



Lodge Education Officer LEO

Information Package

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Masonry offers to those capable to appreciate it a working philosophy and a practical rule of life. It discloses to us the scheme of the universe. It indicates our place, our purpose, and our destiny in that universe.

Let us be careful not to cheapen the Order by failing to realize it's meaning and by admitting to understand its import.

Look to find in it a living philosophy, a vital guide upon these matters, which of all others is the most sacred and the most urgent to our ultimate well-being.

Realize that its secrets and mysteries, which are many and invaluable, are not upon the surface; that they are not those of the tongue, but of the heart.

For whoever is carefully and deliberately "squaring his stone" is fitting himself for his place in the "intended structure."

Anonymous

Manitoba Grand Lodge Officers and Committees for 2003/04

MW Bro. Donald Beattie Grand Master
RW Bro. George Forzley Deputy Grand Master
RW Bro. Brian Bailie Senior Grand Warden
RW Bro. Ken Butchart Junior Grand Warden
MW Bro. C. Rae Haldane Wilsone Grand Secretary
RW Bro. Earl Gliner Grand Treasurer
RW Bro. Brian Rountree Grand Chaplain
RW Bro. Greg Yeo Grand Historian
RW Bro. Ted Jones Grand Director of Ceremonies
RW Bro. Victor G. Popow Grand Librarian (tasked to)

Manitoba Grand Lodge Committees

Training & Education Committee
Editorial & Library
Special Projects
Jurisprudence
Reception/Arrangements
Investments
Masonic Enhancement
Finance/Administration
Fraternal Relations
Condition of Freemasonry
COMELY
Benevolence
Credentials and Elections
Kids ID

Special Committees- GM Special Committee; Membership Development; Masons Care; Grand Lodge Reps to MMT; Special Rep to Masonic Renewal in NA; Masonic Renewal.

Training & Education Committee Training & Education Committee 2004/05

RW Bro. John Nesbitt Vice-Chairman	488-4720
MW Bro. Stu Allan	256-5797
RW Bro. Brian Rountree	284-1487
RW Bro. James Little	275-8156
RW Bro. Ted Jones	757-9280
RW Bro. David Love	294-3406
RW Bro. Lynn Latozke	632-6819
RW Bro. Greg Yeo	888-8920
RW Bro. Phil Zubrycki	668-0729

The Grand Lodge of Manitoba's Vision, Mission, Values

Vision

(How we see ourselves- future state)

Freemasonry will be the pre-eminent fraternal organization in Manitoba, committed to the improvement of good men through education, leadership, and fellowship.

Mission

(How will we achieve our vision)

We will teach and perpetuate a fraternal way of life of high moral standards, through self-improvement, brotherhood, charity, community involvement and benevolence.

Values

(What MB Masons value as behaviors)

We value truth, tolerance, brotherly-love, morality, leadership, virtue, commitment, and making a difference in the community.



The Manitoba Jurisdiction Strategy

In January of 2003 The Renewal Committee led by Past Grand Master Rick Porter (Brandon Lodge) reporting directly to then Grand Master Clayton Munz undertook to study strategy, strategic planning and what might be done to improve and enhance the Manitoba jurisdiction given changing conditions both internally and externally.

The team worked to define a new vision, mission, values (as found at the front end of this manual) and also learned about organizational models. The renewal team laboured to ask what results do we wish to see? Based on the vision, and the mission and the desired results what (processes) would we do? What do we need to implement to get the results we want? The team also relied upon an external facilitator- to bring a fresh understanding of what people want and are looking for; and an internal facilitator to keep them moving, asking questions and organize their thoughts. The team further performed a limited benchmark study to get an idea of what other Canadian jurisdictions were doing only to learn that the Ontario jurisdiction was by far the most advanced in terms of organizational definition, strategy, specific processes and measures. Similar to Ontario the brethren of the Manitoba Renewal Committees strategic planning exercise suggested that four principal areas of focus with associated processes be focused upon in the coming years by the Grand Lodge, the Board of the General Purposes, Districts and Lodges, they are: 1) Internal Organization Structure & Facilities; 2) Internal Education; 3) Internal Communication & Fraternal Relations; 4) External Communications & Community Relations.

In September 2003, the Renewal Team presented to the Board of General Purposes, the work has already begun in facilities development, education, communications, and training. The work will continue with your help and input.

For further information contact Chairman Rick Porter at (204) 728-1341 or raporter@mb.sympatico.ca

The Critical Importance of Learning & Education within Freemasonry

How do we make good men better? Through providing opportunities for growth and understanding of what Freemasonry is and how it impacts the individual. The LEO is a critical piece that ensures growth and opportunity is made available to every Brother.

