

Title: Outdoor Action Leadership & Group Dynamics Workshop

Category: Group Dynamics

Program: Outdoor Action Program, Princeton University

Date: 3/8/98

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Type: Teaching Plan

These are my workshop notes, as such they include some shorthand. Hope it's helpful.

1. Setting the Tone - (20 minutes)

We learn to lead by experience. Today is an opportunity to experience leading and facilitating in a group setting and to observe what roles you play in a group. We will offer some tools for observation and action that will help you to be a more effective leaders and facilitator. There will be group exercises, one-on-one, journal writing, a range of things. Some may be things you have done before. (**Think about ways to give each individual a concrete opportunity to lead & facilitate during the day and to get feedback for that. One possibility is to have individuals lead some of the group games etc. Hand them instructions and let them figure it out).**

Goals:

- Meet people
- Relax & be who you are
- Neutral ground
- Fun
- Introduce the concept of setting the tone
- Feel more comfortable
- Begin to develop sense of group identity

Try Toss-a-name Game in small groups then let people pair up and talk for 2 minutes, then come back to whole group and partner introduces name and fact about person
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Activities:

1. Active Game - to loosen people up, fun possibly: Hog Call (SB p. 99 & QS p. 202 two lines facing each other, create word pair, move lines to opposite ends of room, find pair, sit down & talk, then introduce each other). Create into small "base groups" (have morning base group then different afternoon base group) (5-8 people mixed - Need a Randomizer Activity to create these groups - Paper Tear Up creating similar shapes?). **(5-10 minutes - student).**
2. Name Game: Toss-a-name Game, Where in the Circle Am I (QS p.93), Name by Name (QS p.128) **(10-15 minutes - student) If group large do smaller groups and then have small groups have to introduce each other the rest of group**
3. Lecture - Setting the Tone: **(10 minutes) - keep it short & focused**
 - Give group the background for the OB story (28 day coed trip 18-22 year old 6 males, 4 females, coed instructors). Ask group what would they do on the first day of the trip. Then tell the story (OB run & dip example). Relate the tone to group goals.
 - Ask questions of the group
 - What happens when a group first comes together?
 - What did this group do?
 - What role does the facilitator play?

- Activities chosen to set the tone are based on
 - The goals of the experience
 - Goals set by the group
 - Based on these the facilitator develops a “Sequence” designed to move the group towards the goals of the experience and the group’s goals keeping in mind what stage of development the group is in (see GRABBS below). Emphasize that the facilitator must be flexible in route to the goal(s). The sequence can be generally set up in advance but it must move with the group (Situational Leadership).

Debrief:

Puzzle as a personal journal tool?

2. Setting Group Goals - (10 minutes)

Goals:

- To introduce the idea of the Group Contract
- Set up basic norms for this group’s operation.
- To introduce the idea of providing a space for groups to set their own goals.
- Create base groups that will spend time together throughout the day in order to experience group development and process.

Group Contract:

Remind group about the contracts from the previous week. Good to keep Group Contract sheets from before.

3. Leadership Styles - (1 hour 15 minutes)

Goals:

- To introduce the framework of Situational Leadership
- To introduce the concept of Task Roles and Relationship Roles as specific leadership behaviors that can be developed and enhanced.
- To provide a minor “baseline” for participants about their current style areas.
- To expose leaders to the issues of gender differences in co-leadership and how to model more gender inclusive behavior.
- To understand the nature of Space Tolerance and its correlation with gender.

Activities:

1. Task Relationship Roles Self Assessment (**5 minutes - Rick**)
2. Group Game - to liven things up after break if needed (**5 minutes - student**) - game can also serve to split into groups for next activity (or do it as base groups)
3. Men’s & Women’s Leadership Exercise (**15 minutes - student**)
4. Do Bridge Building
5. Explain Situational Leadership

Men's & Women's Leadership Exercise:

1. Brainstorm stereotypes for leadership traits for men. Each small group is given 3 blue sticky labels to write 1 on each.
2. Brainstorm stereotypes for leadership traits for women. Each small group is given 3 white sticky labels to write 1 on each.
3. One person volunteers to be the "male" and one the "female" It is good to have props (hats, etc.) that help establish the role. A representative of each group then goes up and places their male stickers on the "male" and female stickers on the "female" explaining what they meant. What you are left with is a pretty good split based on Task Roles (men) and Relationship Roles (women).

Sample Male

delegative skills
authoritative
stoic
public speaking
motivation skills
inspire confidence
take charge
task oriented

Sample Female

compassionate
listening skills
team approach
collaborative
inclusive about input
nurturing
conflict resolution
supportive

Now look at the sticky labels and see which ones from the "female" you would want to move to the "male" and which ones from the "male" you would want to move to the "female." The point is not for men and women to be exactly the same in their leadership styles, but rather to identify that there are differences, but that a holistic leader is someone who has skills in both areas.

Think about doing this and then assigning men to take one several "female" roles and women to take on several "male" roles in ensuing activities.

Assign leadership roles based on flash assessment of who can handle which role. Let Laissez-faire person know that they should observe the group carefully to see what happens.

Possibly decrease the time spent on rating the bridges and increase debriefing time in each group. Why score? - Helps to create motivation in the group over the project (competition). Sequence:

1. Build
2. Vote
3. Roles
4. Debrief as group
5. SLT

1. Bridge Building (**30 minutes - student**)
2. Debrief Bridge Building as a large group (**10 minutes - Rick**)
 - Ask people what Take/Relationship roles they played during the Bridge building.
 - What roles did they have as participants? What roles did leader take on?
 - Explain Authoritarian, Democratic & Laissez-faire style -
 - What made a particular style most effective in this situation? (Probably Demo or Laissez based on intelligence of group and general inexperience with task).
 - Which is best? (None, it depends on the situation and the needs of the group.)

- Explain that the scores relate *only* to how that style is appropriate for the bridge building situation.
- When do you use one style over another? (Lead-in to Situational Leadership Model)
- Look at your Task/Relationship score

3. Situational Leadership Model (SLT) *(15 minutes - Rick)*

- Using Authoritarian, Democratic & Laissez-faire styles, and Task/Relationship questionnaire, build the model on the board.
- Relate assessment to Leaders Radar
- Talk about the authority one has as a leader, refer back to an Icebreaker

Learning to be an effective leader is one of the most demanding tasks you will face. Some of the responsibilities and roles you will need to play are listed below.

