added to the value of the session.	1	2	3	4	5
8. The instructor skillfully delivered the content and effectively facilitated the session.	1	2	3	4	5

**Session: Zone Goal Setting and Action Planning**

<b>Questions:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
9. The session provided information that I can use as a zone chairperson.	1	2	3	4	5
10. The participant manual was useful and easy to understand.	1	2	3	4	5
11. This session taught me something new or improved my skills.	1	2	3	4	5
12. The activities and interaction added to the value of the session.	1	2	3	4	5
13. The instructor skillfully delivered the content and effectively facilitated the session.	1	2	3	4	5

**Session: Problem-Solving**

<b>Questions:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
14. The session provided information that I can use as a zone chairperson.	1	2	3	4	5
15. The participant manual was useful and easy to understand.	1	2	3	4	5
16. This session taught me something new or improved my skills.	1	2	3	4	5
17. The activities and interaction added to the value of the session.	1	2	3	4	5
18. The instructor skillfully delivered the content and effectively facilitated the session.	1	2	3	4	5

**Session: Assessing Club Health**

<b>Questions:</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
19. The session provided information that I can use as a zone chairperson.	1	2	3	4	5
20. The participant manual was useful and easy to understand.	1	2	3	4	5
21. This session taught me something new or improved my skills.	1	2	3	4	5
22. The activities and interaction added to the value of the session.	1	2	3	4	5
23. The instructor skillfully delivered the content and effectively facilitated the session.	1	2	3	4	5

If you have additional comments regarding this training, please use the space below.

**Comments:**

## Zone Chairperson Workshop Recognition

Should you choose to recognize individuals for successful completion of the training with a certificate, two sample certificate templates have been provided for your use. You may select one of these templates and adapt it for your area, or you may create your own certificate.

If you choose to use a certificate to recognize completion, you are responsible for the printing and distribution to participants.

# Certificate of Completion

## Zone Chairperson Workshop



This certificate is awarded to

Name of Recipient

In recognition of completion of the Zone Chairperson Workshop

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

# Zone Chairperson Workshop



## Certificate of Completion

*This certificate is awarded to*

**NAME OF RECIPIENT**

*In recognition of the successful completion of the  
Zone Chairperson Workshop*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*