Education is a term bandied about in Masonry without any clear definition. In its broadest sense, education encompasses everything a Mason should know from ritual to etiquette, symbolism and history, conducting an effective meeting to planning a program. The lines of where education and training join are often blurred or misunderstood.

Most recently declining membership, the lack of candidates, dismal retention in Lodges, low attendance, limited commitment, all have played a part in the state of the Craft today. So serious has the matter become that various task forces and Renewal committees have studied the situation and made many recommendations. *Chief among those recommendations is the need for training and development of members in leadership roles and within the general ranks themselves* (as reflected in the Grand Lodge of Manitoba's strategic plan). Bringing quality and making Masonry an enriching and rewarding experience is critical to the enhancement of Manitoba Freemasonry.

This package concerns itself with education and training and the role and responsibility of the Lodge Education Officer. In that capacity there may be two principal components:

A) Training- The LEO has a role to play in making recommendations and interfacing with the Education & Training Committee to preparing officers for the eventual leadership role of governing their Lodge.

Because the ultimate goal is to provide a Worshipful Master with all the tools and skills he needs to be an effective leader, the focus of the LEO centers on that position.

As well, in order to realize that goal, the training must begin at an earlier level. In the initial stages, the existing Master will barely scratch the surface, the Senior Warden will have the opportunity for added sessions, and so on. By the time the program is fully implemented, training for Master will actually begin at the Inner Guard or Steward level, depending on the Lodge officer configuration. The venue for that training is the *Wardens Seminar* in Portage held annually. As well the Training & Education Committee may be contacted to provide supplementary or specific workshops for brethren, namely leadership development (that includes effective meeting skills, time management, financial training) and coaching opportunities.

B) Education- More specific and probably of more usefulness the LEO may be an facilitator of education within the Lodge. Providing various opportunities for learning and stimulating thought in whatever capacity may be possible given the time, the interest and the demographic of those within the Lodge. The philosophical meaning of Masonry- its purpose as an initiatory society, the meaning of the ritual, the history of the Craft and all of the groups associated to it, personalities associated with the Craft, and its symbology all provides very rich opportunities for discussion and study.

The Role & Function of a Lodge Education Officer

Role & Responsibility of the Lodge Educational Officer (LEO)

Introduction and preamble

A LEO should be a volunteer, ideally one who wants to be there and not someone who merely fills a position. Therefore the Grand Lodge Training & Education Committee (GL ETC) believes some thought to the selection of the LEO candidate should be given to one who ideally possesses some degree of proficiency in education, training, knowledge or demonstrates the desire to develop their abilities in this area, has inter-personal skills, can be a role model, a team player who can work with the WM, the Lodge Officers and the GL ETC and supports the aims and goals of supporting and enhancing learning and education in the Lodge and abroad.

The LEO's primary function is to facilitate and assist with member education and development in the Lodge and by no means should he be expected to provide all the learning, training, lectures, etc. himself. The LEO will coordinate all external resources required to facilitate education and training within the Lodge.

Qualifications- who should a LEO be?

- Must have completed the MM Degree (ideally a Past Master).
- Must be able to demonstrate an advanced knowledge of the Craft.
- Must have the ability to convey that knowledge to others.
- Some public speaking or adult education experience would be an asset.

Description of LEO- What he does....

Based on feedback from various Masons and Officers from Lodges the LEO should be involved with and doing:

-The LEO is a Facilitator- he plans and coordinates the delivery of Masonic information and other educational needs of the Lodge. Develops a Lodge education curriculum with the WM and the principal officers and other interested Brethren. Works as a liaison between the Lodge and the GL ETC to inform brethren of educational and learning opportunities.

- The LEO is a Administrator- he tracks, monitors and evaluates all educational activities within the Lodge. Performs a Lodge needs analysis as supplied by the GL ETC
The LEO prepares a quarterly report identifying all Lodge Education activities to assist the GL ETC in reporting Masonic educational activities within the province to facilitate inter-Lodge exchanges (this report will cover all Masonic activities within in the last three months and that are planned for the next three months). The LEO also delivers timely information from the GL ETC to the Lodge.

-The LEO is a Mentor/Coach- he stimulates thinking individually (with a member) and collectively (in the Lodge). He encourages and guides the brethren in their daily progress in Masonic education. Ensures that new Brethren receive proper instruction and training in the three degrees. He acts as a positive role model to bolster morale, stimulate imagination and creativity within the Lodge. He assists the Lodge Officers in their Masonic leadership development.

-The LEO is a Role Model- he should attend Lodge regularly and notify the Master of any absences (suggested one week in advance). The LEO's behavior and conduct both within and without the Lodge should always be in keeping with that of a good positive role model. He should maintain a high level of Masonic conduct and be a member in good standing.