Leader Responsibilities

- Safety
- Honesty
- Establish trust
- Teach skills
- Be vulnerable
- Role model
- Provide balance
- Adapt to situation(s)
- Make decisions
- Provide motivation
- Facilitate group interaction
- Move group from A ➔ B
- Be sensitive to needs of group
- Deal with expectations of others

Leader Roles

- Listener
- Confidant
- Initiator
- Decision-maker
- Mediator
- Observer
- Authority
- Advisor
- Communicator
- Friend
- Advocate

Functions of A Leader:

This model of leadership is based on the premise that in working with a group there are two basic functions that need to be attended to. One is working to accomplish the tasks the group has set out to do. The other is the ongoing maintenance and development of relationships within the group. Thus there are two basic types of roles or behaviors for leaders to engage in—Task Roles and Relationship Roles. Examples of these roles are identified below.

Task Roles/Functions/Behaviors

- **Information and Opinion Giver:** Offers facts, opinions ideas, suggestions, and relevant information to help group discussion.
- **Information and Opinion Seeker:** Asks for facts, information, opinions, ideas, and feelings from other members to help group discussion.
- **Starter:** Proposes goals and tasks to initiate action within the group.
- **Direction Giver:** Develops plans on how to proceed and focuses attention on the task to be done.
- **Summarizer:** Pulls together related ideas or suggestions and restates and summarizes major points discussed.

- Coordinator: Shows relationships among various ideas by pulling them together and harmonizes activities of various subgroups and members.
- Diagnoser: Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals
- Energizer: Stimulates a higher quality of work from the group.
- Reality Tester: Examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work.
- Evaluator: Compares group decisions and accomplishments with group standards and goals.

Relationship Roles/Functions/Behaviors

- Encourager of Participation: Warmly encourages everyone to participate giving recognition for contributions, demonstrating acceptance and openness to ideas of others, is friendly and responsive to group members
- Harmonizer and Compromiser: Persuades members to analyze constructively their differences in opinions, searches for common elements in conflicts and tries to reconcile disagreements.
- Tension Reliever: Eases tensions and increases the enjoyment of the group members by joking, suggesting breaks, and proposing fun approaches to group work.
- Communication Helper: Shows good communications skills and makes sure that each group member understands what the other members are saying.
- Evaluator of Emotional Climate: Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both.
- Process Observer: Watches the process by which the group is working and uses the observations to help examine group effectiveness.
- Standard Setter: Expresses group standards and goals to make members aware of the direction of the work and the progress being made toward the goal and to get open acceptance of group norms and procedures.
- Active Listener: Listens and serves as an interested audience for other members, is receptive to others' ideas, goes along with the group when not in disagreement.
- Trust Builder: Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality.
- Interpersonal Problem Solver: Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness.

The notion that leadership is *distributed* enters in because all of these roles do not need to be fulfilled by the leader. In many instances a member of the group may be the Energizer who gets people psyched to get out of bed in the morning etc. As the group matures and develops into a cohesive entity, the participants take on more of these roles and the leaders can play less of an active role.

Situational Leadership:

Situational Leadership Theory (SLT) takes the Distributed Functions Model of leadership one step further by stating that there is a most effective style of leadership in any particular situation (See Figure 9.2).

SLT states that Task Behavior is the extent to which a leader engages in **one-way communication** by explaining what participants are supposed to do as well as when, where, and how tasks are to be accomplished. Relationship Behavior is the extent to which a leader engages in **two-way communication** by providing emotional support, "strokes" and facilitating behaviors.

SLT is based on interplay between

- The amount of direction (task behavior) the leaders give,
- The amount of emotional support the leaders provide, and
- The “maturity” level that participants exhibit on a specific task, function, or objective.

Participant Maturity is defined as the capacity to set high but attainable goals (achievement motivation), willingness and ability to take responsibility, and education and/or experience of and individual or group. These variables should be considered only in relation to a specific task to be performed.

Example: On the first day of a canoeing trip the participants have a low maturity. Most have never done it before. They don't know the strokes, the terminology, or how to canoe with a partner. Also the group is new to the area and each other. On the fourth day of the trip, the group probably has a high degree of maturity in canoeing. They have learned how to successfully maneuver the canoe and how to work together with a partner. They may be able to handle easy whitewater that you would not have taken them down the first day.

SLT defines four general styles of leadership based on the degree of Task Behavior and the degree of Relationship Behavior (see the diagram below).

High Task/Low Relationship Behavior - is referred to as “telling” because this style is characterized by one-way communication in which the leader defines the roles of participant(s) and tells them what, how, when, and where to do various tasks.

High Task/High Relationship Behavior - is referred to as “selling” because with this style most of the direction is still provided by the leader. S/he also attempts through two-way communication and emotional support to get the participant(s) to buy into decisions that have to be made.

Low Task /High Relationship Behavior - is called “participating” because with this style the leader and the participant(s) now share in decision making through two-way communication and much facilitating behavior from the leader since the participant(s) have the ability and knowledge to do the task.

Low Task/Low Relationship Behavior - is labeled “delegating” because the style involves letting participant(s) “run their own show.” The leader delegates since the participant(s) are high in maturity, being both willing and able to take responsibility for directing their own behavior.

SLT connects the style of leadership with the maturity level of the group. That is, to determine the most effective style of leadership, first determine the maturity level of the group in relation to the specific task. Then draw a line from the maturity level axis to the bell-shaped curve in the drawing. The intersection of the line and the bell curve indicates the most effective leadership style for that situation. As the group matures, the most effective style of leadership changes along the bell curve. If this seems contrived or like organizational development mumbo-jumbo, it's not. Just look at what happens with the next group you are in, watch the role people are playing, and, if the group is working well, how things change.

So SLT is about Assessment and Sequencing. Think about it like first aid:

1. “Scene Assessment” - What is going on?
2. “Patient Assessment” - Where is the group and individuals within the group?

3. “Problem List or Needs List - What does the group need?
4. “Treatment Plan” - What can I do here to facilitate these needs and move group towards it’s goals?
5. “Monitor” - How is the group doing?
6. “Reassess” - Are my activities/interventions working? Do I need to change the sequence or activity plan?