Skills of a LEO- the LEO should possess or what he should develop-

-Administration & Organizational skills. The LEO should have the ability to:

- Arrange non/Masonic lectures, guest speakers, and other education or training opportunities;
- Monitor and evaluate educational activities (ie: survey/feedback);
- Support the development of members/officers (standards) as established by the GL ETC;
- Assess competency levels and needs of individuals and groups;
- Prepare reports and summaries;
- Work independently and as a team;
- The ability to set realistic educational goals and targets for the Lodge working with the WM and Lodge Officers.

Computer & technology literacy would be an asset.

-Communication & Interpersonal Skills- the LEO should be able to:

- Make friends and relate to people easily;
- Prepare oral and written reports;
- Collect data;
- Identify and manage resources internal & external to the Lodge;
- Comfortably speak before the Lodge;
- Provide facilitation and/or direction where learning and training is concerned;
- Deliver training/learning opportunities or products if capable;

-Masonic training- the LEO should be able to:

- Demonstrate some advanced knowledge of the Craft (ie: ritual, history, structure, secrets);
- Convey that knowledge to others;

LEO Structure—How does he fit within the Lodge, District and the Grand Lodge?

- Reporting- the LEO reports directly to the WM;
- Works in conjunction with the WM and the Lodge Officers, to develop and deliver Lodge education program(s);
- Works with the GL ETC to develop and deliver education programs;
- Works with the District Deputy, District Officers and the LEO's from other Lodges within the District to develop and deliver education programs.

Implementation Ideas for Learning or Education in a Lodge

- 1) Arrange for time on the Agenda to be devoted at each regular meeting to some learning opportunity-
- 2) Invite Masonic or Non-Masonic speakers to your meeting-
- 3) Incorporate bits of education into Lodge notices-
- 4) Compile an e-mail list and mail out to Lodge brethren bits and pieces of information on a repetitive basis-
- 5) Arrange workshops or seminars based on the needs of the Lodge Officers or the Brethren at large-
- 6) Arrange a "rusty nail degree"- contact Grand Lodge Director Of Ceremonies RW Bro. Ted Jones and devote some time to the Lodge protocols and procedures (the Work itself) so skills and competencies may be sharpened.
- 7) Invite the Grand Lodge Lecturer in to deliver his presentation- every year the Grand Lodge appoints some Brother to deliver a lecture of his choice. The JRC Evans Lecture is available for your Lodges use. Utilize that resource. The JRC Evans Lecturer for 2004/05 is David McDonald he may be contacted at (204) 895-1014
- 8) Have fun! Incorporate Masonic toast in the refreshment hour. There are several excellent toasts that are ancient in origin and may provide for some fun! Work with the Junior Warden and see how refreshment could be made into very creative and cultural activity!

Lodge Education Officer Resources

I. Educational Books & References

All books available in the new Masonic Resource Centre.

Leadership

- *The 7 Habits of Highly Effective People* by Dr. Stephen R. Covey- a classic treatise on personal habits- vision, time management, communication and interpersonal theory, working in groups, and concepts of renewal. Very valuable reading for any Masonic leader.
- *The Four Roles of Leadership* also by Dr. Stephen R. Covey.
- *The Leadership Challenge* by Kouzes and Posner – *the* seminal treatise on leadership which is utilized in industry and academia! A must read for a true understanding on the subject of leadership.
- *Flight of the Buffalo* by James Belasco and Ralph Stayer- a tremendous read on leadership, performance, service, empowering others.
- *Growing the Distance* by Jim Clemmer- timeless principles for personal, career, and family success. A fantastic softcover book that covers leadership, principles, spirit and meaning, growth and development, focus and responsibility and much more. Very inspiring and he's Canadian!

Masonry- Protocol

- *Masonic Civility* by Ferguson available at the Grand Lodge Office.

Masonry- Philosophy

- *The Meaning of Masonry* by W. Wilmshurst – a great primer for the curious non-Mason and certainly a must read for the EA, FC or MM!! A wonderfully inspiring read!

Masonry- History

- *The Origins of Freemasonry, Scotland's century 1590-1710* by Prof. David Stevenson.
- *The Grand Design* by Prof. Wallace McLeod- historical papers by Canada's foremost authority on Freemasonry.
- *The Temple and the Lodge* by Michael Baigent and Richard Leigh.
- *The Rosicrucian Enlightenment* by Prof. Francis A. Yates –history and how the Rosicrucian movement of the Enlightenment influenced Freemasonry and the scientific revolution.

Internet Resources

- If you need to download papers/articles to read in Lodge this is a great American website-

<http://www.la-mason.com/stb1.htm>

- Canadian website for papers, information at the Grand Lodge of British Columbia-

<http://www.freemasonry.bcy.ca/info.html>

- Italian website for papers and information-

<http://www.freemasons-freemasonry.com/>

II. Organizational Resources

The Grand Lodge Website at (the new phase 1 to be in place Dec1/03). A variety of information at the provincial and local Lodge level are available.

To arrange to place your Lodge on the Manitoba Grand Lodge website internet with pictures, contact information or anything else contact David Lapp at dlapp@mts.net

To place Lodge information or contribute items of interest from your community or Lodge contact *Masonry in Manitoba* Editor Scott Howarth at scott@livewires.mb.ca or (204) 728-4565; or contact the Grand Lodge Secretary C. Rae Haldane-Wilson at 453-7410 or at internet address glsec@grandlodge.mb.ca

The Grand Lodge Archives- to explore any history in Manitoba concerning your Lodge contact Archivist Al Brock at 832-6062 or rkiv@shaw.ca

The Grand Lodge Education Committee- a great source for renewal information and people resources- training, workshops, seminars on a variety of subject matter, protocol & procedure, strategy, finance, leadership, facilitation techniques, meeting skills, effective presentations. Call the Grand Lodge office or Chairman Ted Jones at (204) 757-9280 or ted&shirley@mts.net

The Masonic Resource Centre- formerly the library at the Masonic Memorial Temple at 420 Corydon Ave. It is currently undergoing extensive renovations to upgrade equipment and expand the resources that are available to all Masons in Manitoba. Extensive collection on history, ancient and modern religions and spirituality, art & architecture, the sciences, Concordant Orders, magazines, encyclopedias, DVD and videotape rental. Books for order or for purchase. Special "Masonic Tours of the Manitoba Legislature may be arranged. The Resource Centre is to be officially opening April 04. Contact Grand Librarian RW Bro.Victor Popow at vicpop@shaw.ca or (204) 452-9307.

The Manitoba Masonic Study Group- meets four times per year last Wednesday of Sept, Nov, March and May at the Masonic Memorial Temple. Membership is \$15.00 per year and open to any Master Mason (or EA/FC). Papers are presented on a variety of subjects at each meeting. Publishes newsletters and papers on a regular basis. Contact Chairman Greg Yeo at (204) 888-8920 or gnyeo@mts.net

The Cornerstone Society- UK study group based in London. This group has a wonderful website which can be used to download all manner of current Masonic education, papers, subject matter. Access it at: <http://www.workingtools.org/>

Scottish Rite Valley of Winnipeg- at the Masonic Memorial Temple, contact Executive Secretary Brian Langtry at (204) 453-7534.

Holy Royal Arch Masonry of Manitoba- contact the Grand Scribe Stan Payne or Ted Yorke at (204) 669-4801.

Knights Templar- contact Larry Brown at (204) 668-7128 or larrydbrown@shaw.ca

Societas Rosicruciana in Canada (SRIC). Masonic Rosicrucian Society in Canada with a local College in Winnipeg. SRIC is a historical and society that meets four times per year. Contact Bro. Larry Swanson at l.swanson@shaw.ca or (204) 231-9415.

Khartum Shriners- contact Recorder, Noble Don Murray at (204) 925- 1430 or at office@khartumshriners.org

III. Speakers List

List of all members locally who are ready to provide a variety of lectures on a variety of Masonic and related topics.

What	Who	Contact Info
"The Nine Types of Intelligences"-lecture and simple survey designed to exemplify which type of intelligence you possess- logic, music, intuitive etc...	Larry Swanson	231-9415
The JRC Evans Memorial Lecturer- 03/04 "The History of Freemasonry?" Ancient origins and lost civilizations.	Greg Yeo	888-8920
Finance basics workshop; "The Hiram Key"- a short talk	John Nesbitt	488-4720
The Differences between York Rite and Canadian Ritual.	George Forzley	4zley@mb.sympatico.ca
"The Need to Know"- ritual work and obligations in the EA Degree.	Don Beattie	428-3665
"The Masonic Landmarks" and "The Essenes"- lectures	Ken Thomas	jgkt@shaw.ca
"Freemasonry in Chile" and "An unusual Masonic Mural in Chile" – lectures.	Amador Campos	832-0661
"Labyrinths- their functions and use"- lecture and full scale canvas labyrinth of Chartres Cathedral!	Iris Rountree	Through the Grand Lodge Office.
"Mozart's Masonic Opera?"- lecture	Dennis Henney	957-0744
"Is Masonry Relevant in the Modern World?" and Knights Templar short talks. "Masonic Symbolism of the Loyal Orange Order."	Ted Yorke	669-4801
"The Masonic Archives" –short talk and "10,000 years of Freemasonry"- lecture	Al Brock	832-6062
"Sacred Space" and "Masonry and the Work"- two highly charged spiritual lectures.	Ken Sweet	488-0564
Leadership workshops- inspirational, leadership, time management, strategy/strategic planning.	Victor Popow	452-9307
"Rosslyn Chapel in Scotland"- slide show and short talk; "The Masonic Apron"- short talk "Truth" in Freemasonry- PowerPoint presentation; "The Manitoba Legislature- a testament to Occult Masonry?"- PowerPoint presentation; "Ritual, its meaning and purpose"- lecture; "The Ancient Root of the Spirit of Freemasonry"- Powerpoint presentation; "The Real X Files- Freemasonry, UFO's and Global Conspiracies"- lecture.	Victor Popow	vicpop@shaw.ca