Give Group a Scenario and ask them to “Play Out” Situational Leadership: You are in a one-on-one tutoring situation with a young boy from an inner city neighborhood in Trenton. He is having trouble keeping up with math. What is your planned approach for when you meet him for your first tutoring session? What changes as you meet with him regularly?

Example: On the first day of a trip the participants have a low maturity when it comes to setting up camp. The most effective leadership style is High Task/Low Relationship (Telling) since participants need to be taught how and where to set things up. On the fourth day of the trip, the group probably has a high degree of maturity in relation to setting up camp. In this case the most effective leadership style is Low Task/Low Relationship (Delegating) since the participants can handle it on their own.

The important point to remember regarding SLT is that **there is no one “best” way to be a leader**. Rather, from one situation to the next there is a **most effective style**. As situations change, the tasks change and so do the maturity levels of the individual or group in relation to the task. Thus, throughout the trip you will be changing your style in order to provide the most effective leadership. This also does not mean that using another style off of the bell curve is “wrong” but it probably will be less effective or appropriate.

Example: On the fourth day of the trip, the participants know what to do about setting up camp and are good at doing it themselves. If the leader(s) use a High Task/Low Relationship style the participants are likely to wonder why they are being “told” what to do and may get frustrated or angry with the leader(s).

As the group matures they take on more responsibility for running the group both in terms of tasks and relationships. The Distributed Functions Model comes in here because the participants have begun to take on many of the leadership roles originally provided by the leaders. As much as possible it is a goal to move to a Delegating style (as long as the participants are ready for it) since this helps to facilitate growth through the Cycle of Change.

Use of different leadership styles may vary with

- Age of group
- Motivation of participants
- Trip situations/activities
- Safety issues

For example: When teaching an important skill you would be more task oriented. Also in any emergency situation you need to take quick charge of things via the task oriented style. Remember to use your “leader’s radar” to assess not only the state of maturity of the group but also the maturity of each individual. You may need to use one style with the entire group and different styles with individuals within the group.

Modifying Levels of Maturity

- **Developmental Approach** - Maturity can be increased by the leaders using a little less task behavior (direction) allowing the participant(s) to take on more responsibility. If this responsibility is well handled,

the leader should encourage the participant(s) with a slight increase in relationship behavior (encouragement). *Keep in mind that the movement towards changing leadership styles must be gradual.* As the participant(s) reach moderate levels of maturity the leaders can begin to reduce both task behavior and relationship behavior. The reduction in relationship behavior means that the participant(s) have reached a point where they are confident enough and sharing enough among themselves that the leaders do not need to provide so much.

- **Regressive Approach** - It is possible that as the situation changes the groups maturity can decrease. If this occurs the leader(s) must modify their style in the opposite direction on the bell curve by increasing task and relationship behavior. **Remember the use of Natural Consequences and your Group Contract if things start to slip.**

Example: On the fourth day of the trip it is pouring rain. When the group gets into camp everyone just stands around somewhat mopey. Even though they know what to do, the weather has gotten to them and their maturity level has decreased. The leaders need to become more directive in terms of task behavior to get camp set up and to increase relationship behavior to help lift people's spirits.

BREAK - (10 minutes)

4. Listening Skills - (45 minutes)

Goals:

- To provide information about specific active listening skills
- To refresh some listening tools that participants already have.
- To bring the process of listening to consciousness.
- To understand Positive and Constructive Feedback.

Introduction:

You may want to tailor the following questions to the group you are working with. Give them an opportunity to talk about how listening will be important to their particular work or goals (i.e. as a youth group, as a staff member, as an adult working with children. etc.)

- What is listening?
- Why do we do it?
- What opportunities will you have to listen in the group(s) you are in?

Activity:

- ~~1. Listening Game options – Smaug's Jewels, Bat and Moth (Listening metaphor activities)~~
- 2. Start with nonverbal communication. Use dyads or small groups. Have people use pick out feeling cards and have to mime them to others.**
3. Dyad series where two people are listening and communicating. Use a creative way to pair up for the first dyad (find a person with the same favorite color, or hobby, etc.). As dyads continue, switch with pair to your right (All A's move to right 1)
 - Option - Start with Feeling Cards - each person gets a card and has to communicate that feeling non-verbally to the other person. Or person with feeling card talks about what they had for lunch with that feeling, other person has to guess what they are feeling

- Dyad 1 - partners sit back to back. Listener may not give verbal or physical responses of any kind. Simply listen. Choose a light topic: (My favorite movie and why). The speaker talks for 2 minutes, then the listener has 1 minute to give back content only. Switch. Bring the group back together for processing.

Processing Dyad 1: How did this feel as a listener? How did you feel as a speaker? What were the reasons for your comfort/discomfort? Based on your group, different issues will come up. Here are some things to be aware of in processing:

- Though not being able to respond is uncomfortable, it gives the speaker room to speak their own thoughts and know they will be heard. When a listener starts to ask questions, s/he takes control of the process. This exercise allows us to practice letting the speaker be in control.
 - Some people will feel uncomfortable with this first exercise because it feels contrived. Hopefully, someone in the group will express that they liked it because they felt affirmed. Raise the point that people have different needs for listening and talking, which is something to be aware of as a listener.
- Dyad 2 - Pick a partner that you haven't ever spoken to before. Sit front to front. This time, you can give short verbal responses (SVR's). Examples of SVR's are "Yes, OK, I see, hmm." Choose a deeper topic: How you felt on your first OA/SVC experience. Speaker talks for 2 minutes. Listener gives back content for 1 minute.
 - Processing Dyad 2: How did this exercise feel in comparison to the last one? Were you more or less comfortable as a speaker? Why? Were you more or less comfortable as a listener? What was positive and what was negative for each role? Why? Do you ever go to a concert and close your eyes to listen? What would it be like to listen blindfolded?
 - During this exercise, walk around and watch people. Note body language; people will both have crossed legs, they will lean in a certain way, or fiddle with their hair. This is an unconscious process known as "matching" Many of us do it without thinking, but it is a way to establish rapport while listening. Puts people on same eye level, open body position versus closed. You can watch how body posture changes during the conversation. Matching the speakers' tone of voice, tempo, and body posture are some ways we match the person we are talking to. What are some other ways?