IV. Concepts, Theories and Trends

A. The Four Basic Needs

One model, called the *four needs*, from best-selling author and organizational psychologist Stephen R. Covey, states that all human beings have four basic needs. What implications if any does this model have for the individuals in your Lodge or how you might deal with them? How might you use this model with regards to your own plans or applied to your family? You might use the model to identify that different people within your Lodge have different motivations based on different requirements. Thus a Lodge Education Officer might tailor an event based on the demographic or types of Brethren he has in Lodge.

To Live- physical/economic needs.

Sufficient physical and economic resources are fundamental to survival, commonly reflected in the need for security, control, comfort and the desire to be treated fairly.

To Love- social/emotional.

People need to feel a sense of personal worth and respect- a need to love and to be loved. Leaders who recognize the need for relationships deliver products and services and treat individuals in a way that builds a sense of belonging and fosters respect.

To Learn- Mental/Intellectual.

With a need for knowledge and understanding, individuals explore new subjects and seek first to understand. Leaders who recognize this intellectual need offer the support, the products, services and opportunities to their organization to use and to develop their talents.

To Leave a Legacy- spiritual/meaning.

People need to feel that they make a difference- doing volunteer work, serving others, contributing to charities, learning and sharing new ideas, experiencing artistic and cultural creation, mentoring individuals. To meet this need leaders can ensure that products and services provide opportunities for individuals to leave the legacy that matters most to them.

B. Maslow's Hierarchy of Needs

Abraham Maslow developed a theory of personality that has influenced a number of different fields, including education. This wide influence is due in part to the high level of practicality of Maslow's theory. This theory accurately describes many realities of personal experiences. Many people find they can understand what Maslow says. They can recognize some features of their experience or behavior which is true and identifiable but which they have never put into words.

Maslow is a humanistic psychologist. Humanists do not believe that human beings are pushed and pulled by mechanical forces, either of stimuli and reinforcements (behaviorism) or of unconscious instinctual impulses (psychoanalysis). Humanists focus upon potentials. They believe that humans strive for an upper level of capabilities. Humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled "fully functioning person", "healthy personality", or as Maslow calls this level, "self-actualizing person."

Maslow has set up a hierarchic theory of needs. All of his basic needs are instinctoid, equivalent of instincts in animals. Humans start with a very weak disposition that is then fashioned fully as the person grows. If the environment is right, people will grow straight and beautiful, actualizing the potentials they have inherited. If the environment is not "right" (and mostly it is not) they will not grow tall and straight and beautiful.

Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

Physiological Needs (Most basic)

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know

what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. Maslow believes that the only reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. Ten points that educators should address are listed:

1. We should teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to *transcend their cultural conditioning* and become world citizens.
3. We should help people *discover their vocation in life*, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
4. We should teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
7. We should *refreshen consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.
9. We should teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.
10. We must teach people to be *good choosers*. They must be given practice in making good choices.

C. New Trend- The European Concept Lodge

A relatively new term in Freemasonry which refers to a lodge that usually incorporates higher dues, festive boards, a strict dress code, and higher standards of ritual work and *Masonic Education*.

D. Learning & Benjamin Blooms Taxonomy

The Three Types of Learning

In 1956 Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95% of the test question students encounter requires them to think only at the lowest possible level- the recall of information.

Bloom identified six levels within the cognitive domain from the simple recall or recognition of fact, as the lowest level, through increasingly complex and abstract levels to the highest order which is classified as evaluation.

The six levels from lowest to highest are:

Knowledge (lowest)- arrange, define, list, name, order, relate, recall, recognize, repeat.

Comprehension- classify, discuss, express, identify, locate, report, select, and translate.

Application- apply, employ, choose, demonstrate, interpret, operate, solve, use, write.