~~Interlude: Feeling Charades—could do this 1:1 with Feeling Cards~~

Tool - How to Give Back Content: A good way to check on communication is for the listener to give feedback to the speaker about what they heard. This can be checking report (receipt) about the content, or can offer feedback on

- Dyad 3 - New partner. Sit front to front. You can give short verbal responses once again. Topic: Your favorite place and why? Or your most recent challenge. Speaker 2 minutes; listener gives back feelings not content, and speaker just listens. Stop. Now let speaker and listener negotiate to get feelings correct. Switch. Bring the group back together for processing.
 - Processing Dyad 3: How did this exercise compare to the other two?
 - Sifting for emotions may feel affirming and comfortable for some, but it is in fact a risky business. Ask if any people had someone get an emotion wrong, or not quite right. If it didn't happen in the dyads, has this ever happened at another time? When someone gets an emotion wrong, it feels lousy. What did you do to

- Though giving back content may feel like a stilted process, it's a very powerful too. Model it throughout as you process, but only let people know that you have been doing it right at the end. The process of giving back what you heard is called "giving a receipt." It allows you to show that you've listened, or gives you a second chance to get it right. Give receipts, and ask for them. Are there different situations where you would give back different kinds of receipts? When people were back to back, some felt that they had the space to speak. Are there other kinds of receipts you can give back that give people space to speak (nonverbal responses, body language, etc.)?
- Could do one more Dyad where you negotiate about meaning.
- Closing - These three dyads are different tool that can be used at different times
 1. Sometimes you give no response and just listen,
 2. Sometimes you give back content to let the person know you have heard them, and
 3. Sometimes you go for a feeling to see if you have understood.

Providing Feedback (10 minutes)

Feedback is can best be presented in one of the two ways:

- **Positive Feedback:** focus specific comments on behaviors of the person that worked well to achieve the stated goals.
- **Constructive Feedback:** focus specific comments on behaviors that did not effectively meet the stated goals.

Listening Exercises:

Mirage - QS p. 174

Debrief:

LUNCH BREAK - (45 minutes)

Lunch can be several things depending on whether people are going off on their own for lunch or staying and eating together. If staying look at the potential goals below. Otherwise, have them go off and eat together with people they don't know. Could also give them an assignment to come up with a new group game or their favorite group game to share with the rest of folks during the afternoon. It should have a good storyline, be well rehearsed, etc.

Goals:

- To continue building the base groups to give participants more experience of group process in action (listening, conflict, stages of development, etc.)
- To provide an opportunity for group members to “check-in” on how base group is doing with its goals.
- To provide an opportunity for group members to see how individual members are doing with their goals (if this information was shared).

Activity:

Groups will split up into base groups and be given a task to accomplish during lunch. Part of this will include “checking in” to see how they are doing with their group goals and personal goals. Look at Goals from SMART and see how they are being met.

Debrief:

5. Stages of Group Development - (30 minutes)**Goals:**

- Provide participants with a framework to understand the process of individual growth and what points they are needed as a facilitator.
- Provide participants with a framework to understand the stages a group goes through as it matures and to understand what role the facilitator plays at those different stages.
- Relate stages of group development to Situational Leadership.

Activities:

1. Game - to liven people up after lunch if needed- **(5 minutes - student)**
2. Stages of Group Development (Forming, Norming, Storming, Performing, Transforming) -
 - Ask small groups to talk about how their interactions have changed from when they first got together in the morning and throughout the day? What did you notice about the group’s interactions? Did you change the way you behaved within the group? How?
3. Follow this with a short lecture on the Stages of Group Development. Relate this back to Situational Leadership and the need for them as facilitators to check on where the group is and modify the facilitation based on that. **(10-15 minutes - PBC staff)**
4. Role-Play Stages of Group Development - have each group of off and develop a skit a particular stage. Then role-play the stage for the rest of the group - 2 minutes. This could be giving them all the same scenarios and letting them do different stages. Could also be having each group figure out all 5 but only role-play 1. **(10-15 minutes - PBC staff)**

Stages of Group Development

- Forming
- Storming
- Norming
- Performing

Sometimes it is hard to say where the group is in these stages of development since different groups' experience different "strengths" of these stages. Being in a group is not always "warm and fuzzy." There are "cold and prickly" moments. This is a natural part of the process, like weather or like being in a family (a group). Basically in any group there is a Beginning, Middle and End. You need to plan for your group a Beginning, a Middle, and an End.

Basic Stages of Group Development

- 1. FORMING - "Getting Acquainted"** - This first stage is characterized by a sense of uncertainty and awkwardness and perhaps anxiety. Participants may be unsure of what to do and how to do it. The "rules of the road" - group norms and standards have yet to be defined and participants are eagerly looking to find out what is okay and not okay. Leaders need to set the tone for group behavior, activities, and interactions (see Norms below). Most people are polite as they try to put their "best foot forward." The result is a superficial level of harmony and cooperation. This serves the purpose of getting the group started and off the ground in terms of motivation and commitment. Members may tend to verbalize how close they feel to each other, and may develop quite a group spirit due to successful task accomplishment. Leadership at this point should be a combination of High Task/Low Relationship (Telling) in terms of teaching skills and establishing norms moving to High Task/High Relationship (Selling) to get everyone involved and interacting in the group. ***(What roles should you be playing as a leader in this stage?) - Setting the tone, Group Contract, goal setting with the group. Starting to build trust.***
- 2. STORMING - "Struggling Forward"** - This next stage is characterized by individual assertive behavior that may result in some group instability and conflict. Conflict simply means the expression of different viewpoints and the ability for members of the group to disagree openly (which means that some level of trust must be present). Conflict may involve dissatisfaction with the group's progress. Participants have begun to feel comfortable enough with their new environment to take some risks in revealing more of their personalities. Each person wants to feel a sense of individual importance and influence on the group - "finding a niche." This becomes more evident as increasing responsibility is shifted to the group as they move into moderate levels of maturity. The Leadership style that may be most effective is High Task/High Relationship (Selling). Leaders should not be surprised if some conflicts develop in the group at this stage. Remember that conflict is part of the natural process of the group becoming self-sustaining. It let individuals express the differences and negotiate their own needs. Remind participants about the GC. Make sure that everyone gets an opportunity to share their ideas and opinions (let quiet people talk and loud people listen). ***(What roles should you be playing as a leader in this stage?)***
- 3. NORMING - "Becoming Personal"** - This stage is characterized by a growth of affection and establishment of personal relationships. Participants will begin to take responsibility for resolving conflicts and strengthen friendships. The Leadership style that may be most effective is Low Task/High Relationship (Participating) since the group is competent regarding tasks but needs assistance and support in terms of relationships. ***(What roles should you be playing as a leader in this stage?)***
- 4. PERFORMING - "Working Together"** - This stage is characterized by harmony among group members. Participants look outwards to see how other people in the group are doing to make sure all are supported. Decision making and problem solving will be shared within the group. At this stage the group is mature enough to attend to its own needs both in terms of task and relationship matters. The leadership style that would be most effective would be Low Task/Low Relationship (Delegating). In the