Analysis- calculate, analyze, compare, contrast, criticize, discriminate, examine, distinguish.

Synthesis- arrange, assemble, collect, create, compose, construct, design, develop, plan, write.

Evaluation (highest)- attach, appraise, argue, rate, predict, score, evaluate, choose compare.

E. Theory of Multiple Intelligences

Howard Gardner developed his theory of Multiple Intelligences (MI) as a direct challenge to the "classical view of intelligence." He believes that people are smart in more areas than math or English, and that these types of intelligences should be recognized.

Originally intended for the psychological realm of intelligence theory, MI has become widespread and very successful among educators on all levels. New intelligences are certain to be defined later, but as it stands Gardner defines eight intelligences: visual-spatial, logical-mathematical, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, linguistic, and naturalist.

These types of intelligence, when recognized in school, boost children's self-esteem by simply calling attention to their talents. Teachers can use this theory in planning lessons by keeping all kinds of intelligence in mind.

Linguistic Intelligence is defined by the following:

- A deep understanding of words and a sensitivity to the literal and figurative meanings of words, highly developed oral and written communication skills, knowledge of grammar rules and when it is appropriate to disregard those rules, sensitivity to the musical qualities and rhythms of words, knowledge of the many different uses for language, such as persuasion, information, or pleasure. Poets, writers, and public speakers are examples of linguistically intelligent people. Maya Angelou, William Shakespeare, and Abraham Lincoln are famous examples of linguistically intelligent people.

Logical-Mathematical Intelligence is defined by the following:

- An ability to understand numbers and logical concepts well, an ability to perceive numerical and logical patterns, possession of highly developed reasoning skills, an understanding of abstract analysis and functions. Physicists, computer programmers, and business executives, such as accountants, are examples of logical-mathematically intelligent people. Albert Einstein and Bill Gates are famous examples of people with strengths in this intelligence.

Musical-Rhythmic Intelligence is defined by the following criteria:

- An ability to discern and express musical forms, sensitivity to rhythm, pitch, meter, tone, or melody, sensitivity to timbre, or a highly developed ability to distinguish the sound of a violin from that of a flute, viola, human voice, or cello. Composers, musicians, and conductors are examples of careers for musically intelligent people. Beethoven, cellist Yo Yo Ma, and conductor Arturo Toscanini are famous examples of musically intelligent people.

Spatial intelligence is defined by the following criteria:

- Sensitivity to the relationship between line, color, shape, space, and form, ability to manipulate and mentally rotate real objects, the capacity to create a graphic likeness of a real object, the ability to understand the components of visual and spatial displays within the graphic arts. Graphic artists, architects, and map-makers are examples of spatially intelligent jobs. People who excel at reading maps, playing chess, drawing diagrams and illustrations, repairing machinery, understanding geometry, and completing jigsaw puzzles are spatially intelligent.

Bodily-Kinesthetic intelligence is defined by the following criteria:

- Highly developed coordination, balance, dexterity, strength, speed, and flexibility, expertise in using the entire body to relate thoughts and feelings, an ability to manipulate objects skillfully, using both fine and gross motor movements. Dancers, football players, and gymnasts are examples of bodily-kinesthetic intelligence. Classmate Camille Dierterle, Joe Montana, and Kerrie Strug are examples of people with this intelligence.

Interpersonal Intelligence is defined by the following criteria:

- An ability to perceive and make distinctions in the moods, characteristics, intentions, temperaments, motivations, and feelings of other people, a sensitivity to those distinctions, acknowledged by treating each individual with their personal distinctions in mind. Those who have highly developed interpersonal intelligence are successful leaders, bosses, public speakers, and military officers. Martin Luther King Jr., Franklin Roosevelt, and Norman Schwarzkopf are famous examples of successful people with interpersonal intelligence.

Intrapersonal Intelligence is defined by the following criteria:

- Highly developed self-knowledge, defined as having accurate knowledge of one's dreams, goals, strengths, limitations, moods, anxieties, desires, and motivations, the ability to act on the basis of self-knowledge, creating environments, guiding behavior, and making decisions based on an accurate picture of oneself. People that have intrapersonal intelligence know themselves well. They aren't forced into molds, and they make decisions based on what is right for themselves. They possess a strong sense of identity and purpose.

F. Emotional Intelligence (EI)

Emotional intelligence, "is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Mayer & Salovey, 1993: 433). According to Salovey & Mayer (1990), EI subsumes Gardner's inter- and intrapersonal intelligences, and involves abilities that may be categorized into five domains:

Self-awareness:

Observing yourself and recognizing a feeling as it happens.

Managing emotions:

Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.

Motivating oneself:

Channeling emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.

Empathy:

Sensitivity to others' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.