performing stage the group often is working so well that things are easy. This may be a time that leaders need to work to keep the group challenged so they don't get bored or complacent. ***(What roles should you be playing as a leader in this stage?)***

5. **TRANSFORMING - "Transference"** - [Just mention this as a 5th stage. Deal with it in Wilderness Leadership.] This final part of the group process is essential in making sure that the trip is not remembered as "just a fun couple days in the woods." It is important that participants be able to transfer the things that they have learned about themselves and being in a group back to their regular lives. This is accomplished through the debriefing process. ***(What roles should you be playing as a leader in this stage?)***

Another issue is how the group relates to the facilitator. This typically goes through three stages:

- Initial Dependency
 - Counter-dependency (dump the facilitator s/he is setting us up)
 - Independence
3. Activity - that illustrates stages of group development (could be groups role playing different stages) ***(10 minutes)***
4. Sequencing - A short lecture proper group develop requires the facilitator to sequence events based on group goals and on the stage the group is in (Situational Leadership & Stages of Group Development). A primary facilitator tool for this is the GRABBS inventory. ***(5 minutes)***

Possible Activities:

- Possibly have a dyad discussion of challenge.
- Possibly have an activity on diversity
- Fish Bowl Exercise on Gender Communication - do men first talking about being with all men and being with coed. Then do women talking about their experiences of being with all women and being with coed. Can have facilitator created questions or ask participants to create questions to leave in a bowl for other sex to pull out and respond to ***(needs significant processing time)***
- Design activities to facilitate the experience of space consciousness particular as it applies to gender and race issues. For example:
 - Do a small group discussion on a topic where people with even birth dates can talk while people with odd birth dates have to listen. Switch.
 - Discussion where women must be silent. Then men must be silent (and have question be about what it's like to be one of a few women in a coed class.)

Debrief:

6. Dealing with Conflict & Problem Scenarios (60 minutes)

Goals:

- To let leaders experience problem solving on real life trip situations.
- To let leaders experience co-leadership.
- Help participants recognize conflict situations.
- Help participants understand that conflict is a natural part (and often healthy) part of a group's development.
- Conflict is an opportunity to learn about each other.

- Recognize productive conflict versus non-productive conflict.

Activity: (55 minutes)

- Create Triads for role-playing. Do trust activity with triads to build trust before role-plays. (Blind trust walk, paired trust fall)
- Dealing with Conflict Lecture

Conflict

Conflict can always arise in group settings. Conflict occurs when there are differences in:

- Needs
- Perceptions
- Goals
- Experience
- Values

These differences can be between individuals or between sub-groups within the group. Many times the conflict is due to lack of communication between people. If people understand the needs, values, perceptions, etc. of others in the group, then conflict can often be avoided. This is why one of the important roles of the leaders is to set the tone of the trip and introduce the basic goals, norms and values. This gives all of the participants a common understanding of what is expected and can help prevent conflict. Remember the Stages of Group Development, conflict is an important part in the growth of any group or any relationship. Your goal is not to unilaterally try to prevent conflict, but to manage conflict as a learning tool (like Safety Management)

There are two major goals you must take into account when dealing with conflict situations: These two issues may run up against one another. How you deal with balancing these two goals is important.

- Achieving personal goals (task orientation)
- Keeping good relationships with the other persons (relationship orientation).

Dealing with Conflict

When faced with an interpersonal conflict, here are some of the techniques to use to help resolve or mediate the conflict.

- When emotions are running high it is hard to problem-solve. You may need to take time out and let things cool down.
- Communicate & Listen
 - Active listening
 - “I statements”
 - Clarifying and open-ended questions
- Use Creative Problem Solving Techniques
 - Get beyond positions to underlying Needs
 - Brainstorm solutions
 - Evaluate solutions
 - Choose the best solution for all
 - Implement the plan and evaluate
- Compensation - ask yourself if the behavior you are seeing is compensation for something else. Try to identify the root issue and deal with that.
- Accept the person but you don't have to accept the behavior.

- Quote OA Policies when necessary. This can take the “burden” off you as the leader. Saying, “this is OA policy and I am required to follow it as the individual responsible for leading this trip.” This can displace participant frustration from the leader to the OA Program Director.
- Quickly correct inappropriate language or other problems. Don’t let bad patterns get started and supported in the group.
- Know how much to push.
- It is OK for leaders to use their authority to set standards. You can do this in a problem situation by letting others know that they are not comfortable with certain actions. Example, “I’m not comfortable with people doing unsupervised climbing so don’t do it.”
- Acknowledge the conflict/Center yourself

Role Plays

Role-play “problem camper” scenarios in triads. One person role-plays the participant and the other two act as leaders. The leaders need to resolve the issue with the participant. The “participant” is instructed to be fairly difficult so as not to end the role-play with the first suggestion by the “leaders.” The goal is to stretch the leaders to come up with different approaches to deal with this person. After each role-play, stop everyone and ask the “participants” what worked and what did not. Give each “participant 1 minute of silence to get into character. Then 5 minutes of conversation. Remind people to use their feedback tools. Then debrief everyone for 5 minutes. [If a group of 2, have them rotate with a nearby group of 3 so not always as a 2.] **(45 minutes - student set scenario, RC debrief)**