Handling relationships:

Managing emotions in others; social competence and social skills.

Why is emotional intelligence important?

Researchers investigated dimensions of emotional intelligence (EI) by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term "emotional intelligence" came into use. Grade school teachers have been teaching the rudiments of emotional intelligence since 1978, with the development of the Self Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at "raise[ing] the level of social and emotional competence" (Goleman, 1995: 262). Social scientists are just beginning to uncover the relationship of EI to other phenomenon, e.g., leadership (Ashforth and Humphrey, 1995), group performance (Williams & Sternberg, 1988), individual performance, interpersonal/social exchange, managing change, and conducting performance evaluations (Goleman, 1995). And according to Goleman (1995: 160), "Emotional intelligence, the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come."

G. Effective Presentations

The fear of public speaking ranks right up there with death and a Government of Canada Tax audit for most Masons. What we will attempt to do here is give you tips, techniques and support when it comes time to make a presentation.

What do we define as a presentation? Well, in the broadest sense, it's every encounter you have with every person you ever meet. It's when you sit squirming in an interviewer's chair trying to be eloquent when you are asked why you left your last job. More specifically, however, we're going to talk about the *business presentation or Masonic presentation*. Whenever you are asked to appear in front of one or more people for the purpose of explaining, educating, convincing, or otherwise conveying information to them, you have a presentation.

Compressed to it's essence, a presentation consists of three most basic elements: *you, your audience, and your tools*.

In this series, we'll look at each one, starting off with planning for your visuals and support materials.

The central purpose of any presentation, written, oral or visual, is communication. To communicate effectively, you must state your facts in a simple, concise and interesting manner.

It has been statistically proven that the people learn more readily and retain more information, when learning is reinforced by visualization. You can entertain, inform, excite and even shock an audience by the proper integration of visual images into virtually any exchange of information.

Meetings that might normally be considered dull, or a chore to be avoided, can be transformed into exciting productions that grab the attention of the viewers.

This kind of presentation maximizes the audience retention of the subject matter. The phrase "*a picture is worth a thousand words*" has existed since the Winnipeg Free Press discovered the value of visuals in the news business. This remains true to this day. Simple, clear, concise visual images, briskly paced and sprinkled with attention-grabbing graphics will lend support to your spoken words. This leaves your audience with a positive attitude toward you and your product, service or proposal.

Visuals in business should be used in support of the spoken or written word, and not in lieu of it. A well-developed concept and effective script are the essential elements of any presentation. Regardless of their form, they should be the first and most important phase of its development. When the concept begins to take final form, the visuals are developed around it.

This is not to imply that AV design should be placed near the end of the project. You must begin mentally planning your visuals at the beginning of the design process. Hastily designed and produced visuals can doom a presentation (and a presenter,) where well-planned and executed images add tremendous strength. Concepts that are difficult to grasp can be communicated quickly and easily through the intelligent use of professionally produced visuals. This allows you the freedom to communicate more complex subject matter in a more efficient manner, adding support and impact to your script.

Finally, your presentation should be entertaining. It should leave the audience feeling better more inspired when they leave and that impression will carry over to both your subject matter and yourself.

1. Know your subject matter

While this first point may seem obvious, it is very important that you research every nuance of your subject. Read reports and look up information about the subject with the specific purpose of writing a presentation script. When examined in this light, new ideas and alternative ways of thinking often develop. The ability to present a subject with confidence directly affects your audience's impressions and will help keep their attention.

This is especially important when giving a design presentation or proposal since you are in effect "selling" your ideas to the audience. This applies whether the audience is a potential client or your own board of directors.

2. Know your audience

A small amount of research into the makeup of your audience will reap large benefits on presentation day. An engineering presentation in which the audience expects or requires highly detailed technical illustrations and data might be inappropriate when presented to a non-technical group. This would be true even though the basic subject matter is nearly identical.

*If a small amount of research will help you,
imagine what a moderate amount will do!*

3. Develop a theme

All presentations, regardless of their complexity, are designed with a single purpose. Whether that purpose is to sell, educate, or for pure entertainment, state that purpose to yourself at the beginning of the development process. *Keep this purpose in mind always.*

4. Prepare your script

The script does not necessarily have to be a work of literary excellence. For some, simple notes on 3 x 5 file cards are sufficient. Other presenters and presentations require a carefully composed, professionally developed script. The exact form of the script depends on the formality of the presentation, the make up of the audience and who will be presenting it. Any presentation script, regardless of complexity is like any other business correspondence. It should consist of the same four basic parts, an opening, body, summary and closing.