1. [Group] Group comes to a trail junction, hiking either route is possible. Half of the group wants to head down to the river while the other half wants to head up to the ridge. People start to argue about choice.
2. [Individual] One of the participants, Jill, has been hiking 1/4 mile ahead of the group all day. When you ask her to slow up and hike with the group she says: you all should catch up with me.
3. [Individual] Tom, one of the group members has been having trouble hiking since the first day of the trip. He has blisters from his new boots. He has to stop frequently to rest. At one stop he says he wants to quit and leave. He's sick of holding everyone up.
4. [Group] It’s been raining since early morning. The trail has been rocky and the wet rocks have been slippery making walking treacherous. Everyone is cold and damp and frustrated. No one is saying anything. The planned campsite is still 2 miles away.
5. [Individual] Dave always seems to hang out by himself. He doesn't say much during the day hiking. In the evening when the group is playing games and getting camp set up Dave goes off by himself.
6. [Individual, Space Tolerance] Jill and Sam are the two OA leaders. Sam feels that Jill is being too active in the group always telling the participants what to do: put the tarp over there, the stove there. Jill always cooks dinner etc. Sam tried to tell Jill to back off a bit. She tells her that she's lead more trips than he has and she knows what she's doing. Sam has stopped trying to change the situation.
7. [Individual, Policy] Eric and Betty have signed on to the trip as boyfriend and girlfriend. They spend all their time hiking together. When the group comes into camp they wander off by themselves. Several of the group members are grumbling that they don't help out with camp chores.
8. [Individual, Group, Safety] The group has been canoeing down a flat stretch of the Delaware. Greg and Bill have been acting pretty wild all day. The group pulls into a campsite above the first rapid of the trip. While everyone is getting into dry clothes and setting up camp, Greg and Bill slip off and paddle down through the rapid. They walk back into camp soaking wet and laughing.
9. [Individual] Dave is a participant on a Frosh Trip. He’s been backpacking before and brought all his own equipment. He acts the part of the tough outdoorsman all the time. Putting down people who are having

trouble carrying their weight or hiking up steep grades. The other members of the group are getting pissed off at him and generally feel that he is a jerk.

10. [Individual] You are the leader on a backpacking trip. You have set up camp early and everyone is hanging out on his or her own before dinner. You are coming back through the woods after taking a dump and you smell marijuana. As you peer through the trees you see two of your group smoking.
11. [Group] Joe and Sara are leading a backpacking trip with 6 guys and 5 girls. The guys tend to hang out together and are pretty crazy, a little immature. The women don't really want to have much to do with the guys and stay together.
12. [Individual, Group, Safety] The group has pulled into camp after a long day of hiking. There's 1/2 hour of daylight left. Steve, a participant, tells Julie (another participant) that he is going to head up the hill to catch the view before sunset. An hour later everyone is gathering at the stoves to start dinner. One of the leaders, Lisa, asks where Steve is. No one has seen him since Julie did. It is now dark.
13. [Individual, Group, Safety] The group has been hiking along a rocky section of the AT. Alice steps into a pothole and falls over. She immediately starts screaming that her ankle is broken. The group stops and while the leaders attend to Alice the rest of the group shuffles around nervously anxious about Alice and unsure what to do.
14. [Group] Group is camped. A bunch of guys comes and camps next to you. 4 Guys in the group start drinking beer and make loud rude comments about the women in your group. (IYF scenario)

- Trust Building - Willow in the Wind, or Minefield (**10 minutes - student**)

Other Scenarios

- Drugs & Alcohol
- Respect for others
- "Scamming" on trip
- Meeting of the groups - competition (stealing canoes)
- In Your Face
- Person wants to go home
- Leader thinks a particular participant is a jerk.

Examples

- Thaw-Shift-Refreeze - OB nude bathing
- The Edge -
- Challenge - person hiking ahead of group
- Situational Leadership
 - Setting up camp (developmental)
 - Rainstorm getting bummed (regressive)
- Establishing norms - OB run and dip example

Dealing with Problems

Problems can often be divided into personality related or physically related (injury, environment). Some possible situations are given below.

1. Correcting Group Action/Decision
 - Is there a safety consideration?
 - Is the decision necessary to correct?

If the answer to *either* of these questions is yes, the decision must be changed, in doing so:

- Act quickly to avoid safety problems.
 - Be subtle in transmitting information. It may be just to one participant and not involve the rest of the group.
 - Maintain the worth of all group members and their input even though you must alter the decision.
2. When dealing with someone having difficulty with a challenge:
 - Move the situation to focus on something outside the person.
 - Break it into discrete, do-able parts.
 - Refocus the persons on a level of challenge appropriate to them.
 3. If a person is creating a problem it is essential to **accept the person** and let them know they are still important, but **you do not have to accept the behavior**. Make it clear that the problematic behavior cannot continue.
 4. Feeling of lack of control leading to fear can be one of the greatest motivations for negative behavior. If someone is behaving negatively, they may be compensating and trying to create a sense of self-empowerment and control. When you see negative behavior ask yourself what needs for that person are not being met that may be resulting in negative, compensating behavior.
 5. In dealing with problems try to turn the problem into a solution - flip it 180 degrees. “Your disability is your opportunity.” - Kurt Hahn

Example: Sarah is constantly hiking ahead of the group. She is in good shape and out distances everyone else. She thinks the group is too slow and everyone should catch up with her. Let her know that the challenge for some other is just hiking. She doesn't have that challenge. Instead her challenge is to slow her pace down and stay back with the others using her strength to help the others. You have flipped a problem into a solution.

Dealing with Someone who is Out of Control

Sometimes you may get into a situation where the other person is really having difficulty and their behavior is getting out of control, what is often known as an “in your face” situation. Here are some techniques you can use to settle the situation out.

- Recognize from early on when you are in an “in your face” situation or when things are escalating in that direction. Know what pushes your buttons.
- Don't just enter a conversation expecting your own outcomes. Recognize what the other person's outcomes may be. Not being sensitive to the other person's needs can often escalate things into “in your face.”
- Know when to put off a conversation until another time. Sometimes emotions are running too high to have a productive conversation.
- Know when the discussion needs to be private. Other times you may want corroboration from your co-leader that can't come with a private discussion.
- Don't interrupt people. If someone is out of control, interruption probably won't get him or her back in control. Best to let them have their say completely and then comment if it seems appropriate.
- Give up being invested in making your own point. If things are out of control, you don't want to feed the fire by trying to get your own point across. Let it be, at least until later. Spend your energies trying to

reduce the anxiety. After things have calmed down, have another discussion if necessary to get back to your points.

- Go into active listening mode. Rephrase the person's comments so they know you have heard them. Read between the lines and ask yourself what is going on with this person that is motivating them to act this way. Remember compensating behaviors. If appropriate, you can tell them you disagree with their points and list your reasons.
- As you rephrase the person's statements, be prepared to apologize if you find that they have interpreted you in an objectionable way. "It sounds as if you are frustrated with my telling you that you can't hike by yourself. I apologize if that offends you, however, it is the standard OA policy that the group should stay together for safety reasons."
- Don't raise your voice or change your physical presence. Stay cool and collected. Changes indicating your anxiety will only raise the level of tension.
- Monitor your tension level. Take a psychological "deep breath" and chill. This process may need to go on while the other person is talking.
- Have predefined Natural Consequences for behaviors that violate the Full Value Contract.

OA Policies on Group Dynamics: (15 minutes)

Don't get bogged down here, just put it out!

OA has only a few specific policies for dealing with groups in the wilderness.

- It is important that co-leaders discuss in detail before the trip both their goals for the trip, styles of operation, strengths and weaknesses. Issues like space tolerance should also be covered. Just as the group will have to work things out on the trail, so the leaders have to work things out before the trip.
- No drugs or alcohol are permitted on trips. The application form includes this in the waiver so we have informed people of this before the trip. If someone is found to have alcohol or drugs, they should be immediately informed that these are not permitted and for the safety of everyone in the group, the person must cease using. If they do not comply, explain that they can be removed from the trip.
- Romantic relationships between leaders and participants or between leaders and leaders should not start on the trip. During the beginning of a relationship, you need to focus on the other person; this focus effectively inhibits your ability to pay attention to the needs of others in the group, which is your primary responsibility. Wait until you get back to campus. Leaders who are involved in a relationship should think *carefully* about their ability to lead together. In some cases leaders who are in a relationship can lead together very effectively, in other cases it is detrimental to the group (and possibly to the relationship).
- Meeting other groups - avoid competition between groups. "Raiding" activities **are not appropriate or permitted**. This competition is often seen at the Forming stage where the group feels pressure to be "more bonded" than the other group.
- If you will pass through "civilization" during your trip, discuss at the beginning of your trip what level of interaction people should have with civilization. Let the group consensus decide it.

Debrief:

Not necessary, processing occurred during activity.

Conflict in Desert Exercise?

Debrief:

7. Debriefing & Processing - (15 minutes)

Goals:

- To give participants proper skills in both giving and receiving feedback.
- To give participants experience in giving and receiving feedback in difficult situations.
- To present the concept of Transference as the final process in the Thaw-Shift-Refreeze Model.
- To understand the importance of processing throughout the group experience and at the end as the essential reflection that leads (potentially) to transference.

Activities:

1. Group Game to liven people back up after break (if needed) **(5-10 minutes)**
2. Short lecture on giving & receiving feedback **(10 minutes)**
3. Processing the Experience short lecture **(10 minutes)**

Discuss the importance of reflection in the Thaw-Shift-Refreeze model at the Transference stage. The true value of any experience is whether the situational learning can be generalized and transferred to other situations. This process is aided by Processing by the facilitator. Through processing questions and feedback from the facilitator and other group members, an individual can discover significant personal growth. **Below is some of the material to cover. Some of this could just be a handout.**

What is Processing?

- An analysis of an experience designed to develop new insight, which can be integrated into life outside of the original experience.
- An activity used to encourage individuals to reflect, describe, analyze, and communicate what they recently experienced.

Why Process?

- It assists in translating (transferring) experiences into organized words and concepts.
- It provides an opportunity to give the experience personal meaning and significance that enhances the potential for personal growth.

When to Process

Leaders need to be sensitive to when to utilize processing techniques both for the group as a whole and when individuals in the group may need to process an experience. Here are some guidelines:

- **Daily basis** - on a multi-day trip there should be some form of processing on a daily basis. This can involve informal discussions about the day after dinner at night. This will help the leaders track where participants and the group are and help them plan what sorts of challenges and activities they may be ready for the next day.
- **Before a Challenging Activity** - when the group is going to be doing something readily identifiable as a challenge (rock climbing, high ropes course) it may be useful to do some processing about the experience that is coming and how people are feeling about it.

- **After a Challenging Activity** - after a challenge participants may need to sit down and process what happened to them. Depending on logistical issues this might happen immediately afterwards or sometime later.
- **When an individual is having difficulty** - recognize when an individual is in a high stress situation and needs processing to deal with it immediately. This may need to be done outside of the group.
- **At the end of the experience** - as a time to bring the whole experience together.

Suggested Debriefing Topics

- Leadership and Followership
- Communication and feedback
- Recognition
- Teamwork
- Planning
- Goal Achievement (personal and group goals)
- Commitment to Group
- Devaluing and Discounting Behavior
- Success/Joy/Pleasure
- Fear (physical and psychological)
- Risk-taking
- Group Support and Trust
- Peer Pressure
- Negativism/Hostility
- Efficiency and Productivity
- Competition
- Adhering to Safety
- Sexism/Racism/Heterosexism
- Identification and Transference of Learning

Debrief:

8. Closure - (30 minutes)

Goals:

- Bring group to closure on experience.
- Recognition that this particular group won't exist again. Subgroups will and individual relationships will.
- Evaluation of workshop.

Activities:

- Base groups debrief (**10 minutes**)
- Look at Goals on Index cards - how did you do at reaching your goals? What new goals do you want to set for leading your next group?
- Summary of Concepts

1. Setting the Tone

2. Setting Group Goals

- SMART

3. Leadership Styles

- Situational Leadership
- How to choose your style via Task & Relationship roles

4. Listening Skills & Feedback

- Giving receipts
- I language
- Body Language

5. Stages of Group Development

- Forming
- Storming
- Norming
- Performing

6. Conflict Resolution

- Styles of dealing with conflict

7. Processing

- Balloon Message - each person writes an answer to the following questions on a slip of paper. On one side What did you learn? On the other side What do you need to focus on for your growth as a facilitator/leader? [Can be done just on slips of paper folded up or placed inside balloons, which are blown up. The balloons go into the center of the circle and people pop a balloon (different color from their own).] Then each person reads out someone else's answers. **(10 minutes)**
- Closure exercise - Yurt Circle **(2 minutes)**
- Evaluation form **(5 minutes)**

Other Activities:

- Have groups do a puzzle journal throughout the day and put the puzzle together at the end.
- Read The Missing Piece by Shel Silverstein.