The Opening

The opening of the presentation sets the stage for what is to follow. Participants are introduced and the purpose of the presentation is stated. You should also present a VERY BRIEF summary or outline of the points to be covered. This helps keep your audience oriented properly within the framework of your script.

The Body

This is the part of the script in which the bulk of the subject matter is presented. The body of a long presentation should be separated into smaller, easily assimilated modules. Each module or sub-section should make a single point or convey one idea. These sub-sections should each have their own simple opening, body and summary.

The Summary

This portion should be *very brief and simple*. Here is your chance to reinforce the central theme and purpose of your presentation. Briefly emphasize the key points and main ideas of your script in this section.

There is an old axiom that says ... "Tell them what you are going to tell them, tell them, and then tell them what you told them." This pretty well sums it up.

Question and answer sessions often follow a final summary and are very productive if managed properly. You should encourage questions from the audience if time or format permits, but be

prepared to answer them. If you do not know the correct answer to a question, don't try to fake it. You should refer the question to someone who can answer it correctly or make a note to yourself to obtain the answer later. When you do, contact the person or persons who asked it as soon as possible. This makes an excellent door opener for follow up calls.

Old Speakers Trick: If you Don't want any questions, look the audience over and ask if there are any questions. This puts pressure on the audience and makes many of them choke, and therefore, not respond.

The Closing

In a well-structured closing, points raised during the question and answer session (if any) are summarized and any handout material that was not required during the presentation is distributed. Handout material which emphasizes each key point or idea permits your audience to review the subject and assures that your words will remain fresh in their minds. *Handout material should not be distributed before a presentation unless it is critical to the theme since it invariably leads to audience distraction.*

5. Select the proper visual aids

With the script developed and the audience research completed, this decision should be simple. A five-minute presentation to a three person audience is probably best made with handout material alone, or even simple flip charts. Larger audiences might be effectively reached by using a few simple overhead transparencies. A half hour training or sales presentation may clearly indicate a 35 millimeter slide show or even video. If the resources are available, dual projector dissolve presentations have a natural continuity and convey a more professional image at an economical price.

The resolution, brightness and availability of LCD Computer/Video projectors continues to improve. Home-built, laptop based presentations are becoming very popular. Many speakers, however believe these are a direct substitute for overheads. (Well some of them DO go on an overhead projector, right?) Traditional overhead transparencies were great for lighted rooms, where people could take notes. Most LCD Projectors just are not that bright, and might be more aptly used as an alternative to 35mm Slides. Single gun, 400 or 600 lumen projectors are still very expensive. Today, a projector that you can use in a partially lighted room starts at about \$5,000, but then again, there's always tomorrow.

Major presentations at annual meetings, trade shows, sales conferences, and presentations to stockholders or client proposals can dictate an all out effort with professionally produced special effects, video and all manner of glitz and expense.

Good presentation visuals, however, do not necessarily have to be expensive. When properly planned and produced, simple, well-designed graphics add professionalism and impact to virtually any show. Even presentations working within a limited budget can benefit from images created on a professional graphics system by professional audio-visual designers. The proper use of text images, charts and graphs as well as the correct type of chart or graph to use in various circumstances is the subject of another article in this series. I will, however, touch on a few of the deadly design sins of presentation visuals a bit later.

6. Produce the visuals

If the previous steps have been carefully followed, this can be the easiest part of preparing your presentation.

With careful, timely planning, the only task remaining is mechanical process of production. The complete and accurate planning that you have done to this point assures a smooth production cycle without the need for unnecessary last minute changes. This is true whether you use Magic

Markers to prepare flip charts on a newsprint pad or require a nine projector slide presentation with live video.

Today's computer graphics products permit you to make changes and alterations that could not be accomplished using any other method of production. While last minute changes are possible, avoiding them can still help cut the cost of your presentation by eliminating revision and rush fees.

7. Rehearse over and over....

Your final script and outline permit you to rehearse your presentation even before your visuals are completed. This assures that when your final images are prepared and ready, you will be as well.

If you'd like to really test your mettle, drag out the camcorder and tape your rehearsal. Just keep in mind, no one expects you to be Bro. Winston Churchill.

8. Presentation day

On the day of the presentation, arrive and set up early. Have spare projector bulbs and extra copies of the handout material close at hand.

You have your visuals, you are well rehearsed, the room is set up and the participants are all prepared. Speak clearly and with authority. A little humor if tastefully added can help break the tension of the moment. There should be no surprises. Make certain that the audience questions have been addressed, and of course, thank everyone for attending.

9. Follow up

Check back with the attendants and participants to assure that your presentation goals were met. A questionnaire distributed at the end of your presentation can be a source of critical information for follow up calls or future presentations. Encourage the attendants to call or write with any questions that they did not get answered during the presentation.