Concepts:

- **Leader's Radar** - Leader's radar is all about listening and assessment. It means being attentive to all of the members of the group, including your co-leader and yourself. From a safety perspective, it means being aware of increasing Accident Potential. From a group dynamics perspective it means being aware of how each individual member of the group is doing emotionally, physically, are they being challenged, under stress, getting along with others, in conflict, etc? It also means having a sense of the group as a whole. How well are they interacting and cooperating, etc. All of this, "information gathering," is for you to determine what each person needs from you in terms of education, support, encouragement, being left alone, etc. Leader's radar is made up of concrete listening skills, conversations with your co-leader, careful observation, and intuition. As you develop this skill through actual trip leading experience, you will be better able to determine what roles and steps you should take in working to facilitate a positive group experience.
- **Challenge by Choice** - an essential aspect of challenge is that the individual should not be forced or coerced into it. In some situations (e.g. bad weather) there is nothing we can do. But in situations where activities are voluntary people must feel they have the right to say no and not feel a loss of self-worth. This is part of creating a Safe Environment.

- The chance to try a potentially difficult and/or frightening challenge in an atmosphere of support and caring.
- The opportunity to “back off” when performance pressures of self-doubt become too strong, knowing that an opportunity for a future attempt will be available.
- The chance to try difficult tasks, recognizing that the attempt is more significant than performance results.
- Respect for individual ideas and choices.
- **Thaw-Shift-Refreeze** - the basic model of how we change our behavior. Often it is a challenge or disequilibrium that initiates the Thaw and a supportive environment is usually required to help Refreeze the new behavior.
- **Challenge** - challenge is often a fundamental part of the Thaw-Shift-Refreeze Cycle. A challenge occurs when there is a goal and an obstacle to overcome to reach the goal. The goal can be internal or external and the obstacle can be internal or external. If the participant attributes the locus (internal vs. external) of either the goal or obstacle incorrectly, it may lead to frustration. The person may need help seeing the situation more clearly. Remember that each person will have different things, which challenge him or her and will experience a challenge in different ways.
- **The Edge** - the point at which we make the shift to the new behavior in the Thaw-Shift-Refreeze cycle is known as the edge. We are at the edge of our know behavior moving into new and possibly unknown territory. This can be a period of great stress for the person both physically and emotionally (which can have safety implications in some activities). It may be necessary to do some debriefing and processing with the person right then and there.
- **Debriefing** - a process that encourages both personal reflection and self-disclosure. It is accomplished in various ways and is an essential part of Transference.
- **Safe Environment** - creating a “safe” emotional environment so that participants can feel comfortable telling the group if they are having problems.
- **Setting the Tone** - recognizing that the opening stages of any group are very pliable for establishing group norms. This is the time to introduce and model appropriate types of behavior. It is also the time to correct behaviors which are inappropriate before they become established norms.
- **Body Language** - make sure that when you are talking or listening to someone that your body language shows that you are actively paying attention to him or her. You should be facing them, attentive, looking at their face (not down to the ground), and giving other signs like nods to show that you are focused on what they have to say. When its your turn to talk, your posture should be the same, your are focusing your message to that person. Looking away, etc. suggested that you don't think that talking with them is important or suggests that you are nervous or are not being honest. Body language is especially important in high stress situations and emergencies. Part of the way you take control of the situation is through your body language and physical presence. Be firm, direct, look people in the eye, speak directly to them and address them by name giving specific instructions for what they are to do.
- **Assessment** - the process of using Leader's Radar to assess the current state of participants and the group and apply the Situational Leadership Model to determining the most effective leadership behavior for that situation.
- **Facilitator** - one of the leader's primary goals is to facilitate effective group interaction and encourage personal growth.
- **Honesty** - it is imperative that you are honest with the group at all times. There should be no hidden agendas.
- **Transference** - the process of transferring the new knowledge learned from the trip back to daily life and incorporating it there. Debriefing is essential to successful transference.

- **Recipes, basic ingredients, chefs and cooking style** - a metaphor for leadership in which the leaders are chefs. Each may have their own recipes but there are certain fundamental cooking skills, which must be mastered by all.
- **Anxiety Meter** - a method of checking to see how stressed people are feeling.
- **Right to pass** - people always have the right to pass on an activity. This is part of the philosophy of challenge by choice. In some situations, like debriefing, it is important to hear from everyone, so a pass means you will come back to that person later.

Possible Activities

SB = Silver Bullets, Karl Rohnke, Kendall Hunt Publishing

QS = QuickSilver, Karl Rohnke & Steve Butler, Kendall Hunt Publishing

CTC = Cowstails & Cobras, Karl Rohnke, Kendall Hunt Publishing

Stepping Stones - QS p. 186 (Initiatives)

Categories - QS p. 85

Name by Name - QS p. 128

Hog Call - SB p. 99, QS p. 202

Paper Tear Up - (Commonality, grouping)

Mirage - QS p. 174 (Communication)

Trust Wave - QS p. 234 (Trust)

Human Knot - SB p. 117 (Initiatives)

Trust Circle - QS p.233 (different from Willow in the Wind) (Trust)

Pairs Walk - QS p. 229 (Trust)

Have You Ever... - QS p. 224 (Trust)

Shoe Sort - QS p. 185 (Initiatives)

Moonball

Wizards & Gelflings - QS p. 143 (Games)

Instant Impulse - QS p. 120 (Games)

Copy Cat - QS p. 111 (Games)

Cave In - QS p. 107 (Games)

Coming & Going of the Rain - SB p. 92 (Trust)

Hand to Hand (introductions)

Speed Rabbit - ABC, CTC 6

Look Up, Look Down - ABC

Macro-Micro Stretches (alternate)